Quick Reference

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Online Course Platform: d2l.msu.edu
MAFLT Community in D2L: d2l.msu.edu/d2l/home/115561

Microsoft Office Suite for MSU: spartan365.msu.edu
MAFLT Students in Spartan365: michiganstate.sharepoint.com/sites/MAFLT

MSU Student Dashboard: student.msu.edu
MSU Schedule of Courses: schedule.msu.edu
MSU Graduate School: grad.msu.edu

MSU Library Account: lib.msu.edu/general/account
MAFLT Library Guide: libguides.lib.msu.edu/maflt/
Distance Learning Services: lib.msu.edu/dls/
MSU Access to Zoom: msu.zoom.us

Help Desk for General IT Support: tech.msu.edu/support
Help Desk for D2L System: help.d2l.msu.edu
Help with Library – Ask a Librarian: lib.msu.edu/contact/askalib

Handbook on Public Website
Links and Downloads

Mailing Address:
B-135 Wells Hall
619 Red Cedar Road
East Lansing, MI 48824
USA
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About this Handbook

Entering and completing graduate school is an exciting time, filled with new information. The program’s Graduate Handbook is a key source of this information. Each academic unit offering a graduate degree must develop a Graduate Handbook containing essential features established by the MSU Graduate School, as well as information particular to our respective academic unit and college. This Graduate Handbook will inform students (and faculty and staff) on course and program requirements, on standards for professional conduct in our field, on the timetable for important steps, on graduation requirements, and on policy for dismissal.

Graduate Handbooks must be consistent with University and college policies. These policies will be referenced in an appendix with links to the appropriate MSU documents. University policies supersede and override all inconsistent provisions of the particular program Handbooks. Requirements listed below align with those listed in the MSU Academic Programs catalog.

When the program’s Handbook makes changes to the degree requirements or any aspect of the evaluation of students, returning students have the option of following the rules and guidelines of the version of the Handbook that was active when they were admitted to the program.

About the Handbook Appendices

We have also created a series of supplements that address particular aspects of participation in the program and in FLT coursework. These Appendices are provided below and as separate files. Current students can download them from our SharePoint or D2L Community platforms. Please read the relevant sections of the main FLT Handbook prior to reading each Appendix. Refer to the Table of Contents above.

Appendix A. Admissions Guide for Master of Arts and Certificate
Appendix B. General Policies and Expectations in FLT Courses
Appendix C. Academic Writing in FLT Courses
Appendix D. Technology in FLT Courses
Appendix E. Experiential Module Project Guide
Appendix F. Final Portfolio Guide: Course and Comprehensive Exam
Overview of FLT Graduate Programs

The Graduate Programs in Foreign Language Teaching (MAFLT) at Michigan State University are fully online educational experiences designed to address the needs of current and aspiring teachers of any target language, in any institutional context. These programs provide aspiring foreign language teachers with the fundamental background and practical experience to teach a specific target language, while also offering current foreign language teachers opportunities to continue or enhance their education. FLT courses focus on solid foundations in second language acquisition (SLA) and the intersection of SLA with the practice of foreign language teaching. As a result, this program prepares students to design lesson plans, courses, and curricula that support teaching for high levels of language proficiency; to make appropriate, research-based decisions impacting language learners and programs at each stage of the learning process; and to offer supervision and leadership to fellow teachers and other stakeholders. Through the online nature of the program as well as course content, students will be prepared to integrate technology effectively into the teaching of language and culture. This curriculum also emphasizes the importance of increasing access to language learning opportunities, advancing multilingualism in society, and improving the availability and effectiveness of language educators in the U.S. and internationally.

In addition to the required content courses, MAFLT students work with faculty to create praxis-oriented Experiential Modules (master’s projects) that are designed not only to enhance and customize each student’s plan of study, but also to contribute substantially to career placement and advancement. The MAFLT Program and the FLT Certificate both culminate with creating and presenting a Final Portfolio in the form of a public website, which also serves as the Comprehensive Exam. Graduates of these programs therefore gain not only a diploma from a respected R-1 public university in the U.S. but also support in conveying their accomplishments to current and future employers, fellow teachers of their language and other languages, language learners, and other audiences.

Graduate Programs Offered: Master of Arts and Certificate

Our programs consist of the following two academic pathways:

- **Master of Arts in Foreign Language Teaching (Online)** – Established in 2012
- **Graduate Certificate in Foreign Language Teaching (Online)** – Established in 2021

The Program Requirements for each of these pathways will be discussed in separate sections below, and the Admissions section includes eligibility and requirements for enrolling in each program. It is also possible to take FLT courses as electives to fulfill requirements in other graduate programs at MSU or to fulfill continuing education credits without enrolling in either program, with MSU Lifelong Learning status. Both options are discussed under Admissions.
Educational Objectives and Student Learning Outcomes

These programs enable students to do the following:

- Integrate theories of second language acquisition with the practice of teaching the target foreign language.
- Integrate theories of teaching culture and world knowledge within foreign language education.
- Examine critically one’s own teaching through articulated reflections on one’s teaching and demonstrations of excellence in teaching.
- Develop a solidly grounded personalized philosophy of teaching the target language and culture(s).
- Integrate technology into the teaching of the target foreign language and culture(s).
- Examine and evaluate current language and culture teaching materials and practices to better inform one’s selection or use of them.
- Create, review, and use reliable and valid methods of assessment for classroom (formative) purposes and for standardized, higher-stakes tests (such as final exams, placement tests, and diagnostic assessments).
- Design and implement an Experiential Module or Modules that enrich or expand their professional development beyond the backgrounds they bring into the program.
- Provide leadership in the broader community of educators teaching their target language(s).

---

### FLT Course Offerings

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Usually offered in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLT 807 Methods of Foreign Language Teaching</td>
<td>Fall  Spring  Summer</td>
</tr>
<tr>
<td>FLT 808 Assessment for Foreign Language Teaching</td>
<td>Spring  Summer</td>
</tr>
<tr>
<td>FLT 815 Teaching Culture in Foreign Language Courses</td>
<td>Spring  (Summer)</td>
</tr>
<tr>
<td>FLT 817 Foreign Language Program Development and Administration</td>
<td>Fall  Spring</td>
</tr>
<tr>
<td>FLT 841 Special Topics (including Sociolinguistics and L2 Literacy)</td>
<td>Fall  Spring  (Summer)</td>
</tr>
<tr>
<td>FLT 845 Language Concepts for Foreign Language Teaching</td>
<td>Fall</td>
</tr>
<tr>
<td>FLT 860 Foreign or Second Language Acquisition (SLA)</td>
<td>Spring  Summer</td>
</tr>
<tr>
<td>FLT 881 Teaching with Technology</td>
<td>Fall  Summer</td>
</tr>
<tr>
<td>FLT 885 Experiential Modules – 5 credits (or 3 + 2)</td>
<td>Fall  Spring  Summer</td>
</tr>
<tr>
<td>FLT 888 Final Portfolio (MA Comprehensive Exam)</td>
<td>Fall  Spring  Summer</td>
</tr>
</tbody>
</table>

This schedule is subject to change based on enrollments, including adding or removing sections. Notifications will be sent to all students and announced via the program's Student Update page. If a semester is listed in parentheses, that section is occasionally offered but not every year.

*Figure 1 Anticipated FLT Course Offerings 2022-23. See [https://maflt.cal.msu.edu/courses](https://maflt.cal.msu.edu/courses).*
Program Requirements – Master of Arts Degree

The MAFLT Program provides online graduate education and professional development at a high standard of quality and rigor. Its objectives and structure align with the Mission and Vision for Michigan State University, the College of Arts and Letters, and the Center for Language Teaching Advancement. These Vision statements can be found through our public website under Vision. The online format provides maximum flexibility for completion of the program, regardless of the student’s location. This program has been designed with exceptional levels of interactivity, both in coursework and in advising and mentoring, which provides a unique virtual environment for the engagement of students and faculty in learning, engaging in scholarly inquiry, and addressing practical challenges inherent in the field of language teaching.

The MAFLT Program is designed primarily as a professionally-oriented terminal degree. Graduate programs at MSU may offer a Plan A track, requiring a master’s thesis; a Plan B track, requiring a comprehensive exam rather than a thesis; or both, as options that students can select. The MAFLT Program offers only the Plan B non-thesis track, and the creation and presentation of the Final Portfolio website (discussed below) serves to fulfill the comprehensive exam requirement. However, it is possible to continue beyond this degree to a doctoral program. Students who wish to so should discuss this plan with the Program Director and take opportunities throughout the program to increase their emphasis on research methods.

To fulfill the requirements of the Master of Arts, a student must complete a total of 30 credits. The student’s program of study must be approved by the Program Director and confirmed through GradPlan in the MSU Student Information System. The program of study must include the following components:

- **Regular Content Courses** - Eight core courses at 3 credits each (total of 24 credits)
- **Experiential Module** - one or two Experiential Module projects and participation in FLT 885 (total of 5 credits)
- **Final Portfolio** – design and presentation of website and participation in FLT 898, serves as Comprehensive Examination (1 credit)

A minimum of 21 of these 30 credits must be taken at MSU, while fully enrolled in the Master of Arts degree. Up to 9 graduate credits may be transferred from other accredited institutions toward the fulfillment of program requirements. Any courses taken at MSU with Lifelong Learning status will also be considered toward the maximum of 9 transfer credits. All transfer of credits must be documented appropriately and will be subject to approval by the Program Director. The sections that follow discuss these three sets of requirements.
Regular Content Courses = 24 credits

All students in the MAFLT Program are expected to take the same eight content courses, listed below. The curriculum does not include electives. In some cases, however, adjustments can be made for specific professional requirements or when a student wants to use transfer credits from another institution to fulfill MAFLT requirements. Individual assignments and the Experiential Module allow for considerable flexibility and customization within this curriculum structure.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLT 807</td>
<td>Foreign Language Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>FLT 808</td>
<td>Assessment for Foreign Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>FLT 815</td>
<td>Teaching Culture in Foreign Language Classes</td>
<td>3</td>
</tr>
<tr>
<td>FLT 817</td>
<td>Foreign Language Program Development &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>FLT 841</td>
<td>Topics in Foreign Language Teaching (topics vary)</td>
<td>3</td>
</tr>
<tr>
<td>FLT 845</td>
<td>Language Concepts for Foreign Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>FLT 860</td>
<td>Foreign and Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>FLT 881</td>
<td>Teaching Foreign Language with Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

These courses may be taken in any order. However, FLT 807 Methods is intended to be the initial course and includes onboarding procedures. FLT 817 Program Development and Administration is intended to be taken near the end of the program. The FLT 841 Special Topics course represents a small set of courses that have been created by FLT faculty. As of 2022-23, those topics include: Sociolinguistics and Spoken Language and Literacy in a Foreign Language (focus on reading and writing instruction), and others may be added periodically.

Any changes to this list of required courses must remain in compliance with the program requirements as presented in the MSU Academic Catalog and are subject to approval by the Program Director and, in some cases, the Associate Dean for Graduate Programs.

**SIS Class Search:** To determine when courses will be offered and enroll in courses, students can go to the Class Search tile in the **Student Information System** (student.msu.edu). Course information provided here will also include important dates and required materials.

**Course Descriptions:** The MAFLT website also includes the general plan for semesters when courses will be offered. See the Courses page: [https://maflt.cal.msu.edu/courses](https://maflt.cal.msu.edu/courses).

**Semester Updates:** The MAFLT website also provides a detailed announcement with courses offered, important dates, reminders, upcoming events, etc. You can access these posts from the Program News page or the Semester Updates page: [https://maflt.cal.msu.edu/semester-updates](https://maflt.cal.msu.edu/semester-updates).
Experiential Module Project(s) = 5 credits

Also see Appendix E: Experiential Module Guide

The Experiential Module (EM) in the MAFLT Program functions as a capstone assignment that should bring together learning experiences from throughout the MAFLT and advance the teacher-learner’s development toward becoming a master FL teacher. It may be helpful to think of the EM as a kind of practical thesis, which encourages teacher-learners to apply and enhance their skills and reflect thoroughly on the impact of these experiences.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLT 885</td>
<td>Experiential Module in Foreign Language Teaching</td>
<td>5 total</td>
</tr>
</tbody>
</table>

**Purpose of the EM**

These projects lead to the creation of materials, reports, presentations, designs, assessment tools, and more, depending on the project type, that will be added to the MAFLT Portfolio as evidence of the teacher-learner’s accomplishments and expertise. The outcomes of these projects should also be informative and useful to fellow teachers both in and beyond the MAFLT community.

**Course Enrollment for the EM**

To fulfill the experiential module requirement, you must enroll in 5 credits of FLT 885 Experiential Modules. You may choose to complete one larger EM project for 5 credits (this can be completed in 1 or 2 semesters) or two smaller projects for 2 and 3 credits each. Typically, EMs should be completed at the end of the MAFLT Program, after taking at least 6, if not all 8, courses.

**FLT 885 Sample Syllabus**

MAFLT SharePoint > Current FLT Courses

Like other courses, FLT 885 has a D2L page, a Microsoft Team and corresponding Spartan365 apps, and regular due dates for completion of tasks. The difference from other courses is that your work is very self-directed, the requirements will be negotiated based on the type and design of your project, and you will collect readings and resources yourself rather than receiving a list of assigned materials. You are expected to draw upon the materials and outcomes of your other FLT courses and incorporate the concepts, sources, and skills into your project.

**Application and Approval**

By the midpoint of the semester prior to the one in which you want to begin your EM Project, complete the Experiential Module Application form. Also make an appointment with the Program Director to discuss your ideas for your EM project. After that meeting, the director will give approval for you to enroll in FLT 885 for the appropriate number of credits.

EM Application > Due by mid-point of prior semester
https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Forms_Master-List.aspx
Project Completion and Evaluation

The FLT core faculty members rotate responsibility for supervising EM projects. You will discuss your proposed plans for completing the project in an advising meeting with the Program Director after filling out the EM Application. However, the details of your project and your plans for completing it will be developed in consultation with the instructor of FLT 885 for the semester in which you will begin the project. This plan will be created and approved using the EM Milestones Worksheet. Examples of this file and other handouts used to scaffold the project are shared here:

EM Project Planning and Management Files
MAFLT SharePoint > General > Templates for Students

The requirements for completing your project will depend on the approved EM Milestones plan that you have made in consultation with your EM Mentor and the Program Director. This plan lists a specific set of deliverables that will be used to determine that you have completed the project that you intended and negotiated. If you have not completed the approved deliverables by the end of the semester, you will have to defer completion of the course to an upcoming semester. See Incomplete Courses and Deferrals under Program Policies.

Types of Experiential Modules

- Action Research Project
- Ethnographic Research Project
- Community Outreach or Service Learning
- Language or Area Studies Immersion
- Practicum in Foreign Language Teaching
- Language Program Administration or Evaluation
- Proficiency-Based Assessment Design or Critique
- Materials or Curriculum Design
- Professional Seminars for Language Teachers
- Conference Participation
- Self-Designed Module

Each type of EM comes with recommendations for how teacher-learners can document their work. See the Experiential Modules Guide in the Handbook Appendices for more detailed information about EMs. To explore completed MAFLT EM Projects, see:

MAFLT Website > Experiential Modules:
https://maflt.cal.msu.edu/experiential-modules/
MAFLT Website > Portfolios > any and all Final Portfolio sites
https://maflt.cal.msu.edu/portfolios/
MAFLT Showcase site presenting and indexing completed EM projects:
https://mafltshowcase.commons.msu.edu/
Final Portfolio / Comprehensive Exam = 1 credit

Also see Appendix F: Final Portfolio Guide

Completion and faculty review of the Final Portfolio serves as the Comprehensive Examination for the Master of Arts and the FLT Certificate. The Comprehensive (Portfolio) Exam should be taken during the student’s final semester in the program. This exam involves completion and presentation of the portfolio in the form of a well-designed website and evaluation of this website and its content by two faculty members.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLT 898</td>
<td>Final Portfolio / Comprehensive Exam</td>
<td>1</td>
</tr>
</tbody>
</table>

Students may enroll in the Final Portfolio / Comprehensive Exam course with approval from the Program Director. Students may be enrolled in another FLT course at the same time, but the Final Portfolio must be completed and evaluated in the final semester of the program.

Goals and Purposes of the Online Portfolio

Through the content and design of the Final Portfolio, students demonstrate their mastery of program objectives, the impact of the program of study on their beliefs and practices, and their ability to apply concepts and skills acquired during the program to various contexts of world language teaching. Design of the Portfolio website enhances professional development and provides a valuable tool for continuing professional growth. The structure of the Final Portfolio and outcomes of the Comprehensive Exam also help faculty to monitor and maintain the overall coherence and effectiveness of the program.

Components and Design of the Final Portfolio

The content of the Final Portfolio primarily consists of work completed by students throughout their participation in FLT courses. While enrolled in the FLT 898 course, the student will revise these documents, produce any materials that have not already been created, and compile these along with a reflective essay into an online format on a website that is shared with FLT faculty. The FLT 898 provides guidance and support in the web design process. It also offers opportunities to reflect on students’ experience and accomplishments in the program as well as goals for their career following the program. Components of the Final Portfolio are intended to meet the following objectives:

a. Demonstrate an understanding of second language acquisition theories and their application to student learning and to the practice of teaching the target language;
b. Demonstrate an understanding of theories of culture and their application to the practice of teaching target culture(s) in the target language classroom;
c. Integrate technology in task-based and communicative language teaching materials and language assessment materials;
d. Articulate the integration of learning from the Experiential Module(s) into the program of study and career objectives; and
e. Present the graduating student’s credentials and accomplishments to audiences within and beyond the program in an effective, accessible, and appealing manner.

The specific components of the portfolio are listed in Handbook Appendix C and in the syllabus for FLT 898. Most FLT courses include a component that will eventually be included in the Final Portfolio. Instructors will designate these components in the course materials and review them with presentation in the portfolio in mind. Materials that students create while enrolled in FLT 898 include a reflective essay on the program as a whole and text describing, explaining, and summarizing the various portfolio components that will appear on the website.

**Evaluation of the Final Portfolio**

The examination committee will consist of two MAFLT faculty members who will review the Portfolio according to the MAFLT Portfolio Evaluation Rubric (also provided in the MAFLT Community D2L site) and recommend HIGH PASS, PASS, or FAIL. The grade will be communicated to the student within two weeks after the examination committee completes its evaluation.

Students who fail no more than one section may revise the failed section and re-submit the portfolio by the end of the semester in which they are enrolled in FLT 898. If the portfolio is not deemed to be satisfactory after the second re-take, she or he must enroll for FLT 898 for one credit again and retake the entire exam the following semester. If a student fails the exam a second time, she or he is dismissed from the program.

**Foreign Language Teaching Portfolio Showcase**

Final Portfolio websites that have been evaluated and approved can be shared publicly on the web. This step is not required for graduation, but the FLT faculty are proud to display completed portfolios.

**Final Portfolios Gallery**

[https://maflt.cal.msu.edu/portfolios/](https://maflt.cal.msu.edu/portfolios/)

Alumni portfolios are available in a gallery on the MAFLT website. Current students should explore alumni sites for examples of artifacts from FLT courses and as models for their own website designs.
Electives, Transfers, and Individualized Modifications to Requirements

All students in the program are allowed to transfer in up to 9 graduate credits from outside the MAFLT Program if those credits fulfill the requirements explained in this handbook in the section on Transfer of Credit Hours under Program Policies (below). Transferred credit hours cannot be counted toward the FLT Certificate.

Credits earned while enrolled in MSU with Lifelong Education status are not automatically counted toward completion of the MAFLT Program. If students begin their studies as Lifelong Learners and then apply to the MAFLT Program, courses taken prior to that point must be transferred into the MAFLT. See procedure and links below under Transfer of Credit Hours.

Completing FLT Courses to Fulfill Certification Requirements

Neither the Master of Arts nor the Certificate is intended to certify individuals to teach in public schools in the U.S. Depending on state requirements, which vary throughout the country, it is possible to fulfill requirements to earn and continue certification with credit hours earned in FLT courses.

If you are enrolled in the MAFLT Program and need to complete a graduate course in a specific content area in order to continue your certification, you may identify a course that will fulfill that requirement at MSU or at another similarly accredited university and transfer those credits into the MAFLT Program. Such courses are usually accepted in place of FLT 841 Special Topics.

In such cases, you should discuss the requirements and the course you plan to take with the Program Director prior to taking the course. Note that credits transferred for this purpose count toward the maximum of 9 credits that can be transferred into the MAFLT Program.

The following resources provide information on K-12 certification in world language teaching for teachers in Michigan and other states:

Council for the Accreditation of Educator Preparation – CAEP
http://caepnet.org/

Michigan Department of Education
https://www.michigan.gov/mde/services/ed-serv/ed-cert
https://mdoe.state.mi.us/MOECS/login.aspx

MSU College of Education
K-12 Professional Certification
Non-Traditional Certification Overview
Possible Course Plans for the MAFLT Program

The following sample trajectories are intended to clarify your options for the pace and sequence of courses. Many other paths through the program are certainly possible, however. With that in mind, we have provided below several possible trajectories. As part of your Orientation process, you will meet with the Program Director to create a plan that fits your preferences.

Course plans for students in the FLT Certificate will vary depending on which three courses are selected from the FLT curriculum and how quickly the student chooses to complete the courses.

**Two courses at a time for 5 semesters (starting in fall)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>FLT 815 Culture</td>
<td>FLT 860 F/SLA</td>
<td>FLT 807 Methods</td>
</tr>
<tr>
<td></td>
<td>FLT 808 Assessment</td>
<td>FLT 841 Special Topics</td>
<td>FLT 881 Technology</td>
</tr>
<tr>
<td>Year 2</td>
<td>FLT 885 EM (5 credits)</td>
<td></td>
<td>FLT 845 Language Concepts</td>
</tr>
<tr>
<td></td>
<td>FLT 898 Final Portfolio</td>
<td></td>
<td>FLT 817 Program Admin</td>
</tr>
</tbody>
</table>

**One course at a time for 10 semesters (starting in spring)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>FLT 807 Methods</td>
<td>FLT 860 F/SLA</td>
<td>FLT 845 Language Concepts</td>
</tr>
<tr>
<td>Year 2</td>
<td>FLT 815 Culture</td>
<td>FLT 808 Assessment</td>
<td>FLT 881 Technology</td>
</tr>
<tr>
<td>Year 3</td>
<td>FLT 817 Program Admin</td>
<td>FLT 841 Special Topics</td>
<td>FLT 885 EM (3 credits)</td>
</tr>
<tr>
<td>Year 4</td>
<td>FLT 885 EM (2 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FLT 898 Final Portfolio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Varying course loads, summer intensive (starting in summer)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>FLT 807 Methods</td>
<td>FLT 808 Assessment</td>
<td>FLT 845 Language Concepts</td>
</tr>
<tr>
<td>Year 2</td>
<td>FLT 815 Culture</td>
<td>FLT 860 F/SLA</td>
<td>FLT 841 Special Topics</td>
</tr>
<tr>
<td>Year 3</td>
<td>FLT 817 Program Admin</td>
<td>FLT 885 EM (5 credits)</td>
<td>FLT 898 Final Portfolio</td>
</tr>
</tbody>
</table>

11
MAFLT Program Chart for Self-Tracking of Progress

The following chart provides space for you to track your progress toward completion of program requirements. You can review your progress in the MSU Student Information System at any time by logging in at: [https://student.msu.edu](https://student.msu.edu). If you notice any discrepancies between your Academic History in SIS and what you have noted here, send an email to the Program Director and Academic Coordinator at: maflt@cal.msu.edu and/or make an office hours appointment for advising.

<table>
<thead>
<tr>
<th>Master of Arts Requirements</th>
<th>Credits</th>
<th>Semester Completed</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Curriculum / Content Courses (3 credits)</strong></td>
<td>24</td>
<td>(e.g., Fall 2021)</td>
<td>(e.g., 4.0)</td>
</tr>
<tr>
<td>FLT 807 Methods of Foreign Language Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLT 860 Foreign or Second Language Acquisition (F/SLA)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLT 808 Assessment for Foreign Language Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLT 815 Teaching Culture in Foreign Language Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLT 881 Teaching Languages with Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLT 845 Language Concepts for Foreign Language Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLT 841 Special Topics (including Sociolinguistics and L2 Literacy)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLT 817 Foreign Language Program Development and Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer* Credits transferred from another accredited institution</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiential Module / Master’s Project</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLT 885 a Experiential Module – 5 or 3 credits (first or only semester)</td>
<td></td>
</tr>
<tr>
<td>FLT 885 b Experiential Module – 2 credits or n/a (second semester, if applicable)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Exam / Final Portfolio</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLT 898 Final Portfolio – Course and Review (final semester only)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIVERSITY REQUIREMENTS FOR GRADUATE STUDENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RCR CITI Responsible Conduct of Research: CITI Modules</td>
<td>n/a</td>
</tr>
<tr>
<td>RCR DBT Responsible Conduct of Research: Discussion-Based Training</td>
<td>n/a</td>
</tr>
<tr>
<td>General Training Additional Required Training: RVSM, DEI, and others as per MSU policies</td>
<td>n/a</td>
</tr>
</tbody>
</table>

12
Program Requirements – Graduate Certificate

For experienced language educators and new teachers entering the field, the Graduate Certificate in Foreign Language Teaching offers a path to professional development that parallels the Master of Arts in Foreign Language Teaching (online since 2012). Students in the FLT Certificate select their courses from the same curriculum as students in the MAFLT Program. Upon completing three courses (9 credit hours), students who are in good standing may choose to enroll in FLT 898 Final Portfolio / Comprehensive Exam in order to complete the FLT Certificate. Alternatively, they may choose to do a change of “major” and continue taking FLT courses to complete the Master of Arts degree. A new application to MSU is not required.

To fulfill the requirements of the Graduate Certificate in Foreign Language Teaching, students must complete a total of 10 credits. The student’s program of study must be approved by the Program Director and confirmed through GradPlan in the MSU Student Information System. The program of study must include the following components:

- **Foundational Content Course** – at least one of the following courses (3 credits)
  - FLT 807 Methods of FL Teaching
  - FLT 817 FL Program Development and Administration

- **Selected Content Courses** – two courses selected from these and the remaining courses offered in the FLT curriculum (6 credits)

- **Final Portfolio** – design and presentation of comprehensive website and participation in FLT 898 (1 credit)

All credits for the Certificate must be selected from the FLT curriculum at MSU. Transfers from other institutions and substitutions of courses in other programs are not allowed for graduate certificates of this type. FLT courses taken with Lifelong Learning status may be applied toward the certificate. In this case, you must follow the procedure for requesting a transfer of credits described in the Graduate Advising and Mentoring section.

Admissions requirements for the Graduate Certificate are the same as the MAFLT, except that the GRE (or GRE waiver) is not required. The procedure for applying to our graduate programs is explained in detail in the Admissions section.

For students who are enrolled simultaneously in another graduate program at MSU, the procedure to begin the FLT Certificate is an administrative change in the Student Information System rather than a separate application. Details are provided in the Admissions section.
Regular Content Courses = 9 credits

Students in the Certificate program may select three courses from the same curriculum of offerings that is available to students in the MAFLT Program. As noted above in the Certificate Requirements, at least one of those courses must be FLT 807 or FLT 817. The remaining two courses can include the second of those two courses (or not) as well as two other FLT courses.

➔ For details relevant to both MAFLT and Certificate, go to p. 5.

Final Portfolio / Comprehensive Exam = 1 credit

The purpose, design, and evaluation process for the Final Portfolio in the FLT Certificate are the same as Final Portfolios in the MAFLT Program. See details in the MAFLT Program Requirements section and the guidelines in Appendix C. The components of the FLT Certificate Final Portfolios are very similar. Portfolios should include the same content in the Credentials and Beliefs & Practices sections and a Program Reflective Essay. The EM Section will not appear. The Pedagogical Skills section should include artifacts from the student’s three courses. These choices should be discussed and confirmed with the instructor of FLT 898.

➔ For details relevant to both MAFLT and Certificate, go to p. 8.

Possible Course Plans for the FLT Certificate

The following selections of courses are provided as examples. Course plans will depend on the student’s interests and needs as well as the timing when courses are offered.

<table>
<thead>
<tr>
<th>Required Course</th>
<th>Early Career</th>
<th>Career Advancement</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLT 807 Methods of FLT</td>
<td>FLT 817 FL Program Development &amp; Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FLT 817 FL Program Development &amp; Administration</td>
<td>FLT 881 Technology in FLT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FLT 860 Foreign / Second Language Acquisition</td>
<td>FLT 845 Language Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FLT 898 Final Portfolio</td>
<td>FLT 898 Final Portfolio</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

These courses may be taken in any order. As a recommendation, FLT 807 should be taken prior to other courses, whereas FLT 817 should be taken after other courses. Because all courses are not offered every semester, it is important to plan carefully and to make adjustments as needed when course offerings are announced for upcoming semesters.

To determine when courses will be offered, students can refer to the general plan available on our public website on the Courses page, via the MAFLT SharePoint site, and below; to the Upcoming Courses announcement for the following semester; and to the official Schedule of Courses accessed via the Student Information System (student.msu.edu).
University Requirements for All Graduate Students

In addition to completing the requirements above, students in the MAFLT Program and Certificate must complete requirements that apply to all graduate students at Michigan State University. These requirements include maintaining a high standard of Academic Integrity, completing training in the ethics of research, and meeting additional requirements that are intended to maintain safety and respect for all participants in the MSU community, including fellow students, faculty, and staff.

Responsible Conduct of Research Training

The following statement is provided on the website of the MSU Graduate School (https://grad.msu.edu/researchintegrity):

Research integrity is foundational to our scholarship, creative work, and core identity as MSU Spartans. It is not only required by rules (including federal, state, research sponsors, and MSU’s research and training policies), integrity is essential for our research to have legitimacy and impact. Research integrity is so important to our development as scholars and creators that the Graduate School has developed minimum education requirements for all graduate students regarding the Responsible Conduct of Research, Scholarship, and Creative Activities (RCRSA, RCR for short).

The basic education program for students who do not plan to complete a thesis or dissertation consists of the following requirements:

1. **Four (4) online CITI (Collaborative Institutional Training Initiative) training modules.** (Due by the end of the student’s first year).

2. **A minimum of 6 hours of face-to-face, discussion-based workshops.** (Due by the time of graduation for Master’s students and before completing the comprehensive examination and entering candidate status for doctoral students). Each department or college has developed a RCRSCA plan including when and how to satisfy the discussion-based training hours. Please review this plan (found in your graduate handbook) and verify with your Graduate Program Director. Options may include:
   1. Completing **workshops offered by the Graduate School** (each counts for 1.5 hours),
   2. Completing workshops offered by your academic unit,
   3. Completing approved coursework containing relevant content, and/or
   4. Participating in discussions with your advisor (group meetings or one-on-one discussions).

In the case of MAFLT and FLT Certificate students, these requirements will be fulfilled as assignments in FLT courses. The CITI modules are delivered on a university training platform, and instructions are provided in multiple courses. The discussion-based workshop requirements are fulfilled through participation in particular discussions and assignments that incorporate research methods and ethics.
Additional University Trainings and Verifications

Other trainings may vary at the discretion of the MSU President, Provost, Board of Trustees, and other administrators. All graduate students will be notified of required steps via email, and graduate programs are expected to monitor their own students to confirm that they have completed these steps.

- Relationship Violence and Sexual Misconduct – required for all students, faculty, and staff, regardless of online status
- COVID-19 Vaccination Compliance – required, but students in fully online programs can request a waiver if they confirm they have no intent to come to MSU campus in person.

If you do not complete required trainings and verifications, the university will place a hold on your account in the Student Information System. This hold will remain until you complete the requirements or specifically request to be exempted from these requirements. That decision is made above the level of this program. However, students may forward relevant emails to maflt@cal.msu.edu and request further clarification or assistance. The Program Director and Academic Coordinator will help identify the relevant offices and steps to take.
Graduate Certificate Chart for Self-Tracking of Progress

The following chart provides space for you to track your progress toward completion of program requirements. You can review your progress in the MSU Student Information System at any time by logging in at: https://student.msu.edu. If you notice any discrepancies between your Academic History in SIS and what you have noted here, send an email to the Program Director and Academic Coordinator at: mafort@cal.msu.edu and/or make an office hours appointment for advising.

<table>
<thead>
<tr>
<th>Graduate Certificate Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Code</strong></td>
</tr>
<tr>
<td><strong>Content Course(s) for Certificate</strong></td>
</tr>
<tr>
<td><strong>At least one of the following 3-credit courses:</strong></td>
</tr>
<tr>
<td>FLT 807</td>
</tr>
<tr>
<td>FLT 817</td>
</tr>
<tr>
<td><strong>Any of the following 3-credit courses:</strong></td>
</tr>
<tr>
<td>FLT 860</td>
</tr>
<tr>
<td>FLT 808</td>
</tr>
<tr>
<td>FLT 815</td>
</tr>
<tr>
<td>FLT 881</td>
</tr>
<tr>
<td>FLT 845</td>
</tr>
<tr>
<td>FLT 841</td>
</tr>
<tr>
<td><strong>Comprehensive Exam / Final Portfolio</strong></td>
</tr>
<tr>
<td>FLT 898</td>
</tr>
</tbody>
</table>

**UNIVERSITY REQUIREMENTS FOR GRADUATE STUDENTS**

| **RCR CITI** | Responsible Conduct of Research: CITI Modules | n/a | n/a |
| **RCR DBT** | Responsible Conduct of Research: Discussion-Based Training | n/a | (various) | n/a |
| **General Training** | Additional Required Training: RVSM, DEI, and others as per MSU policies | n/a | n/a |
ADMISSION REQUIREMENTS AND PROCEDURES

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

This section discusses qualifications and requirements for admission to the FLT graduate programs and provides an overview of the application process. For a detailed Admissions Guide, see Appendix A and refer to the Admissions page on the MAFLT website:

https://maflt.cal.msu.edu/admissions

Basic Requirements to Be Considered for Admission

To be admitted to the program on regular basis, applicants must have:

- A baccalaureate degree or its equivalent from a recognized educational institution.
- Satisfactory scores on either the GRE or TOEFL test, as described on the maflt.cal.msu.edu/apply/ website.
  - Non-traditional, domestic (U.S. based) applicants can request a GRE waiver from the Program Director if they believe they qualify. (For questions about this, please email the director.)

Application Deadlines

Current instructions and links can be found on the MAFLT website:
http://maflt.cal.msu.edu/admissions/

Applications are reviewed three times per year, though applicants can begin an application at any time. In order to be considered for the upcoming semester, each application must be submitted in the MSU system by the following dates:

- June 15 to begin in Fall semesters
- October 15 to begin in Spring semesters
- March 15 to begin in Summer semesters

Letters of recommendation, transcripts, and score reports from the GRE or English proficiency tests (as needed) must be submitted directly to the university, not uploaded by the applicant. If these materials are not received AND verified within two weeks following the application deadline, the applicant may be required to defer admission and begin coursework in a later semester. Please note that any documentation from academic institutions outside the U.S. can take several weeks to arrive and will also take longer to verify.
Steps in the Application Process

The steps in the application process are outlined in detail in Appendix A and on the MAFLT website: http://maflt.cal.msu.edu/admissions/.

See Appendix A: Admissions Guide

Tuition and Financial Aid

Foreign Language Teaching courses have one of the lowest tuition rates of any graduate program at Michigan State University. Students accepted the Master of Arts or the Certificate pay the same rate. For the last few years, that rate has held steady at: $700 per credit = $2100 per course. All students pay the same tuition, regardless of location or residency status. In other words, students pay the same tuition from Michigan, from another U.S. state, or from another country.

Details about tuition and fees are provided by the MSU Controller’s Office. That page includes tuition and fees for many other types of programs, so it is important to locate the correct program. Look for: Online Foreign Language Teaching Masters. The certificate is the same. Lifelong Learning students are charged slightly more.

http://ctlr.msu.edu/COStudentAccounts/TuitionFees/Resident_Graduate_FallSpring.aspx

MSU Office of Financial Aid

Students can contact the Office of Financial Aid directly to ask questions about various forms of aid and requirements to apply for and maintain this aid. It is helpful to copy the MAFLT email on these questions, but for the most part, only that office can answer them. Graduate financial aid is managed separately from undergraduate financial aid.

MSU Office of Financial Aid: https://finaid.msu.edu/grad/

In some cases, OFA can help with financial aid prior to admission to the university. For the most part, they will be able to address financial aid questions after the student is accepted AND enrolled in MSU courses.

Additional Resources for Financial Aid

Most students pay for FLT courses out of pocket, with assistance from tuition reimbursement through their employers or federal loans for graduate education. The links below point to several locations where you can search for advice and sources of funding, including loans and grants.

MSU Links and Resources

MSU Graduate School Financial Aid page: https://grad.msu.edu/funding

In this library guide: Click Grants for Individuals
Federal Loans for U.S. Residents

- **Federal Loan Eligibility (FAFSA):** [https://studentaid.gov/h/apply-for-aid/fafsa](https://studentaid.gov/h/apply-for-aid/fafsa)
  - About FAFSA at MSU: [https://finaid.msu.edu/sships.asp](https://finaid.msu.edu/sships.asp)
- **TEACH Grant:** Foreign language and ESL are considered high need areas, so undergraduate and graduate students are eligible for the TEACH grant. [https://www.salliemae.com/college-planning/financial-aid/understand-college-grants/teach-grant/](https://www.salliemae.com/college-planning/financial-aid/understand-college-grants/teach-grant/)
- **Loan Forgiveness:** Teachers are also eligible for programs that may forgive existing undergraduate loans or graduate loans.

**MSU Support for Veterans and Families**

Office of Financial Aid – General Information for Veterans: [finaid.msu.edu/veterans](https://finaid.msu.edu/veterans)

- MSU has assembled a web page for student who are veterans, reservists, or have other military affiliation. See the [MSU Student Veterans Information](https://finaid.msu.edu/veterans) page.
- U.S. military veterans may be eligible for various benefits through the GI Bill®. See the [U.S. Department of Veterans Affairs](https://www.va.gov) website for more information.
- For more information about veterans’ benefits at MSU and to apply for certification, contact the [MSU’s Veterans’ Certification Office](https://finaid.msu.edu/veterans).

**Applying for FLT Fellowships and Assistantships**

As of 2022, the MAFLT Program is now able to offer some financial aid internally in the form of fellowships and assistantships. These opportunities are designed to encourage enrollment among populations of language teachers that are underrepresented in the field.

**Linguistic Diversity Fellowships** [https://maflt.cal.msu.edu/linguistic-diversity-fellowships](https://maflt.cal.msu.edu/linguistic-diversity-fellowships)

The program offers up to 5 fellowships per semester to incoming MAFLT students who fit the following criteria: teachers of less-commonly-taught languages, teachers of heritage learners, and teachers who come from under-represented populations in the U.S., particularly black, indigenous, and people of color (BIPOC). This fellowship covers tuition for one course, paid at one credit ($700) per semester over three semesters. Students must be enrolled in the current semester in order to receive the funds. Applying involves downloading the fellowship application form from the page above and uploading it to the MSU application portal. The program can also offer one fellowship per year to a student who submits an outstanding and relevant proposal for the Experientia Module. This fellowship covers tuition for up to 5 credits.

**NLRC Graduate Assistantship:** [https://maflt.cal.msu.edu/nlrc-assistantship](https://maflt.cal.msu.edu/nlrc-assistantship)

Through our partnership with the National LCTL Resource Center, a federally-funded center based at MSU, one graduate assistantship is now available to a MAFLT student. This assistantship involves taking at least 2 courses at a time and working 20 hours per week, reporting to one or more leads of NLRC projects. More about the NLRC here: [nlrc.msu.edu](http://nlrc.msu.edu). Applications for the GAship must be submitted along with the full application to the MAFLT Program by the March 15 deadline in order to be considered for the following Fall semester.
**Provisional Acceptance to the Program**

The Program faculty reserves the right to grant provisional acceptance to the program in the case of any student whom they perceive to have deficiencies that preclude outright acceptance, but which are not so great that rejection would be the appropriate admissions decision. At the time of provisional acceptance, the manner in which the student can meet the provisions will be clearly outlined.

**Transfer Credit**

Michigan State University allows the transfer of up to nine graduate credits from other institutions and/or from Lifelong Education at MSU to fulfill the requirements of the MAFLT Program. Documentation from the institution that offered the course must be submitted to the Program Director, including official transcripts and the course syllabi.

For courses to transfer:
- The course(s) must be a graduate level course with a final grade of 3.0 or higher.
- The course(s) may not have been used towards another completed graduate degree.
- The course(s) must be no older than five years at the time of MAFLT graduation.
- The course must be offered by a similarly accredited institution.
- The Program Director must approve the courses based on the syllabi and institution and confirm the relevance of the course content and assignments to the FLT curriculum.

Transferred credits may not be applied to the Graduate Certificate. Further policies and procedures regarding transfer of credits from Lifelong Learning and from other institutions are discussed below under Graduate Student Advising and Mentoring.

**Delayed Enrollment**

In some cases, a student may be admitted to the MAFLT Program or FLT Certificate but defer enrolling in courses until a later semester. According to University policy, if a person files an application for admission to a graduate program for a specific semester and is accepted but does not enroll for that semester, that person may renew his or her application within a period of one year (three semesters). If after one year that person still has not registered at Michigan State University, that person must file a new application for admission.

**Readmission**

Students who have already started the program but are now inactive must apply for readmission if they wish to continue. According to University policy, graduate students whose enrollment at Michigan State University is interrupted for any reason so that they have not been enrolled for three consecutive semesters, including the summer sessions, must apply for readmission.

Readmission can be considered at any time, but students should apply at least one month prior to the start of the semester in order to complete the process and start courses on time.
Begin by contacting the Program Director to discuss this decision. Readmission is not automatic, particularly if the student was not in good standing at the end of the most recent enrolled semester (see the Academic Progress section below). Beyond that discussion, readmission is a simple procedure:

1. Read the Readmission Procedure provided by the Office of the Registrar: https://reg.msu.edu/StuForms/ReAdmission/ReAdmission.aspx
2. Select a link to verify your identity:
   - Verify and apply using MSU NetID and password OR
   - Verify and apply using Student ID Number and date of birth
3. Fill out the readmission form that follows.
4. Send an email to maflt@cal.msu.edu confirming completion of the application.

When the application has been approved by the Program Director and the Associate Dean for Graduate Studies in the College of Arts and Letters, the student’s NetID will be reactivated and the student can enroll in courses. At this point, the student should also meet with the Program Director for advising purposes and submit appropriate changes to GradPlan in SIS.

**Lifelong Learning and Continuing Education Credits**

Language educators who want to enroll in one course at a time, either to fulfill continuing education unit (CEU) requirements, due to a particular interest in one course topic, or another reason, can take FLT courses through a program called Graduate Lifelong Education: https://admissions.msu.edu/apply/non-degree-applicants.

The application is separate from the general graduate school application, and it moves through the system quickly. However, the cost per credit is higher due to additional fees that tuition for students who are fully enrolled in the MAFLT or the Graduate Certificate.

**Graduate Students in Other MSU Programs**

Students enrolled in master’s or doctoral programs in other departments or units can take one course at a time to fulfill electives in their primary program. In order to enroll, these students will need to request an override by completing the Special Enrollment Request Form: https://maflt.cal.msu.edu/how-to-enroll/.

Also, students in MA or Ph.D programs can choose to complete the FLT Graduate Certificate in addition to their primary program. Courses can count toward the requirements of both the FLT Certificate and the primary program if that program and the student’s advisor give their approval. In these cases, it is not necessary to submit an application through the MSU application portal. Interested students should contact the Program Director: https://maflt.cal.msu.edu/faculty.
ACADEMIC POLICIES AND PROCEDURES

Graduate Student Advising and Mentoring

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

The Program Director acts as the primary advisor for all students in the MAFLT Program and the FLT Certificate. The other core faculty serve as mentors as well as instructors throughout the program, particularly when they are the course instructors supervising Experiential Module(s) in FLT 885 and Final Portfolios in FLT 898. Students are expected to consult with the Program Director to complete their program plans, request transfer credit approval, select courses, and discuss matters related to program, College, and University policies.

The Director is also responsible for assembling a faculty Masters Certifying Examination Committee for purposes of evaluating the Final Portfolio as completion of the exam requirement. The committee members will consist of core or closely affiliated faculty familiar with the content, objectives, assignments, and students in the MAFLT and Certificate. Given that MAFLT students do not complete a master’s thesis, there is no “Guidance Committee” for the MAFLT Program.

Orientation and Onboarding of New Students

New students are expected to complete an onboarding process that has three major components: the Orientation Modules, the Orientation virtual meeting, and the initial advising meeting with the Program Director. The Orientation Modules are like a short, self-directed course to prepare students for smooth and successful participation in FLT courses and the program as a whole. These modules are located in the general D2L site for all FLT students:

MAFLT Community on D2L
https://d2l.msu.edu/d2l/home/115561

ORIENTATION
Throughout the program, students can return to the Orientation Modules and locate relevant sections. Also, recordings and slides from the Orientation meeting and are provided to all current students via shared files in the MAFLT Students Team (teams.microsoft.com).

**Student Information System**

Students can access their academic history, accounts, the schedule of courses, enrollment, and many other important functions by logging in to:

- **MSU Student Information System**
  [https://student.msu.edu](https://student.msu.edu)

  *Michigan State University’s Student Information System (SIS) serves the entire academic community and supports administrative processes critical to the matriculation and graduation of Spartans every year. SIS functions support students throughout their academic journey, from admissions applications and financial aid offers to accessing MSU’s Schedule of Courses and managing enrollment, as well as grade submission and degree conferment. (Retrieved from: [https://sis.msu.edu/index.html](https://sis.msu.edu/index.html))*

- **SIS Student Help & Support Page**
  [https://sis.msu.edu/help/students.html](https://sis.msu.edu/help/students.html)

**Student Accounts, Billing, and Financial Aid**

Foreign Language Teaching courses have one of the lowest tuition rates of any graduate program at Michigan State University. Students accepted the Master of Arts or the Certificate pay the same rate. For the last few years, that rate has held steady at: $700 per credit = $2100 per course, regardless of residency (same tuition for in-state, out-of-state, or international). Details about tuition and fees are provided by the MSU Controller’s Office. That page includes tuition and fees for many other types of programs, so it is important to keep in mind that all FLT students pay the same tuition and locate the correct program:

- **MSU Controller > Online Foreign Language Teaching Masters**
  [http://ctlr.msu.edu/COStudentAccounts/TuitionFees/Resident_Graduate_FallSpring.aspx](http://ctlr.msu.edu/COStudentAccounts/TuitionFees/Resident_Graduate_FallSpring.aspx)

**Student Accounts**

Most questions about financial aid, tuition, and billing must be directed to the appropriate offices on campus. The Program Director and Academic Coordinator can only take limited steps to help in these situations, but we can often provide guidance on the correct offices to contact.

- **SIS Guide to Student Accounts**
  [https://sis.msu.edu/_assets/documents/students/StudentGuide-StudentAccounts.pdf](https://sis.msu.edu/_assets/documents/students/StudentGuide-StudentAccounts.pdf)

The following resources are also provided on our public website:

- **Financial FAQs**: [https://maflt.cal.msu.edu/financial-faqs/](https://maflt.cal.msu.edu/financial-faqs/)

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Billing and Accounts > MSU Controller’s Office

Billing and accounts are managed through the Controller’s Office, and you will need to contact that office yourself. The MAFLT Program office will provide advice if we can. If you are seeking help from us, please copy the MAFLT inbox on emails to and from that office: CC: maflt@cal.msu.edu.

Through the Controller’s Office, you can arrange for a payment plan to spread out the dates when payments are due:

MSU Controller’s Office – Payment Plan (pay in installments, with no interest)
https://ctlr.msu.edu/COStudentAccounts/PaymentPlanFAQ.aspx

Financial Aid > MSU Office of Financial Aid

Financial aid resources are provided in the Admissions section of this handbook, starting on p. copy us on the message so that we are prepared if you ask for advice later. Remember that order to be eligible for federal loans or for assistantships, students must be enrolled in at least 2 courses at a time.

Office of Graduate Student Financial Aid
https://finaid.msu.edu/grad.asp
Email: ofagrad@msu.edu AND CC: maflt@cal.msu.edu

Administrative Actions and Forms

Creating and Submitting a GradPlan

As part of the Orientation process, each student completes a Course Planning Chart and discusses that plan with the Program Director. As of the rollout of the new SIS, that plan should also be submitted to SIS as an official GradPlan. All graduate students are expected to submit a GradPlan in SIS. Previously, only doctoral students completed a GradPlan. This submission simply states what courses the student intends to take in what semesters. Because FLT courses include very few electives, it is a fairly straightforward process to review the Course Planning Chart and enter those courses in SIS. GradPlan should not be confused with enrollment, however. Students still need to enroll in courses, usually one or two semesters in advance, through the Class Search tile in SIS.

How to Submit a GradPlan
https://student.msu.edu > GradPlan tile

Training Materials for GradPlan in SIS
https://sis.msu.edu/training/grad.html
**Enrolling in FLT Courses**

The Schedule of Courses and the process of enrolling in courses both now take place in SIS. There is a tile for Class Search on the home page. Textbook information and important dates are provided in the class information.

**SIS Help with Enrollment**

https://sis.msu.edu/help/enrollment.html

Further information about upcoming courses can be found on the MAFLT website. Under Student Experience or under News, a post should appear that lists courses and instructors for the following semester and also provides reminders and important dates.

**Course Descriptions**

https://maflt.cal.msu.edu/courses

**Upcoming Courses**

https://maflt.cal.msu.edu/semester-updates

There are several situations in which students may not be able to enroll themselves in a course. If a student has not completed necessary steps that might include bill payment, submitting verification of COVID-19 vaccination, or other unanticipated requirements, that situation has to be corrected before the hold can be removed.

If the issue has to do with permissions to enroll, then the student will need to complete our internal form, which collects the necessary information to process these requests. This form will be necessary for:

- Students who are not enrolled in the MAFLT or Certificate, e.g., Lifelong Learners
- MAFLT students enrolling in FLT 885 Experiential Module
- MAFLT or Certificate students enrolling in FLT 898 Final Portfolio
- Anyone requesting to enrolling in a course that is full.

**Special Enrollment Form and Instructions:**

https://maflt.cal.msu.edu/how-to-enroll/

**Internal SharePoint page on enrolling in courses, with links to forms:**

https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/How-to-Enroll-FLT.aspx

**Withdrawing from Courses**

It is possible to withdraw from a course after the semester has begun. If the withdrawal is due to a major personal or medical emergency related to you or to someone who is dependent on you, please contact us to discuss options you may have, including medical withdrawal. See the MSU Policies section below.
The consequences of withdrawing will differ depending on the timing. Each semester, there are strict deadlines designated by the university. If a student enrolls in a course and then later decides to withdraw, it is up to the STUDENT to un-enroll from the course in SIS.

- **By the 3rd week of the semester:** Can withdraw with a refund of tuition and no effect on GPA
- **By the mid-point of the semester:** Can withdraw with no refund, but also no effect on GPA, will appear on transcript as a withdrawal.
- **After the mid-point of the semester:** The final course grade will be based on work completed so far, and any grade below 2.0 will mean the course cannot be counted toward program completion.

For a given semester, these dates can be found by going to Class Search in SIS and looking at the course information. They may also appear in the MSU Academic Calendar. As a courtesy, the MAFLT website also provides these dates on the Semester Updates post for each semester ([https://maflt.cal.msu.edu/semester-updates](https://maflt.cal.msu.edu/semester-updates)). Note that these deadlines are always at 8 p.m. Eastern on the designated date, not midnight!

**Requesting a Transfer of Course Credits**

Transfer credits are evaluated by the MAFLT Program Director and then by the Registrar’s Office. Students may transfer credits from courses completed prior to beginning the MAFLT Program or during the program. As stated in the Admissions section, courses can only be transferred if they are graduate level courses from a similarly accredited institution, recent, not used to complete another degree, and finished with a grade of 3.0 or higher. Transferability also depends on the Program Director’s judgment about whether the course is sufficiently comparable to the relevant FLT course. It may seem appealing to transfer in any course that seems remotely related, but that decision will mean omitting important content from the FLT curriculum.

**Transfer of Credits Request Form**
[https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Forms_Master-List.aspx](https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Forms_Master-List.aspx)

To request a transfer of credits, students should submit the internal form, which asks for the information that will be needed in order to process the request. The course syllabus from the actual course and the same instructor should be submitted to that form. Additionally, the program must receive an official transcript. If an official transcript was submitted as part of the Admissions process, it is not necessary to request another one. Information on submitting transcripts can be found in the Admissions Guide, either on our public website or in Handbook Appendix A.

**Incomplete Courses and Deferral of Grading**

On rare occasions, a student may not be able to complete a course by the end of the grading period. In these cases, it is possible, when warranted, to allow extra time to complete the work and then submit an administrative action form to enter the grade when the work has been completed.
The university policy states that a graduate student has up to six months to complete a DF, with a possible extension for another six months. FLT internal policy is that the student should strive to complete the work as soon as possible. It is not acceptable to continue enrolling in courses if the DF has not been cleared within one semester after the course that was incomplete. To help ensure that the student, the instructor, and (if different) the Program Director are all aware of the situation and clear on the work that needs to be completed, we have created an internal form that must be completed by the student and instructor and will be signed and saved in the program files.

**Deferral of Grading (DF) Contract**
MAFLT SharePoint > General > Handbook and Planning folder

If an incomplete course with a DF listed as the grade in the system is not completed within the designated time frame, then the DF will automatically convert to a U, and the course will be counted as a 0.0 in the student’s GPA. This option is a valuable strategy that the program can take when a graduate student runs into a crisis that makes it impossible to complete coursework on time. However, it is very important, and it is the student’s responsibility as well as the faculty member’s, to state the expectations for completion clearly and to make every effort to complete the work according to the established plan, and no later than the university’s limit of six months.

**POLICY ON ACADEMIC PERFORMANCE**

**Criteria for Academic Performance in Graduate Education**

Satisfactory academic performance includes the following criteria, which include all of the relevant components from the list provided in the MSU Academic Programs Catalog section on Graduate Education (click Graduate Education at [https://reg.msu.edu/AcademicPrograms](https://reg.msu.edu/AcademicPrograms)).

- Making appropriate progress toward degree completion through completing required courses;
- Reaching appropriate academic standards of performance in those courses and maintaining a GPA of 3.0 or higher;
- Fulfilling other requirements for all graduate students at MSU, including RCR and RVSM; and
- Passing the Comprehensive Examination through successful completion and presentation of the Final Portfolio.

**Satisfactory Progress in Graduate Programs**

The Program Requirements are listed above in the handbook, and students can also refer to the plan established during Orientation and Onboarding to determine whether they are making appropriate and timely progress toward completion. Charts are provided at the end of this handbook that will help with tracking progress. Academic History can also be viewed in the Student Information System (SIS).
Overall grade point average (GPA) must remain above 3.0 in order to earn a graduate degree or certificate at MSU. Courses with grades below 2.0 cannot be counted toward the degree. With these standards in mind, any course grade of 3.0 or below and any course that has a status of DF (see Incomplete Courses above) will be viewed as a cause for concern.

The Annual Review process, discussed below, is intended to support communication about the student’s progress and to provide an opportunity to address any concerns. Progress at that point will be designated as: highly satisfactory, satisfactory, or unsatisfactory.

Expectations are higher for students who have a Graduate Assistantship or who are employed as FLT Interns or student workers while enrolled in the MAFLT Program. Graduate Assistants must maintain a GPA of 3.0 at all times, not only as their final GPA in the program.

When positions are available for FLT Interns or student workers, any applicants for those positions are expected to be making highly satisfactory progress and to maintain highly satisfactory progress throughout their employment. If academic performance drops below that level, then the student worker’s time and energy should focus on coursework until it improves.

Academic Probation for Unsatisfactory Progress

According to MSU policy, if a student’s cumulative grade point average falls below 3.0, the student will be designated as being on academic probation. Students so designated will be required to discuss their circumstances with their advisor and to develop a plan to address their academic problems. The university will remove students from probation when their cumulative average rises to 3.0 or above.

In FLT courses, any final grade below 3.0 and any course considered incomplete is considered a cause for concern. Instructors are expected to discuss these situations with the Program Director, and students are strongly encouraged to make an appointment for advising to discuss ways to improve the situation.

Inactive Status and Readmission

Students do not have to be enrolled in FLT courses every semester, and there is no minimum number of credit hours that must be earned every semester or year. However, if a student takes time off from the program and does not return for three semesters or more, that student will be designated as inactive and will have to apply for readmission to MSU. This procedure and relevant links are included in the Admissions section of this handbook. Students who were making satisfactory progress prior to taking time away from the program can be considered for readmission without restarting the admissions process. See Readmission in the Admissions section above.

If the student’s progress was unsatisfactory up to that point, then the Program Director will require a statement that explains changes in the student’s circumstances and the student’s plan for improving their academic performance before considering that student for readmission.
Academic Performance in FLT Courses

The syllabus of each FLT course clearly outlines the Course Objectives, the Course Requirements, Policies and Procedures that the instructor will use throughout the course, and the Grading Scale (which is the same for all FLT courses). The syllabus also includes guidance on communication, technology, academic writing skills, and other aspects of effective participation in FLT courses. If at any point the expectations of a course or an individual assignment or task are not clear, then students can and should reach out to faculty for clarification. This is true both before an assignment is due and after feedback has been returned.

Course Objectives and Grading Policies

Grades of 3.5 or 4.0 are considered highly satisfactory in graduate coursework at MSU generally and in FLT courses specifically. Any final course grade below 2.0 cannot be counted toward the Masters or Certificate. Grades that fall toward the middle of that spectrum generally mean that the student is not completing all required tasks or is not completing them at an appropriate level of quality.

The concern when grades are less than highly satisfactory is not only that the student may not be fulfilling established requirements but also that the student is not benefitting from the courses and achieving the objectives of the course and the program overall.

Nevertheless, every student, and especially students in a professionally-oriented program for working adults like this one, has moments in their life when their performance is lower than they would like, despite their best intentions. As long as their GPA remains above an average of 3.0, students can continue in the program. Instructors should be monitoring performance throughout each course, will gladly meet with students to discuss their performance, and also will discuss any significant concerns about participation or performance with the Program Director so that the faculty can offer support and adjust plans as needed.

Annual Evaluation Process

The Program Director is responsible for formally evaluating a student’s academic performance on an annual basis. The Director will seek input from course faculty and faculty mentors for the student’s Experiential Module(s) and Portfolio project, where appropriate, before completing the Director’s Annual Progress Report for each student. The Director will share the completed evaluation form with the students no later than May 15 of each year. The Director and graduate student may discuss this evaluation by appointment. The annual progress report will be placed into the graduate student’s file.

The annual evaluation should be viewed as a positive occasion to foster student/director dialogue and to help students address their progress in the program and their intentions going forward. The minimum academic standards and resulting consequences are provided for the rare cases in which standards may not be met. In such cases, the policy is designed to assure equitable consequences for all students. A student whose performance does not meet these standards will not be permitted to continue to enroll in FLT courses.
The Annual Progress Report will include a summary of the student’s academic history, a copy of the most recent version of the Course Planning Chart, and one of the following ratings of the student’s academic progress:

**Highly Satisfactory Progress**

In order to maintain **highly satisfactory** progress, students must maintain a grade point average of 3.5 or higher, have no incomplete courses on their academic record (status of DF), and be making timely progress toward completing the program within five (5) years.

As noted above, a student must be making highly satisfactory progress in order to be considered for opportunities to work with the program or related units as a student worker, FLT intern, or graduate assistant.

**Satisfactory Progress**

In order to maintain **satisfactory** progress, students must maintain a grade point average of 3.0 or higher, have no more than one (1) incomplete course (status of DF) on their academic record and be following the established plan for completing any incomplete courses, and be making timely progress toward completing the program within five (5) years. If it appears that the timeline will need to be longer than 5 years, then the student has discussed this situation in an advising meeting and has a plan in place for timely completion.

**Unsatisfactory Progress**

Progress is considered unsatisfactory if at any point a student has a grade point average below 3.0, has more than one (1) incomplete course (status of DF) on their academic record, or has not taken enough courses and taken appropriate steps toward completing the Experiential Module and Comprehensive Exam (Final Portfolio) requirements in order to graduate within five (5) years AND has not discussed extensions to this timeline with the Program Director.

**Degree Completion Progress**

The MAFLT Program can be completed in five semesters or even less, though that pace is rare. The maximum time allowed for completion of a master’s degree at MSU is five years from the beginning of the student’s first semester. Extensions of that time are possible in certain cases. Students not completing the program after five years, including completing and presenting the Final Portfolio / Comprehensive Exam will receive a written reminder regarding the time limit and may be dismissed from the program.
**Student Files and Records**

Student information is protected by the Family Education Rights and Privacy Act (FERPA): [https://studentprivacy.ed.gov/](https://studentprivacy.ed.gov/). Information including contact information, identification numbers, and academic history is only accessible to authorized personnel who log in to university systems using two-factor authentication. Any information that is downloaded from those systems is also stored in password-protected digital folders. Students have the right to refuse any disclosure of their information, including the fact that they are students at Michigan State University. Although the program does list student names on the public website, the headshot images and biographical information that appear there are provided by the students at their own discretion. Students are also coached about privacy in regard to their Final Portfolio websites.

Graduate students have the right to inspect their MAFLT Program files, except as waived by the graduate student (e.g., confidential letters of recommendation). Student educational records include their program application materials, official transcripts, student disciplinary records, and records regarding academic performance. Students can access most of this information at any time by logging in to the Student Information System ([https://student.msu.edu](https://student.msu.edu)).

**Evaluations of Courses and Instructors**

**SIRS System:** Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at [http://sirsonline.msu.edu](http://sirsonline.msu.edu).

**FLT Courses:** For courses in the MAFLT and FLT Certificate programs, students will be asked to complete a program-specific questionnaire at the end of the semester. If you have specific concerns about a course during the semester, wish to discuss specific aspects of the course, or want to appeal a decision made by your instructor, you may contact the Program Director: [https://maflt.cal.msu.edu/program-director](https://maflt.cal.msu.edu/program-director).
UNIVERSITY POLICIES AND PROCEDURES

This section of the Handbook discusses specific MSU policies regarding various domains and concerns and provides links to additional detail and support. If you are not sure which policies are relevant or how they may apply your specific needs, contact the Program Director. The Office of the University Ombudsperson (ombud.msu.edu) also provides information about policies and can help students understand and navigate them.

General Academic Policies

**Academic Programs – Graduate Policies and Procedures**

Academic Programs is the listing of programs, policies and related information for all students at MSU. Policies for graduate students vary from undergraduate and from program to program. [https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=111](https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=111)

**General Student Regulations**

The General Student Regulations (GSR) apply to all students regardless of class level, place of residence, or group affiliation as well as to all governing bodies, governing groups, living groups, and registered students organizations; their purpose is to secure the safety of members of the University community and University facilities, maintain order, and ensure the successful operation of the institution. [https://splife.studentlife.msu.edu/regulations/general-student-regulations](https://splife.studentlife.msu.edu/regulations/general-student-regulations)

**MSU Student Handbook: Rights and Responsibilities**

Student rights and responsibilities are outlined in the Student Handbook for Michigan State University. This document (along with the GSR document and the MSRR and LSRR documents) contains guidelines to the rights and duties of students in matters of conduct, academic pursuits, the keeping of records and publications. The Handbook is available at:

**MSU Student Handbook – Access full text**

[https://splife.studentlife.msu.edu/rights-and-responsibilities](https://splife.studentlife.msu.edu/rights-and-responsibilities)

The section on Graduate Student Rights and Responsibilities specifically addresses student conduct, academic pursuits, keeping of records, and publications. It describes procedures for formulating regulations governing student conduct and for providing due process in the adjudication of student disciplinary cases. It also defines channels and procedures for student complaints and grievances.

**MSU Student Handbook > Graduate Students**

[https://spartanexperiences.msu.edu/about/handbook/graduate-student-rights-responsibilities/](https://spartanexperiences.msu.edu/about/handbook/graduate-student-rights-responsibilities/)
The following text appears at the beginning of the section on Graduate Student Rights and Responsibilities. This content and the stated goals and strategic plans of the university and the College of Arts & Letters, and the Graduate School emphasize integrity, respect for diversity, and support for student growth more than they discuss infractions and misconduct. There are specific processes and consequences for infractions, but there are also structures in place to encourage and protect student success.

1.1 Michigan State University is a community of scholars whose members include its faculty, staff, students, and administrators. The basic purposes of the University are the advancement, dissemination and application of knowledge. The most basic condition for the achievement of these purposes is freedom of expression and communication. Without this freedom, effective sifting and testing of ideas cease, and research, teaching, and learning are stifled. Knowledge is as broad and diverse as life itself, and the need for freedom is equally broad. Yet absolute freedom in all aspects of life means anarchy, just as absolute order means tyranny. Both anarchy and tyranny are antithetical to the purposes and necessities of the University. Therefore, the University always must strive to strike that balance between maximum freedom and necessary order that best promotes the University’s basic purposes by providing an environment most conducive to the many faceted activities of instruction, research, and service.

1.2 Each right of an individual places a reciprocal responsibility upon others: the responsibility to permit the individual to exercise the right. The graduate student, as a member of the academic community, has both rights and responsibilities. Within that community, the graduate student’s most essential right is the right to learn. The University has a duty to provide for the graduate student those privileges, opportunities and protections that best promote the learning process in all its aspects. The graduate student has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University.

1.3 Regulations governing the activities and conduct of graduate students individually or collectively should not be comprehensive codes of desirable conduct; rather, they should be limited to the prescription of procedures for meeting the practical, routine necessities of a complex community and to the prohibition or limitations of acts that cannot be tolerated because they seriously interfere with the basic purposes and processes of the academic community, or with rights essential to other members of the community.

1.4 The graduate student is not only a member of the academic community, but also a citizen of the larger society who retains those rights, protections, and guarantees of fair treatment held by all citizens, which the University may not deny. The enforcement of the graduate student’s duties to the larger society is, however, the responsibility of the legal and judicial authorities duly established for that purpose.
Integrity and Safety in Research and Creative Activities

All MSU students are expected to maintain a high standard of conduct and integrity in their academic work and in their interaction with their peers, their faculty, MSU staff, and others they may encounter through MSU activities. Upholding the Spartan Code of Honor should be a priority throughout the program:

The Spartan Code of Honor Academic Pledge

As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor in ownership is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.

Academic Integrity

Students are expected to follow the University requirements for academic integrity outlined in the document Guidelines for Integrity in Research and Creative Activities (see http://grad.msu.edu/publications/docs/integrityresearch.pdf).

Two notable kinds of academic dishonesty are falsification of data and plagiarism.

**Falsification of data** includes changing or making up data and presenting these data as though they were the result of an experiment, questionnaire, or fieldwork collection project.

**Plagiarism** is the use of another’s work, ideas, or writings (including information found on the Internet) without proper attribution. If you are in doubt as to when you need to cite a source, and the form your citation should take, you can check the Publication Manual of the American Psychological Association (7th edition, published in 2020). Your professors will provide you more information about this manual and how to use it.

Michigan State University’s various policies on academic honesty state:

“If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.” (Academic Programs 2007-2009. pg. 92)

“In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student’s academic dean in writing of the circumstances. (Academic Programs 2007-2009. pg. 93)”

“A student who receives a penalty grade based upon a charge of academic dishonesty, even if not referred for disciplinary action, may seek a hearing according to the procedures in this Article. In such a hearing, the burden of proof shall rest upon the instructor whose prior assignment of the penalty grade will constitute a charge of academic dishonesty. The hearing
board shall proceed in compliance with applicable academic legislation on the integrity of scholarship, grades, and professional standards, and the procedural and appeal provisions of this document shall apply.” (Refer to Academic Freedom for Students at Michigan State University article 6 (http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university/article-6-academic-hearing-board-structures)

Also, a student may not submit the same paper for two different courses. According to MSU policy: “Unless authorized by their instructors, students are expected to do their own, original work on each assignment in each class. A student who recycles his or her course work from one class to another may face an allegation of academic dishonesty.”

**Procedure for Dealing with Academic Dishonesty**

Any graduate student in the MAFLT Program or Certificate at MSU who is discovered to have plagiarized or falsified data will be dismissed from the program. Within the MAFLT Program, the procedures for dealing with academic dishonesty are as follows:

- Any suspected instance of a violation of academic integrity by a graduate student will be reported to the MAFLT Program Director.
- The instructor may give a failing grade to the student on the assignment or for the course.
- Any graduate student in the MAFLT Program who is discovered to have plagiarized or falsified data will be dismissed from the program.

**Research Ethics and the Human Research Protection Program**

All graduate students at MSU are required to complete training in Responsible Conduct of Research, as discussed in the Program Requirements section above. In addition, any research project involving human subjects will need approval from the Office of Research Regulatory Support (ORRA).

Projects completed only to fulfill requirements for a course are an exception to this rule and do not need to be submitted to ORRA. These projects are supervised by the instructor, and results cannot be shared publicly.

If a student in the MAFLT Program wants to complete a research project involving human subjects in which the results will be shared beyond a given class (e.g., at a professional conference or in a published work), a faculty member must serve as the Primary Investigator (PI) of the project and will guide the student researcher through the process of submitting the project to the Human Research Protection Program. Reviewers will consider the project materials and determine whether the project needs to be reviewed by the MSU Institutional Review Board (IRB). Details on the IRB application process can be found at: https://hrpp.msu.edu/.

Failure to complete this process prior to conducting any activities that constitute research or any evidence of forgery or backdating will be viewed as academic dishonesty and could result in dismissal from the program.
**Authorship Guidelines**

Students who engage in collaborative research should be aware of authorship guidelines, which help determine who should be listed as an author, a collaborator, or acknowledged in another form. Note that authorship guidelines change according to context, and that the same guidelines may or may not apply to coursework. Discuss authorship guidelines and expectations to contributions with instructors and team members before and throughout a project. The MSU authorship guidelines state: “A person shall qualify as an Author provided the following conditions are satisfied:

- Participation in conception and design of the creative work, study, review, analysis or interpretation of any data.
- Participation in the drafting of the creative work or manuscript or in the editing of the creative work or manuscript.
- Final approval of the version of the creative work or manuscript to be published.
- Ability to explain and defend appropriate portions of the work or study in public or scholarly settings.

Most journals or sites of publications state criteria for authorship, and the journal/group to which one intends to submit their work should take precedence over the MSU criteria.” MSU’s Authorship Guidelines can be found here: [https://research.msu.edu/michigan-state-university-guidelines-authorship](https://research.msu.edu/michigan-state-university-guidelines-authorship)

**Policies Regarding Security and Privacy of Student Data**

**Institutional Data Policy**

As a member of the MSU community, students have access to data about the institution and its members. The University has expectations in terms of how it expects its members to be responsible in handling this data. “The Institutional Data Policy calls for:

- Members of the university community to access and use institutional data only for university purposes.
- Institutional data to be used, stored, transferred, disseminated, and disposed of in ways that minimize the potential for their improper disclosure or misuse.
- Members of the MSU community are individually responsible for the security and integrity of institutional data in their possession or control, including their proper storage and disposal.”

More about MSU’s Institutional Data Policy can be found here: [https://tech.msu.edu/about/guidelines-policies/msu-institutional-data-policy/](https://tech.msu.edu/about/guidelines-policies/msu-institutional-data-policy/)
Use of Materials from the Course

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use. Any student violating the conditions described below may face academic disciplinary sanctions.

- **Use of instructional materials**: Students may use course materials including videos, lecture slides, and readings **only** for their own course-related purposes.

- **Sharing of instructional materials and recordings**: Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.

Maintaining Privacy of Faculty and Peers in Online Courses

Students are expected to conduct themselves in appropriate ways, intellectually, professionally, and socially, by adhering to acceptable standards for graduate student participation in online programs. This policy means that course content should not be shared beyond the course. Also, some students have explicitly requested that no information about them should be shared beyond the program, including the fact that they are students at MSU. According to the MSU Privacy Statement:

MSU expects that you will respect the rights of faculty and other students as you participate in the educational process. Participating in an online course means that you may have access to personal information and academic work produced by other students and faculty members, such as discussion board postings, drafts of papers and other work produced in the course. Academic norms and MSU policy require that you must not reveal any information about classmates, course work content, or its authors to anyone outside the course. ([https://help.d2l.msu.edu/privacy](https://help.d2l.msu.edu/privacy))

Observation and Recording of Online Materials and Tools

The MSU Privacy Statement also states that student participation in online courses is recorded through the learning management system, D2L. Participation may be monitored, and misconduct will be addressed as per the policies on data and academic integrity:

Students should be aware that their use of Desire2Learn materials and communication tools in a particular course may be observed and recorded by the instructor of that course. These observations and records may include a student's access to online library materials linked through the Desire2Learn course website. Use of these observations and records must conform to the use and release of confidential student records as described in Michigan State University's Access to Student Information. Students may link to library resources directly, without linking through Desire2Learn, using the Library website. ([https://help.d2l.msu.edu/privacy](https://help.d2l.msu.edu/privacy))
Students have a right to expect that their interactions and identity will be kept private among the participants of the course, including classmates and faculty. However, courses may be observed by other faculty members for the purpose of reviewing the instructor’s performance. In these cases, the observers will be given access to the course page in D2L and will be able to read the course content and the discussion forum posts. Observers will not have access to submitted assignments, individual feedback, or direct communication with the instructor.

Additional information about student rights under the Family Educational Rights and Privacy Act (FERPA) can be found here: Student Privacy Rights - https://reg.msu.edu/roinfo/notices/privacyguidelines.aspx.

**Employment at MSU for Graduate Students**

Students in the MAFLT Program may be employed to work for MSU as a Graduate Assistant (GA) or on hourly or project-based pay as an Intern. Assistantships are a form of financial support offered to enrolled students in advanced degree programs that include tuition, health benefits, a stipend in return for varying types of work. The GA position available to MAFLT students as of 2023 is a research assistant (not governed by the Graduate Employees Union). Policies and procedures regarding compensation, responsibilities, leave, etc. for GAs can be found on the Graduate School website at: https://grad.msu.edu/assistantships/.

Internships in the MAFLT Program are offered on a semester-by-semester basis and depend on the need for student interns and the availability of funds for student work. The MAFLT student’s academic work is a priority. Therefore, students must have highly satisfactory academic standing in order to be accepted for these positions and continue to meet regular course deadlines and submit work that meets or exceeds expectations while holding these positions. If MAFLT faculty, program administration, and intern supervisors observe that managing both the intern responsibilities and coursework presents a challenge for the student, their internship may not be renewed for the following semester. Student workers should refer to Human Resources policies regarding students here: https://hr.msu.edu/employment/student-employees/index.html.

**Student Life Policies and Resources**

**Inclusion and Intercultural Initiatives**

**Required Training:** As of 2021, MSU released a new Diversity, Equity and Inclusion (DEI) Plan: As President Stanley recently announced, “The plan was designed as a framework of recommendations to improve the culture around DEI and to work with our strategic planning efforts.” All members of the MSU community are required to complete DEI training. You will receive notifications via email and the Student Information System about this training.
**Further Opportunities:** The Office of Inclusion and Intercultural Initiatives offers a wide variety of resources that apply to MSU units and instructors and may also be useful to you as an educator. You can access those resources here: [Diversity and Inclusion Opportunities](#).

**MSU Religious Observance Policy**

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. If you wish to request accommodations such as an adjustment of due dates on course assignments due to a religious holiday or event, you are expected to contact your instructor in advance to make arrangements in advance. Please visit: [http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp](http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp).

**Disability Accommodation Requests**

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [http://www.rcpd.msu.edu](http://www.rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to your instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: [http://www.rcpd.msu.edu/Awareness/Home](http://www.rcpd.msu.edu/Awareness/Home).

**Counseling and Psychological Services (CAPS)**

Counseling services are available to distance-based MSU students as well as campus-based students through MSU Counseling and Psychiatric services, “the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LBGTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns” ([caps.msu.edu/about-us/index.html](http://caps.msu.edu/about-us/index.html)).

- The [Guide to Health and Well-Being at MSU](#) may be useful for a positive and successful experience for all Spartan students.
- CAPS is implementing a hybrid model of service as of Fall 2021, including an online scheduling system for [initial consultation appointments](#). Students can make a triage phone appointment with a counselor by providing some basic information using the [online scheduling form](#).
- Newly launched mental health database [ThrivingCampus](#) can connect you with providers in your area.
- CAPS offers 24/7/365 crisis counseling services by calling CAPS’ main number at 517-355-8270 and pressing “1” at the prompt. For other crisis services, students can also visit [CAPS’ Crisis Resources for Students webpage](#).
Together We Will: COVID-19 Policies

The university hub for information about COVID-19 and the impact of the pandemic on learning and teaching is the Together We Will website. This website will continue to be updated with news, guidance, and resources. For additional resources pertaining to learning and teaching remotely, see: https://remote.msu.edu. For support relating to the mental and emotional impact of the current circumstances, see below for information about MSU Counseling and Psychiatric Services available to online and off-campus students.

CONFLICT RESOLUTION AND STUDENT CONDUCT

Expectations for Student Interaction with Peers

Students in the FLT courses are expected to conduct themselves with professional courtesy in all aspects of program interaction. Frequent, clear, and respectful communication is key in an online program, and is thus an expectation for all students and faculty in our programs. Students who feel that a fellow student has not met these expectations, for example by insensitivity, insult, or lack of contribution to shared responsibilities, may contact the instructor of the course and/or the Program Director for help resolving issues with other students.

Resolving Complaints or Grievances

The University has established a judicial structure and process for hearing and adjudicating alleged violations of recognized graduate student rights and responsibilities. These policies are stated in the MSU Student Handbook.

Occasionally, a student in the MAFLT Program may wish to register concerns, complaints, or grievances with an instructor or with the administration of the program, college, or university. Whenever possible, we hope to handle these concerns in an informal and timely manner. The first venue to resolve such conflicts informally or formally rests within the academic unit. The academic unit in which the MAFLT resides is the Center for Language Teaching Advancement (CeLTA).

When a conflict with a faculty member arises, a student should first try to resolve the issue with that faculty member. When that is not possible, the student should consult the MAFLT Program Director, who may meet with one or both of the parties involved. Conflicts concerning the Program Director may be referred to the Director of CeLTA (https://celta.msu.edu/staff). Conflicts that remain will be reported to the Associate Dean for Graduate Studies of the College of Arts and Letters.
Students should consult the Student Life Handbook section on *Graduate Student Rights and Responsibilities* mentioned above for guidance in determining the viability of a formal grievance. At any point during this process, students may contact the Office of the University Ombudsperson for advice or assistance. This office is responsible for offering unbiased and independent guidance and support for students, faculty, and staff:

Michigan State University takes student complaints and grievances seriously and has a number of processes in place to ensure that complaints are addressed appropriately and in a timely manner. At any stage in these processes, an individual may consult with the Office of the University Ombudsperson for assistance.

The following page of the Ombudsperson website specifically addresses Conflict and Grievance Systems: [https://ombud.msu.edu/resources-self-help/conflict-grievance-systems](https://ombud.msu.edu/resources-self-help/conflict-grievance-systems).

**Dismissal Policy**

As stated in the *Spartan Life Handbook*, “Academic honesty is central to the educational process and acts of academic dishonesty are serious offences within the University community. Suspension from the University could be the consequence for acts of academic dishonesty. Students should be familiar with *Graduate Student Rights and Responsibilities* 1.00 on Scholarship and Grades, and with the all-University policy on Integrity of Scholarship and Grades. In addition, it is important that students clearly understand the specific expectations of their individual instructors regarding this important matter.” The process for adjudicating cases of academic dishonesty is outlined in Section 2.4 of *Academic Freedom for Students at Michigan State University*.

The following are examples of reasons for which a student may be dismissed from the program: violations of academic integrity guidelines, academic deficiencies, misconduct, felony convictions, violations of professional standards, and falsification of admission and academic records. Beyond these more general examples, the following specific reasons for dismissal apply:

- Failure to raise cumulative grade point average to 3.0 or above within one year or nine additional credits of falling below 3.0 GPA.
- Failure to remove any deferred grade within one year of receiving it.
- Failure to complete the program within seven years of beginning the program.
- Failure to pass all components of the MAFLT Portfolio (Comprehensive) Exam.
Withdrawal from the University

See the Academic Policies and Procedures section above for the sub-section on **Withdrawal from Courses**. Withdrawal from the university applies when a student withdraws from every course at once and plans to take indefinite leave from the program.

**Inactive Students**

Students may choose not to enroll in a given semester without further documentation. After three semesters, the student automatically becomes inactive. At that point, the student must contact the Program Director and proceed through the re-application process in order to begin taking courses again. This process is much shorter than the original admissions process.

**Health Emergencies and Requesting Medical Withdrawal**

In the case of a medical emergency or other crisis relating to the student or to someone who is dependent on the student, it is possible to withdraw from courses and to take significate time away from the program and then return. The student should begin by contacting the Program Director to discuss options depending on the nature of the situation.

Prior to the mid-point of the semester, the student can withdraw without impacting their GPA. If it seems necessary to withdraw from courses after the mid-point of the semester, the program can submit a request for medical withdrawal through the Registrar’s Office (reg.msu.edu/Forms/FormsMenu). Approved medical withdrawal will allow the student to avoid a failing grade and may allow a refund of tuition and fees. Further details: https://ossa.msu.edu/medical-leave.

**Additional MSU Policies and Procedures**

These additional MSU and Graduate School policies and procedures may also serve as useful references.

- Anti-Discrimination Policy (ADP)
- Disability and Reasonable Accommodation Policy
- MSU Guidelines for Graduate Student Mentoring and Advising
- Policy on Relationship Violence and Sexual Misconduct
UNIVERSITY RESOURCES

General MSU Information and Resources | www.msu.edu

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

Academic Programs Catalog: http://www.reg.msu.edu/AcademicPrograms

Institutional Diversity and Inclusion: https://inclusion.msu.edu
   https://inclusion.msu.edu/campus-resources/academic-support-student-services.html

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

Accessibility at MSU: https://www.rcpd.msu.edu/accessibility-at-msu

SpartansLearn – Technology Training and Professional Development:
   https://spartanslearn.msu.edu


MSU Graduate School Information and Resources | grad.msu.edu

Graduate Student Life and Wellness: https://grad.msu.edu/wellness

Council of Graduate Students: http://cogs.msu.edu

Graduate School Calendar of Events: https://grad.msu.edu/calendar

Guidelines for Graduate Student Advising and Mentoring Relationships:
   https://grad.msu.edu/optimizing-mentoring

Funding for Graduate Students: https://grad.msu.edu/funding

Student Life – Policies, Organizations, and Wellness | studentlife.msu.edu

Student Handbook Site
   https://studentlife.msu.edu/about/handbook/index.html

Graduate Student Rights and Responsibilities (GSRR)
   https://studentlife.msu.edu/about/handbook/graduate-student-rights-responsibilities/index.html

Free Speech for Students at Michigan State University
Office of Student Support and Accountability (OSSA)
https://oss.a.msute.edu/

Student Parent Resource Center
https://studentparents.msu.edu/

Office for International Students and Scholars (OISS)
https://oiss.isp.msu.edu/

Gender and Sexuality Campus Center
https://gscc.msu.edu/

MSU Counseling and Psychiatric Services (CAPS)
https://caps.msu.edu/

MSU Psychological Clinic: 517-355-9564
https://psychology.msu.edu/clinic/

Olin Student Health Center
http://olin.msu.edu/

Women*s Student Services
https://wss.msu.edu/

Veterans’ Services
http://veterans.msu.edu/

College of Arts and Letters Information and Resources | www.cal.msu.edu

CAL Centers and Interdisciplinary Programs
https://cal.msu.edu/academics/centers-interdisciplinary-programs/

Department of Linguistics, Languages, and Cultures (LiLaC)
https://lilac.msu.edu

Department of Romance and Classical Studies (RCS)
https://rcs.msu.edu

Graduate Resources
https://cal.msu.edu/current-students/graduate-students/graduate-resources/

Culture of Care – Inclusion, Engagement, and Community Outreach
https://cal.msu.edu/about/culture-of-care/
APPENDICES

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Appendix B. General Policies and Expectations in FLT Courses
Appendix C. Academic Writing in FLT Courses
Appendix D. Technology in FLT Courses
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Appendix A
Admissions Guide

Foreign Language Teaching
Graduate Programs Handbook
Michigan State University

Last updated: January 2023
Admissions Guide

➢ Master of Arts in Foreign Language Teaching
➢ Graduate Certificate in Foreign Language Teaching

For Admissions requirements and policies, refer with the Admissions section of the main FLT Handbook, starting on p. 18.

Please read the following instructions carefully! The instructions below reflect official MSU policies and program-specific requirements. For any other MSU program, you will need to contact that program for their own procedures and recommendations.

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Your Application in the MSU System

This guide describes the various elements that you must submit in order to be admitted to the MAFLT Program or the FLT Certificate. The process will go more smoothly if you have an active application in the system when we start to receive materials such as your transcripts. You can click Help in the application system if you have technical issues, and you may contact the MAFLT Program with questions about the application process.

Before you start your application

It helps to begin your application at least a month before the deadline. Before you begin, you should update your resume or CV, begin working on your personal and academic essays, find out how to request a transcript from your prior educational institutions, and identify three or more supervisors, professors, colleagues, etc. who can write recommendation letters. It is polite to contact these people two or three weeks in advance to ask if they are willing to write the letter and to give them information about this program and a copy of your resume.

Applications are due by the following dates:

- March 15 for Summer semesters
- June 15 for Fall semesters
- October 15 for Spring semesters

Letters of recommendation, transcripts, and score reports from the GRE or English proficiency tests (as needed) must be submitted directly to the university, not uploaded by the applicant. If these materials are not received AND verified within two weeks following the application deadline, the applicant may be required to defer admission and begin coursework in a later semester.

If any part of your application is coming from outside the U.S., please note that documentation from academic institutions outside the U.S. can take several weeks to arrive and will also take longer to verify. You should begin your application early and expect it to take several weeks after the admissions deadline to hear that your materials have been approved.

Creating and submitting your application

Begin your application in the MSU application system. Note that there are separate applications and program numbers for the Master of Arts and the Graduate Certificate. You will be asked to state the semester in which you intend to start the program.

https://explore.msu.edu/apply
If you are already a graduate student at MSU, you can apply for the FLT Certificate without submitting an application. Contact the Program Director for steps to take.

Once you log in and create your application, both you and we will be able to review the status of your application. The system retains records of our communication, and you can log in and out at any time.

**Documents that You Create and Submit**

You will provide (a) through (d) below by entering information in the application system or uploading documents. PDFs or Word documents are accepted. Remember to consider revision and formatting. At minimum, include your name, the semester you intend to begin, and your email address on each document you submit.

Note that your **personal statement (a)** and **academic statement (b)** will be uploaded before you click “Submit” in the application system, and your **resumé or CV (c)** and optional **supplemental documents (d)** will be submitted as additional documents after you click “Submit.” You should prepare all of them ahead of time, and they are all required for a complete application.

- **a. Personal Statement**

  Your personal statement primarily focuses on your career as a language teacher, past and future. It should include information about how your background and life experiences, including social, economic, cultural, familial, educational, or other opportunities or challenges have prepared you to pursue a graduate degree in this field. We encourage you to discuss how you have acquired your proficiency in the language you plan to teach, as well as other experience and aspirations that have motivated you to apply to this program. **Aim for 300-500 words.**

- **b. Academic Statement**

  Your academic statement primarily focuses on your preparation to participate and thrive in graduate school. Please provide a concise summary of your academic and professional experience, your plans for graduate study, and how MSU’s graduate program will help you meet your personal and professional objectives. Additionally, please discuss how the distance-based format of this online learning format fits your goals and characteristics as a learner. MAFLT applicants are **not** required to have a BA in a language, area studies, linguistics, world language education, or a related field. If your background is not in one of these fields, however, you should address other ways in which your background, education, and experience have prepared you to study foreign language education. **Aim for 300-500 words.**
c. Resume or Curriculum vitae

Under “File Uploads” in the grad portal, select Document Type “Resume” and upload your Resume (or CV). The format should be appropriately professional, and the dates of employment and education should continue up to the present. If you have been primarily employed in the home or otherwise out of the workforce recently, please note that in your resume and explain it in one of your essays.

d. Supplemental Documents

Optionally, you may submit under “File Uploads” a few additional, highly relevant pieces of evidence that you believe will help the admissions committee understand your unique strengths or promise as a graduate student in this program.

If you are applying for a Linguistic Diversity Fellowship and/or a waiver of English Language Proficiency test scores, locate those forms on the Admissions page, follow the instructions on the form, and upload it as additional documentation.

- Relevant certifications or credentials not related to degree-granting programs.
- Writing Sample (a senior thesis, class paper, or other writing sample). Most people requesting a waiver of English Language Proficiency test scores will be required to submit a writing sample using the form we provide.
- Examples of your prior work with technology, e.g., website link; link to an electronic portfolio, etc. You can type the URL(s) and a short description of the website(s) in a Word document and submit that document under “Other.”
- Evidence of curriculum or assessment design. Please do not submit individual lesson plans or syllabi, but you may submit other materials that relate to your personal or academic statement if you wish.

e. Transcripts or diplomas – should you upload a copy?

Transcripts or diplomas must come directly to us from the institution that granted your degree. You can upload scanned copies of transcripts or diplomas, but these documents will not be considered official. Admissions will not use them to admit you to MSU.

If they need to be translated, they must come from that institution to the translator and then directly from the translator to us. Equivalency reports cannot substitute for official transcripts.

The only benefit to uploading transcripts or diplomas yourself is that we may run into challenges with obtaining and verifying your official documents, and having unofficial copies may help us to understand your educational background and what documents you are trying to send to us. Further details on transcripts below.
Letters of recommendation

Enter contact information for people who will write your three (3) letters of recommendation (LORs). Your recommenders will upload their own letters. In order to request these letters, you will provide the names and email addresses for your recommenders in the admissions system. These individuals should be familiar with your academic and professional accomplishments and your potential for success in graduate-level courses. At least one recommendation letter should be from a former professor, academic advisor, or other individual familiar with your academic background and abilities. The letters of recommendation must be current and written specifically for this program.

You should contact your recommenders directly before you submit their information to the system and ask them if they are willing to write the recommendation and if they can do so by the deadline. Aim to give them at least two if not three weeks to write the recommendation.

After you submit your online application, the system will send an email to each of your references containing a link so they can upload their letters of recommendations directly into your application file. You will be asked if you want to waive your right to see these letters, and the best answer is Yes.

If you have submitted your application by the deadline, including contact information for your recommenders, but the letters have not been received, we will notify you that the letters are missing. You should contact your recommenders to remind them. As with the transcripts and test scores, if the LORs still have not been received two weeks after the admissions deadline, your application will not be considered until the following semester.

Official Transcripts from Prior Schools

Request transcripts from institutions where you earned a higher education degree. You must demonstrate to University Admissions that you have a bachelor’s degree (undergraduate) from a recognized institution. This transcript must be official according to MSU Admissions criteria. If it was issued in a language other than English, it must be translated according to the official process by an approved translator. See below for details.

Transcript review will take longer if any of your prior institutions is outside the U.S. If you are an international student or if you completed your bachelor’s degree before moving to the U.S., please request your transcripts as soon as possible and email us so that we will expect them.

It is a good idea to save the confirmation email or take a screenshot of the confirmation page when you submit the request in case we need to know when and how you submitted the request.
Electronic submission of transcripts

Most U.S. institutions and many overseas institutions will be able to send electronic transcripts directly to MSU through an official system. You should be able to find instructions for requesting transcripts on the Registrar’s page for your school. If your prior university sends electronic transcripts, direct your e-transcript to:

MAFLT Program Director: Dr. Amanda Lanier
Email address: maflt@cal.msu.edu

Submission by mail of official transcripts

If your prior institution is not able to send a transcript electronically, we can accept transcripts by mail IF they are provided in a sealed envelope from the registrar’s office of your institution. Contact information is provided at the end of this guide.

How do you know if a transcript is official?

Your transcripts must come to MSU directly from the institution. According to MSU policy, copies of transcripts that you submit and transcripts sent as email attachments will not be accepted as official. MSU does not accept equivalency reports such as ECE or WES. You can submit them, but you will still need to submit official transcripts also.

Which transcripts do I actually need for admission?

Only the credentials showing your bachelor’s (undergraduate) degree will be required for admissions. This documentation must pass verification by MSU Admissions. If you have completed other degrees (more than one undergraduate degree or a graduate degree), request those transcripts also.

If you have taken courses at other institutions, but did not complete a degree, the transcript is optional for admissions. However, you may be able to transfer those courses to MSU. If you hope to transfer courses from another institution to MSU, you may submit transcripts during the admissions process. You can also submit them after you have been admitted. Transfer of courses for credit is discussed in the Graduate Programs Handbook.

If your transcript will be issued in a language other than English

Official transcripts and any other documents not issued in English must be submitted together with a word-for-word English translation. If your university does not issue transcripts in English, you must have your university send your official transcript directly to a professional translator. The translator should then send your official transcript, the envelope in which it came, and the translation directly to us using the mailing address below.
Translations should be prepared by an authorized translator from the American Translators Association (ATA): see http://www.atanet.org. In Lansing, Michigan, or electronically, you can request a translation through 7Clingo (see http://www.7clingo.com).

If you completed your education in China

MSU requires an additional step to verify transcripts for applications for admission from students from China. If you are accepted to the program and your degree is from a Chinese university, you must request a verification report of your university academic records from the China Academic Degree and Graduate Education Development Center (CDGDC).

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

The report must be mailed directly to the Program Director of the MAFLT, by the CDGDC, rather than by you or any third party. Your acceptance to the program will be conditional on us receiving this verification report within two months after you enroll in classes. More information about this is found here: https://grad.msu.edu/cdgdc. Please note that the MAFLT Program cannot reimburse students for the verification. No other equivalency reports or verifications, such as ECE or WES, can substitute for CDGDC.

Test Scores or Waiver Requests

The following test scores are requested as evidence of your preparation to participate in graduate school. The requirements vary depending on whether your undergraduate education took place at an English-medium institution.

GRE (Graduate Record Exam) scores

For students who have a bachelor's or master's degree from a U.S., Canadian, British, Australian, or New Zealand institution: Submit a request to ETS to send in your GRE Scores. MSU institution code=1465. Information on sending in your GRE scores can be found here: http://www.ets.org/gre/revised_general/about/scoreselect/.
**GRE score waiver requests**

Students who fit the following criteria may request a waiver for the GRE: more than two years of foreign language teaching experience; extensive experience in another field and evidence of high language proficiency; or prior completion of at least one graduate-level course, with a GPA of 3.5 or higher. An additional writing sample may be requested. If you believe you qualify for the waiver as a non-traditional student, you can submit your waiver request using this form: [GRE Waiver Request Form](maflt.cal.msu.edu/admissions).

**English language proficiency test scores**

For students whose first language is not English and who have not completed a degree in an English-speaking country (United States, Canada, United Kingdom, Australia, or New Zealand):

You must provide evidence of English language proficiency that is sufficient to participated in graduate-level courses. The most widely accepted scores will be the TOEFL exam from ETS or an IELTS exam from Cambridge. In some cases, other scores may be accepted. The test must have been taken within two years of the application. See this page for information about MSU expectations for graduate students: [English Language Competency](maflt.cal.msu.edu/admissions).

Your English proficiency test results must be sent from the testing agency directly to the Office of Admissions at Michigan State University. **MSU institution code = 1465.**

Hannah Administration Building
426 Auditorium Road, Room 250
East Lansing, MI, 48824-2604

More information on sending in your TOEFL score can be found here: [TOEFL Test Scores](maflt.cal.msu.edu/admissions). Information on sending in your IELTS score can be found here: [IELTS Test Scores](maflt.cal.msu.edu/admissions).

**English language proficiency waiver requests**

Under certain circumstances, a waiver may also be requested for ELP scores. If you believe that you should qualify for a waiver, send an email with "TOEFL Waiver Request" in the subject line to [maflt@cal.msu.edu](mailto:maflt@cal.msu.edu). You should also discuss your proficiency in each of your languages in your personal statement.

We have a **Writing Sample Form for ELP waivers** that includes a prompt and instructions for writing the essay. In some cases, we do not need this form. If we do, it will be added as a required item in the application portal, and you will get a notification through that portal.
Contact Information & Mailing Address

Dr. Amanda Lanier, MAFLT Program Director
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Appendix B
General Policies and Expectations in FLT Courses

Foreign Language Teaching
Graduate Programs Handbook
Michigan State University

Last updated: January 2023
Appendix B:

General Policies and Expectations in FLT Courses

➢ Master of Arts in Foreign Language Teaching
➢ Graduate Certificate in Foreign Language Teaching

Begin by reading the sections of the main FLT Handbook on Program Policies and University Policies and Procedures.

Every FLT course syllabus includes sections on class policies, expectations for assignments and participation, and MSU policies. Refer to the syllabus of your course for specific guidance on features that tend to vary somewhat across instructors, particularly on communication with instructor and peers and late submission of assignments.

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# FLT Course Policies

## Course Readings

For each course, you will be given a list of readings at the beginning of the semester (see specific syllabus for that course). Some texts may need to be purchased. Many readings will be available directly through the MSU library or through our course page on D2L. To access materials from off campus, use your MSU ID to sign in to your library account: lib.msu.edu/general/account.

## Grading Scale

Grading is an extremely complex task. Each course is a developmental process and each draft of each assignment is a step in that process. To facilitate transparency and clarity in grading, you will receive a rubric for each assignment detailing the features that your instructor expects to see, and they will use this rubric to assign your grades and provide specific comments. It is expected that you to use these comments to improve further drafts and assignments. If you read the materials carefully, complete all assignments in a timely manner, and attend to instructor and peer feedback, it is entirely possible to earn a 4.0 in this course.

If you get a 94% or above in this class, you will receive a 4.0. This shows that you met all requirements for the course and demonstrated your learning to an exceptional degree, and you even exceeded expectations in this course. Scores between 88% and 93% equate to 3.5, 82% to 87% to 3.0, etc. At the end of the semester, instructors reserve the right to adjust final averages based on the distribution of grades in the class. If instructors do adjust the grades, they will be adjusted fairly across all students, and they will only be adjusted upward.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% or above</td>
<td>The student met all requirements for this course and demonstrated his or her learning to an exceptional degree and exceeded expectations in the course.</td>
</tr>
<tr>
<td>88% to 93%</td>
<td>The student met all requirements for this course and demonstrated his or her learning very well.</td>
</tr>
<tr>
<td>82% to 87%</td>
<td>The student met most of the requirements for this course and demonstrated his or her learning relatively well.</td>
</tr>
<tr>
<td>76% to 81%</td>
<td>The student did not fulfill all requirements for this course. Learning was demonstrated adequately.</td>
</tr>
<tr>
<td>70% to 75%</td>
<td>The student did not fulfill the requirements for this course. Learning was demonstrated somewhat adequately.</td>
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</table>
COURSE POLICIES AND EXPECTATIONS

1. Course modules and weekly activities

Course Modules: As mentioned above, the content of this course is presented in 12 modules. In addition, the course begins with an introductory lesson called Module 0. In the weeks after Module 12, you will review the course content, share your work with classmates, and complete your final projects. Each course has a weekly due date, see the syllabus for more information about when your work is due each week.

Discussion Forum: Each week, you will participate in an online discussion and complete other related tasks. Responding to other students’ posts is required and must be completed by a weekly due date given by your instructor. Virtual events and meetings may be scheduled on any weekday. Your availability will be requested and taken into account when scheduling those meetings.

Anticipated Workload: Online graduate courses in the MAFLT program at MSU rely on regular and consistent participation throughout the semester. It is recommended that you set aside an average of 6-12 hours per week for course tasks. Your workload will vary depending on your experience in FLT courses, your teaching experience, whether you have major assignments due that week, and other factors. Consider the course schedule early and often so that you can complete assignments on time each week. See Late Policy below.

2. Communicating with your instructor and peers

Because FLT classes are online, communication by internet and phone will be very important. Classes use the following three methods of communication as the semester goes on, and further training will be available in the course, via D2L and Spartan365 apps. Guidance on these tools and how to use them on your devices is provided in the handbook (Appendix E: Technology for FLT Courses), in course materials (see Module 0), and in the general tutorial materials for MAFLT Students: MAFLT Tutorials Hub (michiganstate.sharepoint.com).

• Activity Feed and updates in D2L (d2l.msu.edu) > Course Home page;
• Microsoft Teams (teams.microsoft.com) > Team for the current semester specific FLT course; and
• SpartanMail/Outlook email (http://spartanmail.msu.edu).

Announcements and Notifications: Each week, you will see an announcement via D2L Activity Feed when new modules and major updates are released. Additional reminders, follow-ups, responses to questions that are relevant to multiple people, and links to files and other materials available via Spartan365 apps may be shared via Teams. D2L can also send out a wide range of automated notifications. Some of these are more useful than others. You should customize and update your notifications in D2L and Teams each semester. Teams also serves to connect other apps including OneNote, Stream, and SharePoint. You can also contact your classmates and instructor individually via Teams chat.

Individual Communication via D2L, Teams, and Email: When FLT instructors send email to you, they will use your MSU email account, not a personal account (this choice is for security and consistency). We do NOT use the internal email tool in D2L. In some cases, email is important because it creates a record of the interaction. Invitations via Outlook and automated
notifications from D2L will also go to your email. If an FLT faculty member emails you, please take the message seriously and reply promptly and as directed. Once the course begins, we will primarily rely on Microsoft Teams for communication and collaboration on tasks and materials.

Virtual Meetings: We use the video meeting tool in Microsoft Teams or Zoom (http://msu.zoom.us) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. This software allows for real-time communication and sharing our computer screens. The meeting ID and link will be provided in the invitation to each class virtual event. All virtual events are optional but recommended. If you cannot attend at the scheduled time, there will be alternative ways to participate, and you will be able to access recordings.

Making Appointments: Throughout the semester, office hours are available by appointment. The default appointment length is 30 minutes. Appointments can take place by phone, but virtual meetings are preferred. Each FLT faculty member has a way to make appointments with them individually. Consult your syllabus for a specific course to find their booking link.

Please strive to make these appointments at least 24 hours in advance. If no times are available that work with your schedule, update your Calendar in Outlook or Teams and contact the faculty member.

3. Due dates, late assignments, and extension requests

The schedule for the course including due dates for all weekly tasks and major assignments is available here in the syllabus and on the D2L Assignments page and will be reflected in the D2L Calendar. You are responsible for turning in all assignments on time, including discussion posts, scaffolding tasks, and major assignments. It is recommended that you read through the instructions for each module as soon as it is released and schedule time to complete major assignments on your own calendar.

Specific policies on late submission of assignments may vary from instructor to instructor. The following policy is based on Dr. Lanier’s current syllabi and is provided as an example. The policy as stated in your instructor’s syllabus will be upheld in any appeals.

Late assignments will not be accepted unless you contact your instructor via email to request an extension. Because we cannot always anticipate when a crisis will occur, instructors will honor the extension request if that email is sent within 48 hours after the assignment is due. However, 10% will be deducted from the assignment score for each day from the due date until the assignment is submitted. If you do not request and receive an extension for a late assignment within 48 hours after the assignment is due, instructors reserve the right to refuse acceptance of that assignment entirely. Also, if late assignments become a pattern, instructors will no longer grant extensions. After the second extension request, any late assignment will get an immediate 50% deduction.

The deduction (10% per day) and the limit on the total number of extensions (2 per semester) will be waived in the case of medical emergencies (for you or someone who lives with you), natural disasters, documented equipment failures, and (at instructors’ discretion) other unforeseen and unpreventable crises. If you need an extension for
another reason, FLT instructors will grant it, but will follow this policy so that they can continue to support and respond to your work and all FLT students’ work in a timely manner.

4. Withdrawal policy if you decide to drop the course
If you decide to withdraw from the course for any reason, please inform your instructor as soon as possible. YOU must then un-enroll YOURSELF from the course. The MSU deadlines to drop courses and avoid penalties are very strict. You have about three weeks to drop a course and receive a refund. You have until the mid-point of the semester to drop the course without impacting your GPA (it will appear as W on your transcript). These dates are listed in the MSU Schedule of Courses, which you can access by going to Class Search in the Student Information System (https://student.msu.edu). You may also find these dates on the MAFLT website’s Semester Updates post for the current semester, available here: https://maflt.cal.msu.edu/semester-updates.

Further information is available from the MSU Office of the Registrar: Programs and Policies. For further guidance on policies and procedures, see the Program Handbook: MAFLT Links and Downloads.
UNIVERSITY POLICIES AND IMPLICATIONS FOR FLT COURSES

MSU policies and procedures for student conduct, specific expectations for graduate students, academic integrity, privacy and security of data, and a range of resources for graduate student life and academic success are provided in the main handbook section on University Policies and Procedures. The content below typically appears in FLT course syllabi.

ACADEMIC INTEGRITY GUIDELINES AND POLICIES

Also see Appendix C: Academic Writing and course syllabi for guidance on appropriate use of sources in academic writing, including links to guides and training materials.

Expectations for Academic Integrity at Michigan State University

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU’s policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others’ words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: http://www.msu.edu/unit/ombud/academic-integrity/. Note that this web site states that “plagiarism not only is legally wrong but also morally corrosive... Any paper based upon the writing of others should acknowledge every source used.”

Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:

- 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 explicit authorization from the instructor
- use the http://www.allmsu.com website to complete any work for this course
- 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
- submit coursework completed for another course to satisfy the requirements of this course.

FLT Graduate Handbook | Appendix B: Course Policies | maflt.cal.msu.edu/courses | p. 6
Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If an instructor gives you a penalty, that instructor is expected to and will inform the director of the program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

Implications for Academic Integrity in FLT Course Assignments

The overall purpose of the MAFLT Program is to prepare master language teachers. In addition to that objective, however, the program should train you to participate in academic communities, to be an active and informed consumer of relevant research, and to contribute to the field. Course assignments therefore often require that you follow conventions that are agreed upon by scholars in fields related to foreign language teaching. In this program, we use the format for citing sources and structuring papers defined by the American Psychological Association (APA). However, the most important consideration when using sources is that you find a way to give credit to all sources that you use.

You are expected to create your own original work for each and every assignment in the MAFLT Program. That work should be informed and inspired by other teachers as well as scholars. When you use their ideas and words, you must give credit to them. That is true for all types of assignments. It is true for any and all sources that inform your work, including journal articles, book chapters, published lesson plans (from sites such as TeachersPayTeachers.com), blog posts from other teachers’ websites, popular media. You do not need to cite lecture materials or guidelines created by your instructor for this course.

When you do not give credit to the sources that you use, you are violating expectations for academic integrity as defined by Michigan State University and may be subject to the penalties described above. If you are not sure whether and how to cite sources for a given assignment type, consult with your instructor before the assignment is due. At minimum, provide a comment in your submitted document stating that you have a question about whether you have cited appropriately and sufficiently. Incorrect citation format in any assignment does not automatically constitute plagiarism. However, the line between incorrect formatting and a case in which you are knowingly using others’ ideas or words without giving proper credit is sometimes difficult to discern. That is why we strive to use, and to teach you to use, citation practices that are common across instructors in the MAFLT and accepted by scholars, academic journals, publishing houses, and professional organizations in our field.

Disagreements and Appeals

If at some point during or after this course you have a dispute with an instructor about a grade, the application of a policy, or another aspect of the course, you should take the following steps: First, discuss the issue with your instructor in a live meeting (virtual or in person), not exclusively via email. Second, if you and your instructor are unable to resolve the dispute, you may contact the MAFLT Program Director. In the case of this course, the instructor is also the program director. Therefore, you may take your concerns to the Director of the Center for Language Teaching Advancement, Dr. Felix Kronenberg.
OTHER UNIVERSITY POLICIES AND RESOURCES

Inclusion and Intercultural Initiatives

Required Training: As of 2021, MSU released a new Diversity, Equity and Inclusion (DEI) Plan: As President Stanley recently announced, “The plan was designed as a framework of recommendations to improve the culture around DEI and to work with our strategic planning efforts.” All members of the MSU community are required to complete DEI training. You will receive notifications via email and the Student Information System about this training.

Further Opportunities: The Office of Inclusion and Intercultural Initiatives offers a wide variety of resources that apply to MSU units and instructors and may also be useful to you as an educator. You can access those resources here: Diversity and Inclusion Opportunities.

MSU Religious Observance Policy

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. If you wish to request accommodations such as an adjustment of due dates on course assignments due to a religious holiday or event, you are expected to contact your instructor in advance to make arrangements in advance. Please visit: http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp.

Disability Accommodation Requests

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at http://www.rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to your instructor at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit: http://www.rcpd.msu.edu/Awareness/Home.

Counseling and Psychological Services (CAPS)

Counseling services are available to distance-based MSU students as well as campus-based students through MSU Counseling and Psychiatric services, “the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LBGTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns” (caps.msu.edu/about-us/index.html).

- The Guide to Health and Well-Being at MSU may be useful for a positive and successful experience for all Spartan students.
- CAPS is implementing a hybrid model of service as of Fall 2021, including an online scheduling system for initial consultation appointments. Students can make a triage phone appointment with a counselor by providing some basic information using the online scheduling form.
- Newly launched mental health database ThrivingCampus can connect you with providers in your area.
• CAPS offers 24/7/365 crisis counseling services by calling CAPS’ main number at 517-355-8270 and pressing “1” at the prompt. For other crisis services, students can also visit CAPS’ Crisis Resources for Students webpage.

Together We Will: COVID-19 Response

The university hub for information about COVID-19 and the impact of the pandemic on learning and teaching is the Together We Will website. This website will continue to be updated with news, guidance, and resources. For additional resources pertaining to learning and teaching remotely, see: https://remote.msu.edu. For support relating to the mental and emotional impact of the current circumstances, see below for information about MSU Counseling and Psychiatric Services available to online and off-campus students.

Evaluations of Courses and Instructors

SIRS System: Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. The course utilizes the “online SIRS” system. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course – we hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at http://sirsonline.msu.edu.

FLT Courses: For courses in the MAFLT and FLT Certificate programs, students will be asked to complete a program-specific questionnaire at the end of the semester. If you have specific concerns about a course during the semester, wish to discuss specific aspects of the course, or want to appeal a decision made by your instructor, you may contact the Program Director: https://maflt.cal.msu.edu/program-director.
Appendix C
Academic Writing in FLT Courses

Foreign Language Teaching
Graduate Programs Handbook
Michigan State University

Last updated: January 2023
Appendix C:

Academic Writing in FLT Courses

➢ Master of Arts in Foreign Language Teaching
➢ Graduate Certificate in Foreign Language Teaching

Learning to write effectively, and even read effectively, in graduate school is a challenge, no matter what your educational background has been. This section provides general guidelines and expectations for style, structure, and using APA 7th format for setting up papers and citing sources.

Also, YOU are responsible for learning about academic integrity and how to use sources and avoid plagiarism in your writing. Academic integrity policies for MSU and their implications for this program are covered in the section on MSU Policies in the main FLT Handbook, starting on p. 31.

Related files can be found in this folder:
MAFLT SharePoint > Documents > All Course Resources > Academic Writing Help

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ACADEMIC WRITING RESOURCES

Academic Writing and Research

- FLT Academic Writing Help folder: Style and Structure Guidelines, Checklist, etc.
- MSU Writing Center: https://writing.msu.edu/about/resources/ > Online appointments available
- Citation Style > APA Style Guide, 7th edition (2020)
  - About APA Style: https://apastyle.apa.org/
  - MSU Library Guide to APA 7th style: https://libguides.lib.msu.edu/apa7th
  - OWL at Purdue > APA Guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/
- Citation Management Software:
- MSU Office of Research and Innovation: https://research.msu.edu/student-research
- MSU Office of Research Regulatory Support > Training: https://orrs.msu.edu/train/
- English as a Second Language for Graduate Students:
  - MSU English Language Center: https://elc.msu.edu/
  - OWL at Purdue ESL > Multilingual Students Guide: https://owl.purdue.edu/owl/multilingual/multilingual_students/

MAFLT Library Guide and Other MSU Library Resources

The MAFLT Program has a specifically designed MAFLT Library Research Guide created by our liaison librarian, Stephanie Perentesis. This useful guide will help you to locate articles and books, identify other scholarly sources relevant to your MAFLT coursework, and research topics for assignments. You are welcome to contact Stephanie Perentesis for assistance at perente1@msu.edu. She will be glad to guide your exploration of library resources, but she is not a writing tutor and cannot comment on content. As a courtesy to her, attach the Assignment Guidelines when you ask for help.

- MAFLT Library Guide: http://libguides.lib.msu.edu/maflt > Books, Articles, Citing Sources
- Your MSU Library Account: https://lib.msu.edu/general/account/
- Ask a Librarian: https://lib.msu.edu/contact/askalib/
- Guide to Ebooks: libguides.lib.msu.edu/ebooks – access, read, and download from ebooks
- Citation Management Software > Options include Zotero, EndNote, Mendeley, and more. See: Comparing Citation Management Programs.
GENERAL REQUIREMENTS FOR WRITTEN WORK

1. **Content and quality:** All assignments are expected to be well written. Assignments will be graded on depth of coverage (comprehensive/thorough treatment of the topic reflecting a clear understanding of the subject), presentation (clear, concise, readable prose), and argument (strength of evidence, and attention to counter arguments where necessary). You will need to use effective strategies for planning, editing, and proofreading your work. Carefully review and follow the individual Guidelines document for each written assignment.

   In many cases, you will submit multiple drafts of major assignments. For these assignments, even the first draft needs to fulfill the assignment guidelines completely and will receive instructor and often peer feedback. In addition, you are encouraged to ask someone you trust to review your writing before submitting it to me. This practice is recommended for non-native and native speakers of English and will improve your control of language and style. No professional writing assistant may provide you with help on content, though you can ask someone to proofread your work (i.e., correct spelling and grammar errors). Your assignments must be original and not used in any other class (prior or present) without approval by me and the professor of that other class. Any use of others’ work or ideas other than properly cited references to published material will be considered plagiarism and subject to disciplinary action.

2. **Document Format:** All written assignments should be typed and submitted using general format guidelines from the American Psychological Association (APA format). Work that is submitted with major and distracting format issues may be returned to you for revision and marked as late. For guidance on learning academic style and format, look for the Academic Writing folder under Resources in D2L.

   When templates or worksheets are provided for you and include space for your name, date, etc., you do not need to add an additional heading. All other papers should include an appropriate heading and file name. By default, use Times New Roman size 12 font and 1-inch margins all around. Though usually required, double-spacing and cover pages are optional in my courses. In the **top left corner of the first page,** always include a heading that contains your full name, the course number, and the date. Also, indicate the assignment in the heading or in the title. For example:

3. **File Format:** Turn in all written assignments in MS Word format (.doc or .docx). Do not submit PDFs. I will not accept PDFs for written assignments. Do not submit other document types unless you have checked with me that I can read them on my computer and run them through MSU’s plagiarism checker. For assignments that involve presentations, web pages, visuals, or other formats, you should still use appropriate style, cite sources using APA format, and proofread. The Assignment Guidelines document for each major assignment will provide further details.

   The **file name** for each and every file you submit should include your last name and the title of assignment. If there will be multiple drafts of the assignment, also indicate draft status. Students often put their names on papers but forget to put their names on associated files, such as slides or student handouts. Your attention to these details is appreciated because it smooths the process of managing paperwork and feedback.
4. Submitting Written Work: All assignments should be submitted to the appropriate D2L Assignments folder unless explicitly stated otherwise. Please do not submit papers by email unless you are having technical trouble and cannot resolve it through the Help Desk. When you have successfully uploaded and submitted your file(s), you should receive confirmation on screen and by email, and you will be able to go back to the same Assignments folder in D2L and see a link to your submission. Feedback will appear in the same area of D2L. In some cases, you will also be asked to share your work with peers via D2L Discussions or via Microsoft Teams. Nevertheless, course credit will be based on your submissions in D2L Assignments.

Students often ask about the importance of staying within length requirements. The recommended range for each task is intended to help you estimate the scope and demands of the assignment. Points will be deducted if the length is more than 10% above or below the limit. If your document is too short, consider adding another key point, further examples, or more detailed explanations. If your document is too long and you are finding it difficult to cut it down, return to your outline and reconsider what material is most important for fulfilling the purpose of this paper. You may need to remove or combine sections or reorganize the content in other ways.

5. Citations: When your written assignment includes references to published works of any kind, use APA format to cite the original source. You can find examples in the reference list at the end of the syllabus, and you will find further resources listed below, on our D2L page, and on our MAFLT Library Guide. While I fully understand that using sources appropriately is an academic skill that you may still be acquiring in graduate school and will support you in that process, you must strive to observe appropriate citation practices in any and all work you submit for this course. That includes papers, presentations, quizzes and exams, discussions, and so on. See further information on academic integrity and penalties for plagiarism below in the University Policies section.

Note that APA format also provides guidelines on using non-sexist and inclusive language. If you need more information about what constitutes sexist language and how to avoid it, you can consult the APA manual or talk to me. Please see further information on academic honesty and plagiarism under University Policies.

6. Feedback on Written Work: Once you have submitted an assignment, your instructor will provide feedback in a range of different ways, depending on the type of assignment, the stage in the writing process, and the extent of feedback. FLT instructors frequently provide a rubric before an assignment is due and use it to show you the components of your score. They may also use the Comments function in Word or the markup tools in D2L to make notes on your paper. Once your instructor has responded to your work, you will be able to view your score and attached documents including the scoring rubric and my comments through the same D2L Assignments folder where you submitted the task. When your documents are returned to you with feedback, the file name will include the tag “Comments.” It is very important that you access and consider this feedback carefully in further drafts of the same assignment and in subsequent assignments.

In this course, you may also be asked to provide peer feedback on the work of one or more of your classmates. Peer feedback allows you to reflect on the challenges of the assignment and to
provide and receive guidance in meeting the requirements of the assignment. In each case, your instructor will provide guidance on the priorities and procedure of this process. A portion of your grade will depend on timely and appropriate completion of this task. Please strive to respect the time and efforts of your classmates, as they will strive to respect yours. You may seek assistance with planning, revising, and proofreading your assignments from the MSU Writing Center. Schedule Online Consulting here: http://writing.msu.edu/locations/online/.

**USING APA 7TH FORMAT FOR PAPERS AND CITING SOURCES**

The reference list below is in accurate APA 7th format and includes several common types of sources. Follow these links to get help with using this format in your papers:

- APA Style Home: https://apastyle.apa.org/
- APA Reference Examples: https://apastyle.apa.org/style-grammar-guidelines/references/examples

Notice that this list is in alphabetical order, it uses *hanging indent*, titles of books and journals are in italics, author names are shown with the first initial, and links are included when possible. These are all common errors in student papers. The most noticeable changes from APA 6th to 7th format are:

- Do not list the location of publication, just the publisher.
- Include the DOI link for any published works (usually it is in the article or book itself and/or on the web page where the source is published).
- If the same organization is the publisher and the author (see ACTFL references below), only include it as author.
- For ebooks and reports available online, include the link. “Retrieved from” and the date are not required.

Always double-check the information and the format when you get the citation automatically from a database or other site. The authors, editors, volume, issue, page numbers, etc. can all be missing or wrong.

**ACADEMIC INTEGRITY GUIDELINES AND POLICIES**

*The following sections are included in all course syllabi and in the general syllabus content provided in Appendix F.*

- Expectations for Academic Integrity at Michigan State University
- Implications for Academic Integrity in MAFLT Course Assignments
- Disagreements and Appeals
RECOMMENDED FORMAT FOR ACADEMIC PAPERS IN FLT COURSES

Download templates for class papers and more formal research reports from:
MAFLT Students > Documents > General > All Course Resources >
Academic Writing Help

Class Assignments

➔ When you use this template, download the file, save a copy, and rename the file.
➔ Use this format as the default for class assignments, though your instructor may provide more specific guidelines, a template, or a worksheet for some tasks.
➔ Put your heading at the top of the first page, not in document’s header.

IMA NAY STUDENT
FLT 807 – DR. AMANDA LANIER
JANUARY 31, 2023

TEACHING PHILOSOPHY (DRAFT)

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LEVEL 1 HEADING

The text continues here. Double-spacing is optional.

1

Reference Lists

The reference list below is in accurate APA 7th format and includes several common types of sources. Follow these links to get help with using this format in your papers:

➔ APA Style Home: https://apastyle.apa.org/
➔ APA Style Handouts > Student Paper Setup Guide:
➔ APA Reference Examples: https://apastyle.apa.org/style-grammar-guidelines/references/examples
Notice that this list is in alphabetical order, it uses 
*italics*, titles of books and journals are in *italics*, author names are shown with the first initial, and links are included when possible. These are all common errors in student papers. The most noticeable changes from APA 6th to 7th format are:

- Do not list the location of publication, just the publisher.
- Include the DOI link for any published works (usually it is in the article or book itself and/or on the web page where the source is published).
- Include all the authors of the article. If the authors of a book chapter are different from the editor of the book, the reference includes both (sets of) names.
- If the same organization is the publisher and the author (see ACTFL references below), only include it as author.
- For ebooks and reports available online, include the link. “Retrieved from” and the date are not required.

Always double-check the information and the format when you get the citation automatically from a database or other site. The authors, editors, volume, issue, page numbers, etc. can all be missing or wrong. You might miss some format features here and there, but you should always make sure that you provide sufficient, correct information so that we can locate the source.

### References


Ritz, C. (2021). *Leading your world language program: Strategies for design and supervision, even if you don’t speak the language!* Routledge. [https://doi.org/10.4324/9781003032380](https://doi.org/10.4324/9781003032380)
Appendix D:

Technology in FLT Courses

➢ Master of Arts in Foreign Language Teaching
➢ Graduate Certificate in Foreign Language Teaching

This handbook supplement contains important material about technology in FLT courses. This content is provided as part of every FLT course syllabus, but its relevance extends beyond one particular course. Tutorials and further links are provided on our internal platforms.

MAFLT SharePoint site pages:
- Tech Tools in FLT Courses >
  https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/Tech.aspx
- MAFTTutorials Hub
  https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/MAFTTutorials_Hub.aspx

MAFLT Student Notebook in OneNote:
- Tech Tools (Web view)

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ACCESSING COURSE READINGS THROUGH MSU LIBRARIES

For each course, the instructor will list out exactly which readings are part of the course, as well as how to access them. Many courses and additional readings will be available directly through the MSU library or through the course page on D2L. To access materials from off campus, use your MSU ID to sign in to your library account: lib.msu.edu/general/account.

TECHNOLOGY FOR COMMUNICATION IN THE FLT PROGRAM

Because this class is online, our communication by internet and phone will be very important. We will use the following three methods of communication as the semester goes on, and further training will be available in the course, via D2L and Spartan365 apps. Guidance on these tools and how to use them on your devices is provided below in the section Technology for this Course, in our course materials (see Module 0), and in the general tutorial materials for MAFLT Students: MAFLT Tutorials Hub (michiganstate.sharepoint.com).

- Activity Feed, Announcements, and Notifications in D2L (d2l.msu.edu) > Course Home;
- Microsoft Teams (teams.microsoft.com) > MAFLT Students and Class Teams; and
- SpartanMail/Outlook email (http://spartanmail.msu.edu).

Announcements and Notifications: Each week, you will see an announcement via D2L when new modules and major updates are released. Additional reminders, follow-ups, responses to questions that are relevant to multiple people, and links to files and other materials available via Spartan365 apps may be shared via Teams. D2L can also send out a wide range of automated notifications. Some of these are more useful than others. You should customize and update your notifications in D2L and Teams each semester. Teams also serves to connect other apps including OneNote, Stream, and SharePoint. You can also contact your classmates and instructor individually via Teams chat.

Individual Communication via D2L, Teams, and Email: When FLT instructors send email to you, they will use your MSU email account, not a personal account (this choice is for security and consistency). We do NOT use the internal email tool in D2L. In some cases, email is important because it creates a record of the interaction. Invitations via Outlook and automated notifications from D2L will also go to your email. If I email you, please take the message seriously and reply promptly and as directed. Once the course begins, we will primarily rely on Microsoft Teams for communication and collaboration on tasks and materials.

Virtual Meetings: We use the video meeting tool in Microsoft Teams or Zoom (http://msu.zoom.us) for office hours, review sessions, etc. Ideally, you will use a webcam, microphone, and headphones for these meetings, but you can also dial in by phone. This software allows for real-time communication and sharing of our computer screens. The meeting ID and link will be provided in the invitation to each class virtual event. All virtual events are optional but recommended. If you cannot attend at the scheduled time, there will be alternative ways to participate, and you will be able to access recordings.

Making Appointments: Throughout the semester, office hours are available by appointment. The default appointment length is 30 minutes. Appointments can take place by phone, but
virtual meetings are preferred. Each FLT faculty member has a different way of making appointments, please follow up with each of them to get their individual preferences or booking links.

**TECHNOLOGY FOR FLT COURSES**

Access various tutorials, recommendations, and links at:
https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/Tech.aspx

**D2L Online Learning Management System**

This online course is managed through Michigan State University's current learning management system, D2L. Log in at d2l.msu.edu using your MSU NetID and password. In a fully online course like this one, our D2L page is essentially our classroom. This page is used for sharing materials, linking to external sites and tools, submitting assignments, communicating via email and discussion board, completing quizzes in some courses, reporting grades, and more. D2L runs well in most browsers and works on mobile devices. Note that you can set up various alerts in D2L (click your name in the top right corner and choose Notifications) that will send a message to your email and/or phone when you have new items, upcoming due dates, and so on.

**D2L 24/7 Help Desk:** Click “Help” in D2L or go to help.d2l.msu.edu or call (517-432-6200)

**Troubleshooting:** If you should have technical trouble while attempting to complete a task or submit an assignment in D2L, you can contact the D2L Help Desk 24/7 by submitting a request online or by phone. Note that the Help Desk staff will send me updates on the issue upon request. If you are having trouble accessing materials through the MSU Library, click **Ask a Librarian** at lib.msu.edu. Other troubleshooting advice is provided in the D2L course page under FAQ.

**Recommended Hardware and Software for All Courses**

In order to participate in this course, you will need the following technology, all of which you may already have at your disposal. These tools are recommended for all FLT courses:

- Reliable computer and stable, relatively fast internet connection (at least 10mbps).
- Web camera, microphone, and headphones for office hours, virtual meetings, etc.
- MSU NetID and email account, set up and checked daily: spartanmail.msu.edu.
- Microsoft Office or compatible software. Download free from spartan365.msu.edu.
- Adobe Acrobat or other PDF reader. Download free from get.adobe.com/reader.
- Software for video recording presentations (links and tutorials in D2L and MAFLT Students SharePoint).
- Video camera, audio recorder, or smartphone if you decide to record your own teaching.

**MSU Resources Pertaining to FLT Online Courses**

MSU provides many other sites and tools that will be useful to you, including:
• **MSU Instructional Technology Support:** [https://tech.msu.edu/support](https://tech.msu.edu/support).

• **MSU IT Training:** [spartanslearn.msu.edu](http://spartanslearn.msu.edu) and [remote.msu.edu/learning](http://remote.msu.edu/learning).

• **MSU Library** – [lib.msu.edu](http://lib.msu.edu) – Extensive materials available at a distance, both electronically and by mail. To access your library account, log in here: [lib.msu.edu/general/account](http://lib.msu.edu/general/account).
  
  o **Guide to Ebooks** – [libguides.lib.msu.edu/ebooks](http://libguides.lib.msu.edu/ebooks) - explore books you can access from anywhere and find out how to read them online or offline.

• **Distance Learning Services** - [https://lib.msu.edu/dls/](http://https://lib.msu.edu/dls/) - links to resources and contact info for the Discovery Services help desk. You can also email them at [reachout@msu.edu](mailto:reachout@msu.edu).

• **Google Apps for Education** – [http://googleapps.msu.edu/](http://googleapps.msu.edu/). Access to Drive, Calendar, Sites, Classroom, etc. with MSU NetID. Using your MSU access provides for greater security.

• **Kaltura MediaSpace** – [http://mediaspace.msu.edu](http://mediaspace.msu.edu) – Allows faculty and students to create, upload, and share videos. MediaSpace also provides tools for recording presentations.

• **Zoom** – [msu.zoom.us](http://msu.zoom.us) – Video conferencing software – accounts for all faculty and students.

**Spartan365 / Office 365 Apps in Particular**

• **SpartanMail** – [http://spartanmail.msu.edu](http://spartanmail.msu.edu) – This email account is the most important way that MAFLT instructors communicate with students. Please check it every day. Note that SpartanMail is based on Microsoft Outlook. You can access it in a browser (such as Chrome or Microsoft Edge), by using Microsoft Outlook on your desktop, and/or as an app on your mobile devices. You can create an “Inbox Rule” to forward it to another email account, but we recommend using Outlook for MSU email.

• **Calendar in Outlook and Teams** - You can get to the same calendar by clicking the Calendar app in Outlook or Teams. Scheduled appointments with me or meetings for this course will appear there. Also, if you put your general availability there, I can use the Scheduling Assistant tool to find times that work for synchronous meetings (office hours, virtual meetings, etc.). Useful tips:
  
  o **How to:** [Subscribe to your Google Calendar from Outlook](http://subscribe-to-your-google-calendar-from-outlook).
  
  o **How to:** [Share free/busy times with other people at MSU](http://share-free-busy-times-with-other-people-at-msu).

• **Office apps via Spartan365** – [http://spartan365.msu.edu](http://spartan365.msu.edu) – from this site, you can access and download an array of Office365 apps, including [Microsoft Office Pro](http://microsoft-office-pro). In addition to MS Word, Excel, PowerPoint, and Outlook, which may already be familiar to you, we also use the following less-familiar apps. You can learn more and find training at [michiganstate.sharepoint.com/sites/Spartan-365-Help-FAQ](http://michiganstate.sharepoint.com/sites/Spartan-365-Help-FAQ).
  
  o **OneDrive** – [http://onedrive.microsoft.com](http://onedrive.microsoft.com) – cloud storage for your files.

  o **Teams** – [http://teams.microsoft.com](http://teams.microsoft.com) – all FLT courses have a class Team for communication and collaboration.

  o **SharePoint** – [http://sharepoint.microsoft.com](http://sharepoint.microsoft.com) – hub similar to a private website for each Team. Provides access to the same documents found under Files in Teams.
Appendix E
Experiential Modules Guide

Foreign Language Teaching
Graduate Programs Handbook
Michigan State University

Last updated: January 2023
Experiential Modules Guide

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Introduction to MAFLT Experiential Modules

The Experiential Module (EM) in the MAFLT Program functions as a capstone assignment that should bring together learning experiences from throughout the MAFLT and advance the teacher-learner’s development toward becoming a master FL teacher. It may be helpful to think of your EM as a kind of practical thesis. Through these projects, teacher-learners should seek out experiences that apply and enhance their skills and reflect thoroughly on the impact of these experiences. These projects should also lead to the creation of materials, reports, presentations, designs, assessment tools, etc. that can be added to the MAFLT Portfolio as evidence of the teacher-learner’s accomplishments and expertise. Ideally, outcomes of these projects should also be informative and useful to fellow teachers both in and beyond the MAFLT community.

Typically, the EM should be completed at the end of the MAFLT Program, after taking at least 6, if not all 8, courses. See comments in the descriptions below regarding courses that you should take prior to starting certain project types.

To fulfill the experiential module requirement, teacher-learners may choose to complete one larger EM project for 5 credits or two smaller projects for 2 and 3 credits each. You may also complete one 5-credit project over two semesters. For example, students have completed Action Research projects by enrolling in 3 credits one summer and 2 credits the following summer. Others have combined a 2-credit conference participation project with a 3-credit materials design project. The descriptions in the next section designate whether a given EM type can be considered for 2, 3, or 5 credits.

Selecting an EM Project Type

There are many possibilities for constructing these modules, and each of the descriptions below can (and most likely will) be modified to fit your needs and intentions. Your choice of EM Project should take into account your level of teaching experience as well as your goals beyond the MAFLT. If you are a pre-service teacher, with limited classroom experience, then the recommended EM is the Practicum in Foreign Language Teaching. If you are an in-service teacher, then you are encouraged to design a project that takes advantage of your specific teaching context or addresses challenges in your context. If you are interested in applying to a PhD program after completing the MAFLT, then you will be a much stronger candidate if you can demonstrate your skills in designing and conducting research, so you should strongly consider the Action Research or Ethnographic Research project types. Assessment and
Program Administration projects that include data collection and analysis may also be appropriate.

Proposing an EM Project

In each case the teacher-learner will be expected to propose an intended EM project by the mid-point of the semester prior to enrolling in the EM course, FLT 885. This proposal can be submitted through the EM Application in the MAFLT D2L Community and must be approved before the student can enroll in FLT 885. Reach out to the Program Director as needed for guidance on this proposal. At the beginning of each semester in which you are enrolled in FLT 885, you will complete a more detailed proposal as part of the EM contract, otherwise known as the Milestones Worksheet. When proposing your EM project, please refer to the list of deliverables in each description below and make sure that you include all of them in your plan. Among other components, all projects will include a substantial paper, instructional materials, a means of presenting the outcomes to others, and a reflective essay.

Starting and Completing an EM

These projects require a great deal of initiative and independence, beginning with the step of contacting your mentor to discuss your ideas. Students are expected to document the experience while it is in progress and to write a reflective essay on the impact of the module. While working on the project, students are expected to invest effort commensurate with 5 credits of coursework and to communicate regularly and consistently with their mentor about their progress.

Working with Your EM Mentor

The FLT core faculty members rotate responsibility for supervising EM projects. You will discuss your proposed plans for completing the project in an advising meeting with the Program Director after filling out the EM Application. However, the details of your project and your plans for completing it will be developed in consultation with the EM Mentor for the semester in which you will begin the project. This plan will be created and approved using the EM Milestones Worksheet.

For most projects, the instructor of FLT 885 when you are enrolled will be your EM Mentor for the entire project. In some cases, it is appropriate to have a different core faculty member or one of our affiliated faculty members serve as the EM Mentor. In these cases, you should email that faculty member, copying mafit@cal.msu.edu, a polite request that includes your ideas for your project and the semester(s) in which you plan to complete it. If the professor agrees and is not already committed to too many EM projects for a given year, then the Program Director will approve the change of mentor. The FLT 885 instructor, the new mentor, and the Program Director will then discuss and determine the roles that each faculty member will play in supporting your completion of your EM project. After that point, it will be your responsibility to communicate
accordingly with these professors about your progress and completion of EM deliverables.

**Presenting and Sharing Your EM Project**

The completed project is an important demonstration of each student’s awareness of theory and practices in foreign language teaching and skills as a language educator in applying those theories and practices. As you work on your EM, you should be thinking about how it will be presented within and beyond the MAFLT Network. Your Final Portfolio website will include an EM section with multiple pages. The following list is typical, but it may vary depending on your project type, your deliverables, and how you want to share them.

- **EM Project Overview** (including a description, summary of content, links to featured materials, and often a presentation of the EM)
- **EM Project Materials** for teachers and learners
- **EM Project Resources and Rationale** that articulates how your project demonstrates contemporary research-based principles for communicative language teaching

As of 2022, the MAFLT has a separate website that presents and indexes all past MAFLT EM projects for the public. Your page on this site will be added when you are working on your Final Portfolio in FLT 898. It will include a summary of your project, a list of materials you have created that visitors to your portfolio will be able to access and use, and links to your portfolio’s About Me page and Experiential Module section.

To explore completed MAFLT EM Projects, see:

MAFLT Website > Experiential Modules:  
[https://maflt.cal.msu.edu/experiential-modules/](https://maflt.cal.msu.edu/experiential-modules/)

MAFLT Website > Portfolios > any and all Final Portfolio sites  
[https://maflt.cal.msu.edu/portfolios/](https://maflt.cal.msu.edu/portfolios/)

MAFLT Showcase site presenting and indexing completed EM projects:  
[https://mafltshowcase.commons.msu.edu/](https://mafltshowcase.commons.msu.edu/)
EM Types and Descriptions

The following types of projects are general categories that can be used as a basis for developing your specific project. This section includes a description, components that would be expected as deliverables for this type of project, and in some cases additional readings or links to help you envision and propose a project of this type. Every project is different, but to some extent they all fall into one of the following categories:

- Action Research Project
- Ethnographic Research Project
- Community Outreach or Service Learning
- Language or Area Studies Immersion
- Practicum in Foreign Language Teaching
- Language Program Administration or Evaluation
- Proficiency-Based Assessment Design or Critique
- Materials or Curriculum Design
- Professional Seminars for Language Teachers
- Conference Participation
- Self-Designed Module

MAFLT Showcase Website

On the MAFLT Showcase website, which was launched in Fall 2022, you can search for past students’ projects by type (the categories listed above), language(s) the author teaches, and/or features of the project including themes (such as intercultural competence) or materials included (such as lesson plans).
Action Research Project (5 credits)

An action research (AR) project for the EM will involve "systematic observation and analysis" in your own context "and typically involves developments and interventions... to bring about improvement and change" (Burns, 2009, p. 290). Because AR requires planning and implementation that may need to take place over a number of months, it may be advisable to continue a project that began in FLT 860 or to complete this 5-credit module over two semesters. For example, in the first semester you would work on your literature review, design the methods, and begin collecting data, and in the second semester you would complete your data collection, analyze your data, and write your research paper. FLT 860 Foreign/Second Language Acquisition is considered a prerequisite for this project type.

**Description:** AR projects involve classroom-based practitioner research. In other words, you will investigate your own teaching practices and students. Noffke and Somekh (2009) state that "action research is a methodology exceptionally well suited to exploring, developing and sustaining change processes both in classrooms and whole organizations such as schools, colleges and university departments of education" (p. 2). You will design and implement an action research project for the target language classroom. After collecting and analyzing your data, you will prepare a research report that follows the established structure and content for research in applied linguistics and education. In order to encourage students to share their results, the project also includes writing (though not necessarily submitting) a proposal to present at a conference of their choice.

Keep in mind that in order to share results beyond the MAFLT students and faculty, you must apply for approval from the MSU Institutional Review Board, which oversees research in order to protect any and all human subjects.

**Documentation:** Action research proposal including research questions or hypothesis, literature review, context, participants, data collection methods, data analysis, and expected outcomes; research paper including revised sections from the proposal as well as findings, discussion, and action plan; video presentation (narrated slides) suitable for posting online and sharing with peers; conference proposal based on the results; reflective essay.

**Recommended Reading**


Ethnographic Research Project (5 credits)

Whereas the action research project is intended to involve classroom-based research and focus on the effectiveness of instruction, the ethnographic research project is intended to take a more exploratory approach and inform the teaching of intercultural competence. It may take place in a range of contexts, from your local community to a location in another country where you intend to live, travel extensively, or study abroad during the MAFLT Program. FLT 815 Culture in Foreign Language Teaching is considered a prerequisite for this project type.

**Description:** This project type provides opportunities to investigate aspects of culture and identity relevant to learners of your target language; to develop intercultural awareness and skills in you as a teacher; to engage more deeply with the concepts of culture and intercultural competence; and to develop materials for teaching interculturality that draw upon these aspects, skills, and concepts. Construct a project that involves direct interaction with users of the target language and use ethnographic methods (particularly observation, interviews, and relevant artifacts or materials) to investigate a specific aspect of culture related to those users. Write a paper that reports on this study and its results. Then, create materials based on your findings that will support your (and others’) teaching of culture and intercultural competence. This module is particularly appropriate for those who would like to work on the module while in residence in a country where the target language is spoken, but it can also be completed without leaving the U.S.

**Documentation:** Ethnographic research proposal, discussed with and approved by the EM mentor; ethnographic research paper; researcher journal (or blog); materials created using insights gained from the study; reflective essay.

**Recommended Reading**


Community Outreach or Service Learning (5 credits)

**Description:** This module should take advantage of opportunities beyond traditional school settings to work with organizations in your community or help prepare you to meet the needs of learners in your community. Work or volunteer with a community organization that includes language instruction in its mission, such as a heritage language school, an after-school language program, an organization that supports refugee resettlement, a church-based language program, etc. Establish and report duties that you will complete during the module. Keep a blog with at least 12 entries that documents these duties, discusses observations and experiences, and reflects on the impact of this outreach/service learning experience on your teaching philosophy and practices. Engage in a thorough literature review of books, book chapters, scholarly articles, news articles, government reports, and other resources relevant to
the context in which you are working. Write a paper that summarizes this literature and describes comparable programs and approaches to meeting the needs of your target population of learners. Based on your experiences and literature review, write a grant proposal that would benefit the real or hypothetical program that you have in mind. The grant proposal should be based on an actual funding institution’s call for proposals, though it does not necessarily need to be submitted.

**Documentation:** Description of duties, blog of observations and reflections (12 or more entries), research paper on relevant programs and learners, grant proposal based on this organization or context, reflective essay.

**Language or Area Studies Immersion (5 credits)**

This module is intended to provide teachers with opportunities to maintain and advance their skills in the target language that they are currently teaching or intend to teach in the near future. In some cases, a teacher may choose to study a less-commonly-taught language that he/she is not currently teaching and is not intending to teach. You must locate a language immersion program and be accepted to the program prior to the beginning of the semester in which you are enrolled in the module. Depending on the nature of the program, you may be able to transfer up to 3 credits from the host institution to MSU in place of EM credits, but that is not guaranteed. You will still enroll in at least 2 EM credits.

If you prefer to immerse yourself by living in a country where your target language is spoken but not attend a structured immersion program, then the EM mentor will most likely guide you to select another type of module that can be implemented during this experience.

**Description:** Successfully complete a substantial (i.e., 5-6 weeks) language learning immersion experience or area studies workshop in the U.S. or abroad. You may also choose to participate in one or more content courses at a university abroad that are taught in the target language. Here are some examples of summer intensive language programs:

- Foreign Language Area Studies (FLAS) Fellowships (abroad):
- Asian languages: [http://asia.isp.msu.edu/resources/flas.htm](http://asia.isp.msu.edu/resources/flas.htm)
- African languages: [http://africa.isp.msu.edu/flas/summer/](http://africa.isp.msu.edu/flas/summer/)
- DAAD Summer Intensive German (abroad): [https://www.daad.org/languagecourses](https://www.daad.org/languagecourses)
**Documentation:** Certificate of completion, bilingual blog documenting and reflecting on the learning experience (12 or more entries) posted during the experience*, reflective essay on the immersion experience.

* Accommodations will be made if the program (such as Middlebury) involves a pledge to use the target language exclusively during the program.

**Practicum in Foreign Language Teaching (5 credits)**

This module is intended, and strongly encouraged, for novice teacher-learners who have not yet been employed as language teachers or who are planning to begin teaching a different language (e.g., you have experience in teaching English as a foreign language but expect to teach Farsi in the future, so you will complete this module in regard to Farsi). Experienced and in-service teachers will be guided to choose a different module.

**Description:** Arrange to teach the target language for a specified time interval to a group of at least five students in a setting of the teacher-learner’s choice, in consultation with a local mentor or cooperating teacher. The number of lessons may vary, but the practicum should include at least 12 contact hours (hours spent in the classroom with this group of students). As a teacher-learner, you will maintain a detailed record of your teaching during this period, including all lesson plans and instructional materials used. After implementation of each lesson, make reflective notes about that lesson that use knowledge of SLA theory and teaching methods to assess the effectiveness of these lessons and materials and consider improvements. Your local cooperating teacher should formally observe you at least once and write a detailed report that will become part of your practicum portfolio. The requirement to work with a local teacher can be waived if and only if you submit a video recording of at least one complete lesson, which the EM mentor can then use to complete an observation report.

**Documentation:** For each and every lesson taught, submit a detailed lesson plan, specific materials used during the lesson, and a reflection on the effectiveness of the lesson including any adjustments that you feel need to be made. Blog about the experience, posting at least 12 entries. Also provide an observation report from a supervisor or another experienced language teacher in your local context and a teaching video that includes at least 15 minutes of instructional time. Your reflective essay should discuss what you experienced during the practicum, what you learned in the process, your impressions as to how your teaching and beliefs about teaching have changed during the practicum, and your goals for further growth as a teacher of your target language.

**Language Program Administration or Evaluation (5 credits)**

This module is intended as an enriching experience for teacher-learners who are currently employed as language teachers and are considering taking on an administrative role. MAFLT students who have not yet worked and are not currently working full-time as language teachers are strongly encouraged to complete the Teaching Practicum module instead.
**Description:** Develop a deep understanding of the structure, stakeholders, and duties of a language teaching program by engaging in a thorough program analysis and evaluation. This evaluation process will involve collecting existing materials that describe the program's mission, students, curriculum, faculty and staff, and evidence of effectiveness. Also, it will involve other forms of observation and investigation that are involved in program evaluation, which may include meeting with faculty and staff, observing classes, tracking outcomes, visiting a comparable program, etc. You may choose to shadow a supervisor or administrator in the program and observe this person's duties related to the administration of the language program and/or supervision of teachers. This program evaluation will require an individual negotiation of expectations and parameters that includes the teacher-learner and the EM mentor as well as approval from the director of the program. 

**Documentation:** Document what you learn from this experience in a journal, blog, or collection of field notes. Produce a report that includes the following sections: literature review covering program evaluation, teacher supervision, curriculum design, and other relevant topics; description of the program, including its mission, students, faculty and staff, curriculum, professional development strategies, evidence of effectiveness, etc.; and your proposals for modifying or improving the program. Also, summarize your report in a 10-minute video presentation suitable for sharing with the program stakeholders and your peers. Your reflective essay should discuss the process of completing the evaluation and its impact on your professional development and goals. 

**Proficiency-Based Assessment Design or Critique (5 credits)**

This module will be useful to teacher-learners who need to develop new assessments or who are dissatisfied with assessments that are currently required for their students. FLT 808 Assessment in FLT is considered a prerequisite for this EM.

**Description:** Develop, pilot, and evaluate an assessment tool that is intended to assess a particular aspect of linguistic or communicative competence in your learners. You are welcome and in fact encouraged to develop this project in response to a specific need or requirement at your current school. Alternatively, analyze and evaluate an assessment that is currently available or required for your target population of learners. In this case, you will collect data on the assessment itself, its implementation with your learners, their results, and (ideally) their responses to the evaluation. In both cases, you will write a report in which you describe the assessment and discuss its validity, reliability, and practicality.

**Documentation:** For newly created assessments: The assessment tool itself, including guidelines for anyone administering and scoring the assessment; paper including literature review summarizing the rationale for the assessment tool, what it measures, how it is intended to be used, and results from piloting the assessment; reflective essay. For critiques of existing assessments: Description of the assessment; paper including literature review that discusses the constructs it measures, how it assesses those constructs, and your evaluation of the assessment, including validity, reliability, practicality, and implications for learners; reflective essay.
Materials or Curriculum Design (2, 3, or 5 credits)

These projects can take many different forms, from designing a course or camp to creating a website with a variety of language learning resources. It is possible to receive 3 or 5 credits for a materials or curriculum design project, depending on the size and complexity of the project. This option is intended to focus on one of two areas: teaching with technology or teaching culture/intercultural skills. The topics and scope of the materials or curriculum will be established with the EM mentor prior to enrollment in the module and will depend on the number of credits to be earned. Note that this type of module is intended to combine efficiently with the professional seminars or conference participation options.

Description: Plan and create a course, curriculum, or series of materials that have clear objectives and structure, including guides for students and teachers. Write a rationale paper in which you explain the theoretical principles and objectives and how they are reflected in these materials. For example, you might produce one of the following (most of which MAFLT students have done in the past):

- A plan for a summer course or camp on a specific theme;
- A series of technology-enhanced tasks to be integrated into the curriculum throughout the year in a public school setting;
- A series of tasks focusing on intercultural competence to be integrated into the curriculum throughout the year;
- A set of materials based on authentic texts, audio recordings, or videos, including support materials and activities that make use of these resources, which can focus on technology or culture;
- A series of web-based modules for a hybrid or fully online course in your language;
- A series of web-based activities, games, quizzes, etc. for your language using popular apps like those listed here on the MAFLT blog: https://maflt.cal.msu.edu/courses/2022/tech-savvy-teachers-update/.

Documentation: Rationale for the design and implementation of these materials as a whole; materials as they would be presented to students, including appropriate handouts or web-based interfaces and guides; teacher lesson plans or instructions for using these materials including a teacher-oriented rationale; reflective essay that discusses the intention of the EM and the experience of creating these materials.

Professional Seminars for Language Teachers (2 or 3 credits)

Description: This module may be completed by attending a multi-day seminar or workshop on a topic related to language teaching. You will document your participation in the workshop and apply what you have learned by creating materials, lesson plans, etc. For example, you might participate in workshops that focus specifically on integrating technology in language learning, on teaching culture and intercultural competence in foreign language courses, or on designing and implementing performance-based assessments. Examples of possible workshops include:

- ACTFL Pre-Convention Workshops (all languages - search for current year – combine with conference attendance for 3 credits): http://www.actfl.org/convention-expo/2013-actfl-convention-world-languages-expo/program/pre-convention-workshops
• ACTFL OPI Assessment Workshop (many languages): http://www.actfl.org/professional-development/professional-development-workshops/actfl-sponsored-workshops
• STARTALK Teacher Development Workshops (critical languages – search for current year): https://startalk.umd.edu/programs/search?year=2013&participant-type=teacher
• Qatar Foundation International (for Arabic teachers): http://www.qfi.org/page/183/2/Teacher-Professional-Development

And many, many others! Request approval of the seminar from your mentor.

**Documentation:** Certificate(s) of completion, materials created by the teacher-learner that reflect application of skills gained during the seminar, final grades if applicable, video presentation (narrated slides) suitable for sharing the content of the workshop and the new materials with peers, reflective essay discussing the seminar and its impact on the teacher-learner’s professional development.

**NOTE:** The credits for this module will depend on the number, length, and applicability of the seminars or workshops chosen. For example, one summer multi-day workshop with proper documentation and related materials would be equivalent to 3 credits. In order to receive five credits, the teacher-learner must attend two multi-day seminars or workshops and fulfill more extensive requirements for related materials or curriculum design.

**Conference Participation (2 credits)**

**Description:** This module may be completed by attending a major conference related to language learning and teaching and providing evidence of professional development based on this conference. Conferences eligible for this module should bring together teachers and teacher educators at the regional or national level. Recommended conferences include: ACTFL, TESOL, AAAL, or a language-specific or area studies conference such as the American Association of Teachers of Spanish and Portuguese (AATSP) or the Middle East Studies Association (MESA). At the conference, the teacher-learner must attend and report on at least 3 talks including at least one plenary. Afterward, you will report on the experience of attending the conference and share what you learned and any recommendations with your peers.

**Documentation:** Certificate of attendance; reflection papers on three talks including at least one plenary (200-250 words of summary and evaluation times 3); extensive lesson plan or unit (multiple activities) demonstrating how the content of at least one of these talks can be applied in the language classroom; presentation to be shared with the MAFLT community that discusses overall impressions, talks attended, and impact on thinking and teaching; reflective essay that discusses the significance of attending the conference for the teacher-learner’s professional development.
Self-Designed Module

By their nature, all EM projects are personalized and self-directed. In almost every case, the project will change considerably from the original proposal to the final documentation. It is possible to design a module that differs from the options above. You may discuss this decision with the MAFLT Director and/or the EM Mentor for the semester when you would like to complete your EM. That said, most projects can follow the structure of one of the existing module types.
Preparing for Your EM Project and Course

It is important to begin preparing for your Experiential Module at least a full semester prior to the point when you want to enroll in FLT 885 and work on your project. Experiential Module Applications should be completed by the mid-point of the prior semester (e.g., by mid-October to start in Spring).

**EM Application > Due by mid-point of prior semester**
https://michiganstate.sharepoint.com/sites/MAFLT/SitePages/FLT-Forms_Master-List.aspx

Educate Yourself about EM Options

- Read the overview, descriptions, and instructions for EM projects in the D2L MAFLT Community > Experiential Modules folder.
- View examples of past EM projects by going to the MAFLT Portfolios page, selecting various alumni, and clicking on the EM Section of their portfolio sites. As of late 2022, you can also now go directly to the EM Showcase site.
- Consider asking questions of your peers or faculty via Teams: MAFLT Students > Experiential Modules.
- If you have ideas that stem from a given course, it would be wise to ask that course instructor for input.

Propose a Plan for Your EM

- Make an appointment and meet with the Program Director to discuss possible plans for your EM and the implications for your course schedule.
- Prepare for that meeting by identifying project types and goals that you think will work for you. You can send these ahead of time via Teams chat.
- Fill out the EM Application Form, ideally by the middle of the semester prior to when you want to start the EM. You can do this before or after the meeting.

Enroll in the EM Course and Begin Your Project

- **Enroll in FLT 885** for the appropriate semester or semesters. Also meet with the EM Mentor (course instructor) for that semester, if you choose.
- If SIS tells you that you need permission or puts you on a waiting list, make sure you fill out the Special Enrollment Request Form.
- By the end of the first week of that course, in consultation with your EM mentor, complete the EM Milestones worksheet, which constitutes the plan for completing your EM and confirms that you and your mentor have the same expectations for the outcomes of the EM (the deliverables).
- Complete the EM project in one or two semesters.
EM Application

Form items are listed below and you can view the application form here.

- First Name
- Last Name
- MSU Email
- Semester (in which you are enrolling for this EM)
- Credits (that you expect to earn for this EM)
- Semester and Credits – Detail (explain answers to 4 and 5, how you envision your project taking place in terms of semesters and credits)
- EM Mentor (faculty member who is supervising this EM)
- EM Module type
- Description of Module Project (detailed description including its purpose, specific activities, methods you will use, any local organizations or supervisors who will be involved, etc.)
- Deliverables for Module (Select Outcomes)
- Deliverables for Module (Explain Outcomes)
- Final Deadline for Submission of All Module Documentation
- MAFLT Courses Completed
- Additional Comments or Questions
- Acknowledgement of Conditions and Submit
FLT 885 Experiential Module Course

FLT 885 Sample Syllabus
MAFLT SharePoint > Current FLT Courses

Course Description

The Experiential Project serves as the capstone activity for the MAFLT Program. It generally follows other coursework, and it is intended to provide opportunities for each student to consolidate and draw upon their prior experience and the learning they have done during the program in order to meet specific professional goals. The size and scope of these projects should be comparable across students, but the nature and specific components of these projects may vary tremendously. The elements that all projects will have in common are that they are specifically tied to experience, rather than generating theoretical work with limited implications for pedagogy. Each project should require the student to review resources from FLT courses, seek out additional resources that can speak to their particular needs and objectives, and create materials that can be used for their own benefit. Ideally, outcomes from each project should be shared widely in order to inform pedagogical approaches in other classrooms and programs.

Typically, the EM should be completed at the end of the MAFLT Program, after taking at least 6, if not all 8, courses. Individual EM Projects can earn 2, 3, or 5 credits. Many students will complete one 5-credit project in one semester. Others will complete a 5-credit project over two semesters or two separate projects that earn 3 and 2 credits respectively. The MAFLT faculty have compiled a list of recommended project types and defined specific expectations for each of these projects. See comments in the EM Descriptions regarding courses that should be taken prior to starting certain project types.

As students meet with their own EM Mentor (the instructor of the FLT 885 course), they will define the specific goals, components, and timeline of their own projects. While working on the project, students are expected to invest effort commensurate with 5 credits of coursework and to communicate regularly and consistently with their mentor about their progress. The completed project is an important demonstration of each student’s awareness of theory and practices in foreign language teaching and skills as a language educator in applying those theories and practices. As such, the EM outcomes and reflective essay are required components of the Final Portfolio for the MAFLT Program.

Course Objectives

By the end of the semester, students in this course will be able to do the following:
1. Design an extensive final project that reflects their professional experience and aspirations, in consultation with the faculty EM Mentor.
2. Mobilize and implement a range of knowledge and skills that have been acquired throughout the student’s coursework in the MAFLT Program.
3. Complete a thorough review of relevant scholarly literature that can inform the design and execution of the project.
4. Document the process of the EM project by compiling notes from meetings with the mentor and also by maintaining a journal, blog, or record of research activities.
5 Explore programs, materials, artifacts, online resources, social networks, individual contacts and other resources and models that can inform the design and outcomes of the project.

6 Articulate specific pedagogical approaches and provide instructional materials in forms that can be taken up by other foreign language teachers.

7 Present the outcomes of the project to peers and stakeholders in their local contexts, the MAFLT Program, and the larger field of language teaching and learning.

8 Reflect extensively on the project after its completion, including how well it fulfilled its purposes, challenges that arose, and its impact on the student’s professional development.

Course Readings

Readings for this course will vary depending on the nature of the specific project designed by the student. There will not be a formal reading list for each project, but students will be expected to read widely, consider a variety of input, and use that input in the creation and evaluation of materials. The course materials listed at the end of this syllabus include general reference texts on language teaching and second language acquisition as well as many sources that will be useful for particular types of projects. Nearly all texts will be available through the MSU Library. Further guidance under Recommended Resources below.

Course Requirements

Initial Proposal

In preparation for embarking on the EM project, students are expected to submit a preliminary proposal no later than the mid-point of the semester prior to the semester in which the student wants to enroll in FLT 885. This proposal, which can be completed in the form of the EM Application in the D2L MAFLT Community, must be approved before the student can receive permission (i.e., the override) to enroll in the course.

Experiential Module Contract

By the end of the second week as a student enrolled in FLT 885, the student must complete an EM Milestones Worksheet (Parts 1 and 2) and have it approved by the EM Mentor. This contract is designed to confirm that students and instructors are in agreement about the nature of the project, its goals, and the specific items that will be submitted upon completion of the project (the deliverables). This worksheet also helps to establish a timeline for the project. The EM Mentor will provide feedback on the Worksheet, wait for revisions, and then approve and archive the final version. These projects are self-directed, and as such students are responsible for making reasonable plans for project completion and for adhering to their own established guidelines as much as possible.
Project Deliverables

Components to be submitted for each project (deliverables) will depend upon the nature of the proposed EM project. In order to determine what types of deliverables are appropriate and expectations for those documents and products, students should refer to the detailed EM Descriptions in the MAFLT Community or the D2L course page for FLT 88S for guidelines and discuss these items with the EM Mentor. Among other components, all projects will include:

- a substantial paper,
- instructional materials,
- a means of presenting the outcomes to others, and
- a reflective essay.

The remaining components and the nature of each component will depend on the project. The substantial paper, for example, may take the form of a research report, a critique of an assessment, a program evaluation, the rationale for an innovative curriculum, the literature review to support a grant proposal, etc. Further guidelines, templates, and examples will be provided by the mentor.
Appendix F:

Final Portfolio Guide: Course and Comprehensive Exam

➢ Master of Arts in Foreign Language Teaching
➢ Graduate Certificate in Foreign Language Teaching

Begin by reading:

FLT Handbook > Final Portfolio / Comprehensive Exam (p. 8-9)

Completion and faculty review of the Final Portfolio serves as the Comprehensive Examination for the Master of Arts and the FLT Certificate. Through the content and design of the Final Portfolio, students demonstrate their mastery of program objectives, the impact of the program of study on their beliefs and practices, and their ability to apply concepts and skills acquired during the program to various contexts of world language teaching. Design of the Portfolio website enhances professional development and provides a valuable tool for continuing professional growth. The structure of the Final Portfolio and outcomes of the Comprehensive Exam also help faculty to monitor and maintain the overall coherence and effectiveness of the program.

Foreign Language Teaching Portfolio Gallery

Alumni portfolios are displayed at:

https://maflt.cal.msu.edu/portfolios

Contents of This Guide

PORTFOLIO COMPONENTS......................................................... 2
PORTFOLIO DESIGN GUIDELINES ......................................... 7
REVIEW PROCESS FOR PORTFOLIOS ............................... 10
FLT 898 FINAL PORTFOLIOS COURSE ................................. 11
Final Portfolios Guide

Contents of the Portfolio

The required elements of the portfolio are summarized in the chart beginning on p. 8. Note that only the first three items will be created exclusively for the portfolio, while the rest should be revisions of prior coursework. “Source” refers to the course in which you should have completed the item.

This list is subject to some changes over time, but you will be held to the requirements listed in the PDF of the Portfolio Guidelines marked with the timeframe in which you are enrolled in FLT 898. All components from the chart below must be included in your portfolio. If you cannot find your materials for some components or think you need to substitute other materials, make an Office Hours appointment to discuss this with me. When you submit each component, you should submit the editable files and also the PDF versions edited for sharing on your site.

Required Components as of 2023

<table>
<thead>
<tr>
<th>Category</th>
<th>Required Materials for this Component</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and Site Contents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Introduction, Bio, and Inventory – Personal biography and brief summary of experience to be included on About Me page, as well as the Portfolio Inventory &amp; Checklist for track your progress.</td>
<td>New for Portfolio</td>
<td></td>
</tr>
<tr>
<td>2 Portfolio Website and Descriptive Text – Provide text on each page of your portfolio describing the materials on each page and how these artifacts demonstrate your competence as a teacher of your target foreign language.</td>
<td>New for Portfolio</td>
<td></td>
</tr>
<tr>
<td>3 Portfolio Reflective Essay – Discuss how your studies in the MAFLT program have affected your language teaching practice, beliefs, and intentions.</td>
<td>New for Portfolio</td>
<td></td>
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</table>
### Methods Evidence

<table>
<thead>
<tr>
<th>4</th>
<th><strong>Teaching Philosophy</strong> – Include your philosophy of language teaching, revised to reflect further adjustments to your beliefs and practices during the program.</th>
<th>FLT 807 Methods and FLT 817</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>Teaching Demonstration</strong> – Submit a video of 15-20 minutes that demonstrates competence in teaching your target language. Include an introduction in your portfolio that explains the context in which the video was recorded and how it demonstrates your competence in FLT methodology. Submit this description and the link to the video’s location online to D2L Assignments.</td>
<td>Waiver requests if you do not have a video: Discuss with 898 instructor.</td>
</tr>
</tbody>
</table>

### Technology Evidence

| 6 | **Technology-infused artifact and rationale.** The artifact may consist of online course modules, lessons or activities involving computer-based or internet-based tools, or other materials that demonstrate competence in the use of technology to develop learners’ proficiency in your target language. These materials must be accompanied by the rationale, literature review, analysis, or other substantial text that describes this artifact, its purpose, and its design principles. On your portfolio site, explain when and why you developed it and how it demonstrates your competence. | FLT 881 Technology |

### Assessment Evidence

| 7 | **Assessment instrument and documentation.** Submit an assessment tool that you have developed for your target language along with materials explaining when, why, and how you developed this tool and how it would be used. Include both the materials that would be provided | FLT 808 Assessment |
to students and the documentation that explains these assessment materials to other educators.

<table>
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<tr>
<th>Culture / Intercultural Competence Evidence</th>
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<tr>
<td><strong>8</strong> <strong>Intercultural Activity Design.</strong> Submit an activity plan and a narrated presentation (video and slides) in which you describe an activity for the FLT classroom that develops cultural awareness and intercultural skills. Include a well-articulated rationale, objectives, and procedures for this activity as well as handouts or other related materials.</td>
</tr>
<tr>
<td>FLT 815 Culture and Intercultural Competence</td>
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<tr>
<th>Research Experience and Ethics Training</th>
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<tr>
<td><strong>9</strong> <strong>Research Proposal or Project.</strong> Submit the proposal or project that you completed in FLT 860 F/SLA demonstrating your understanding of research into second language acquisition. Also include at least one other assignment of your choice that involved the collection and analysis of data. Locate your CITI certificate demonstrating completion of Responsible Conduct of Research (RCR) training and share it on your site.</td>
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<tr>
<td>FLT 860 and other courses</td>
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<tr>
<th>Professional Experience</th>
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<tr>
<td><strong>10</strong> <strong>Resume or CV.</strong> Include a revised resume or CV that is appropriate for your experience and professional goals.</td>
</tr>
<tr>
<td>FLT 817 Program Dev &amp; Admin</td>
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<tr>
<th>Language Proficiency Evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>11</strong> <strong>Oral Proficiency Interview (OPI)</strong> from Language Testing International or other evidence of language proficiency. If your target language is your native language, then you do not need to submit a standardized evaluation of your proficiency, but you may include TOEFL or IELTS results. On the Proficiency page, we recommend</td>
</tr>
<tr>
<td>Results of proficiency examination completed before or during the MAFLT Program</td>
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</table>
that you include a brief narrative of your language learning experience and describe any evidence of proficiency that you are providing.

**Experiential Module**

<table>
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<tr>
<th>12</th>
<th><strong>Experiential Module Materials and EM Reflective Essay.</strong> Present your EM on your site appropriately, depending on the type of EM that you completed. Provide a description of your Experiential Module(s), including how the module expands on your coursework and aligns with your career plans. Summarize what you did and why on the relevant web site page. Attach or include links to any outcomes of your EM that can and should be shared, such as teaching materials, course syllabi, presentations, blogs, assessment tools, etc.</th>
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<tr>
<td></td>
<td><strong>FLT 885 Experiential Module</strong></td>
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</table>

**Other Materials**

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<th>The portfolio allows space to include materials you have created in your FLT coursework that are not listed above but would, from your perspective, make valuable additions to your portfolio. The course materials and other students’ portfolios will demonstrate possible choices for this section.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any FLT courses or other language teaching materials</td>
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</table>

*If you transferred courses into the MAFLT Program or for other justifiable reasons did not complete the requested materials during your FLT courses, it is your responsibility to contact your instructor, discuss alternative content that can demonstrate your proficiency in the relevant domains, and provide those materials via D2L and on your website.*
Optional Materials

This list of requirements outlines the minimum documentation that you should include in your syllabus. If you would like to add other materials that you have created during the MAFLT or in your practice as a language teacher, feel free to do so. Simply keep in mind the internal and external purposes of the portfolio, as discussed above. If you are not sure what to include or how to present a component, contact your portfolio mentor.

New Material for the Final Portfolio

In order to present the materials in your final portfolio effectively and reflect on your experience in the program, you will create the following documents while enrolled in FLT 898:

- **Portfolio Inventory & Checklist.** This checklist is a form that appears on your site while it is “under construction” but will not be included in the final version of your portfolio. It should be updated to reflect your progress on the portfolio and the specific materials that you have chosen to include (i.e., specific titles, topics, etc.).

- **Portfolio Text** Throughout your portfolio, you will need to add headings and text that explain the content of each page to your visitors and to guide them to view and access materials in the way that you intend. The Introduction and About Me texts will also be submitted to D2L Assignments so that we can make sure the first text that visitors see has received careful revision and proofreading.

- **Teaching Video (if not already recorded)** Your Teaching Video should include about 15 minutes of actual classroom instruction. It should be stored online and embedded in your site. You should explore tutorials and guides for the platform of your choice to learn about how videos will appear when embedded. If you do not include a video, consider other options for demonstrating your teaching ability and approaches to visitors, such as a screen capture video of online instructional materials you have created and/or a collection of photos with descriptions of the classroom space and events. Remember you will need permission if you show students’ faces in the video or other materials.
• **Program Reflective Essay:** (not to be confused with the EM reflective essay) The Reflective Essay is a separate document that will be created this semester and submitted via D2L. There is a Guidelines document for this essay in D2L. When submitting your ePortfolio, you should embed the Reflective Essay as directed in the model site so that reviewers can find it easily. These reflections are really for internal purposes, though, so you can remove it before you publish your site for public viewing.

The Model Portfolio provides some guidance on each page, including where and what text would be appropriate. As you work on your portfolio throughout the semester, consider how you can help your audience to easily understand and appreciate what you have included. If you are building your portfolio from the template site, make sure that you delete instructions and placeholders from the template as you complete each page.

**Model MAFLT Portfolio in Google Sites:**

https://sites.google.com/msu.edu/maflt-model-portfolio/home

(can duplicate this site to start yours)

**Portfolio Design Guidelines**

**General Guidelines on Revising and Uploading Documents**

The majority of the materials that you submit in your portfolio will have already been created during other MAFLT courses. The exceptions to this are your portfolio introduction and your portfolio reflective essay. When you prepare documents for the portfolio, keep in mind that the audience for these texts may now be much wider than only MAFLT faculty. The following recommendations are intended to help you share your materials appropriately for the purposes of faculty feedback, portfolio evaluation, and public sharing of your finished site.

• **Sharing and Submitting Portfolio Items:** Portfolio materials be shared with your portfolio mentor in your shared folder linked to Microsoft Teams while they are “works in progress” and when you are seeking input. However, submitting materials means that you have both uploaded them to D2L Assignments folders in the FLT 898 course and added them to your portfolio website through adding text to the web page, adding a link to the document in a shared folder, or embedding the document from a shared folder. Please make sure that you have adjusted the sharing settings on the folder and the documents appropriately for “anyone at MSU with the link”!
• **Revisions and Public Versions:** Documents should be clean, presented in a professional manner, and revised as needed. Specific course information (such as “FLT 807” on your teaching philosophy) will not be meaningful to external readers in the headings or body of the paper, so you should refer to the courses by name. Adding cover pages is optional. Your reflective essays, the Program Reflective Essay and the EM Reflective Essay, should be included in your site until after faculty have reviewed it. After that, they can be removed from the site before it is fully published on the web.

• **Audience awareness:** The reader needs to be able to understand what you did and what it means. If you refer to a specific MAFLT course, assignment, or procedure in your text, outsiders may not recognize its nature or significance. Either remove these references or add more explanation. That said, readers should recognize terms and concepts from the field of language learning and teaching, and your awareness of research-based concepts and practices will help to convey your expertise to these readers.

• **Security and Ownership:** Keep security in mind as you revise and share materials. You want to be comfortable sharing all of this content on a publicly available website. If you do not want your address, student information, or other details to go out to the world, then be sure to remove them from these documents. Also, consider your file format. When you add documents to your website, it will be more difficult for outsiders to download and make unauthorized use of your work if you save your documents as PDFs.

• **Publishing Your Finished Site:** Finished portfolios should be published on your selected platform so that you can use them beyond the program. You can continue to add to it, remove from it, or modify it after that time. However, please keep in mind that we will also link to your portfolio from the MAFLT website and direct other students, alumni, and visitors to it. If your site will no longer be recognizable as a MAFLT Portfolio, then consider creating a separate site. We are proud of your work and want to be able to share it after you graduate!
Portfolio Design and Peer Examples

The course materials provide some guidance on methods for designing your portfolios, but you are encouraged to look for instructional materials on web design at these sites and on sites such as eHow.com, About.com, etc. You can access sample portfolios and other resources from the FLT 898 course page, the MAFLT Community page, and the MAFLT public website.

FLT Final Portfolios Gallery:

http://maflt.cal.msu.edu/portfolios

Google Sites Learning Center:

https://apps.google.com/learning-center/products/sites/get-started/

WordPress Sites on MSU Commons:

Introduction to the Commons: https://support.mla.hcommons.org/getting-started/
Get Started: https://commons.msu.edu/membership/

ePortfolio at MSU: http://help.d2l.msu.edu/node/4396

General Web Authoring Advice:

https://websitessetup.org/
Review Process for Portfolios

The examination committee will consist of two MAFLT faculty members who will review the portfolio according to the MAFLT Portfolio Evaluation Rubric. They will recommend a result of HIGH PASS (4.0), PASS+ (3.5), PASS (3.0, 2.5, or 2.0), or FAIL (1.5, 1.0, 0.0). A high pass will be granted when the portfolio is complete, the web site is well-designed and presented, the individual materials are complete and revised, and the student has maintained communication with the portfolio advisor and met all deadlines. Students who miss more than one of the major deadlines above or who do not revise their portfolios according to feedback will not be considered for a High Pass. A Fail would indicate that the portfolio was incomplete or not submitted.

The tentative grade will be communicated to the student approximately one week after the due date for committee review. Students should revise the portfolio based on this feedback, which may result in an adjustment to the portfolio grade. If a student still does not earn a passing grade, she or he must enroll in FLT 898 again in the following semester in order to fulfill the requirements for graduation. A candidate who fails the portfolio exam may retake it only once, and this retake must occur during the following semester. A second failing grade will lead to dismissal from the MAFLT program with no degree awarded.

Completion of the Course and Graduation from the MAFLT

In order to graduate from Michigan State University with your graduate degree, you must apply to graduate at the beginning of your final semester (that should be now). Information about how to apply and about MSU Commencement ceremonies can be found on this page:

Advanced Degrees | Commencement (commencement.msu.edu)

If you do not complete the requirements of the Final Portfolio prior to the date of Final Portfolio Evaluation, you will receive a deferral (DF) in place of a grade for this course until the portfolio requirements are satisfied. This situation will not prevent your graduation, but it is likely to delay your graduation and receipt of your diploma.

The current design of FLT 898 and the guides for completing your website provided in the course are intended to help you stay on track and complete the website on time and at a high level of quality. Please strive to adhere to the due dates throughout the course and to communicate effectively with your instructor and peers so that you can reach these goals and graduate at the expected time.
FLT 898 Final Portfolios Course

The MAFLT Portfolio is designed to serve two primary purposes. The internal purpose is to demonstrate that you have met the learning objectives of the program. The external purpose is to ensure that you graduate with a coherent, well-presented, detailed collection of evidence that can convey your foreign language teaching experience to stakeholders outside the program, including current and future administrators, prospective employers, academic programs, state boards, and so on.

1. Collating and Curating Your Portfolio Materials
As the semester proceeds, you will be prompted to gather the various required materials for your portfolio and submit them to D2L Assignments. This step allows me to confirm that you have the appropriate materials and to respond to materials that may benefit from revision or formatting adjustments. Files may also be shared via Microsoft Teams to facilitate feedback. In order to share your materials in your portfolio, you should decide on a cloud-based location for them, i.e., OneDrive or Google Drive, and create a dedicated folder that will contain all files to be embedded in your site. Media files should be stored on an appropriate platform, such as YouTube. Further guidelines and recommendations are provided in the Portfolio Design Guide.

2. Creating an Internet-Based Portfolio to Display your Materials Publicly
All the materials that can and should be shared widely, with colleagues, potential employers, etc., will be compiled in an online format that is easy to share internally and externally. Include all elements of the portfolio as listed below. A “Model” site has been provided via Google Sites. Once it is shared with you as an editor, you can duplicate that site and use it as a template. However, you may use another platform such as WordPress, Weebly, or D2L’s ePortfolio function. Your faculty mentor can and will provide some guidance on all of these methods, but ultimately you are responsible for your own web design skills and efforts. Designing an online portfolio is another form of evidence of your learning in the MAFLT.
ONLINE GRADUATE PROGRAMS IN FOREIGN LANGUAGE TEACHING

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