



## MASTER OF EDUCATIONAL TECHNOLOGY

### PROGRAM VISION

The evolution of communications, software and computer technology has changed education and the perception of a world class education must involve technology. Best practices for student learning must involve innovative instructional strategies such as: blended or flipped classrooms, the use of open-source, web-based resources, collaborative tools, video resources and mobile devices. Schools across the nation are turning to technology to more effectively engage learners; improve performance; and improve the quality of learning experiences.

### PROGRAM QUALIFICATIONS

MET degree program admission is based on the following criteria:

- Completion of bachelor's degree from a regionally accredited institution of higher education.
- A minimum undergraduate, cumulative grade-point average of 3.0 on a 4.0 scale.
- A current certification for eligibility to teach grades PreK-12.

### PROGRAM ADMISSION

Students must submit all application credentials to be considered for the program. Students may enroll in an initial MET course before being accepted into the program, but to be formally admitted to the MET program, they must submit their completed application materials by the end of the semester in which they have applied.

- **Application and Essays**  
Complete MET application with essay responses at <https://www.wilson.edu/master-educational-technology-application>

- **Official transcripts from all undergraduate and graduate colleges and universities attended sent to Graduate Admissions.**
  - E-transcripts are accepted
- **Copy of teaching certificate**
- **Two letters of recommendation (specifically for entry into the Wilson College MET Program) from educators or employers.**  
Please note, one letter should be from current principal or supervisor.

Documents may be mailed or emailed to:  
Wilson College, Office of Graduate Admissions  
1015 Philadelphia Ave., Chambersburg, PA 17201  
[graduateadmissions@wilson.edu](mailto:graduateadmissions@wilson.edu)

### TUITION

Set yearly by Wilson College. No additional fees. Current MET graduate course tuition rates can be found at: <http://www.wilson.edu/met-tuition-and-fees>

### COURSE REGISTRATION INFORMATION

Course registration information can be found at: <https://www.wilson.edu/met-course-registration>

### ACADEMIC LOAD

The typical full-time load is three classes per term or semester. It is recommended, however, that candidates employed full-time take no more than two classes per semester. A maximum of three classes may be taken during any fall or spring semester, and either of the two summer sessions. Candidates wishing to attempt more than the maximum load should seek permission from the program director, and should check with their employer.

### TRANSFER CREDITS

At the discretion of the program director, up to two successfully completed, applicable courses may be transferred into the MET program. For a course to be transferred to the degree program, a student must have earned a grade of 3.0 or higher on a 4.0 scale and the goals, outcomes and assessment results must be similar to that of the MET course being fulfilled through transfer credit.

### TIME LIMIT TO COMPLETE DEGREE

All course work and degree requirements must be completed within **six** years of taking the first class in the MET Program at Wilson College. Appeals for extension of The six year limit must be submitted in writing to the program director.

## **COURSE OFFERINGS (10-COURSE PROGRAM)**

MET candidates will plan their courses of study with the program director

### **Technology-Based Teaching Frameworks and Resources (2 Required)**

*Courses delivering instruction in tools (e.g., Learning Management Systems) and methods to implement technology-based teaching frameworks (e.g., Flipped Learning, Inquiry-Based Learning).*

\*EDU 900: Tech-Infused Classroom

EDU 901: Tech Integration

EDU 902: Education in a 1:1 Environment

EDU 903: The Flipped Classroom I

EDU 904: The Flipped Classroom II

EDU 906: Inquiry-Based Learning

\*EDU 910: Ownership of Learning

EDU 920: Learning Management Systems

EDU 929: Social Media for Educators

\*EDU 934: Digital Information Fluency

EDU 935: Effective Formative Assessment & Technology

\*EDU 936: Infrastructure and Technology Planning for Today's Schools

### **Teaching Today's Students (1 Required)**

*Courses to help educators understand today's technology-oriented students and utilize technology effectively to promote development of strong character and skills in students.*

EDU 905: Creativity and Innovation

EDU 908: The Mindful Classroom

EDU 909: Understanding Today's Students

EDU 911: Science of Teaching and Learning

EDU 923: Computational Thinking and Coding

### **Device-Enabled and Collaborative Learning (1 Required)**

*Courses which train educators in the application of specific devices (e.g., iPads, Chromebooks) and collaborative tools (e.g., Google Tools, Office 365), providing a grounding in key technology tools schools today.*

EDU 922: Google Tools for Education

EDU 960: iPads in Education

EDU 961: iPads in Education II

EDU 962: iPads for Special Education

EDU 963: Chromebooks in Education

EDU 967: Microsoft Office 365 Tools

## **Inter-Disciplinary and Content-Specific Technology Integration**

### **(2 Required)**

*Courses providing training in a variety of specific methods and strategies for integrating technology (e.g., game-based learning, multimedia in the classroom, etc.). Also includes subject-specific or content-specific technology integration courses (e.g., Tech in Secondary Math, Google Apps for Science, etc.).*

EDU 907: Data Collection and Visualization

EDU 921: Effective Video Production

\*EDU 924: Digital Portfolios

EDU 925: Game-Based Pedagogy

EDU 926: Gamification in Education

\*EDU 927: Multimedia Classrooms

\*EDU 928: Emergent Educational Technologies

EDU 931: Digital Storytelling

EDU 932: ePublishing

EDU 933: Virtualizing the Library

EDU 940: Reading Pedagogy (Across Disciplines)

EDU 941: Writing Pedagogy (Across Disciplines)

EDU 942: Common Core Elementary Math

EDU 943: Nonfiction and Content Reading (K-6)

EDU 944: Google Apps for Science

EDU 945: "Doing History" Digitally

EDU 946: American History Teaching Tools

EDU 947: Conflicts in Social Studies Teaching

EDU 949: Tech in Secondary English

EDU 950: Tech in ELL

EDU 951: Tech in World Language Studies

EDU 952: Tech in Secondary Math

EDU 953: Tech in Health Education

EDU 954: Special Topics in Educational Tech

EDU 966: Google Earth in the Classroom

### **Electives (2 Required)**

Choice of any two courses to allow MET enrollees to round out their MET curriculum with courses that are most applicable to their teaching practices and needs.

EDU 900: Tech-Infused Classroom

EDU 901: Tech Integration

EDU 902: Education in a 1:1 Environment

EDU 903: The Flipped Classroom I

EDU 904: The Flipped Classroom II  
EDU 905: Creativity and Innovation  
EDU 906: Inquiry-Based Learning  
EDU 907: Data Collection and Visualization  
EDU 908: The Mindful Classroom  
EDU 909: Understanding Today's Students  
EDU 910: Ownership of Learning  
EDU 911: Science of Teaching and Learning  
EDU 920: Learning Management Systems  
EDU 921: Effective Video Production  
EDU 922: Google Tools for Education  
EDU 923: Computational Thinking and Coding  
EDU 924: Digital Portfolios  
EDU 925: Game-Based Pedagogy  
EDU 926: Gamification in Education  
EDU 927: Multimedia Classrooms  
EDU 928: Emergent Educational Technologies  
EDU 929: Social Media for Educators  
EDU 931: Digital Storytelling  
EDU 932: ePublishing  
EDU 933: Virtualizing the Library  
EDU 934: Digital Information Fluency  
EDU 935: Effective Formative Assessment & Technology  
EDU 936: Infrastructure and Technology Planning for Today's Schools  
EDU 940: Reading Pedagogy (Across Disciplines)  
EDU 941: Writing Pedagogy (Across Disciplines)  
EDU 942: Common Core Elementary Math  
EDU 943: Nonfiction and Content Reading (K-6)  
EDU 944: Google Apps for Science  
EDU 945: "Doing History" Digitally  
EDU 946: American History Teaching Tools  
EDU 947: Conflicts in Social Studies Teaching  
EDU 949: Tech in Secondary English  
EDU 950: Tech with ELL  
EDU 951: Tech in World Language Studies  
EDU 952: Tech in Secondary Math  
EDU 953: Tech in Health Education  
EDU 954: Special Topics in Educational Tech  
EDU 960: iPads in Education  
EDU 961: iPads in Education II  
EDU 962: iPads for Special Education  
EDU 963: Chromebooks in Education

EDU 966: Google Earth in the Classroom  
EDU 967: Microsoft Office 365 Tools

## **SPECIALIST PRACTICUM**

ITS Certification course only

\*EDU 597: Instructional Technology Specialist Practicum

## **CAPSTONE RESEARCH AND PROJECT COURSES (2 Required)**

### **\*EDU 598 Educational Research and Design (Fall Semester)**

Examines exemplary literature and research projects that represent examples of the systematic collection, evaluation, presentation and interpretation of research data in education. Various research designs and methodologies will be explored, emphasizing action research done in educational contexts. Student research projects will reflect a specific educational research style, such as experimental, correlational, survey, grounded theory, ethnography, narrative or mixed methods. Students will be guided in the selection of an appropriate master's project topic, in review and critique of relevant literature, and development of a design proposal for action research to be conducted in her/his own classroom.

### **\*EDU 599 Master's Project on Action Research (Spring Semester)**

*(Prerequisite: EDU 598)* Represents the final stages in the completion of a Master's Project begun in EDU 598, where action research is conducted and a master's paper

As the MET Program progresses, additional courses may be substituted to accommodate individual needs and interests.

\*Courses required for Instructional Technology Specialist Certification

## **COURSE DESCRIPTIONS**

### **EDU 900: Tech-Infused Classroom**

Explores how the specific technology available to each teacher can be integrated into students' daily learning activities to create a more collaborative learning environment, to improve creativity and critical thinking skills, and to customize and differentiate learning and assessment to meet individual student needs.

### **EDU 901: Tech Integration**

Focuses on foundational elements of technology integration, including understanding the SAMR Model of Technology Integration and its application to lesson development, using digital tools for enhanced communication with parents and students, building a personal learning network, curating resources for direct instruction, using collaboration tools, using an online "home base," and differentiating instruction using current tools.

### **EDU 902: Education in a 1:1 Environment**

This course focuses on transforming instruction for a 1:1 class environment. Strategies will be presented for developing daily instructional plans that embed local-level technology into the curriculum content and ISTE standards.

### **EDU 903: The Flipped Classroom I**

Explores the pedagogical structure and philosophy of the flipped classroom. Investigates the tools, content managements and classroom management skills necessary to teach in a flipped environment.

### **EDU 904: The Flipped Classroom II**

Explores flipped and blended learning models and the implementation of such models in the classroom. Focuses on technological and pedagogical implementation, including resource identification and logistical and structural development of flipped classroom environments. Pre-requisite: EDU 903

### **EDU 905: Creativity and Innovation**

Explores the philosophy and current research analyzing human innovation and creative processes, especially in an educational setting. Focuses on the use of technology to develop innovative and creative practices and to promote innovation and creativity in concert with state and national standards in the classroom.

### **EDU 906: Inquiry-Based Learning**

Inquiry learning is an effective, engaging, and relevant way to tackle the rigor and depth requirements of the new Common Core Standards. In this course, educators will participate in a community of inquiry to explore and co-create knowledge about the subject, practice the methods, and build curriculum to implement inquiry-learning with students.

### **EDU 907: Data Collection and Visualization**

Explores the connection between education standards and data collection, analysis, and visualization. Develop strategies for guiding students in the use of technology to collect and visualize data in order to more effectively teach higher-order thinking skills and digital-oriented inquiry activities.

### **EDU 908: The Mindful Classroom**

Mindfulness implies attention toward and care for the ideas, beliefs, and feelings of others. This course demonstrates the history of mindfulness in the classroom environment and explores techniques designed to aid defusing and navigating social, cultural, and emotional stressors that can occur in a classroom setting.

### **EDU 909: Understanding Today's Students**

This course delves into the powerful societal and technological influences contributing to the development of today's students. As the influences of postmodernism shift our world from rational to experiential problem solving, technology moves us from linear to complex thinking, and collaboration replaces individual responsibility, students are learning in a world that has changed dramatically.

### **EDU 910: Ownership of Learning**

This course will focus on the concept of personalized learning, encouraging teachers to take on the role of facilitator while their learners develop the strategies, skills, and dispositions needed to become invested in their learning. This course is designed for educators across grade levels and disciplines.

### **EDU 911: Science of Teaching and Learning**

Focuses on research from the Learning Sciences to examine concepts of teaching and learning. Participants will be asked to consider the following: how does learning occur? And, how should educators design instruction to support optimal learning opportunities? Course activities and assignments will examine brain-based learning and brain-targeted teaching while exploring strategies for instruction, assessment, and learner engagement using a variety of technologies.

### **EDU 920: Learning Management Systems**

Investigate the function, benefits and challenges of an LMS in today's learning environment. Evaluate the best components to choose in building an online-supported course, and identify best practices in managing digital content, activities and collaboration using an LMS. Analyze the current shift in personal instructional practices and student engagement.

### **EDU 921: Effective Video Production**

Examines the ways in which video content can effectively deliver instruction to the classroom. Through shooting original content, editing original and existing material, and production, teachers will investigate ways to deliver intended messages in multiple content areas. Connects with the ITSE standards for student learning and creativity.

### **EDU 922: Google Tools for Educators**

Examines Google Apps for Educators (GAFE) and explores how these technical / educational tools can aid teachers in developing digital learning resources and methodologies. Students will learn to effectively implement GAFE in classroom instruction and activities to facilitate collaborative, independent, and differentiated learning.

### **EDU 923: Computational Thinking and Coding**

Develop an understanding and application of computational thinking concepts for educators. Evaluates offline grade-level appropriate computational thinking activities for students, presents instructional strategies that foster student perseverance, and investigates the basics of coding author applications. Participants will develop an implementation plan for teaching computational thinking and coding.

### **EDU 924: Digital Portfolios**

Explores the theory, implementation and use of digital portfolios in the classroom environment as ways to create, maintain, and share knowledge. Provides instructions on digital portfolio technology and tools as well as pedagogical applications for digital portfolios in the classroom.

### **EDU 925: Game-Based Pedagogy**

Explores the use of videogames in the classroom environment. Examines pedagogical theory supporting the use of game-based learning, especially in developing critical thinking and creativity skills. Participants will analyze, use, and build games as part of the class.

### **EDU 926: Gamification in Education**

Gamification is the use of game design principles and elements in non-gaming environments. This course explores the elements and psychology of gamification as applied to the classroom environment, focusing on the application of these systems, gamification tech tools available for use, and developing gamification systems for classroom use. Pre-requisite: EDU 925

### **EDU 927: Multimedia Classrooms**

Learn best practices in efficiently creating and manipulating audio, video and image content for the classroom. Investigate and evaluate options that provide cutting-edge technical and educational solutions to educators, empowering them and their students to develop authentic, engaging, and relevant digital learning.

### **EDU 928: Emergent Educational Technologies**

Survey emerging technologies that will have applications in the classroom environment. Students will study educational technology integration and the “ed tech” business model and how implementing new technologies will impact the classroom.

### **EDU 929: Social Media for Educators**

Explores the use of social media as an educational tool to enhance the learning environment and to create connected learning communities. Examines social media

platforms such as Twitter, Diigo, LinkedIn, Google+, and more. Examine pros and cons for various social media platforms.

### **EDU 931: Digital Storytelling**

This course will research and define digital storytelling and its application to the classroom. Presents technology tools for compliance with and integration of PA Core Technology Standards into curriculum. Provides instruction and practice in creation of digital storytelling projects.

### **EDU 932: ePublishing**

This course will appraise the impact of ePublishing on learning communication and information transfer. Identify and examine the capabilities of ebook formats, understand the visualization of data and gain an understanding of copyright and publishing issues.

### **EDU 933: Virtualizing the Library**

Instructs K-12 librarians to be responsive to digital shifts in education. Examines platforms, entry points and services to grow and sustain digital environment libraries. Focuses on assessing each school’s unique needs and designing online library environments unique to the structure of individual educational systems.

### **EDU 934: Digital Information Fluency**

This course provides strategies for managing digital information, which is a requisite skill for educators of all kinds. Recognizing information needs, locating appropriate resources, and managing and using digital information tools will be presented to help teachers, in turn, fully nurture these skills in students.

### **EDU 935: Effective Formative Assessment and Technology**

This course will focus on effective formative assessment pedagogy, and the integration of appropriate instructional technology tools to facilitate successful formative assessment in the classroom. The knowledge gained from this course will allow each student to be an instructional leader in his or her school district.

### **EDU 936: Infrastructure and Technology Planning for Today’s Schools**

Creating a sound infrastructure for your school or organization is vital to the successful integration of technology and daily workflow for employees. Students will explore best practices and current industry standards for developing and maintaining their infrastructure, financial and human resources, and software applications. Students will develop leadership techniques for working with all levels of the educational community to manage and administer instructional technology programs -- all while adhering to Policy and maintaining a Secure Environment for their staff and students.

### **EDU 940: Reading Pedagogy (Across Disciplines)**

Explores reading strategies across all content areas for grades 4-12, emphasizing data mining to understand reading levels, text selection to address different learning levels, and approaches to teaching reading suitable across all content areas and disciplines.

### **EDU 941: Writing Pedagogy (Across Disciplines)**

Explores strategies for teaching writing across all content areas for grades 4-12, emphasizing key writing skills in the writing process model and technology tools that can be used to develop, practice, and sustain those skills.

### **EDU 942: Common Core Elementary Math**

Facilitates an understanding of how the mathematical practices and standards of the National Common Core and PA Core impact the design and delivery of math instruction at the elementary level. Investigates the use of formative and summative assignments to personalize instruction and deliver meaningful interventions.

### **EDU 943: Nonfiction and Content Reading (K-6)**

Facilitates a deeper understanding of Pennsylvania's Common Core English Language Arts (ELA) standards and presents effective teaching and learning strategies using non-fiction and content reading for grades K-6, as well as how to apply student work protocols, cross-curricular instruction, and targeted feedback to formatively assess and plan further instruction while leveraging the range of technology available to teachers.

### **EDU 944: Google Apps for Science**

Examines how the Google suite of tools can be applied to the science classroom using the SAMR model as a pedagogical model. Demonstrates how students can learn to apply the scientific method utilizing Google Apps for Education to aid in solving problems, conducting research, and facilitating communication.

### **EDU 945: "Doing History" Digitally**

"Doing history" is a social studies pedagogical method that asks students not only to think about history, but to replicate the conditions and means under which histories are made. This class examines interactive tech tools that will aid social science teachers in "doing history" and understanding the processes that make history happen.

### **EDU 946: American History Teaching Tools**

Examines digital and non-digital methods of organizing and presenting American history, focusing on content organizational strategies, Common Core standards, and essential question development.

### **EDU 947: Conflicts in Social Studies Teaching**

This course will guide educators in the appropriate and effective use of academic controversy, common perception, and "myth" in the social studies classroom. Participants will be guided in the development of higher order thinking and discovery-based units of instruction while learning how to both use and challenge commonly held perceptions in history, geography, and sociology.

### **EDU 949: Tech in Secondary English**

Examines the use and function of integrative technology in the Secondary English classroom. Explores current trends in educational technology and focuses on the implementation of technology in alignment with Common Core standards for Secondary English.

### **EDU 950: Tech in ELL**

Addresses the use of technology as a tool to enhance language acquisition associated with English Language Learners/ing (ELL). Presents background knowledge of the learner, technology tools to assist in achieving academic and social goals, and how to design assessment and adapt activities to match student age and cognitive levels.

### **EDU 951: Tech in World Language Studies**

This course helps teachers integrate technology into the World Language classroom. Technology strategies will be presented that spark relevant and engaging activity ideas, with emphasis on using technology to enhance activities that help students improve ACTFL proficiency levels. Technology-based assessment options will also be explored.

### **EDU 952: Tech in Secondary Math**

This course will analyze the benefits of available technology for secondary math instruction and assessment. Formative and summative assessment tools will be compared. Online remediation and practice in the mathematics classroom will be investigated and critiqued.

### **EDU 953: Tech in Health Education**

Examines the use and function of integrative technology in the middle and high school health and physical education classroom. Explores current trends in educational technology and focuses on the implementation of technology in alignment with the standards set forth by the Best Practices document published by SHAPE America.

### **EDU 954: Special Topics in Educational Tech**

Special topics courses offered on an irregular basis to enhance the curriculum in the Educational Technology area.

### **EDU 960: iPads in Education**

Explores the broad applications and utility of the iPad as a classroom teaching device. Practical instruction provides strategies and skills for effective classroom integration.

### **EDU 961: iPads in Education II**

Building off the practical skills developed in iPads in Education, this course focuses on the collaborative application of iPad tools and apps to enhance delivery of instruction and curriculum, including but not limited to screencasting, greenscreens, timeline and mind-mapping, and iTunesU. Pre-requisite: EDU 960

### **EDU 962: iPads for Special Education**

Examines the design of instructional strategies and creation of learning networks to enhance the development of digital skills for learners with special needs. Explores resources for differentiating instruction and monitoring learner progress, with a view toward optimizing tablet applications that support learners with special needs.

### **EDU 963: Chromebooks in Education**

Explores the benefits and limitations of the Chromebook and facilitates the development of classroom management techniques designed for the 1:1 classroom. Investigates topics applicable to a Chromebook-based classroom environment, including project-based learning, cloud computing, the flipped classroom, Web 2.0 solutions, Google Apps for Education, content management systems and screencasts.

### **EDU 966: Google Earth in the Classroom**

Presents innovative strategies for the alignment of Google Earth activities with grade-appropriate ELA, STEM and ISTE standards. Engages in research and discussion about how Google Earth can serve as a cross-curricular teaching tool. Investigates both the fundamentals of Google Earth, including its creation, navigation, street view and sky views, as well as in depth exploration of custom features.

### **EDU 967: Microsoft Office 365 Tools**

Explores the Office 365 tools available to educators for collaborative learning and personalized instruction in both classroom and online settings. Explore information sharing and collaboration strategies using Outlook, Delve, OneDrive, O365 Video, and Sway. Utilize Office Mix interactive learning platforms for formative assessment and personalized learning.

### **EDU 597: Instructional Technology Specialist Practicum**

The learner conducts learning technology-related activities with a self-identified organization to apply concepts and skills previously explored during coursework. This experiential course also provides an opportunity to demonstrate and further develop core learning competencies, i.e. critical thinking, communication, teamwork and collaboration, information literacy, ethical decision making, and global engagement.

### **EDU 598: Educational Research and Design**

Examines exemplary literature and research projects that represent examples of the systematic collection, evaluation, presentation and interpretation of research data in education. Various research designs and methodologies will be explored, emphasizing action research done in educational contexts. Student research projects will reflect a specific educational research style, such as experimental, correlational, survey, grounded theory, ethnography, narrative or mixed methods. Students will be guided in the selection of an appropriate master's project topic, in review and critique of relevant literature, and development of a design proposal for action research to be conducted in her/his own classroom.

### **EDU 599: Master's Project on Action Research**

Represents the final stages in the completion of a Master's Project begun in EDU 598, where action research is conducted and a master's paper is completed and presented. Students will work closely with a research advisor to conduct the action research project and associated report.

### **TIME LIMIT TO COMPLETE DEGREE**

All course work and degree requirements must be completed within **six** years of taking the first class in the MET Program at Wilson College. Appeals for extension of the six year limit must be submitted in writing to the program director.

### **GRADUATION REQUIREMENTS**

- The successful MET candidate will complete 10 courses, including a **Master's Action Research Project (Thesis)**, while maintaining a cumulative grade-point average of 3.0 or higher. Graduate course credit will be awarded only for earned grades of C or better.
- Students must complete and submit a graduation application to the registrar two semesters before the anticipated graduation date. A fee will be assessed for late applications. Students who fail to officially submit a graduation application will not be eligible for graduation.

## EXIT ASSESSMENTS

- Successful defense of Master’s Thesis (Master’s Project on Action Research)
- Electronic Portfolio – An ePortfolio will be developed by each student as they progress through the program. The ePortfolio will house three products completed in each course as a representation of the program when the Master of Education is complete. Program advisors will provide additional ePortfolio instructions.

## PAYMENT OPTIONS

Students will receive a hard copy of their bill in the mail. Bill is also posted on the student’s portal account.

### Wilson College offers the following payment options:

**Payment by Mail:** Payment by check can be mailed to Wilson College Business Office, 1015 Philadelphia Avenue, Chambersburg, PA 17201

**Credit card or Electronic Check payments** can be made through student’s portal account. When choosing this payment option, the payment will be reflected in real time on their student account.

**Payment Plan** - Payment plans are available through Official Payments. Please visit <https://payplan.officialpayments.com> to set up a payment plan.

**Deferred Payment** – Wilson College students, whose employers do not reimburse for college courses until the course has been completed, may apply to the College for a deferred payment schedule.

- There is an up-front, non-refundable fee, per course, that must be submitted with the Deferred Payment Agreement Form.
- Form/payment must be submitted no later than the end of the first week of the semester OR two weeks following course registration date.
- Payment in full is due to Wilson College no later than 30 days after the last class meeting.

The Deferred Payment Agreement Form can be located on the MET Website: <http://www.wilson.edu/master-educational-technology>. Completed form/payment should be sent to: Wilson College, Office of Graduate Education Programs, 1015 Philadelphia Avenue, Chambersburg, PA 17201.

For questions regarding payment information, please contact our Business Office (Student Accounts Receivable) at 262-2017, Option #1, Option #3.

## TEXTBOOKS

Course textbook information (for EDU 598 and 599) can be accessed by contacting course instructor or at the Wilson College Virtual Bookstore:

[www.ecampus.com/wilson](http://www.ecampus.com/wilson)

(Order Textbooks → Choose Semester → EDU → Select your course # / Instructor → VIEW textbooks)

Wilson College provides this service to make access of textbooks/course textbook information more convenient for students and professors. Students are under no obligation to order textbooks via this venue.

## REFUND POLICY

The current refund policy may be viewed at: <http://www.wilson.edu/refund-policy>

### Cohort Courses (Fall & Spring Semesters 15-16 weeks):

Period of Withdrawal	Refund	Charge
Before first class	100%	0%
First week of semester	100%	0%
Second week of semester	75%	25%
Third week of semester	50%	50%
Fourth week of semester	25%	75%
Fifth week of semester	0%	100%

### J-Term, Cohort Summer Semester & On-Line Courses (7-8 weeks):

Period of Withdrawal	Refund	Charge
Before first class	100%	0%
First class meeting	100%	0%
Second class meeting	75%	25%
Third class meeting	50%	50%
Fourth class meeting	25%	75%
Fifth class meeting	0%	100%

## CONTACT INFORMATION

Wilson College, Office of Graduate Admissions  
1015 Philadelphia Ave., Chambersburg, PA 17201  
graduateadmissions@wilson.edu