

**Human Development and Family Studies**  
**Ph.D. Handbook**  
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## WELCOME

Welcome to Human Development and Family Studies at Michigan State University. The faculty and staff look forward to meeting and working with you. Graduate programs in HDFFS are designed to address contemporary needs of individuals and families in context. We have contributed very significantly toward defining this University as the State of Michigan's land grant university - the people's university. Today, we occupy a visible position in Michigan, as well as nationally and internationally.

You will find many opportunities in Human Development and Family Studies. You are expected to be involved and acquaint yourself with our academic, research, and outreach programs, as well as with the exceptional cadre of faculty and staff who are interested in your well-being.

Some of the major resources available to you are described in this handbook. Your academic advisor is your primary resource person and you should work closely with her/him. Other faculty members, graduate students and the Graduate Program Director also are invaluable sources of information.

As a graduate student, you must be familiar with this handbook and the [MSU Academic Programs](#). In the Academic Programs, refer to the general information section as well as the section on graduate education to become familiar with rules, regulations, and procedures. You are responsible for knowing and acting on the information provided. Take time to become involved in your own program planning. We hope this handbook will be helpful by providing a guide to what you must do.

Chittenden Hall is home of the Graduate School. All Graduate School services/staff, the TA program staff, Ph.D. Career Services, Graduate Life and Wellness, and The Council of Graduate Students (COGS) are located at Chittenden Hall. Chittenden Hall is the graduate education "neighborhood."

## HDFS FACILITIES

**The Department Main Office** is in Room 7, Human Ecology Building (517) 355-7680.

**The HDFS Graduate Office** is in Room 7E, Human Ecology Building (517) 353-5248.

**The Child Development Laboratories** are located in Central School and in Haslett and have a three-fold purpose: (a) to provide a setting for preparing students in child development; (b) to offer exemplary service to children and their families; (c) and to provide a research setting for faculty and graduate students. For more information, contact the Program Supervisor of the Child Development Laboratories (517) 355-1900.

**The Couple and Family Therapy Clinic** is located in The Clinical Center, Suite A233. This is the site of supervised practicum work for Couple and Family Therapy graduate students and provides services to the local community (517) 432-2272.

## DEPARTMENT AND STUDENT OBLIGATIONS AND EXPECTATIONS

### ***The Department will provide for the student:***

- ▶ Responsiveness to valid academic needs and desires.
- ▶ Support and encouragement of creative original study and research.
- ▶ Periodic assessment of opportunities to improve graduate programs.

### ***Students have the following responsibilities:***

- ▶ To strive for superior performance in academic coursework.
- ▶ To fulfill the expectations for graduate teaching or research assistantships, when applicable. Assistantships are privileges and not entitlements.
- ▶ To participate in department seminars, brown bags and colloquia, which provide both intellectual challenge and opportunities for social networking.
- ▶ To participate in professional meetings and symposia, both as observer and as presenter.

### ***Additional Student Responsibilities and Expectations:***

- ▶ Follow University and academic unit rules, procedures and policies, including those outlined in this Graduate Handbook, [Academic Programs](#), [Graduate Student Rights and Responsibilities](#), and [Academic Freedom](#) for Students at MSU. These publications are available on the University web sites.

- ▶ Meet University and Department requirements for degree completion in a timely manner.
- ▶ Form a doctoral Guidance Committee that meets University and Department requirements, and keep the members of the Committee informed regarding academic activities and research progress.
- ▶ Follow disciplinary and MSU codes of ethics in course work, research, and professional activities. Intellectual integrity is extremely important in an academic community. Plagiarism and data falsification are serious offenses and can result in dismissal. See Research Integrity Office website: <http://rio.msu.edu/> and Graduate School Research integrity website: <http://grad.msu.edu/researchintegrity/>.
- ▶ The number of cases of scientific misconduct due apparently to unintentional plagiarism continues to be substantial. Consider using "Ithenticate", the anti-plagiarism software that is available on Desire 2 Learn (<https://d2l.msu.edu/>) as part of the "Turn-It-In" package. Ithenticate is set up so that faculty, postdocs, and graduate students can check their manuscripts for unintentional plagiarism before submitting them. Read more at: <http://tech.msu.edu/ithenticate/>.
- ▶ Follow high ethical standards in accordance with University and Federal guidelines in collecting and maintaining data, including seeking regulatory approval for research before any research project begins.
- ▶ Exhibit the highest standards of professionalism in teaching, research, and scholarship. This includes professional use of email and social media. Remember you represent MSU and HDFS in all interactions, particularly when using your msu.edu email.
- ▶ Provide the department with copies of research-related documents (such as permits, approvals of grant proposals, research proposals) within the prescribed deadlines.

## INTRODUCTION TO THE DOCTORAL PROGRAM

**The Department of Human Development and Family Studies offers a Ph.D. program with three concentrations: Child Development, Human Development and Family Diversity, and Couple and Family Therapy.** The concentration in Couple and Family Therapy at Michigan State University is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (COAMFTE).

The Ph.D. in the Department of Human Development and Family Studies emphasizes the relationships of individuals and families with their environments. Students have the opportunity to plan programs that prepare them for positions in university teaching and research, community college and community education programs, local, state, national and international government programs, and industry.

The Ph.D. program is designed to incorporate an integrative overview of research and theory in human development and family studies. This includes course work with an

emphasis in Child Development, Human Development and Family Diversity, or Couple and Family Therapy. Additional courses will address specific program goals, research methodology and original research with a theoretical orientation. Upon completion of the degree, students are expected to demonstrate competence in an array of theories, a selected area of concentration, additional focus areas, research methodology and statistics and a supporting field.

The Department of Human Development and Family Studies strives for excellence and leadership in study and application of theoretical approaches directed toward enhancing well-being of families and individuals across the lifespan. HDFS faculty members conduct both basic and applied research. Their work is disseminated in publications, reports, and publications at local, state, national and international conferences.

## **GUIDELINES TO THE DOCTORAL PROGRAM**

### ***Introduction to the Guidelines for Doctoral Programs***

Guidelines for the doctoral program in Human Development and Family Studies have been developed to provide information for you and your committee members to use in program planning. Your professional program is tailored to your needs to the extent feasible, and flexibility is provided by limiting the number of required courses and permitting you and your selected committee to plan an appropriate program together. These guidelines conform to University guidelines.

### ***Advisor and Committee Members***

- ▶ The program of study in the Ph.D. is planned by the doctoral student and a guidance committee composed of at least four Michigan State University regular faculty members, one of whom is designated as the major professor (see page 19 for procedures for non-regular faculty committee members). At least three committee members, including the committee Chairperson, must possess an earned doctoral degree. (For additional details on University policy, see the current edition of Academic Programs Catalog). Members of the committee must include three of the regular HDFS faculty who represent the areas of doctoral concentration (Child Development, Human Development and Family Diversity, and Couple and Family Therapy), and the fourth member from outside the department represents the minor area. The guidance committee composition may include adjunct faculty and others as long as the number of these persons does not exceed the required number of regular Michigan State University faculty. The guidance committee is appointed to direct the doctoral student's work, and its membership must be approved by the Graduate Program Director. See page 19 for more discussion on forming a committee.



- ▶ The guidance committee shall be formed no later than the third semester of doctoral study, or within two semesters beyond the master's degree or its equivalent. Within one semester after the committee has met, the chairperson of the guidance committee shall file a guidance committee report with the dean of the college, listing all degree requirements.
- ▶ An initial advisor is designated to counsel the student during the first semester. The student must select a permanent academic advisor before the completion of two semesters of study. There is no action needed if this is the original first year advisor. The faculty member who guides the dissertation may be either the academic advisor or another member of the committee. The first year advisor often becomes the permanent advisor, but the student has the option to select an alternative.
- ▶ Students may consult the [Guidelines for Graduate Student Advising and Mentoring Relationship](#) for a description of an effective and supportive faculty-graduate student relationship.

## COURSE REQUIREMENTS AND PROGRAM PLANNING

In consultation with the guidance committee, the student must plan a “[Doctoral Plan of Study](#)” to be approved by the committee and the Graduate Program Director and forward to the Office of the Associate Dean of the College of Social Science within the first year of study.

**GradPlan** was developed for Ph.D. students to lay out their Ph.D. program of study, record faculty approval, and make notes on all the requirements as they are completed. **All Ph.D. students will be required to use GRADPLAN by the end of Spring Semester, 2017.** The Graduate School will certify the acceptance of each dissertation final format using GradPlan. The Office of the Registrar will access GradPlan to complete degree certification once a student completes an application for graduation.

Upon completion of the degree, students are expected to be knowledgeable in Human Development and Family Studies, the chosen area of concentration, and research methodology and statistics.

Participation in colloquia, committees, department meetings and other activities of the MSU faculty is expected and will enhance your graduate experience. (See advising/portfolio page 30.)

Additional coursework in the area of concentration may be required. The CFT concentration requires specific course work. As students begin their doctoral program, they should consult with the CFT faculty member who will be on their guidance committee.

***Ph.D. Degree in Human Development and Family Studies:  
Concentration in Lifespan Human Development and Family Diversity***

**Core Department Requirements: (48 credits)**

- ▶ HDFS 901 Contemporary Scholarship in Human Development and Family Studies (3 credits). HDFS 901 must be completed in the first fall semester.
- ▶ Methodology and Statistics Courses (21 credits) (HDFS 481 and CEP 932 do not apply) \*\*See section below on research methods
- ▶ Dissertation (24 credits)

**Research Methods Courses**

- ▶ Core Foundational Courses:
  - HDFS 880 Research Design and Measurement
  - HDFS 881 Quantitative Methods in Research
  - HDFS 892 Multivariate Analysis and Structural Equation Modeling
  - HDFS 892 Qualitative Research Methods
  
- ▶ In addition to 9 hours of core courses, 9 hours of elective credit hours are required. There are many research methods courses available inside and outside of our department. During the summer of 2015, current graduate students were asked to recommend research methods courses that they had taken outside of HDFS. The results, in addition to departmental courses, are as follows:
  - HDFS 982: Qualitative Research Methods
  - HDFS 924: Quantitative Observational Methods
  - HDFS 983: Advanced Methods in Intervention Research
  - HDFS 892: Advanced Measurement
  - HDFS 892: Grant writing in Couple and Family Therapy
  - HDFS 892: Longitudinal Methods
  - HDFS 822: Assessment of the Young Child
  - CAS 892: Survey Design (part of a series of 1-2 credit courses)
  - CAS 892: Scale development and reporting
  - CAS 892: Mediation and Moderation
  - CEP 991B: Social Network Analysis
  - EPI 826B: Categorical Data Analysis
  - EPI 880: Introduction to Bayesian Biostatistics
  - PSY 865: Research Methods in Applied Psychology
  - PSY 872: Field Research in Psychology
  - PSY 992: Program Evaluation
  - SOC 985: Qualitative Field Methods
  - TE 931: Introduction to Qualitative Methods
  - TE 939: Advanced Qualitative Methods--this is a series of advanced qualitative courses that includes:

- TE 939A: Alternative Methods for Conducting Difficult Research
- TE 939B: Critical Ethnography
- TE 939C: Discourse Analysis
- TE 939D: Case Studies
- TE 939E: Humanities Oriented Research
- TE 939F: Phenomenology
- TE 939G: Humanizing Research

**Consult with your advisor and committee regarding research courses.**

### **Concentration Requirements: (6-12 credits)\***

- ▶ HDFS 847 Theories of the Family (3 credits)
- ▶ A course in diversity (3 credits), including but not limited to:
  - HDFS 842 African American Families
  - HDFS 892 Immigrant Families
  - HDFS 895 Families in Poverty
  - HDFS 896 Child Development Across Cultures
  - HDFS 442 Ethnic Families in America
  - HDFS 825 Families with Special Needs Children: An Ecological Perspective
  - SOC 831 Intersection of Class, Race, and Gender
  - SOC 836 Race, Politics, and Social Structure
  - TE 982 Critical Race Theory

**Consult with your advisor and committee regarding diversity courses.**

#### **Required if not taken in master's program:**

- ▶ HDFS 810 Theories of Human Development (3 credits)
- ▶ HDFS 845 Foundations of Family Studies (3 credits)

**6 credits at the discretion of the Committee; a course in family policy strongly recommended. Check with your advisor and committee if you have questions about course recommendations or fulfillment of requirements. \*Substitutions may be made if listed courses are not offered.**

**Minimum Ph.D. credits = 60-66**

## ***Ph.D. in Human Development and Family Studies: Concentration in Child Development***

### **Core Department Requirements (39 credits)**

- ▶ HDFS 901 - Contemporary Scholarship in Human Development and Family Studies (3 credits). HDFS 901 must be completed in the first fall semester.
- ▶ Methodology and Statistics:
  - HDFS 880 Research Design and Measurement
  - HDFS 881 Quantitative Methods in Research
  - HDFS 892 Multivariate Analysis and Structural Equation Modeling
  - 4 Elective Courses (12 Credits; See “Research Methods Courses” on pp. 10-11 for more details—HDFS 481 and CEP 932 do not apply)
- ▶ HDFS 999 - Doctoral Dissertation Credits (24 required)

### **Core Child Development Required Credits (minimum 9 credits)**

- ▶ HDFS 826 - Social-Emotional Development Birth to Eight: Biology, Relationships, and Culture
- ▶ HDFS 827 – Language and Literacy Development from Infancy to Formal Schooling

The remaining 9 credits reflect elective courses chosen by the student and the guidance committee to best meet the student’s goals. A minimum of 63 course credits, including core and electives courses, are required for the doctoral program.

### **Background Coursework that May Be Required**

If the student has not completed the following courses or equivalent at the master's level, the following courses must be included in the doctoral program:

- ▶ HDFS 810 - Theories of Human Development
- ▶ HDFS 811 - Child Development from Ecological Perspectives
- ▶ One course in diversity (see page 11 for examples)

Students may choose to complete the Interdepartmental Graduate Certification in Infancy and Early Childhood in conjunction with their HDFS degrees.

## ***PhD in Human Development and Family Studies: Concentration in Couple and Family Therapy***

### **Core Department Requirements (48 credit hours)**

- ▶ HDFS 901 Contemporary Scholarship in Human Development and Family Studies (3 credits). HDFS 901 must be completed in the first fall semester.
- ▶ HDFS 999 Doctoral Dissertation Credits (24 required)
- ▶ Methodology and Statistics: 7 courses (21 credits). (See “Research Methods Courses” on pp. 10-11 for more details) (HDFS 481 and CEP 932 do not apply).
  - HDFS 982 Qualitative Research Methods (3)
  - HDFS 983 Advanced Research Methods in Intervention Research (3)
  - HDFS 892 Grant Writing in Human Development and Family Studies (3)
  - HDFS 880 Research Design and Measurement (3)
  - HDFS 881 Quantitative Methods in Research (3)
  - HDFS 892 Multivariate Analysis and Structural Equation Modeling (3)
  - Elective in research design or statistics course approved by committee (3)

### **Core Couple and Family Therapy Requirements <sup>1</sup>(18 credit hours)**

- ▶ HDFS 888, Diverse Families and Communities: Intervention Strategies (3)
- ▶ HDFS 910, Contemporary CFT Theories (3)
- ▶ HDFS 911, Outcome Research: What works in CFT Therapies (3)
- ▶ HDFS 892/994 Advanced Evidence-Based Couple/Marital Therapy (3)
- ▶ HDFS 903 Evidence-Based Child and Family Therapy (3)
- ▶ HDFS 995 Marriage and Family Therapy Supervision (3)

### **Clinical Requirements (6-13 credits)**

- ▶ HDFS 993 Internship in Marriage and Family Therapy (3-13 credits)
- ▶ Doctoral students are required to complete a total of 1,000 hours of direct client contact before graduating (pre-doctoral and doctoral hours combined)

Minimum credits in the doctoral program: 69 required credit hours, including 24 dissertation credit hours and at least 3 credit hours of internship

NOTE: Students entering the doctoral concentration in Couple and Family Therapy will be required to meet equivalent of the master’s Standard Curriculum of the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE).

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## Residence Requirements

One year of residence on the campus (as opposed to on-line courses) after first enrollment for doctoral degree credit is required to permit the student to work with and under the direction of the faculty, and to engage in independent and cooperative research utilizing University facilities. A year of residence will be made up of two consecutive semesters, involving the completion of credits at the level of full-time status of graduate work each semester.

## Internships

A full-time, 30 hour/week, nine-month internship is required in the doctoral concentration in Couple and Family Therapy.

For other doctoral students, the internship is not required.

Internships are often voluntary positions viewed as an extension of one's educational experience. In some cases students may have a paid position.

## ***Research for the Dissertation - Overview***

Original research is an important requirement of the Ph.D. in Human Development and Family Studies.

Once the comprehensive exams are passed, the research proposal will be prepared under the guidance of the dissertation director, who must be a member of the HDFS regular faculty possessing an earned doctoral degree. The proposal must be approved by the student's guidance committee.

All doctoral students must register for, and successfully complete 24 credits of doctoral dissertation research (HDFS 999). **Students are encouraged to plan carefully so they do not exceed 24 credits.** (A maximum of 36 "999" credits are allowed under special circumstances. Check with the Graduate Program Director for details). A deferred (DF) grade is given until dissertation is officially approved. Academic Programs has been updated to reflect a change in policy about the limit for 999 credits. The policy now reads: "24 credits are required for graduation; students can enroll for a maximum of 36. Requests for overrides to exceed the maximum of 36 (24 in the College of Education) credits of 999 must be directed to the Office of the Registrar. To do so, access the '***Request for RNR Override***' at the ***Registrar's Online Forms Menu*** at <https://www.reg.msu.edu/Forms/FormsMenu.aspx>. ***Select the RN override and fill in the requested information.*** Should the total go above 45, the RO will confer with the Graduate School before considering the request for an override."

Plans for the dissertation should be made in consultation with and approved by the guidance committee. The dissertation shall conform to requirements in the University Guide on the [Preparation of Theses and Dissertations](#). The student can obtain a copy at: <http://grad.msu.edu/etd/>.

The student will be working with the advice of her/his major professor to prepare a written proposal for the dissertation. The guidance committee will review written drafts of the student's proposal. Final written approval will not be given until a draft is acceptable to all members of the guidance committee. [THE APPROVAL FORM FOR DOCTORAL DISSERTATION PROPOSAL](#) must be signed by the student and the committee members and must be given to the graduate secretary in Room 7E Human Ecology to be processed. The major professor (or dissertation director, if not the major professor) then supervises the writing of the dissertation.

Students must receive approval of their proposal from the IRB **before they collect their data**. Students should plan for this review in their degree completion timetable. Further information can be obtained at (<http://www.humanresearch.msu.edu/>).

Students also should consult the Guidelines for Integrity in Research and Creative Activities (<http://www.humanresearch.msu.edu/>). Unethical or dishonest behavior while engaged in research, scholarly and creative activities is grounds for severe disciplinary action, including dismissal and revocation of degree.

The number of cases of scientific misconduct due apparently to unintentional plagiarism continues to be substantial. Consider using "Ithenticate", the anti-plagiarism software that is available on Desire 2 Learn (<https://d2l.msu.edu/>) as part of the "Turn-It-In" package. Ithenticate is set up so that faculty, postdocs, and graduate students can check their manuscripts for unintentional plagiarism before submitting them. Read more at: <http://tech.msu.edu/ithenticate/>.

Students also may wish to consult the ethical codes of conduct and consequent disciplinary standards associated with professional organizations of which they are a member. Students in the Couple and Family Therapy Concentration, must be familiar with and follow the AAMFT Code of Ethics ([http://www.aamft.org/imis15/Content/Legal\\_Ethics/Code\\_of\\_Ethics.aspx](http://www.aamft.org/imis15/Content/Legal_Ethics/Code_of_Ethics.aspx)). Other students may wish to consult the code of ethics for the National Council on Family Relations (<https://www.ncfr.org/>) login now required to view.

An oral examination in defense of the dissertation is required. The completed dissertation and the [Announcement of Oral Defense form](#) must be distributed **AT LEAST THREE WEEKS PRIOR TO THE SCHEDULED ORAL DEFENSE TO ALL COMMITTEE MEMBERS**. **Additionally, the Announcement of Oral Defense form and abstract must be distributed at least three weeks prior to defense** to the graduate secretary to submit to the Associate Dean, Department Chairperson, and Graduate Program Director. During the dissertation defense: a) the student provides a 20-30 minute presentation; b) guests may ask questions; c) guests are excused and

committee and candidate continue discussion; d) student is excused while committee deliberates; and e) student joins committee for feedback.

## **Dissertation Time Commitment Guidelines**

The dissertation is a personal statement about who you are as a scholar.

It is critical that you do not have unrealistic expectations during the dissertation phase of your program. You should plan on committing to one year from dissertation proposal to defense. You should work closely with your advisor to develop a realistic and detailed timeline. In addition:

- ▶ Factor in sufficient time for IRB approval. This will depend on your research protocol.
- ▶ Provide sufficient time for chapter revisions to be returned by your advisor.
- ▶ Advisors are not editors. It is your responsibility to know APA standards and other guidelines. You also may hire a professional editor.
- ▶ Budget your 999 credits. You should take only 24, so save adequate credits for the last semester.
- ▶ Be aware of the academic calendar, including that most faculty are on nine month appointments.
- ▶ Although faculty are committed to your success and celebrate your future job opportunities, it is unfair to your advisor and committee for you to accept a position well before your dissertation is complete. Plan accordingly.

\*Revised from language developed by CFT faculty (Spring, 2014).

## **Responsible Conduct of Research (RCR)**

In order to satisfy federal regulations MSU requires that all graduate students complete training in the Responsible Conduct of Research (RCR). The following describes the HDFS plan for insuring RCR training for all doctoral students and Plan A (thesis) master's students. Note that in addition to the departmental requirements, certain funding agencies may require researchers to obtain additional RCR training. This is the responsibility of the PI. Important topics for all RCR training include:

- ▶ Responsible data acquisition, management and sharing
- ▶ Conflict of interest
- ▶ Protection of human subjects
- ▶ Research misconduct
- ▶ Mentor/trainee responsibilities
- ▶ Publication practices, authorship, peer review



**First year of graduate program:** All new doctoral and master's students will complete 4 CITI online modules within their *first year of enrollment* in their program. Courses include:

1. Introduction to the Responsible Conduct of Research
2. Authorship
3. Plagiarism
4. Research Misconduct

### **Continuing training (3 hours annually; may be on line)**

**Online training.** Within the *first 2 years of enrollment* in their program, doctoral students will complete 3 additional MSU online training modules, to be selected from the following list. Completion will be tracked in SABA.

- ▶ CITI Collaborative Research
- ▶ CITI Conflicts of Interest
- ▶ CITI Data Management
- ▶ CITI Financial Responsibility
- ▶ CITI Mentoring
- ▶ CITI Peer Review
- ▶ Human Research Protection/IRB Certification (<http://Train.ORA.msu.edu>)
- ▶ MSU Graduate School Rigor and Reproducibility Course

**Discussion-based training.** All doctoral and master's students (Plan A and B) must complete a minimum of 6 hours of discussion-based training *prior to receiving their degrees*. Students should gain RCR training from multiple sources during their graduate programs. The following may be used to complete this requirement:

- ▶ HDFFS Research Seminar Series
- ▶ HDFFS Proseminar RCR discussion (2 hour credit; PhD only)
- ▶ Discussion with advisor/PI in research meeting settings (use readings from RCR website: <http://grad.msu.edu/researchintegrity/resources/>).
- ▶ Other MSU, Graduate School, CSS, and HDFFS seminars specifically designated for RCR
- ▶ MSU Graduate School's RCR Workshop Certificate. Enrollment is limited. (<http://grad.msu.edu/rcr/>).

### **RCR Minimum Plan Requirements**

Doctoral Students:

CITI Modules – Year 1

- \*Introduction to the Responsible Conduct of Research
- \*Authorship
- \*Plagiarism
- \*Research Misconduct

6 hours of discussion-based training (by completion of the degree).

CITI Modules – Year 2

Complete 3 additional from specific list

Year 3 and forward

3 hours of annual refresher

***Annual refresher training.*** Starting in year 3, all doctoral students must complete 3 hours of annual refresher training; this can include any of the above discussion-based training and online courses beyond the 7 required previously.

### **RCR Documentation**

- ▶ PhD students: Completion of the 7 required online training courses will be tracked in SABA. Students will document additional online and discussion-based RCR activities/hours on the Portfolio documentation form. It is the student's responsibility to track and document RCR activity; advisors will monitor/approve and the department will record in GradInfo.

**Approved by Graduate Education Committee on 9.19.13 and HDFS Department faculty on 9.27.13. Revision approved by HDFS Department faculty on 11.4.16.**

## **Optional University Graduate Certifications**

There are two university graduate certifications available. They are:

### **University Graduate Certification in College Teaching**

In partnership with colleges that have approved programs (Agriculture and Natural Resources, Arts and Letters, Communication Arts and Sciences, Education, Engineering, Music, Natural Science, Social Science), the Graduate School oversees a professional development program, the University Graduate Certification in College Teaching (Type 4), for graduate students who wish to pursue additional activities related to pedagogy and preparation for faculty careers. Visit [www.grad.msu.edu/cctp](http://www.grad.msu.edu/cctp)

### **University Graduate Certification in Community Engagement**

In partnership with the Graduate School, the Office of University Outreach and Engagement oversees the University Graduate Certification in Community Engagement (Type 4) for interested graduate and graduate-professional students who wish to further their understanding and practice of engaged scholarship and research, engaged teaching, and engaged service in local, national, and international communities. Contact the Office of University Outreach and Engagement, [gradcert.engage.msu.edu](http://gradcert.engage.msu.edu), or call 1-517-353-8977.

## ***Academic Performance/Standards***

The College of Social Science has an academic standards policy to which the department subscribes. Doctoral students may have only two grades below 3.0 in courses listed on their Doctoral Plan of Study. In addition, students must maintain an overall GPA of 3.0 to remain in the doctoral program. Notification letters are sent after the first grade below 3.0. Three grades below 3.0 or an overall GPA below 3.0 will result in dismissal from the program.

## ***Annual Progress Evaluation and Portfolio Documentation***

Written evaluations will be completed jointly with student and academic advisor each year. Students initiate this process after receiving a reminder from the department spring semester, and the advisor is jointly responsible for completion of the evaluation. This also may include a meeting with content area faculty. It is required that this document be filed annually for students to remain in good academic standing in the doctoral program, and this will be considered when selecting students for assistantships, scholarships, and other financial assistance. Additionally, requests for time extensions will not be considered if annual evaluations have not been completed. Active PhD students should meet at least annually with their committees.

## ***Academic Progress Review (APR)***

An APR may take place if:

- ▶ A doctoral student has **acquired two grades lower than 3.0** in coursework on the Doctoral Plan of Study. Students in this situation will work closely with their advisor and the Graduate Program Director to monitor progress.
- ▶ A doctoral student has **passed the time limits** for the comprehensive exams or completion of the degree. *Comprehensive exams must be completed not more than three years prior to degree completion. If this time has elapsed, time limit extension requests generally will require a re-take of comprehensive exams.*
- ▶ **Miscellaneous** circumstances (e.g. academic dishonesty, ethics violations) at the request of the student, major professor, or graduate director.
- ▶ The Academic Progress Review will consist of:
  - ▶ A meeting attended by the student, the major professor, the graduate director, other relevant faculty members (e.g. faculty member for a class the student did not complete successfully). Additionally, the student may invite a representative. Generally the meeting is called by the Graduate Director, but may be initiated by major professor, student or other appropriate faculty

member.

- ▶ The circumstances will be discussed and a plan for remediation will be made. A report, in the form of a memorandum, will be filed. This report will include:
  - ▶ Purpose of the meeting
  - ▶ Description of the student's situation
  - ▶ Actions to be taken to address the situation
  - ▶ Timeline for actions
  - ▶ Consequence of non-action (e.g. 2<sup>nd</sup> and final meeting or dismissal)
  
- ▶ This report will be sent to the student, the graduate secretary for filing, the advisor, the doctoral committee, and the College of Social Science Graduate Dean. Student progress will be monitored by the major professor and graduate director.
  
- ▶ **It is the responsibility of the student to complete all actions specified in the remediation plan, consistent with the timeline specified. Failure to do so will result in termination from the graduate program.**

## ***FORMING A DOCTORAL GUIDANCE COMMITTEE***

The doctoral guidance committee, in consultation with the student, plans the student's program and thereafter supervises it, with modifications as needed, until the degree is completed. The committee oversees and evaluates the comprehensive examination, approves the selection of a dissertation director, the dissertation proposal, the dissertation and its defense, and the internship as applicable.

In order to make an informed committee selection, students are encouraged to become familiar with as many of the faculty as possible during the time preceding that selection. This may be accomplished in a variety of ways, such as enrolling in HDFFS 901 and other courses, reading faculty research reports and vitas on line, making an appointment with a faculty member to exchange ideas, or having coffee or lunch with faculty members. Whether or not an assigned first year advisor is included on a student's committee is up to the student and that advisor. **Please also note: the majority of HDFFS faculty are on academic appointments, which means their official responsibilities fall between August 16-May 15. PLAN ACCORDINGLY, as you schedule meetings, exams, and dissertation preparations.**

Once you have selected a major professor, it is recommended that you involve her/him in your deliberations regarding other committee members. Ph.D. committees are composed of three HDFFS faculty and one member from outside the department. If you wish to have a faculty member who is not "regular tenure stream," submit to the Graduate Program Director the faculty member's vita and a letter as to how he/she is

essential to your committee (see page 21 for faculty list). Letter and vita will be sent to the Graduate School for approval. For CFT students, one clinical CFT faculty member must be on the committee, but need not be the major professor. Also, an Approval of Doctoral Guidance Committee form must be submitted to the graduate secretary for the Graduate Program Director's signature. If you find that you need to make a change in the composition of your committee, there is a procedure and a form for doing so. The same procedure is used to replace committee members lost through retirement or resignation. See forms on line at <http://www.hdfs.msu.edu/graduate/current-students/doctoral-student-forms>

## **Changing Advisor or Committee Members**

There are circumstances in which students want or need to change advisors or committee members. This may include faculty retirements or relocations, change in research focus, or simply finding a better fit. Students should discuss this openly and honestly with the current advisor, confirm the new advisor, inform the Graduate Program Director, and complete the [Change of Guidance Committee form](#).

For more information on selecting committees, see <http://grad.msu.edu/gsrr/>.

## **Non-Regular Faculty as Guidance Committee Members**

In general, no more than one non-regular faculty member may serve on a master's committee or doctoral committee. The number of non-regular faculty may not exceed the number of regular MSU faculty on the committee.

To approve the non-regular faculty, the following materials must be submitted to seek approval (in a complete package):

1. Letter of request from Department Chair/School or Program Director, with supporting signature from the Dean or Graduate Associate Dean of the college, to the Dean of the Graduate School, requesting that the individual serve on any student committee in that department or for a specific student and why the person is appropriate (e.g. special expertise). Only in very special circumstances will a person be approved to serve as a chair for an individual student (not blanket approval). Please provide extra justification for service as a guidance committee chair.
2. Letter from the non-regular faculty member stating his/her willingness and commitment to serve as a member of a graduate student committee.
3. Copy of the non-regular faculty member's CV and individual's email address.

Work with the Graduate Director to make this request.

**HUMAN DEVELOPMENT AND FAMILY STUDIES FACULTY  
ELIGIBLE FOR GRADUATE COMMITTEE POSITIONS**

<p><b>Child Development</b></p> <p>Ryan Bowles Holly Brophy Herb Sarah Douglas Hope Gerde Robert Griffore Deborah Johnson Amy Nuttall Lillian Phenice Desiree Qin Lawrence Schiamberg Lori Skibbe Claire Vallotton Francisco Villarruel</p>	<p><b>Human Development and Family Diversity</b></p> <p>Barbara Ames Amy Bonomi Marsha Carolan Robert Griffore Deborah Johnson Lillian Phenice Desiree Qin Lawrence Schiamberg Le Anne Silvey Francisco Villarruel (YD)</p>
<p><b>Couple and Family Therapy</b></p> <p>Adrian Blow Marsha Carolan J. Ruben Parra Cardona Temple Odom Andrea Wittenborn</p>	<p><b>Fixed Term Faculty</b></p> <p>Laurie Bullock (HDFD) Amanda Guinot-Talbot (HDFD) Lori Hoisington (YD) Yuya Kiuchi (YD) Erica Tobe (HDFD)</p>

- ▶ *CFT Faculty also may elect to serve on Human Development and Family Diversity committees.*
- ▶ *Faculty from Child Development, Human Development and Family Diversity also may chair CFT committees when appropriate.*
- ▶ *Fixed Term Faculty may serve on committees with special permission (see p. 18)*

**NOTE: Most faculty have academic year appointments from August 15 – May 15. PLAN ACCORDINGLY.**

## ***GUIDELINES FOR RESPONSIBILITIES OF PhD GRADUATE PROGRAM DIRECTOR, MAJOR PROFESSORS, GUIDANCE COMMITTEE MEMBERS, AND STUDENTS***

### **Graduate Director Responsibilities**

1. In collaboration with HDFS Chairperson, assign teaching assistants and monitor issues/concerns/evaluation. Must be in compliance with GEU contract provisions. Sign all TA/RA assignments/changes.
2. Plan and implement new student orientation/welcome back event in August; smaller event for students incoming spring semester.
3. Chair Graduate Education Committee to manage curricular changes, graduate issues and policies. Prepare agendas, minutes.
4. Annually review and update Graduate handbooks.
5. Oversee admissions process—ongoing Master's applications and January Ph.D. review. Make decisions regarding admission of master's students based on faculty review. Assign advisors and specify provisional requirements if applicable. Facilitate January review of Ph.D. applicants, interviews and selection process.
6. Scholarships and fellowships—manage Graduate Office Fellowship funds, seek opportunities for students, work with Graduate School and CSS in identifying students who may qualify for selected awards such as dissertation completion fellowships. Facilitate HDFS awards selection and arranging awards ceremony in spring semester.
7. Review all graduate program plans and comprehensive exam contracts. Follow up with any concerns and sign off.
8. Work with graduate secretary in managing graduate records and procedures.
9. Serve as resource to students with concerns about faculty or graduate classes.
10. Act as an advocate for graduate students encountering problems, review annual evaluations completed by students and advisors and take action when needed.
11. Meet with advisor and student in academic difficulty and develop plans for resolution.
12. Keep faculty informed of changes/procedures related to graduate advising.
13. Support professional development and morale of graduate students (e.g. noon seminars).

### **Major Professor's (Advisor's) Responsibilities**

1. Advise the student in the selection of courses in accordance with stated program direction before a guidance committee has been formed.
2. Assist the student in the selection of guidance committee members and assume responsibility for clarifying their roles.
3. Help the student keep up-to-date with current policies, procedures and requirements pertaining to all aspects of the program. The advisor is an important mentor concerning ethics in research and scholarship.



4. Review and approve all necessary graduate forms including the yearly Ph.D. Program Evaluation form that must be submitted to the graduate secretary for review by the Graduate Program Director.
5. Advise the student in preparing a draft of the Doctoral Plan of Study for discussion and approval of guidance committee.
6. Chair guidance committee meetings for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.
7. Advise the student concerning program adjustments and assist in completing proper forms.
8. Work with the student to prepare the comprehensive Ph.D. examination and its administration, and follow through with the paperwork to both the student and committee members.
9. If the major professor is the dissertation director, provide guidance in choosing dissertation format, developing the student's research proposal, conducting the research, and preparing the dissertation. The Department does not provide funds for analysis of dissertation data.
10. Determine when the dissertation is satisfactory for distribution to the guidance committee for review preceding the final oral examination. **Note: Announcement must be filed three weeks in advance.** In cases where the research director is not the major professor, this responsibility will be shared.
11. Provide support and information to the student regarding Departmental, College, and University activities and funding opportunities.
12. Help students develop professional skills: grant, paper, and research writing; participation in scholarly and public forums.
13. Facilitate student's career development: advise about career options; assist in preparation of application materials for fellowship, scholarship, and other opportunities; write letters of reference and recommendation. Additionally, MSU offers the PREP program for professional development, see: <http://grad.msu.edu/prep/>.

### **Guidance Committee Members' Responsibilities**

1. Advise the student in program planning, research proposal development, and other aspects of the program as needed.
2. Consult with advisor and student on annual progress report when appropriate.
3. Design questions for the comprehensive examinations and evaluate student performance with respect to those questions.

4. Review and approve graduate forms as appropriate.
5. Review and evaluate the dissertation draft preceding the final oral examination.
6. Provide recommendations for improving the dissertation draft.
7. Evaluate the dissertation.

### **Graduate Student's Responsibilities**

1. Review this Graduate Handbook and [MSU Academic Programs](#) and become familiar with policies and procedures pertaining to the process of obtaining the degree. In particular, keep track of dates and deadlines for each step of the process from choosing a major professor and establishing a committee, through procedures for the comprehensive exam, to completing the dissertation and oral exams.
2. Review selection of courses in accordance with the chosen program with the major professor before forming a guidance committee.
3. Work with the major professor in selecting guidance committee members.
4. Prepare a program plan of study with advice from the major professor for discussion and approval of the guidance committee.
5. Keep up-to-date with current University, College, and Department policies, procedures and requirements pertaining to all aspects of the program.
6. In collaboration with advisor, complete the required annual progress report and portfolio documentation.
7. Participation in lectures, faculty presentations, brown bags, and dissertation defense presentations is expected to further your academic and professional development. (See advising guidelines, page 30)
8. Submit any changes to program or committee structure on the proper forms with appropriate signatures to the graduate secretary.
9. Schedule guidance committee meetings (during academic year) for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.
10. Work with the major professor concerning program adjustments and completing proper forms.

## Graduate Program Support Responsibilities

1. Notify newly admitted students regarding how to access the *Ph.D. Handbook*.
2. Help the student keep up-to-date with current University, College, and Department policies, procedures and requirements pertaining to all aspects of the program.
3. Maintain all necessary graduate forms on line. Initiate the yearly Ph.D. Progress and Portfolio Documentation Report and track compliance.
4. Assist with the clerical duties related to the preparation of the comprehensive Ph.D. examination and its administration, and follow through with the processing of forms.
5. Provide support and information to the students regarding Departmental, College, University and community activities.
6. Maintain students' academic files, both paper and electronic. Files include such items as plans of study, comprehensive exams, planning completion forms, research proposals, progress evaluations, and any additional forms submitted to the Graduate Office. Students may review their academic files by making a written request to the graduate secretary.

## **TENTATIVE CALENDAR FOR Ph.D. PROGRAM IN HUMAN DEVELOPMENT AND FAMILY STUDIES**

*Please note: The time limit for a doctoral degree is eight (8) years. If serious circumstances prevent completion of the program in this time frame, students are strongly urged to plan ahead and request an extension prior to the end of the eight (8) year limit. Students whose enrollment at MSU is interrupted for more than three consecutive semesters (including summer) must reapply for admission.*

ACTION TO BE TAKEN	WHEN TO BE DONE
First year advisor is appointed.	When student is admitted.
Enroll in HDFS 901. Make an <b>appointment with the Graduate Program Director</b> to get acquainted.	First fall semester admitted.

ACTION TO BE TAKEN	WHEN TO BE DONE
<p><b>Guidance committee selected</b> by student and advisor (major professor) with approval of Graduate Program Director (form available from graduate secretary or on line: <a href="#">Approval of Doctoral Guidance Committee</a>).</p>	<p>Before completion of two semesters of study.</p>
<p><b>Program is planned</b> in consultation with guidance committee (<a href="#">Doctoral Plan of Study</a> available on line and from graduate secretary).</p> <p><b>GradPlan</b> was developed for Ph.D. students to lay out their Ph.D. program of study and make notes on all the requirements as they are completed.  <a href="http://grad.msu.edu/gradplan/Default.aspx">http://grad.msu.edu/gradplan/Default.aspx</a></p>	<p>After appointment of the committee and before completion of three consecutive semesters of study or one calendar year.</p>
<p><b>Submit Report of Guidance Committee</b> (this report includes the approved program and the evaluation of responsibilities for the comprehensive examination), which has been signed by the student and each committee member, to the graduate secretary for appropriate forwarding (form available from graduate secretary or on line: <a href="#">Approval of Doctoral Plan of Study</a>).</p>	<p>Before completion of three semesters of study.</p>

ACTION TO BE TAKEN	WHEN TO BE DONE
Complete research design and quantitative statistics courses.	As early in program as is feasible.
Complete Annual Evaluation and Portfolio Documentation form.	Annually, in Spring Semester.
Complete comprehensive examinations.	<b>Within five years of student's first enrollment in program and within three years of degree completion, but only after approximately 80% of coursework taken.</b> If a student's committee accepts into the program courses that were taken prior to admission to the degree program, first enrollment (the beginning of these five years) is measured from the point of the earliest course in the program.
Academic advisor files <b>Doctoral Comprehensive Examination Planning form</b> : <a href="#">Doctoral Comprehensive Examination Plan</a> . (See section on comprehensive examination page 41)	At least <u>two weeks</u> before student's Comprehensive Examinations begin.
Academic advisor files <b>Report of Comprehensive Exam form</b> : <a href="#">Report of Comprehensive Exam form</a> on completion of comprehensive examinations and provides written notification of results to student.	Immediately following student's oral exam. [Note: This form <u>must</u> be processed through university to allow student to enroll in 1 credit hour as full-time student.
<b>It is the student's responsibility to submit forms for any changes in committee members if Doctoral Plan of Study has had prior approval</b> (form available from graduate secretary or on line Doctoral <a href="#">Change of Guidance Committee Members</a> ),	When committee members have been changed.

ACTION TO BE TAKEN	WHEN TO BE DONE
<p><b>It is the student's responsibility to submit forms for any Doctoral Plan of Study program adjustments if the Doctoral Plan of Study has been submitted and approved</b> (form available from graduate secretary or on line <a href="#">Doctoral Plan of Study Adjustment(s)</a>)</p>	<p>When program adjustments are needed.</p>
<p><b>An independent study form for HDFS 993 must be completed for all internships</b> (see graduate secretary). <b>A CFT internship of nine month minimum duration with 30 hours/week</b> may begin upon successful completion of majority of course work. The internship may be a combination of research, teaching, and/or clinical work, depending the student's needs and experiences.</p>	<p>A Clinical site must meet COAMFTE criteria and be approved by clinical faculty. Clinical internship requires approval of student's written proposal by clinical faculty committee and guidance committee.</p>
<p><b>If nonclinical internship is selected</b>, major professor files report (see graduate secretary).</p>	<p>Upon completion of internship.</p>
<p><b>Submit dissertation proposal</b> to guidance committee for approval (form available from graduate secretary or on line <a href="#">APPROVAL FORM FOR DOCTORAL DISSERTATION PROPOSAL</a>).</p>	<p>After comprehensive exams are passed and major professor has approved the proposal.</p>
<p>Major professor <b>files approved dissertation proposal form.</b></p>	<p>When dissertation proposal is approved by the guidance committee.</p>
<p><b>Submit appropriate materials and receive approval from IRB</b> (<a href="#">Human Research Protection Program</a>).</p>	<p>After committee approves proposal and prior to beginning research. No data may be collected prior to IRB approval.</p> <p><b>Note: This process can be lengthy. Plan at least 6 weeks in degree completion timeline.</b></p>

ACTION TO BE TAKEN	WHEN TO BE DONE
<p>Student obtains dissertation packet on line <a href="#">Dissertations/Theses, Formatting</a> Fill out and returns forms.</p>	
<p>Student arranges for meeting time for oral defense with the guidance committee, and when meeting time has been approved by guidance committee, student contacts graduate secretary to reserve a conference room.</p> <p>Orals will be scheduled <u>primarily</u> on Fridays with the exception of 1-3 p.m. on days of Department Faculty Meetings. Presentation will be announced to the department.</p> <p>Due to College deadlines orals must be scheduled before November 15 for Fall Semester and April 15 for Spring Semester.</p>	<p><b>Four weeks before exam. (Most faculty members are on academic year appointments [nine months, not including summer]; therefore, arrangements must be made prior to the faculty member's semester away from campus.)</b></p> <p>Student <u>must</u> be enrolled semester in which exam takes place and during semester major revisions are completed.</p>
<p>Student must submit a copy of the oral exam announcement form and dissertation draft to members of committee, and original copy of the oral exam announcement form with major advisor signature along with a copy of abstract to graduate secretary (form available from graduate secretary or on line <a href="#">Doctoral Dissertation Oral Examination Announcement form</a>).</p>	<p>According to dates in the <a href="#">Academic Calendar</a>. At least three weeks before scheduled oral examination to allow graduate secretary to submit student oral exam announcement to Graduate Program Director and CSS Associate Dean of Graduate Studies.</p>
<p>Major professor files <b>Record of Doctoral Dissertation Oral Examination</b> to the graduate secretary for Graduate Program Director's and Associate Dean of CSS signatures. After signatures graduate secretary will send copies to the guidance committee and student. (form available from graduate secretary or on line <a href="#">Doctoral Dissertation Oral Examination</a>).</p>	<p>Following successful exam.</p>
<p><b>MSU only accepts electronic dissertations</b> – see instructions at <a href="http://grad.msu.edu/etd/">http://grad.msu.edu/etd/</a>.</p>	<p>See pages 44-45 for guidelines regarding electronic submission of dissertation <u>Final</u> approval deadline for degree is <u>approximately 5 working days</u> prior to 1<sup>st</sup> day of class the next semester.</p>

ACTION TO BE TAKEN	WHEN TO BE DONE
<p><b>Submit bound copy of dissertation to dissertation director and academic advisor.</b> (Option to give each member of your committee a bound copy.)</p>	<p>Before graduation clearance.</p>
<p><b>Degree candidates should check the <a href="#">Academic Calendar</a> for deadlines to apply for graduation.</b></p>	<p><a href="#">Applying for Graduation</a></p>
<p><b>Final certification for student</b> is reviewed by graduate secretary before oral defense, and after oral defense graduate secretary submits to the Graduate Program Director and College of Social Science for approval and CSS forwards to Degree and Certification in the Registrar's Office.</p>	<p>After student has successfully passed oral defense.</p>

**NOTE:** *Candidates for the Ph.D. degree should plan to accomplish the comprehensive examination, supervision of dissertation, and oral examination in defense of the dissertation during the academic year, August through May.*

## **DOCTORAL PORTFOLIO CONTENTS**

The doctoral portfolio approach reflects a developmental perspective on doctoral studies toward the attainment of a Ph.D. The portfolio approach is designed to build students' competencies as they move through their doctoral studies and to support students in developing a competitive scholarly record as emerging scholars. Unless otherwise stated, the time frame for these expectations is the entire Ph.D. program. The annual evaluation form will track student progress on the portfolio contents. Some activities (e.g., grant proposal) may be a component of comprehensive exams.

**Students must meet all of the following requirements.**

### **1) Publications (minimum of 1)**

- a) 1-2 articles (with multiple authors acceptable) in preparation for later publishing dissertation article(s) with major professor and others as appropriate. Student's contribution to publication should be substantive. The student may submit a



paper independently, if he/she is the only person involved in the process (data collection, conceptualization of the manuscript, preparation and submission). Students accessing a faculty member's data or students on a research team should co-author papers as appropriate (see *APA Publication Manual, 6<sup>th</sup> Edition for guidance on authorship*). The student is encouraged to hold a first authorship, but a first authored paper is not required. These manuscripts are to be completed prior to the submission of manuscripts related to dissertation research. The manuscripts may be noted as "revise and resubmit", "in press", or published to meet requirements.

Examples of manuscripts include empirical research manuscripts produced on a research team, empirical research manuscripts written by students and their mentors using existing public or private data sets, including data collected by the student and/or the faculty member, critical literature reviews, or theoretical manuscripts.

i) Student Responsibilities:

- (a) Students on a research team should be active participants, and should take initiative in offering to work on papers, making suggestions as to how they might contribute to the papers, and complete work in a timely fashion. If a student fails to meet the expectations of the faculty mentor, the mentor may remove the student from the paper in progress.
- (b) Students independently completing manuscripts are expected to adhere to all IRB regulations as they pertain to data use and access, as appropriate. Students are responsible for attaining statistical expertise needed to complete analyses for their papers.
- (c) Students accessing a public data set are responsible for downloading the data, completing any online training on the data set, completing IRB training requirements, and reading all manuals associated with the data. Students should present a thoughtful research question and paper outline to their faculty mentors. Students and their mentors who will be coauthoring a paper together should agree on workload responsibilities and timelines.

**2) Presentations and Posters (minimum of 2)**

- a) Presentation(s) (oral, poster) at regional, national, or international scholarly conferences of professional organizations (minimum of 2). The department will print students' posters at no cost to the student. The department will support students for a portion of one trip annually as budget allows.

As noted in item 1, Publications, students may be first authors or co-authors on posters, depending on the work completed. Refer to item 1 for further details.

i) Student Responsibilities:

- (a) Prepare a poster draft according to a timeline agreed upon by the student and the faculty member. The faculty member or staff member can provide a poster template.

**3) Research**

a) Part A: Required of all students.

Attend at least 2 college or university research seminars or training experiences *per year* (e.g. grant writing workshops, scholarly speaker series, statistical workshops, college or university research colloquia series)

Student Responsibilities:

- (a) Students are expected to take initiative in identifying potential opportunities by monitoring postings for experiences listed on the web page for the MSU Graduate School, the Center for Statistical Consulting (CSTAT), the College of Social Science webpage, and the HDFS web page.
- (b) Students are expected to maintain a record of research seminars attended. The facilitator/host of each session should certify attendance. The student should place the certification and the flyer/other materials from the workshop in his/her portfolio.

Attend at least 2 department brown-bag research meetings *per semester*.

There are typically 3 brown bag research seminars each semester.

- (c) Students are expected to maintain a record of research seminars attended. The facilitator/host of each session should certify attendance. The student should place the certification and the flyer/other materials from the workshop in his/her portfolio.

ii) Departmental Responsibilities:

- a) Post the brown-bag research series schedule and email to student listserv.

**b) Part B: The following items are highly recommended for all students and may be required by some programs within the department.**

i) Engage in research with a faculty member for at least one year

ii) Approaches:

(1) Create a research independent study/apprenticeship (HDFS 891, for example). Students would complete a minimum number of research credits, as determined by the program area. As with any independent study, the student and faculty member will contract for specific work to be completed. Research experiences could include grant preparation and submission, data collection, data analyses and interpretation, manuscript preparation and other dissemination activities, preparation of reports and briefs, etc.

(a) Matching students and faculty:

(i) Incoming doctoral students may already be matched for an initial experience since students are only admitted at the doctoral level if a faculty identified himself/herself as a mentor.

(ii) Interest groups should meet regularly so that students have opportunities to get to know both students and faculty who share common interests.

(iii) Proseminar (HDFS 901) also will support the research experience by supplementing and extending efforts to matching faculty and students.

(2) Write a grant proposal (this may be with a faculty project or for dissertation)

(a) Student Responsibilities:

(i) Students are expected to monitor available grant opportunities. For example, see the following websites for information on graduate student funding opportunities:

*US Department of Health and Human Services, Administration for Children and Families funds Head Start Graduate Student Research Grants (<http://www.acf.hhs.gov/grants/>),*

*The National Institutes of Health also provide funding and training programs for doctoral candidates (<http://grants.nih.gov/training/extramural.htm>).*

*The National Science Foundation features a program specifically for graduate education funding (<http://www.nsf.gov/div/index.jsp?org=DGE>).*

- (ii) Students working with a faculty member on a grant proposal should be active participants by attending all planned meetings, joining discussion on conceptualization of the research proposal, and completing all tasks assigned by the faculty mentor.

(b) Faculty Responsibilities:

- (i) Provide student with a copy of the final grant proposal as well as a memo noting the student's contributions. The memo should be placed in the student's portfolio.

#### 4) Teaching and Outreach

a) **Part A: Required of all students**

- i) Develop a teaching philosophy statement (see resources at Teaching Assistants Program: [www.tap.msu.edu](http://www.tap.msu.edu)).

(a) Student Responsibilities:

- (i) Review resources at the Teaching Assistants' Program as well as other online sources, as needed.
- (ii) Prepare a draft teaching statement. Graduate Education recommends that the draft philosophy statements be read by the students and faculty in the key interest group. Group feedback will be given, and students may revise their statements as needed.
- (iii) Attend 3-5 departmental or university teaching workshops per year. See <http://fod.msu.edu/lilly-teaching-seminar-series> and <http://tap.msu.edu/> for more information about university teaching workshops.
- (iv) Students are expected to maintain documentation of attendance at the university teaching workshops.

NOTE: Online workshops about Teaching – both faculty and graduate students can access nine online modules on improving your classroom teaching. The Graduate School purchased access for 3 years from Epigeum, a spin-off company from Imperial College of London <http://www.epigeum.com/>. These are high quality interactive modules on a variety of topics related to teaching and learning. For more information

and to access the modules visit: <http://grad.msu.edu/teche/>.

**b) Part B: Students who are not seeking the college teaching certification must complete 1 of the following 2 options. Students who are seeking the college teaching certification will meet these requirements as part of the certification program.**

i) Guest Lecturer in HDFS classes (on-line or in the classroom) or other approved classes.

ii) Faculty Responsibilities:

a) Complete a 1 page evaluation form on the guest lecture, and administer a brief evaluation for course students to complete.

b) Provide the evaluation materials to the guest lecturer.

iii) Student Responsibilities:

a) Review the online list of lecture topics and request (online) course topics.

b) Once approved, students should contact the appropriate faculty member and confirm the guest lecture date.

c) No later than 3 weeks prior to the class session, submit a lecture outline to the professor.

d) Following the class lecture, request that the course professor complete the evaluation form and collect student evaluation forms.

e) Place evaluation documents in the portfolio.

**OR**

f) TA for a class for 1 semester (**subject to opportunities**)

## **5) Professional Service**

a) Membership in at least one national professional organization

b) Student Responsibilities:

- i) Students are expected to maintain documentation of membership. Place items in portfolio.
- ii) Service to a professional organization (e.g. ad-hoc reviewer for journal, volunteer at conference, committee service).

Notes: (include dates service performed

- iii) Students are expected to maintain documentation of service. Place items in portfolio.
- iv) Service to the Department: at least 1 event (e.g. service as a student representative on a departmental, college or university committee, assistance with departmental functions, co-hosting a departmental brown-bag, etc). The Graduate Leadership Team provides opportunities.
- v) Students are expected to maintain documentation of service. Place items in portfolio.

a) Departmental Responsibilities:

- i) Identify and invite students to participate on appropriate committees
- ii) Invite students to co-host and/or assist with departmental functions and brown-bags, etc.

**6) Community Outreach: at least 1 event**

Service to the Community (e.g. participation in a Family Impact Seminar, meet with community research partners to disseminate and discuss research findings, participation in community charitable events, service as a student representation/other on a community agency or organization, other, as approved by the guidance committee). This activity is beyond what is expected for RAs and other paid positions.

a) Student Responsibilities:

- i) Students are expected to take initiative in identifying service opportunities.
- ii) Students are expected to maintain documentation of service. Place items in portfolio.

b) Departmental and Faculty Responsibilities:

- i) Publicize potential opportunities for students to participate in boards and organizations of which faculty are a part

- ii) Involve students, as appropriate, in meetings and communications with community partners.
- iii) The Graduate Leadership Team provides outreach opportunities.

## 7) Portfolio Documentation and Tracking

Student/faculty interest groups meet annually specifically for the purposes of sharing portfolio comments. This experience will provide support and peer encouragement for students and also offer multiple perspectives on how portfolios may be constructed. These experiences will be helpful as students craft portfolios they will bring to employment interviews. Faculty at the annual meetings can discuss the use of portfolios at job interviews. Progress on the portfolio requirements will be considered as funding decisions are made within the department.

The student is responsible for creating a notebook(s) or an online portfolio. This process will eventually be entirely electronic. **Be sure to complete portfolio documentation form with your annual review.** The documentation form and faculty feedback form are as follows:

The students who have completed portfolios have found them extremely useful as they interview for academic positions.

## Annual Evaluation and Professional Portfolio Documentation for HDFS Doctoral Students

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Name:  
Major Advisor:  
Semester and Year:  
Date Submitted:

Students admitted to the doctoral program (beginning fall 2010) are required to complete and maintain a professional portfolio. See pages 28-35 of the Doctoral Handbook for a detailed description of each portfolio category. Please complete the information below and attach this form with your annual progress report. This is a cumulative process, so you will add achievements each year. *Be sure to provide dates for all activities.* You should consult with your major advisor as you complete the form. Additionally, your committee and your content area faculty (i.e. child development, HDFD, CFT) will review your form and have an opportunity to provide feedback. A feedback form has been developed for faculty. The purpose of this process is to support your growth as a scholar, in both your academic and professional development. *Please note that it is the student's responsibility to document portfolio accomplishments.* Progress on portfolio requirements will be considered when RA's, TA's and scholarships are awarded. Students not progressing will be required to schedule an "Academic Progress Review." See page 18 of Ph.D. handbook for details.

Please complete the following sections by supplying the appropriate information.

I. Publications (minimum of 1 required by end of doctoral program; manuscripts accepted for publication or in press meet this requirement)

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- A. List the citations for any manuscripts published or accepted for publication/in press:
  
- B. List the citations for any manuscripts currently under review:
  
- C. List the citations for any manuscripts currently in progress (papers on which you are collaborating with a mentor):
  
- D. Please provide an update on manuscripts in progress that were reported in last year's annual progress report:



## II. Conference Presentations (minimum of 2 required by end of doctoral program)

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- A. List the citations for conference presentations, noting the format for the presentations (poster, poster symposium, paper symposium)

## III. Research Statement

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Research Statement: Write a description of your research program. (this can be amended periodically) Your statement (2-3 page) should describe your research interests and how these interests are integrated into your overall research questions. A research statement generally consists of:

- a description of your research interests (including stating why your research interests are critical to address in your field of study)
- your current research questions
- the methods utilized to address your research interests and research questions
- the skills you have developed that are key to pursuing your research questions
- any preliminary research findings

## IV. Research Competencies

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- A. List 1-2 goals regarding increasing your research competencies in general, focusing on those areas in which you feel you need to increase your skills.
- B. List the names and dates of research-related training and seminars (RCR requirements completed for each year in the program.)
- C. Briefly describe your participation on a research team or any volunteer work with a research project:
- D. Write 1-2 sentences describing how you feel you are progressing in gaining each of the following research competency areas:
- i. Experience in data collection:
  - ii. Data management/organization which includes data entry, data cleaning and organization of data files:
  - iii. Statistical skills:
  - iv. Qualitative skills:
  - v. Data interpretation:
-

## V. Teaching

---

- a. Have you completed a teaching assistantship? \_\_\_ Yes \_\_\_ No (please note that this is not a requirement and a variety of strategies can provide teaching experience.)  
If yes, list the semester, course title and summarize evaluation information, if available.
- b. Have you completed a guest lecture in an HDFS class? \_\_\_ Yes \_\_\_ No  
If yes, list the date and course title. Please attach any evaluation information received.

## VI. Service (1 event required per year)

---

List any professional memberships you hold (e.g. member of SRCD, NCFR)

List service activities within these organizations (e.g. student representative on a committee, assistance at a conference)

List university, college, or departmental service events. (e.g. student representative on a departmental, college or university committee, assistance with departmental functions, serving on leadership team, co-hosting a departmental brown-bag.)

## VII. Outreach (minimum of 1 required by end of doctoral program)

---

List the names and dates of outreach activities, related to your professional expertise. This should be beyond work accomplished for pay (e.g. RA) (e.g. training or educational events for practitioners, Family Impact Seminars, parent education workshops, preparation of newsletters or briefs for community partners).

## Summary

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- a. You should list your goals for the upcoming year in the departmental annual progress report. Please list below any specific comments or information you would like to share with faculty about your progress this year.
  
- b. Are there particular topics we could address in regular student-faculty meetings that would be helpful to you?
  
- c. Are there any special circumstances with regard to funding that the faculty and graduate director should know?  
 Yes (describe below)     No

### Faculty Feedback Form: Annual Evaluation & Professional Portfolio for HDFFS Doctoral Students

**Name:**

**Major Advisor:**

**Semester and Year:**

**Date Submitted:**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Development</b>
<b>Publications</b> (Minimum of 1; manuscripts accepted for publication or in press meet requirement)			
<b>Conference Presentations</b> (Minimum of 2)			
<b>Research Statement</b>			
<b>Research Competencies</b>			
<b>Teaching</b>			
<b>Service</b> (1 event/year)			
<b>Outreach</b> (Minimum of 1 required)			

<b>Summary of Program Goals for Next Year</b>			
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**Comments - Advisor**

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**Comments – Guidance Committee**

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**Comments – Content Area Faculty**

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**This feedback form has been completed by:**

	<b>Name</b>	<b>Title</b>	<b>Signature</b>	<b>Date</b>
<b>Advisor</b>				
<b>Guidance Committee</b>				
<b>Content Area Faculty</b>				

10.1.12

## HDFS PhD Portfolio Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Semester: \_\_\_\_\_

**Objective:** The doctoral portfolio approach reflects a developmental perspective on doctoral studies toward the attainment of a Ph.D. The portfolio approach is designed to build students' competencies as they move through their doctoral studies and to support students in developing a competitive scholarly record as emerging scholars.

Category	Learning Goals	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Frequency & Timing
<b><i>Professional Development</i></b>					
Curriculum Vita (CV)	Students will gain an understanding of how to present their work professionally.	CV lacks polish and key information. CV lacks the proper formatting and organization. Student needs to pay attention to several aspect of his or her professional experience (e.g., publications, presentations, teaching).	CV contains all key information and is presented in an organized fashion. CV needs limited improvements in formatting and organization. Professional experience is good-limited improvements and attention need to be paid to professional experience (e.g., publications, presentations, teaching).	CV contains all key information and relevant experience. CV is presented in an organized and professional manner. Student is making excellent progress with professional training and experience.	This document is to be created and ready for review during the annual review process by the second semester of the first year of the program. Each semester thereafter the CV needs to be updated and current by spring semester and the annual review.
Professional Service	Students will engage and participant in local and national professional organizations to aid in their professional development (e.g., presentation, networking).	No evidence of leadership and participation with applicable professional organizations. Opportunities have not been	Some evidence of leadership and participation with applicable professional organizations. Opportunities remain to	Strong evidence of leadership and participation with applicable professional organizations. Opportunities to participate are	The first service experience must be completed by the second semester of the first year of the program. Each year thereafter

		capitalized. Potential needs to be demonstrated.	participate. Potential is high.	maximized. Leadership potential is high and demonstrated.	the student must account for service experience.
Community Outreach	Students will engage in outreach to the department, university, and surrounding local community.	Inadequate level of engagement with surrounding community (department, university, local). Participation must increase in all areas. Demonstration of the ability to manage responsibilities beyond course/major requirements needs improvement.	Acceptable level of engagement with surrounding community (department, university, local). Participation could increase in one of the following areas: departmental service/outreach, university service/outreach, or community service/outreach. Participation beyond course/major requirements is good.	Excellent level of engagement with surrounding community (department, university, local). Good demonstration of the ability to lead and participate beyond course/major requirements.	The first outreach experience must be completed by the second semester of the first year of the program. Each year thereafter the student must account for outreach experience.
<b>Research</b>					
Plan of Research	Students in combination with their advisor and guidance committee will form a plan of research. Students are expected to continuously grow in their ability and experience with the research process (e.g., review of literature, data collection, data analysis, write-up, and presentation). The plan will outline their area of research interest, research courses and prior experience, experience needed, and steps toward achieving competency within multiple areas of research.	Student has not identified a coherent plan of research. Student has little to no experience being a part of a research project (e.g., review of literature, data collection, data analysis, write-up, and presentation). Student must identify a research area and project	Student has identified a coherent plan of research. Student needs to take steps to execute plan. Improvement can be made to his or her level of research participation (e.g., review of literature, data collection, data analysis, write-up, and presentation).	Student has identified a coherent plan of research. Student has experience in multiple facets of research (e.g., review of literature, data collection, data analysis, write-up, and presentation). Student is executing their plan and gaining competence.	At the end of the first semester of the second year in the program the students should identify and join a research project/group. During this time in combination with his or her advisor, research group, and guidance committee a

		and look for ways to participate.			coherent plan of research will be created.
Language and Writing	Students will demonstrate an ability to write in a succinct, thorough, professional and publishable manner.	Poor use of grammar, structure, and syntax. APA format was not applied. Writing did not follow a logical flow; vocabulary was limited and did not follow a professional standard.	Acceptable use of grammar, structure, and syntax. APA format was applied with minimal errors. Writing was at a professional level; limited editing is needed for polish.	Strong and appropriate use of grammar, structure, and syntax. APA format was adhered to. Flow was logical, with a superior command of vocabulary.	Writing skills will be constantly evaluated in an iterative process between the student and their academic advisor.
Publications	Students will demonstrate knowledge of and ability to conduct responsible quantitative and/or qualitative research and have research published in professional journal outlet.	Below average progress has been made to publish alone and/or with faculty.	Adequate progress has been made to publish alone and/or with faculty.	Superior progress has been made to publish alone and/or with faculty.	The student will be continually working with their academic advisor on writing skills and experience. At the end of the first semester of the second year in the program the student should identify and join a research project/group. One submitted, accepted, and published manuscript is necessary prior to graduation. This is a minimum requirement. The successful job

					applicant will have multiple publications.
Presentations	Students will participate in research presentations, through conferences/workshops/symposiums, demonstrating an ability to synthesize and speak professionally on their work.	Below average progress has been made to present research alone and/or with faculty.	Adequate progress has been made to present research alone and/or with faculty.	Superior progress has been made to present research alone and/or with faculty.	The first presentation must be completed by the second year of the program (fall or spring). Each year thereafter the student must account for a professional presentation of his or her research each year.
<b>Teaching</b>					
Teaching Philosophy	<p>Students will be able to articulate a statement of teaching philosophy. Key components in the philosophy should include:</p> <ul style="list-style-type: none"> <li>• The theoretical underpinning of teaching and learning goals and decisions made in the classroom.</li> <li>• A detailed description of what goes on in the classroom-classroom management, dynamics, and overall atmosphere.</li> <li>• Roles and responsibilities as an instructor.</li> <li>• How teaching and learning goals are assessed.</li> <li>• Teaching style (e.g., mentoring, coaching, modeling).</li> </ul>	Statement of philosophy is poorly-written, and in need of major edits. Teaching and learning goals are not clear and in need of detailed expansion, major edits, and polish. Evidence/examples should be presented to strengthen and support any and all statements. Document is written with poor spelling, grammar, and structure.	Statement of philosophy is well-written, and presented with limited edits required. Teaching and learning goals are present, fairly clear with minimal need for polish. Evidence/examples are present and could be strengthened to support any and all statements. Document is written with acceptable spelling, grammar, and structure.	Statement of philosophy is clear, well written and presented. Overall philosophy is well understood. Teaching and learning goals are present and well documented. Evidence/examples are presented to support any and all statements. Document is written with superior spelling, grammar, and structure.	The student should complete their teaching philosophy by the end of the second semester, second year or after completing the first teaching experience whichever comes first. The teaching philosophy should continue to be updated and assessed during the annual review.



	<ul style="list-style-type: none"> <li>Development and reflection of the teaching style.</li> </ul>				
Teaching Experience	Students will gain teaching experience through participation as a lead teacher, teaching assistant, or guest lecturer.	Experience is lacking and needs to be increased. Annual evaluations with supervising faculty are inconsistent.	Experience is acceptable. Annual evaluations with supervising faculty are fairly positive and consistent.	Experience high and consistently being met. Annual evaluations with supervising faculty are positive and consistent.	Prior to completing their program the student should have experience as a classroom instructor, assistant, or providing a guest lecture.

**Comments:**

# **COMPREHENSIVE EXAMINATIONS FOR THE DOCTORAL DEGREE**

## **Purpose**

The comprehensive examination is a University-required component of the doctoral program of study. The goals of the comprehensive exam process are:

- ▶ To demonstrate integration and synthesis across and beyond specific course content.
- ▶ To enhance professional expertise and research competency in targeted subject matter areas.
- ▶ To articulate a critical understanding of departmental mission and values, including individual family function within and across systems/relationships and effect upon quality of life.
- ▶ To demonstrate professional potential through the following competencies:
  - ▶ An understanding of the research process.
  - ▶ The application of theory to address practical problems with diverse populations.
  - ▶ The effective conceptualization and communication of complex ideas.

## **Procedures**

**Preparation:** Students and the guidance committee should agree on general areas to be covered in the comprehensive examination at the time a “Doctoral Plan of Study” is approved. These general areas should be noted on the “Doctoral Plan of Study” form.

The doctoral student will take the comprehensive examination after the following requirements are fulfilled:

- ▶ Approval of the student's guidance committee has been obtained.
- ▶ The student's “Doctoral Plan of Study” has been filed.
- ▶ The student has completed approximately 80 percent of the course work in the program (excluding dissertation).

- ▶ Students, in consultation with the committee complete the comprehensive exam planning form.
  - a. Please type the form.
  - b. Be as complete as possible. Attach a bibliography of readings to be addressed. A 100 point scale is to be used.
  - c. The faculty member with primary responsibility for writing the questions will be listed on the form. An indication of preference (waive/not waive) of outside committee member also is noted.
  - d. Scheduling : Students should consult with the graduate secretary prior to scheduling oral exam to assure room availability. If due dates need to be changed, advisor requests to Graduate Program Director and graduate secretary will amend form if approved.
  - e. Graduate secretary will provide the advisor with comprehensive exam approval form to be completed immediately following oral exam.
  - f. The form will not be signed and approved unless the oral exam is scheduled.

*The revised comprehensive exam process is complementary to the Portfolio Process, which is an ongoing developmental and mentoring experience. The comprehensive exams and the portfolio are components of the non-coursework requirements for the PhD degree, with the comprehensives being the capstone to the coursework component. The following are comprehensive exam and portfolio objectives:*

**Objectives of the comprehensive exams are as follows:**

1. Students will identify a body of literature salient to their research topic.
2. Students will provide a succinct synthesis of the key literature related to their research topic.
3. Students will identify and apply key theoretical frameworks related to their research topic.
4. Students will select research methods related to their research question and provide a clear and concise rationale for use of these methods.
5. Students will develop skills for verbally presenting research and application related to their content area.

**Objectives of the portfolio process are as follows:**

1. To assist students in the development of research skills. This includes mentoring by faculty, student participation in research trainings, and actual research experiences.
2. To mentor students in the presentation and publishing process. This includes presentations at professional meetings and co-authoring publications.

3. To prepare students for teaching roles. This includes writing a teaching philosophy, gaining experience as a TA or guest lecturer, and attending professional development activities.
4. To engage students in the service and citizenship aspects of academic life. This includes membership in professional organizations and participating in academic service and community outreach activities.

### **Overview:**

Comprehensive exams will be completed in one month within one semester. Two exams will be written, and the third exam will be an oral presentation. Maximum length of each written exam will be 10-15 pages (double-spaced, 12 pt. font, references additional). This is an intense process. PLAN ACCORDINGLY. If a schedule change is necessary due to illness or other serious circumstances, consult the Graduate Program Director.

### **Procedures:**

- A. The three exams will cover:
  - a. Theories related to concentration (i.e. CFT, child development, HDFD) (written)
  - b. Research methodology related to concentration (written)
  - c. Practice (e.g. clinical, pedagogy) related to concentration (oral component)
  
- B. A slight revision of the former comprehensive exam form will be used. Students will not have specific questions for the two written exams, but will have input into question formulation during a meeting of the guidance committee. The oral component should be scheduled well in advance during the comprehensive planning meeting, and the student will know the topic of the presentation to be made.
  
- C. The major professor will be responsible for:
  - a. Final development of the two written questions and forwarding electronically to Graduate Secretary at least 2 weeks prior to commencement of exam. Student will receive both questions on Monday at 8am, confirm receipt, and turn in both questions no later than two weeks following.

- b. Facilitating scheduling of orals and evaluation process within the one month time-line.
  - c. Communicating results of two written exams to student prior to oral exam. If revisions are needed, oral will be delayed.
- D. The student will be responsible for:
- a. Plan comprehensive exam semester carefully. This is a very intense process, and students should have minimum distractions (e.g. do not plan travel.)
  - b. Determining the time frame (during *academic year*) during which she/he wants to take the exam and convening a meeting of the committee well in advance (e.g. 3-4 months). Strongly urge students to write comps in first half of semester so any revision can be accomplished within that semester.
  - c. Providing confirmation to Graduate Secretary that questions were received; submit responses electronically in no more than two weeks.
  - d. In collaboration with major professor, schedule oral exam.
- E. Committee members will be responsible for:
- a. Attending comprehensive planning meeting and assisting in the planning process and question development.
  - b. Providing feedback within one week of completion of the written exams.
  - c. Participating in an oral exam as 3<sup>rd</sup> component.
  - d. Outside committee member may waive participation.
- F. The Graduate Secretary will be responsible for:
- a. Administering the questions electronically. (May set up on D2L)
  - b. Receiving the completed responses and sending to committee electronically. Confirm with student that responses were received.
  - c. Scheduling room for oral exam.
  - d. Providing the final certification form to major professor at time of oral exam.

### **Evaluation:**

- A. Each set of questions will be evaluated on a 10-point scale, with a minimum score of 7 required to pass on each set of questions. This is not an average—any score below 7 will result in non-pass and revisions. Criteria for

evaluation will include accuracy, comprehensiveness, documentation, and quality and organization of the writing. Providing they meet their deadlines, students will receive feedback within one month of the commencement of the exam.

- B. Revisions (if a written exam receives less than 7) will be within two weeks after student receives written feedback or by the end of the semester, whichever comes first. Revisions will be re-written based on feedback on original question. Failure of any portion of the revised exam will result in termination from the doctoral program.

### **Oral Examination:**

- A. The oral examination will be the third component of the comprehensives and will address the practice component of the concentration. It should be scheduled well in advance and follow within one week of successful completion of the two written components. (i.e. all revisions of written component complete before oral).
- B. The purpose of the oral exam is to:
  - a. Provide the student the opportunity to formally present and discuss applications appropriate to the concentration area (e.g. clinical, pedagogical)
  - b. Extend the evaluation of the student's knowledge and understanding covered in the two written exams. Emphasis may be placed on areas considered to be weaknesses.
  - c. To consider the student's ability to respond in an articulate manner to verbal questions.
  - d. To extend discussion beyond content covered in the written exams.
- C. Student will know the topic of the oral presentation –to be decided in the comprehensive planning meeting.
- D. At the discretion of the student, the presentation portion of the oral may be open to guests. Guests are dismissed following formal presentation.
- E. Following the oral (approximately 60 minutes) the student will be excused. Both written exams will have been evaluated at this time. Committee members will discuss the results of the oral component, and a verbal vote will

be taken. A majority affirmative vote will be required to pass the student on the oral component. Immediate feedback will be provided to the student.

F. Oral may be repeated once if it is determined to be a non-pass. This should be scheduled at the earliest possible date.

G. Completion of comprehensive exam form will be signed at the oral meeting.

**Timeline: Effective immediately. Current students, including those students in process of planning comprehensive exams (but have not yet started the first exam,) may opt to retain current plan or implement new plan. Cohort entering fall, 2013 will have this as a required format.**

Credit to MSU Department of Kinesiology for assistance with comprehensive exam policy language. Approved by HDFS faculty 4/26/13.

**HDFS COMPREHENSIVE EXAMINATION PLANNING FORM**  
(PLEASE TYPE)

**Student Name** \_\_\_\_\_ **Major Professor** \_\_\_\_\_

**Exam 1: Theory Focus** Dates: \_\_\_\_\_ to \_\_\_\_\_

Brief description of expectations:

**Exam 2: Research Focus** Dates: \_\_\_\_\_ to \_\_\_\_\_

Brief description of expectations:

**Exam 3: Oral-Professional practice and follow up of exams 1 and 2** Date: \_\_\_\_\_ (form will not be approved without orals date set)

Brief description of expectations:

**Committee Signatures:**

**Graduate Program Director Signature:**

\_\_\_\_\_  
Name Date

\_\_\_\_\_  
Name Date

\_\_\_\_\_  
Name Date

Faculty member primarily responsible for writing and evaluating question #1:

\_\_\_\_\_  
Name Date

\_\_\_\_\_  
Name Date

\_\_\_\_\_  
Name Date

Faculty member primarily responsible for writing and evaluating question #2:

\_\_\_\_\_  
Name Date

\_\_\_\_\_  
Name Date

Outside committee member has waived her/his involvement: \_\_\_\_\_ YES \_\_\_\_\_ NO (If yes, graduate secretary needs an email stating this).

**Student Signature:** \_\_\_\_\_  
Name Date

\*In the event that the student cannot complete the exam by deadline date, the comprehensive exam form will be amended with permission from the Graduate Program Director

\*\* 100 percent scale - consult Ph.D. Handbook for details.



### HDFS PhD Comprehensive Exam Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Semester: \_\_\_\_\_

**Objective:** This experience allows a faculty committee to assess a student's ability to participate in in-depth research, write thoroughly and succulently, and present confidently within their area of research and practice.

Category	Learning Goals	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
<b>Synthesis of Literature</b>				
Identify and Summarize Research Literature	The student will be able to identify and summarize a body of relevant research literature.	* Literature incorrectly identified and/or * Key parts of the literature are missing *Summary is underdeveloped	* Literature correctly identified but some parts of the literature are missing *Summary of research is developed and reflective of the literature	*All key literature is identified and considered * Summary of research is well developed and reflective of the literature
Synthesis of Literature	The student will be able to synthesize research literature at scholarly level.	* Synthesis is underdeveloped	* Synthesis has parts that are well done but is overall lacking	*Literature well synthesized
Critical Thinking	The student will demonstrate critical thinking by identifying gaps in the literature.	*Gaps in literature in terms of population, content or methods	*Gaps identified but not clearly described or supported	*Gaps identified and described *Process of identifying gaps is clearly explained
Research Question Development: Writing Expression	The student writes a clear, compelling, feasible and coherent research question	Research question is poorly stated—too general or lacks clarity.	Research question is somewhat clear but needs focus, editing/clarification.	Research question is well conceptualized and stated.
<b>Research Methods</b>				
Research Methods	The student is able to identify logical and feasible methods to answer his/her research question.	Research methods and feasibility have inconsistencies and problems as an approach to answer the	Research methods and feasibility are well stated but have some weaknesses.	Research methods are consistent with the research question and feasible to answer the questions.

		proposed research question.		
Comprehension of Research Methods	The student demonstrates a comprehensive understanding of chosen research methods and presents a strong rationale and limitations.	Research methods inadequately described with many weaknesses.	Research methods well described with some weaknesses.	Research methods well described, with clear rationale for each step.
Data Analysis	The student demonstrates a rigorous understanding of data analysis.	Data analysis plan is poorly described with many weaknesses.	Data analysis plan is adequately described.	Data analysis plan is well described and plausible.
Sensitivity to Diversity	Research as presented is informed by ethnicity, class, race, age, culture, gender, ability status, and sexual orientation. Student understands how issues of diversity affect her/his research.	Ethnicity, class, race, age, culture, gender, ability status, and sexual orientation are poorly considered in research or totally missing.	Ethnicity, class, race, age, culture, gender, ability status, and sexual orientation are considered but not well integrated.	Ethnicity, class, race, age, culture, gender, ability status, and sexual orientation are considered fully in research and are well integrated.
<b>Writing Style</b>				
Writing Clarity	The student is able to write clearly.	Student writing is unclear and needs a great deal of clarification.	Student writing is mostly clear.	Student writing is clear.
Persuasive Writing	The student is able to write persuasively.	Student does not make a persuasive argument.	Student makes a compelling argument but there are some concerns.	Student makes a compelling argument.
Correct Writing Format	The student is able to write using the correct mechanics of writing and following APA format.	Significant errors in <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation</li> <li>• Word choices</li> <li>• Word order</li> <li>• Grammar</li> <li>• Sentence Structure</li> </ul> APA format not followed.	Generally free of errors in <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation</li> <li>• Word choices</li> <li>• Word order</li> <li>• Grammar</li> <li>• Sentence Structure</li> </ul> APA format generally followed.	Mechanics of writing are correct including <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation</li> <li>• Word choices</li> <li>• Word order</li> <li>• Grammar</li> <li>• Sentence Structure</li> </ul> APA format is followed correctly.

<b>Oral Examination</b>		
		<b>Comments</b>
Content	Content is focused and accurate. The question/topic posed by committee is fully addressed. A thorough understanding of the topic is expressed: previous literature, statement of problem, and information that is question specific (e.g., methods, analysis, product).	
Presentation	Information is confidently presented: student has a thorough knowledge of the content and does not strictly read the material. The student is able to answer questions posed, fully supporting each decision made.	
Visual Information	The presentation is visually appealing, well designed, and appropriate in length.	
<b>Content Areas</b>		
CFT		
HDFD		
SEEDS		

## **DISSERTATION GUIDELINES**

After the student has passed the comprehensive examinations, the dissertation proposal is prepared, defended, and submitted for IRB approval. Although the student has the primary responsibility for production of the dissertation, the major professor coordinates the entire process with input from the guidance committee.

- ▶ HDFS defines an acceptable dissertation as an “original research upon which a dissertation, which makes a significant contribution to knowledge is to be prepared and published”. Departments/programs/schools are encouraged to take this requirement seriously and to use this opportunity to identify and reflect upon what a thesis/dissertation should encompass for their particular discipline. This requirement may include expectations about submission of chapters for publication or previous acceptance for publication of one or more chapters.
- ▶ In many disciplines the content of one or more chapters of a thesis /dissertation comes directly from papers already published, often with multiple authors in addition to the author of the thesis/dissertation. In this context, graduate program faculty and thesis/dissertation committees and their chairs are urged to consider the appropriateness of including a chapter in a thesis/dissertation that is a multi-authored published paper not written by the author of record of the thesis/dissertation.

In addition to the standard format for dissertations, the Graduate School allows for the use of an alternative format. The manuscript format refers to the use of articles to replace the standard dissertation chapters. Publication of the manuscripts is not a requirement for graduation.

The manuscript format for dissertations consists of at least two manuscripts that report on original research conducted by the candidate while a student at Michigan State University. These may not be previously published articles. It must be formatted to comply with all MSU guidelines.

### **Choosing a Dissertation Format**

*The decision about which format (traditional or manuscript) is most appropriate for the dissertation is made jointly by the student, the major advisor and the guidance committee. Factors to consider include:*

- ▶ Major professor, student and committee must agree on format
- ▶ The fit/appropriateness of research topic to the format
- ▶ Practical considerations regarding the student’s future goals

## Faculty and Student Roles

Format will be determined by mutual agreement of the student, major advisor and guidance committee. All students will do an independent research study, regardless of format.

All students must take primary responsibility for writing and editing of the dissertation. Faculty provides guidance regarding substantive issues such as literature review, theoretical framework, and methodology. *They are not responsible for line-by-line editing.* Students using a manuscript format are responsible for identifying a target journal for each article and formatting the chapters accordingly. Students also should read existing papers published in the target journals to gain better insight into readership, topics/methods preferred, and writing styles. Students will be first author on manuscripts, but major professor and committee members (if they made substantial contributions and will be involved in the editing/revision process) will be co-authors. Students completing traditional format dissertations also should have a publishing plan, but this may come later in the process.

### Pros and cons of the manuscript format include:

- ▶ The relative untested nature of the format and lack of extensive experience in its use.
- ▶ Traditional format may be more appropriate for some research questions. Social science research tends to be very complex and may need lengthier explication.
- ▶ Traditional dissertations are rarely published as complete documents. Following completion, candidates must use a 200+ page document to create 2 to 3 shorter manuscripts. This can be very time consuming. The manuscript format forces planning for publication early in the process, facilitates faculty mentoring during the manuscript writing process, provides candidates with potential publications upon graduation and interviewing, and insures that information is disseminated more quickly through professional journals.
- ▶ The manuscript format is used at many leading institutions.

## Proposal

Traditional Dissertation Proposal:

- ▶ Introduction: purpose, rationale, theoretical underpinnings
- ▶ Literature review
- ▶ Methods

The traditional dissertation generally has the following format:

- ▶ Introduction: purpose, rationale, theoretical underpinnings
- ▶ Literature review

- ▶ Methods
- ▶ Findings
- ▶ Summary and implications
- ▶ References
- ▶ Appendices

#### Manuscript Proposal:

- ▶ Include first three sections for traditional proposal, addressing the whole body of work
- ▶ Provide:
  - ▶ Brief description of article #1
  - ▶ Brief description of article #2
  - ▶ Article #3 optional

The manuscript dissertation format is flexible depending upon individual research, but may include:

- Introduction: purpose of overall research, theoretical underpinnings, references
- Article #1 with references
- Article #2 with references
- Article #3 optional
- Conclusions: integration and importance of entire body of research, relationship to existing research, implications for practice, research and policy, and future considerations. Include any additional references.

Credit to: HDFS Graduate Education Committee, MSU School of Social Work, Virginia Tech Graduate School, Texas A&M College of Education and Human Development

### Electronic Submissions of Dissertations

MSU **only accepts** electronic dissertations submitted via ProQuest. The instructions for electronic submissions are available from <http://grad.msu.edu/etd/>.

The target date for the **FINAL APPROVAL** of an electronic Dissertation to the Graduate School for graduating the semester of that submission is FIVE working days prior to the first day of classes for the next semester (see future target dates below). **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED.** The review process is interactive and final approval can take anywhere from a few hours to weeks, depending upon the extent of the necessary revisions and how diligent the author is when making the necessary revisions.

When submitting an electronic dissertation to ProQuest, a student now has the option to open the document to searches using Google, Google Scholar and Google Books. The option to block such searches continues to be available.

The policy for embargos of dissertations has been changed, **but continues to be restricted to requests involving potential patents**. What is different is that the period of the embargo is restricted to six months and the holding of the document is now done by ProQuest after the electronic thesis/dissertation is submitted after the approval of the Graduate School.

## Electronic Dissertation - Important Dates

### ▶ **Deadline Date for all semesters**

The deadline date for **FINAL APPROVAL** of an electronic Dissertation to the Graduate School is **FIVE** working days prior to the first day of classes for the 'next' semester. For updates, please check <https://grad.msu.edu/etd/etd-deadline-dates>

- ▶ Fall 2016 – *December 14, 2016* (Please NOTE: Michigan State University is CLOSED December 23, 26 and 30 and January 2)
- ▶ Spring 2017 – *May 10, 2017*
- ▶ Summer 2017 – *August 22, 2017*
- ▶ Fall 2017 – *December 20, 2017*
- ▶ Spring 2018 – *May 9, 2018*
- ▶ Summer 2018 – *August 21, 2018*
- ▶ Fall 2018 – *December 19, 2018*
- ▶ Spring 2019 – *May 8, 2019*

**Graduation on the semester of the electronic submission is only guaranteed if the document is APPROVED by the Graduate School on or before the target date for that semester.**

## Purpose

The dissertation defense is a University-required component of the doctoral program of study. Defending one's research is a fundamental facet of scientific scholarship. It is through this process that the student clarifies, validates, and demonstrates the significance of his or her research. As such, the oral defense represents the culmination of the matriculation process.

To ensure fairness in the examination procedure and maintenance of academic standards, the Dean of the College of Social Science appoints a Dean's Representative to the committee. In HDFs, this is generally the existing outside committee member. The outside member of the committee will read and critique the dissertation, and will participate in the oral exam.

## ***Procedures***

After the major professor indicates that the dissertation is acceptable for examination, the student must submit the form for oral examination in defense of the dissertation. The completed dissertation and the Announcement of Oral Defense form must be distributed **AT LEAST THREE WEEKS PRIOR TO THE SCHEDULED ORAL DEFENSE TO ALL COMMITTEE MEMBERS. Additionally, the Announcement of Oral Defense form and abstract must be distributed at least three weeks prior to defense** to the Graduate Secretary to submit to the Associate Dean, Department Chairperson, and Graduate Program Director.

## ***Scheduling the Dissertation Defense***

**The student must be registered for at least one credit (e.g. 999) during the semester in which the final oral examination is taken.** The oral examination date must be scheduled three weeks before defense takes place. The Oral Examination Announcement form and a copy of the dissertation abstract must be given to the HDFS Graduate Secretary three weeks before defending. At least two weeks prior to defense, all committee members must receive a copy of the dissertation. This should allow time for the members of the committee to review and evaluate the dissertation before the examination, and also allow sufficient time after the examination for the student to revise and submit the unbound dissertation to the Office of The Graduate School before the specified deadline date. When scheduling the Dissertation Defense, **allow for academic year appointments and do not expect a summer examination.** The presentation component of the Ph.D. oral examination (dissertation defense) is announced and open to the public. ***Students are strongly urged to schedule orals on Friday.***

For Ph.D. students who wish to graduate spring term, ORALS AND ALL PAPERWORK MUST BE COMPLETE BY APRIL 18. The College of Social Science requires that all degree and certification forms are in by April 20.

Students who wish to defend between April 19 and May 11 may do so. They will need to apply for summer graduation, but do not have to be enrolled for summer IF they defend by May 11 and were enrolled for spring. Students should NOT plan to defend between May 14 and August 15, as the majority of faculty are on academic year appointments. Occasionally under extreme circumstances, exceptions are made, but this is entirely up to the advisor and committee. Plan accordingly.

## ***Evaluation***

**For dissertations, the final oral defense/examination must consist of two parts described in the Graduate Handbook.** The first is a presentation that must be open to



faculty members and members of the public without a vote. Only dissertation committee members may attend the second part, which is the examination portion of the defense per individual department/program/school's guidelines (see <http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s401>).

Guests may be present during the presentation. They will be excused during questions from the committee. After questions are complete the candidate will be excused while the committee discusses the student's performance. The student then re-joins the committee for feedback.

## Completion

After the guidance committee members have reviewed and approved the dissertation and after the student has passed the final oral examination in its defense, the student must incorporate into the dissertation any recommended changes and corrections before presenting it to the major professor for final review. NOTE: If revisions are major and "pass" is provisional, student must be enrolled the semester provisional is removed.

Upon final written approval of the dissertation, the student must submit the dissertation, prepared according to University regulations, to The Graduate School via ProQuest. The student is not required to enroll for the semester in which her/his degree is actually granted, if later than the dissertation defense. The Graduate School issues a formatting guide and tutorial at: <http://grad.msu.edu/etd/formatting-tutorial> for students working on their dissertations. It outlines the requirements for preparing the dissertation manuscript.

## Additional Information on Dissertation

- ▶ In addition to the main body of a thesis or dissertation, **the Graduate School now permits the submission of supplementary materials to ProQuest.** These supplemental materials will not be reviewed by the Graduate School for formatting requirements, but they must be acceptable by ProQuest and comply with ProQuest's criteria and storage limits. All supplementary materials need the written approval of the thesis/dissertation committee chair.
- ▶ **The MSU library may accept supplementary materials approved by the thesis/dissertation committee chair per their collection criteria.** The Graduate School does not review these materials for formatting requirements. Questions about submission of these materials to the MSU library should be directed to the Assistant Director for Digital Information, currently Shawn Nicholson ([nicho147@mail.lib.msu.edu](mailto:nicho147@mail.lib.msu.edu)).

## **DOCTORAL PROGRAM FORMS**

All HDFS forms are on the Graduate Homepage website at:

<http://hdfs.msu.edu/graduate/current-students/doctoral-student-forms>

- ▶ [Ph.D. Guidance Committee Form\\*](#)  
This form must be completed prior to the program plan.
- ▶ [Ph.D. Program Plan Form\\*](#)  
This form must be completed prior to the completion of three semesters.
- ▶ [Ph.D. Change of Guidance Committee and Ph.D. Program Adjustment Form\\*](#)  
This form is used to change committee members and must be completed following approval by committee member. Also, this form must be completed when your coursework deviates from the approved program plan.
- ▶ [Ph.D. Annual Progress Report and Portfolio Documentation Form\\*](#)  
This form must be completed every spring semester in collaboration with your major advisor. Students must be given a copy for their record.
- ▶ [Independent Study Form\\*](#)  
This form must be done before you register for HDFS 990.
- ▶ [Administrative Action Form](#)  
This form may be used for transferring credits from Lifelong Education. You may only transfer 9 credits to your degree program. **The form must be submitted by your major advisor.** (Use the Move Courses to a New Level on form.)
- ▶ [Credit Evaluation Form\\*](#)  
**The form must be submitted by your major advisor and an original transcript must be attached to this form.** Graduate credits may be transferred from other accredited institutions or international institutions of similar quality if they are appropriate to a student's program and provided they were completed within the time limits approved for the earning of the degree desired at Michigan State University. The department or school chairperson or director and dean must grant approval. Only graduate-level courses in which at least a 3.0 (B) grade was received will be considered for transfer.
- ▶ [CIC TRAVELING SCHOLAR PROGRAM Form](#)  
Doctoral students at Michigan State University are eligible to apply for admission to the "Traveling Scholar Program," sponsored by the Big Ten Universities and University of Chicago through the Committee on Institutional Cooperation (CIC). The CIC program enables selected doctoral students to take advantage of

special facilities available on the campus of one of the participating universities but not available on the home campus. Such facilities include special course offerings, research opportunities, laboratories, and library collections. Students participating in this program, known as "CIC Traveling Scholars," are limited to two semesters or three quarters on another campus. A CIC Traveling Scholar from Michigan State University will be registered on the MSU campus, and fees will be collected and kept by this institution. No additional fees will be charged. Credit for work taken under this program will be accepted at this University. A doctoral student interested in this program should contact The Graduate School for instructions and formal processing or visit <http://grad.msu.edu/cic/>.

▶ **Transferring Credits From Other Accredited Institutions or International Institutions**

- ▶ Graduate credits from other accredited universities that may apply to a PhD program will not be formally transferred. Rather, coursework may be "acknowledged" on the program plan. If a PhD student has taken PhD level coursework, she/he may submit syllabi to the guidance committee. The committee, with consultation with the Graduate Director, can acknowledge up to 9 credits. The student must have received a minimum of 3.0 in the course, and courses must be completed within the PhD time limit. (e.g. if the student wanted to use a course taken three years prior, the "clock" of 8 years would begin at that time.) The approved courses will be stated in the "comments" section of the program plan. For example, if a student has two advanced courses in statistics from another university, the program plan would note that and the required credits in research methodology would be reduced by 6 credits.

▶ [Ph.D. Comprehensive Examination Planning Form\\*](#)

When 80% of the course work is completed as defined, the doctoral student is eligible to take the comprehensive examinations covering the major and related fields. HDFFS comprehensive planning forms must be completed, signed, and submitted to the graduate secretary prior to beginning comprehensive exams.

- ▶ All of the Comprehensive examinations must be passed **within five years** and all remaining requirements for the degree must be completed within eight years from the time when a student begins the first class at Michigan State University that appears on his or her doctoral program of study. Application for extensions of the eight-year period of time toward degree must be submitted by the department/school for approval by the dean of the college and the Dean of The Graduate School. Upon approval of the extension, doctoral comprehensive examination must be passed again.
- ▶ This form must be completed before you start your comprehensive exams.

- ▶ [Ph.D. Report of Comprehensive Exam Form\\*](#)  
This form must be completed by your major advisor at the time you complete and pass your comps and must be signed by all committee members in each of the areas if they did not waive the right to review the exams.
  
- ▶ [Ph.D. Approval of Dissertation Proposal Form\\*](#)  
This form must be completed before you start your dissertation and not before you have passed your comprehensive exam and following defense of the proposal and before dissertation work begins. All your committee members must approve and sign.
  
- ▶ [Human Subjects Application Form](#)  
Under the regulations, all investigators (faculty &/or graduate students) who will conduct research that involves human subjects or materials of human origin (blood or tissue samples taken from live humans) must submit an application to <http://www.hrpp.msu.edu/>. Approval of the research protocol must be in place before the investigator begins data collection.
  - ▶ These regulations are of specific concern to graduate students because "research" includes the preparation of Master's Theses and Doctoral Dissertations. By regulation, IRBs may not approve data gathered without its prior review and approval of the project.
  - ▶ Examples of research involving human subjects include: interviews, telephone or mail surveys, behavioral or educational testing, observation of individual or group behavior, collection of blood (or other biologic) samples. For a complete list of review categories see the [Human Research Protection Program](#).
  
- ▶ [Ph.D. Approval of Program Study Time Extension Form\\*](#)  
This form is used to request an **extension if the student cannot finish in the 8 year time limit** for doctoral program and for **extension of comprehensive exam beyond 5 year time**. It must be approved by committee members, graduate program director, Associate Dean's office, and the Graduate School. A strong rationale and plan for completion must be provided.
  
- ▶ [Ph.D. Oral Announcement Form](#)  
This form must be completed and signed by major advisor three weeks before the defense, and copies of dissertation with announcement form must be given to committee members. You must invite the Associate Dean, Department Chairperson, and Graduate Program Director and you must send to the Graduate Secretary the announcement form and abstract three weeks before you defend.
  
- ▶ [Ph.D. Record of Dissertation and Oral Examination Form\\*](#)  
This form must be completed by your major advisor and signed by all committee members.

- ▶ [Ph.D. Check Sheet for Dissertation](#)
- ▶ [Dissertation Formatting Guide](#)
- ▶ [Submitting a Thesis/Dissertation to the Graduate School](#)  
Read this carefully to avoid delays!
- ▶ [Dissertation Support at the Writing Center](#)
- ▶ [Ph.D. Application for Graduation Form](#)
  - ▶ Submit this application by the first week of the semester you expect to complete your degree requirements.
  - ▶ If you will complete your degree requirements during Summer, apply for Summer by the first week of Spring semester.
  - ▶ Both Spring and Summer applicants will be included in the Spring Commencement Ceremonies.

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\*These forms must be submitted to the Graduate Secretary for final processing.

## OTHER IMPORTANT FORMS

- [Address Change Form](#)  
When you move you must change your address and phone number with the university and notify the graduate secretary.
- [Readmission Form](#)  
Graduate students whose enrollment at Michigan State University is interrupted for any reason so that they are not enrolled for three consecutive semesters, including the Summer Sessions, must apply for readmission. Students must submit this form together with official transcripts of all work taken while not enrolled at Michigan State University, at least one month prior to the first day of registration for the semester in which the student expects to resume graduate studies.

Submit this form together with official transcripts of all work taken while not enrolled at Michigan State University, at least one month prior to the first day of registration for the semester in which the student expects to resume graduate studies.

## UNIVERSITY POLICIES FOR GRADUATE STUDENTS

### ***Schedule and Deadline Dates***

Current, detailed information is included each semester at: <http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx>. It is important that the student consult this publication for the semester in which she/he expects to complete her/his degree for deadline dates to hold oral examinations and submit dissertation drafts.

A student must be enrolled for MSU credits (on campus or off-campus) during the semester in which the oral defense of doctoral dissertation is held. University regulations are very strict on this point.

### ***Information Relative to Dissertation***

The student should obtain a copy of the University Guide for the Preparation of Master's Theses and Doctoral Dissertations <http://grad.msu.edu/etd/>. This handbook gives the requirements established by the Graduate School at Michigan State University. Style manuals, outlines of the final procedures related to the dissertation and the arrangement of contents are also suggested in the handbook. [Dissertations Formatting](#)

### ***Exit Surveys***

A new short online exit survey for all students graduating with a Plan A or Plan B masters or with a Doctoral degree was introduced in 2011. Only students who have applied for graduation will have access to the survey. The survey asks questions about educational experiences in MSU graduate programs, as well as about immediate professional plans. The Graduate School uses data from this survey with reviewing graduate programs and to guide decisions about services and initiatives for graduate students.

The identity of all respondents will be kept confidential and only aggregate (group) information will be made available to faculty and administrators. The students will receive an e-mail message from the dean of the graduate school with a link to the survey. However, students do not need to wait for that e-mail message to complete the survey after applying for graduation. It takes about 5-10 minutes to complete the online survey. Below are the instructions for completing the survey and they are also available from <http://grad.msu.edu/etd>

### Instructions for students:

- ▶ Access the following website:  
Doctoral Students: <https://www.egr.msu.edu/doctoral/survey/>
- ▶ Enter your MSU NetID (Login Name) and Password
- ▶ Complete all the items on the survey. When finished, click **Submit**.

If you cannot open this survey, please Contact [destination-survey@egr.msu.edu](mailto:destination-survey@egr.msu.edu) if there are any difficulties with the survey, and include your name, student ID#, degree level (PhD) and semester of graduation. You will then be notified when you are able to complete the survey.

### ***Independent Study Contracts***

There are many opportunities for independent study by students who wish to pursue a special area in some depth. The variety of backgrounds, disciplines, and experiences represented among the faculty provides rich opportunities for independent study. Course numbers HDFS 990, 894 and 993 may be used for independent studies or special studies or practice. A maximum of 12 credits may be taken in these independent and special studies courses or a combination thereof.

**IMPORTANT:** *It is emphasized that students MUST consult with and obtain agreement from an individual faculty member before enrolling in an independent study course in order to be ensured of having a staff member with whom to work. Academic year faculty cannot supervise summer Independent Studies.*

Permission forms for variable credit course enrollment may be obtained in Room 7E Human Ecology. These must be filed in the Graduate Office before the student registers for a course, and must be signed at least two days before late fees or other University deadlines are imposed.

### ***Maximum and Minimum Credits***

**Maximum:** Graduate students may carry up to 16 credits each semester. The department or school, however, determines the maximum number of credits. A student load above 16 credits requires approval by the student's dean. Enrollment in doctoral dissertation research (course number 999) credits need not be counted in determining maximum credits.

**Minimum:** All students using University services (faculty consultation included) for graduate work must be registered each semester. Minimum registration consists of one course or 1 credit.

## ***Full Time Students***

In order to be considered full time for academic purposes, students must carry the minimum number of credits per semester as defined below:

Doctoral level           6 credits

Following completion of comprehensive exam   1 credit

Graduate–Professional level           12 credits

## ***DF-Deferred Grades***

**The required work must be completed and a grade reported within 6 months with the option of a single six-month extension.** If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate dissertation work. It is the students' responsibility to initiate completion of Deferred grades.

## ***Ph.D. Residence Requirements***

One year of residence on the campus (as opposed to on-line coursework) after first enrollment for doctoral degree credit is required to permit the student to work with and under the direction of the faculty, and to engage in independent and cooperative research utilizing University facilities. A year of residence will be made up of two consecutive semesters, involving the completion of credits at the level of full-time status of graduate work each semester.

## ***Lifelong Education credits***

No more than nine Lifelong Education credits may be applied to the graduate degree.

## ***Academic Standards***

A 3.0 cumulative grade point average in the degree program is the minimum University standard. However, attainment of the minimum grade point average is in itself an insufficient indicator of potential for success in other aspects of the program and in the field. The guidance committee and academic unit are jointly responsible for evaluating the student's competency (as indicated by grades in core and other courses, research



performance, and development of professional skills) and rate of progress (as indicated by the number of courses taken per semester and the number of courses for which grades have been deferred). Written evaluations shall be communicated to the graduate student at least once a year, and a copy of such evaluations shall be placed in the graduate student's file. A student whose performance does not meet the standards of competence will not be permitted to continue to enroll in the degree program, and appropriate action will be taken by the Department, College, or University. See pages 17 for specific policy.

### ***Collateral Courses***

A graduate student admitted with deficiencies in her/his academic background may be required to take collateral courses in addition to the prescribed courses of a program. Credits earned in collateral courses do not count toward the minimum credit requirements for a degree or toward the removal of provisional status where a minimum grade point average is a requisite for regular status.

### ***Dual Doctoral Degrees***

All dual major doctoral degrees must be approved by the Dean of the Graduate School. A request for the dual major degree must be submitted within one semester following its development and within the first two years of the student's enrollment at Michigan State University. A copy of the guidance committee report must be attached. See Academic Programs for details at:

<https://www.reg.msu.edu/academicprograms/Text.aspx?Section=111#s407>

### ***International Travel***

Graduate students traveling internationally for MSU-related work (research data collection, international professional conferences, courses, or other academic business) are strongly encouraged to sign up using the International Travelers Database (even if they are not being reimbursed for travel). This is the best way for MSU to stay in touch with our students if there is an emergency.

[http://www.isp.msu.edu/travel/travelers\\_database.htm](http://www.isp.msu.edu/travel/travelers_database.htm)

### ***Time Limit-Doctoral***

For the Doctor of Philosophy degree, all of the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time of a student's first enrollment as a doctoral student. Should the degree requirements not be completed within this eight-year period, all of the doctoral comprehensive examinations must be passed again. A request for an extension for the doctoral program may be given upon the approval of the committee, Graduate Program Director, College of Social Science Associate Dean and The Graduate School.

### ***Academic Freedom and Student Rights and Responsibilities***

All graduate students at MSU are expected to obtain and familiarize themselves with two major documents-(1) Academic Freedom for Students at MSU, and (2) Graduate Student Rights and Responsibilities-and conduct themselves in accordance with procedures outlined in the documents. The documents are printed in each current issue of Spartan Life. Copies are available in the Office of Student Affairs and Services in the Student Services Building or at <http://splife.studentlife.msu.edu/>.

### ***Anti-Discrimination Policy***

Michigan State University is committed to an active policy of no discrimination on the basis of race, creed, ethnic origin, sexual orientation or gender. All graduate students should familiarize themselves with the Anti-Discrimination Policy and Procedures, and conduct themselves in accordance with the policy and procedures. The Anti-Discrimination Policy and Procedures is available at: <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/anti-discrimination-policy-all-university-policy-policy-02-03-01-applicable-to-university-employees-as-well-as-students/>.

### ***Grief Absence Policy***

As approved by University Council, for master's (Plan A), master's (Plan B) with research responsibilities, and doctoral students, it is the ***responsibility of the student*** to: a) notify their advisor/major professor and faculty of the courses in which they are

enrolled; of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty, and c) complete all missed work as determined in consultation with the advisor/major professor and faculty. It is the **responsibility of the advisor/major professor** to: a) determine with the student the expected period of absence-it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) receive verification of the authenticity of a grief absence request upon the student's return, and c) make reasonable accommodations so that the student is not penalized due to a verified grief absence. **If employed as an RA or TA**, the graduate student must also notify their employer. Both employer and student will swiftly communicate to determine how the student's responsibilities will be covered during their absence. Graduate teaching assistants (TAs) should refer to the bereavement policy in the MSU GEU CBU Article 18. Students in the graduate professional colleges (CHM, COM, CVM, LAW) with their own grief absence policies are excluded from the above and should follow their own policies. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

### ***Evaluation of the Faculty***

Student confidential instructional rating reports shall be used in each graduate course to aid the faculty in its responsibility for ensuring the quality of graduate education. At the discretion of the instructor, supplementary means such as open-ended questions may also be used to evaluate the course. Student confidential instructional rating reports are made available to the HDFS Chairperson for review.

### **Important Information about Scholarships and Awards**

Receipt of externally funded fellowships by students who have written their own grant applications and are worth at least \$20,000 (direct Costs) now makes the students eligible for in-state tuition rate. The in-state tuition rate applies only to the semesters during which the student is supported by the fellowship. This policy applies only to grants funded through a competitive processes (e.g., need-based fellowships) or from international sources do not qualify the students for in-state tuition rates. For more information contact Melissa Del Rio at 517-432-9540, ([mdelrio@msu.edu](mailto:mdelrio@msu.edu)) or in 210 Chittenden Hall

## TRAVEL FUNDING

A limited amount of travel funding is available for presentation at National Conferences. Generally there is an early September deadline for fall semester travel and early December deadline for spring semester.

These are the steps you need to take:

1. Go to Graduate School website: and access "[Graduate Student Travel Funding](#)."
2. Prepare a letter that indicates: a) name of conference, dates, location; 2) title and brief abstract of paper or poster presentation (ONLY THOSE WHO ARE FIRST AUTHOR WILL BE SENT ON TO GRADUATE SCHOOL; provide proof of authorship); 3) itemization of cost; and 4) emergency contact information.
3. Have your advisor sign form and commit funding if possible.
4. Submit your form to the graduate secretary by fall or spring deadline as stated (usually early September and December). Based on funds available, we will commit some funding and then forward to the College of Social Science and The Graduate School those who are first author.

Other Notes:

- a) Submit only one request in an academic year. Other requests will be considered based on resources.
- b) There will be a second call for applications in November to cover spring/summer meeting requests.
- c) Those presenting will be given priority, and the meeting should be at the national or international level.

We hope to have many HDFS students present and represent our department at the national level.

## GRADUATE ASSISTANTSHIPS

There are three purposes for assistantships in the Department of Human Development and Family Studies:

- ▶ To provide graduate students with opportunities to expand their academic skills and increase their breadth of scholarly experience.
- ▶ To provide support for faculty engaged in activities that further the mission of the Department.
- ▶ To provide financial assistance to graduate students as they pursue their advanced degrees.

A limited number of graduate teaching and research assistantships are available to qualified graduate students. Assistantships may include the following types of assignments: assisting in the Child Development Laboratories and/or Family and Child Clinic, assisting with ongoing research, and assisting with undergraduate courses in HDFS. Further information can be obtained from HDFS faculty members and administrators.

Assistantships are awarded based on incoming funding commitments, financial need (e.g. out of state), academic progress, past support, balance across programs and fit with specific teaching needs of the department. Faculty in each content area (e.g. HDFD, CFT, SEEDS) makes recommendations to the Department Chair and Graduate Program Director.

Research and project assistantships are awarded based on the availability of grant and project funds secured by faculty in HDFS. Faculty in charge of the projects in collaboration with the Graduate Program Director, are responsible for identifying the students with whom they would like to work. The Program Director and graduate secretary provide information to faculty regarding available students or promising candidates admitted to HDFS for the year. Faculty notifies the Department office of their selections in the spring and through the year as applicable.

### ***Principle***

All assistantships are contingent upon availability of resources. Assistantships are assigned for a specific period of time with opportunity for renewal. Under normal circumstances, assistantships will be assigned for two (2) semesters at a time. Master's students may be supported for a maximum of four (4) semesters at half or quarter-time. Doctoral students may be supported for a maximum of eight (8) semesters at half or quarter-time. The total support provided by HDFS General Fund (GF) dollars for any single graduate student will usually not exceed twelve (12) semesters. These guidelines do not apply to graduate students supported by non-GF dollars. The Department Chair/Graduate Program Director based on departmental instructional needs may make exceptions; the ultimate decision resides with the Department Chair.

### ***Applying For A Graduate Assistantship In The Department Of Human Development and Family Studies***

1. An application/questionnaire regarding TA/RAs will be distributed in January. Submitting this will provide the department with information about your availability, preferences, and schedule, but is not a guarantee that all requests can be granted. If you wish to have an assistantship, this response is mandatory.
2. Complete the application and return it to the HDFS Graduate Secretary in Room 7E Human Ecology by the deadline, usually about the middle of March.

3. Appointments are based on departmental needs and commitments, experience, student performance, and available funds. Content area faculty makes recommendations to the Department Chair and Graduate Program Director.
4. Most assistantships are committed before the beginning of fall semester. However, some openings may occur during the academic year.
5. An initial letter is sent by April 1 for fall appointments. At that time only a few appointments are made. Further appointments are made in late spring/summer as needs and budget allocations are confirmed.
6. It is possible to contact a particular course instructor, research investigator, or administrator with whom you would be interested in working. Doing so will not exclude you from being considered for another position nor assure you of the position about which you inquired.
7. One consideration in the awarding of assistantships is student background and experience in subject matter areas or in professional skills (e.g., statistics or computer familiarity).
8. If you are not initially awarded an assistantship, do not be discouraged. Taking courses or gaining professional experiences in areas where assistantships are typically awarded may improve your chances.
9. Reappointments to previous responsibilities are possible, but are not guaranteed.
10. Summer only option: This option is only for Ph.D. students after passing comps and being appointed as RAs. This summer appointment option does not cover tuition. For details visit:  
[http://www.hr.msu.edu/hiring/studentemployment/gradasst/grad\\_nofringe/index.htm](http://www.hr.msu.edu/hiring/studentemployment/gradasst/grad_nofringe/index.htm)
11. More information is available at <http://grad.msu.edu/assistantships/docs/2013-14GABrochure.pdf>

### ***Normal Employment Requirements for Graduate Assistants***

- ▶ There are three employment periods each year: August 16-December 31, January 1-May 15, and May 16-August 15. *Stipends are compensation for completion of the entire body of work associated with a TA appointment, including through the submission of grades even if that date falls outside the employment period.*
- ▶ Quarter-time appointment = 10 hours per week on average each semester.

- ▶ Half-time appointment = 20 hours per week on average each semester.
- ▶ Three-quarter time appointment = 30 hours per week on average each semester.

### ***Pay Dates***

Paychecks are issued every other Friday. For more information on Biweekly Payroll Schedules go to: <http://ctrl.msu.edu/COPayroll/payrollSchedules.aspx>.

### ***Tuition Waiver***

A tuition waiver will be provided during the period of the assistantship. The tuition waiver is in the amount of **nine credits for Fall Semester, nine credits for Spring Semester and five credits for Summer Semester**. Visitor credits may count as part of a graduate assistant's credit load and be covered by the waiver. If a graduate assistant resigns an assistantship during a semester, such that the appointment does not meet minimum duration standards (53 calendar days in Fall and Spring; 46 calendar days in Summer) he/she will be assessed tuition for all credits carried, and those who are not Michigan (instate) residents will be assessed out-of-state tuition. For any changes in courses made after the "End of 100% Refund Period" (see the Academic Calendar: <http://reg.msu.edu/ROInfo/Calendar/Academic.aspx>). No refund will be made for credits dropped, nor may courses be exchanged, even when such courses are covered by tuition waiver. Any additional tuition required by a particular program or college is not covered.

***Exemption from Out-of-State Tuition:*** This exemption also applies to Summer Semesters preceding or following a full academic year appointment (consecutive Fall and Spring appointments).

***Fees:*** Matriculation and energy fees are waived. Any additional fees required by a particular program or college or by status as an international student are not covered.

### ***Health Benefits***

Health Insurance. Graduate assistants (domestic and international) are automatically enrolled in a health insurance plan, the premium of which is paid by the university. The plan provides the following coverage:

- a. Fall appointment only: coverage from August 15 to February 14 of the following year.
- b. Fall and Spring appointments—coverage from August 15 to August 14 of the

following year.

- c. Spring appointment only—coverage from January 1 to August 14.
- d. Summer appointment only—coverage from approximately May 12 to August 14.

Enrolled students may also insure their eligible spouse and/or dependent children (residing with the insured).

For questions regarding coverage, enrollment or premium payment, contact BCN directly at 1-800- 859-8452. For questions concerning waiver processing or general information, contact the Michigan State University Human Resources Office at 1-517-353-4434 or 1-800-353-4434, or by e-mail at: [solutionscenter@hr.msu.edu](mailto:solutionscenter@hr.msu.edu). The Human Resources Office is located at 1407 S. Harrison Road, Suite 140A (Nisbet Building), East Lansing, MI 48823 and on the web at [www.hr.msu.edu/benefits/student\\_insurance](http://www.hr.msu.edu/benefits/student_insurance); or visit BCN at [www.bcbsm.com/msu](http://www.bcbsm.com/msu).

Also eligible for treatment at Olin Health Center.

### **Graduate Assistant Illness/Injury/Pregnancy/Adoption Leave Policy**

A Graduate Assistant unable to fulfill duties of his/her appointment because of illness or injury shall notify the administrator of his/her major unit as soon as circumstances permit. Similarly, a graduate assistant unable to fulfill the duties of his/her appointment because of pregnancy shall notify the administrator of his/her major unit as soon as circumstances permit.

During the illness, injury or pregnancy the major unit shall adjust (reduce, waive or reschedule) the graduate assistant's duties as those duties and the assistant's physical circumstances reasonably dictate. If total absence from duties becomes necessary, the major unit shall maintain the stipend of the appointment, provided the graduate assistant is still enrolled, for a period of two months or to the end of the appointment period or of the semester, whichever should occur first.

A graduate assistant who adopts a child shall be entitled to adoption leave of up to two (2) months, the first week of which will be paid by the major unit and the balance of which will be unpaid, to commence on or before the date of adoption as determined by the graduate assistant.

A graduate assistant who becomes a parent by birth and is not otherwise covered by the pregnancy leave policy, shall be entitled to parental leave of up to two (2) months, the first week of which will be paid by the major unit and the balance of which will be unpaid to commence on or before the date of birth as determined by the graduate assistant. Additional unpaid leave may be arranged on an ad hoc basis, as mutually agreed with the major unit.



Eligibility for adoption leave or parental leave is determined under the following conditions: (1) It must be completed within six (6) weeks of the birth or adoption of a child under the age of six (6); (2) It may not extend beyond the graduate assistant's previously scheduled appointment end date; and (3) It must be requested in writing no less than four (4) weeks prior to the scheduled start of the leave.

The graduate assistant shall have the right to return to the assistantship within the original terms of the appointment, at such time as he or she is able to reassume the duties of the position.

### **GEU Contract**

**Graduate teaching assistants are eligible to join the Graduate Employee Union. The current contract between the GEU and the University lays out the rights and responsibilities of Union members. Graduate students who possess a graduate assistantship should become familiar with this document. The current contract is in effect through May 15, 2019.**

Policies regarding outside work-for-pay are addressed in Article 17 of the GEU states:

- ▶ An employee whose primary employment is with Michigan State University may appropriately maintain additional employment either within or outside of MSU.
- ▶ Such employees will ensure that additional employment does not interfere with their employment responsibilities at MSU.

Additionally, the Department strongly emphasizes that graduate assistants are students first and should monitor their academic progress to ensure scholarly success during their term of employment.

### ***Responsibilities and Evaluation***

Graduate assistants are expected to meet with their faculty supervisor to discuss their responsibilities before the semester begins. An evaluation of each student's work is completed each semester. That evaluation should take place in a meeting between the student and the faculty supervisor with whom he or she has been working. A form for this purpose has been approved by the Department of Human Development and Family Studies and is available on line at <http://www.tap.msu.edu/> under Resources.

Graduate students who teach also need yearly evaluations of their teaching - Article 2.5.2.4) see website <http://splife.studentlife.msu.edu/graduate-student-rights-and->

[responsibilities/article-2-academic-rights-and-responsibilities-for-graduate-students](#) for more information.

Teaching Assistants also are required to attend TA professional development sessions provided by the department.

### ***Mandatory Training***

**All TAs and RAs must complete the on-line training about the Relationship Violence and Sexual Misconduct Policy.** To access the training, login to the ORA training website at: <http://goo.gl/pLh01o>. **Click “Register,” “Complete Registration,” and “Launch” to begin the Relationship Violence and Sexual Misconduct (RVSM) Policy-Faculty, Staff Training.** (If it indicates that you have already registered, use “Progress Training” and “Launch”). **You will want to reserve approximately 30 minutes to complete all assignments.** If you need assistance, contact the Help Desk at 517-884-4600 or [train@ora.msu.edu](mailto:train@ora.msu.edu).

## **Academic Hearing Procedures for the Department of Human Development and Family Studies**

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Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student’s most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections that best promote the learning process in all its aspects. The student also 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. (GSRR Article 1.2)

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The *Michigan State University Student Rights and Responsibilities (SRR)* and the *Graduate Student Rights and Responsibilities (GSRR)* documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, the Department of Human Development and Family Studies has established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.)

## **I. JURISDICTION OF THE DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES HEARING BOARD:**

- A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving **graduate** students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)
- B. Students may **not** request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

## **II. COMPOSITION OF THE HEARING BOARD:**

- A. The Department of Human Development and Family Studies shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing Board members serve one-year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)
- B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)
- C. The Department of Human Development and Family Studies will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

## **III. REFERRAL TO THE HUMAN DEVELOPMENT AND FAMILY STUDIES HEARING BOARD:**

- A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards, or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in

consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)

- B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)
- C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)
- D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student has **10** class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)
- E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)
- F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

#### **IV. PRE-HEARING PROCEDURES**

- A. After receiving a graduate student's written request for a hearing, the Chair of the Human Development and Family Studies Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)
- B. Within **5** class days, the Chair of the Hearing Board will:
  - 1. forward the request for a hearing to the respondent and ask for a written response;
  - 2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the

Hearing Board members, request written challenges, if any, within **3** class days of this notification. In addition to conflict of interest challenges, either party can challenge two hearing board members without cause (GSRR 5.1.7.c);

3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee (See GSRR 5.1.7.). Decisions by the Hearing Board chair or the College Dean (or designee) on conflict of interest challenges are final;
  4. send the Hearing Board members a copy of the request for a hearing and the respondent's written response, and send all parties a copy of these procedures.
- C. Within **5** class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:
1. accept the request, in full or in part, and promptly schedule a hearing.
  2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)
  3. the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)
- D. If the Human Development and Family Studies Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.
- E. At least **5** class days before the scheduled hearing, the Chair of the Human Development and Family Studies Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the

Human Development and Family Studies Hearing Board members after any challenges. (See GSRR 5.4.7.)

- F. At least **3** class days before the scheduled hearing, the parties must notify the Chair of the Human Development and Family Studies Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)
- G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least **3** class days before the hearing. (See GSRR 5.4.9.)
- H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Human Development and Family Studies Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Human Development and Family Studies Hearing Board at least **3** class days before the scheduled hearing. (See GSRR 5.4.9c.)
- I. Either party to the grievance hearing may request a postponement of the hearing. The Human Development and Family Studies Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)
- J. At its discretion, the Human Development and Family Studies Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Human Development and Family Studies Hearing Board must inform the parties of such a time limit in the written notification of the hearing.
- K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Human Development and Family Studies Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)
- L. Members of the Human Development and Family Studies Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4.and 5.4.11.)

## V. HEARING PROCEDURES:

A. The Hearing will proceed as follows:

1. Introductory remarks by the Human Development and Family Studies Chair of the Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:
  - In academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.
  - In hearings in which a graduate student seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.
  - All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)
2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Human Development and Family Studies Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)
3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Human Development and Family Studies Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9-b.)
4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)
6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Human Development and Family Studies Hearing Board, the respondent and the respondent's advisor, if any.
7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Human Development and Family Studies Hearing Board, the respondent, and the respondent's advisor, if any.
8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Human Development and Family Studies Hearing Board, the complainant, and the complainant's advisor, if any.
9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Human Development and Family Studies Hearing Board, the complainant, and the complainant's advisor, if any.
10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.
11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.
12. Final questions by the Hearing Board: The Human Development and Family Studies Hearing Board asks questions of any of the participants in the hearing.



## VI. POST-HEARING PROCEDURES

### A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

### B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Human Development and Family Studies Hearing Board finds, based on "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board's recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within **3** class days. If the Human Development and Family Studies Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)
2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any to the College Hearing Board within **5** class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before

either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within **5** class days. (See GSRR 5.5.2.2 and 5.4.12.3)

C. Written Report:

The Chair of the Human Development and Family Studies Hearing Board shall prepare a written report of the Hearing Board's findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within **3** class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board's decision. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. The report also should inform the parties of the right to appeal within **5** class days following notice of the decision, or **5** class days if an academic disciplinary hearing is pending. The Chair shall forward copies of the Hearing Board's report and the administrator's redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. All recipients must respect the confidentiality of the report and of the hearing board's deliberations resulting in a decision. (See GSRR 5.4.12 and 5.5.2.2)

## VII. APPEAL OF THE HEARING BOARD DECISION

- A. Either party may appeal a decision by the Human Development and Family Studies Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records.) (See GSRR 5.4.12.)
- B. All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within **5** class days following notification of the Human Development and Family Studies Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)
- C. A request for an appeal of a Human Development and Family Studies Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Human

Development and Family Studies Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Human Development and Family Studies Hearing Board were not supported by "clear and convincing evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

## **VIII. RECONSIDERATION**

If new evidence should arise, either party to a hearing may request the appropriate Human Development and Family Studies Hearing Board to reconsider the case within **30** days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Human Development and Family Studies Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

## **IX. FILE COPY:**

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

**Approved by the Department of Human Development and Family Studies Faculty.**

## Office of the University Ombudsperson

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the University - that is, it does not speak or hear for the University.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information:

Office of the University Ombudsperson  
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(517) 353-8830  
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