

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 HDFS 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 are well-known for high quality, applied research throughout Michigan, as well as nationally and internationally.

You will find many different opportunities for learning and professional development 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. Though it is your responsibility to educate yourself on University, college, and department requirements, your academic advisor is your primary resource person and you should work closely with her/him to ensure you are meeting all requirements. Other faculty members, graduate students, and the Graduate Program Director also are invaluable sources of information.

As a graduate student, it is your responsibility to familiarize yourself with the departmental requirements found within this handbook as well as those of the [MSU Academic Programs](#). On the Academic Programs website, 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 know and do during your time in our department.

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 (325 West Grand River Ave., East Lansing, MI 48823) and in Haslett (5750 Academic Way, Haslett, MI 48840) 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 within The Clinical Center at 804 Service Road (between Hagadorn and Farm Lane), 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:

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

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:

- ▶ To 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.
- ▶ To meet University and Department requirements for degree completion in a timely manner.
- ▶ To 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.
- ▶ To follow disciplinary and MSU codes of ethics in course work, research, and professional activities. Intellectual integrity is extremely important in an academic and professional community. Plagiarism and data falsification are serious offenses and can result in dismissal. See Research Integrity Office [website](#), and Graduate School Research integrity [website](#). 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](#) 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.
- ▶ To 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.

- ▶ To 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 HDFFS in all interactions, particularly when using your msu.edu email.
- ▶ To 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

Human Development and Family Studies is the interdisciplinary study of individuals and relationships across the lifespan in diverse contexts of families, communities, and cultures. Ph.D. candidates are prepared to transform the human experience through applied research rooted in social justice.

Doctoral students collaborate with faculty mentors in experiences related to applied research, developing a focal area of scholarship. Each student completes rigorous course work, including research methodology, comprehensive exams, and the dissertation. Student achievements are documented in a professional portfolio throughout the doctoral program.

The Department of Human Development and Family Studies offers three concentrations from which students may choose. They include:

Child Development: focus on behavioral, psychological, biological, educational, and contextual processes that promote positive developmental outcomes in infants and young children.

Lifespan Human Development and Family Diversity: focus on developmental processes across the life course in the context of family, community, schools and other environments within a sociocultural context to include attention to gender, ethnicity, racial socialization, immigration, poverty, disability, and sexual orientation. Study may focus on one life stage (youth, emerging or older adults) or examine an issue (attachment, chronic illness) across the entire life course. Completing a selection of courses on cultures, identities, families or policy, agreed upon by the student and committee members will satisfy the concentration.

Couple and Family Therapy: focus on the application of research and theory to individual, group, 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 presentations at local, state, national and international conferences.

PROGRAM REQUIREMENTS AND PLANNING

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.

Program Planning Process

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 Forming Doctoral Guidance Committee) 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, 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 the handbook section on Forming a Doctoral Guidance Committee 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.
- ▶ Each graduate student is paired with a tenure-system faculty advisor based on common research interests. The first advisor often becomes the permanent advisor, but the student has the option to select an alternative. The faculty member who guides the dissertation may be either the academic advisor or another member of the student's committee.
- ▶ Students may consult the [Guidelines for Graduate Student Advising and Mentoring Relationship](#) for a description of an effective and supportive faculty-graduate student relationship.

Coursework Planning and GradPlan

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 sent to the Office of the Associate Dean of the College of Social Science within the first year of study. This is completed in [GradPlan](#).

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 are required to use GradPlan. 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. These are tracked in the PhD Portfolio, rather than GradPlan.

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.

In addition to meeting the requirements of the university and of the College of Social Science, students must meet the requirements specified below.

Requirements for the Doctor of Philosophy Degree in Human Development and Family Studies

Students in the doctoral program in human development and family studies are required to complete the following:

1. The following course:

| | | | |
|------|-----|--|---|
| HDFS | 901 | Contemporary Scholarship in Human Development and Family Studies | 3 |
|------|-----|--|---|

2. Completion of 21 credits in methodology and statistics course work as approved by the student's academic advisor. As part of these 21 credits, all students will be required to take the following foundational methods courses:

| | | |
|------|-----|---|
| HDFS | 880 | Research Design and Measurement |
| HDFS | 881 | Quantitative Methods in Human Development |
| HDFS | 960 | Applied Multivariate Data Analysis |

Students in the **CFT and LHDFD concentrations** must also take:

| | | |
|------|-----|------------------------------|
| HDFS | 982 | Qualitative Research Methods |
|------|-----|------------------------------|

Students in the **CFT concentration** must also take:

| | | |
|------|-----|---|
| HDFS | 983 | Advanced Methods in Intervention Research |
| HDFS | 892 | Grant Writing in Human Development and Family Studies |

3. Completion of 24 credits in HDFS 999 Doctoral Dissertation Research.
4. Completion of one of the concentrations noted below.
5. Successfully pass the comprehensive examination.
6. Successfully defend the doctoral dissertation.
7. One of the following concentrations:

Child Development

Complete all of the following (15 credits):

| | | | |
|------|-----|--|---|
| HDFS | 826 | Social-Emotional Development Birth to Eight Years: Biology, Relationships, and Culture | 3 |
| HDFS | 827 | Language and Literacy Development from Infancy to Formal Schooling | 3 |

An additional 9 credits of course work chosen in consultation with the student's guidance committee.

Couple and Family Therapy

Complete all of the following (18 credits):

| | | | |
|------|-----|--|---|
| HDFS | 888 | Diverse Families and Communities: Interventions and Strategies | 3 |
| HDFS | 903 | Evidence-Based Couple and Family Therapy Intervention Programs | 3 |
| HDFS | 910 | Contemporary Couple and Family Therapy Theories | 3 |
| HDFS | 911 | Outcome Research: What Works in Couple and Family Therapy Theories | 3 |
| HDFS | 994 | Advanced Evidence-Based Couple Therapy | 3 |
| HDFS | 995 | Couple and Family Therapy Supervision | 3 |

Clinical Requirements (3 to 12 credits):

| | | | |
|------|-----|------------|---------|
| HDFS | 993 | Internship | 3 to 12 |
|------|-----|------------|---------|

CFT doctoral students are required to complete a total of 1,000 hours of direct client contact before graduating (pre-doctoral and doctoral hours combined).

The Couple and Family Therapy Program at Michigan State University has been accredited by The Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. 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).

Lifespan Human Development and Family Diversity

Complete all of the following (12 to 15 credits):

| | | | |
|------|-----|------------------------|---|
| HDFS | 847 | Theories of the Family | 3 |
|------|-----|------------------------|---|

| | |
|--|---|
| A course in diversity chosen in consultation with the student's guidance committee | 3 |
|--|---|

An additional 6 to 9 credits of course work chosen in consultation with the student's guidance committee.

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.

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 ensuring RCR training for all doctoral students. Note that in addition to the departmental requirements, certain funding agencies may require researchers to obtain additional RCR training. If a graduate student is serving as a Research Assistant on an externally funded project which requires additional training, it is the responsibility of the PI to inform the RA of the additional training requirements. 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 four 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

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 modules can be found at <https://ora.msu.edu/train/programs/citi.html>

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:

- ▶ HDFS Research Seminar Series
- ▶ HDFS 901, HDFS 865, or HDFS 880 RCR discussion (2-hour credit per class)
- ▶ 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 HDFS seminars specifically designated for RCR
- ▶ HRPP Initial Training (2-3 hr. tutorial)
- ▶ Other relevant CITI Modules (Collaborative Institutional Training Initiative)
- ▶ MSU Graduate School's RCR Workshop Certificate. Enrollment is limited. (<http://grad.msu.edu/rcr/>).
- ▶ HDFS RCR Online Modules (Please see the HDFS RCR guide sheet located in the Doctoral Community on D2L)

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.

Doctoral students

| |
|---|
| <p>CITI Modules Year 1</p> <ul style="list-style-type: none"> • Introduction to the Responsible Conduct of Research • Authorship • Plagiarism • Research Misconduct |
| <p>6 hours discussion-based training (by completion of the degree)</p> |
| <p>CITI Modules Year 2 Complete 3 additional from specific list</p> |
| <p>Year 3 forward 3 hours of annual refresher training</p> |

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.

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 credits of 999 must be directed to the Office of the Registrar. 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 Administrative Assistant 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](#). 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.

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](#). Other students may wish to consult the code of ethics for the [National Council on Family Relations](#) login now required to view.

An oral examination in defense of the dissertation is required. The completed dissertation must be distributed **AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED ORAL DEFENSE TO ALL COMMITTEE MEMBERS. Additionally, an email must be sent to the graduate administrative assistant three weeks prior to the defense date with the student's name, defense date, title, and abstract; an announcement and invitation will be sent to the department regarding the defense.** During the dissertation defense: a) the student provides a brief (~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.

Graduate Mentoring Guidelines: Student and Faculty Participation and Responsibilities

MSU Guidelines for Graduate Student Mentoring and Advising

The MSU Graduate School has published [guidelines for graduate mentoring and advising](#) relationships between students and faculty. The guidelines align with and reinforce MSU's foundational values. They define responsibilities of the community that supports graduate students, the University, the MSU Graduate School, academic departments, graduate program directors, graduate students, faculty mentors/advisers, and guidance committees.

HDFS Guidelines for Graduate Student Mentoring and Advising

HDFS has described the mentoring responsibilities of students, faculty advisors, and guidance committees with respect to the specific departmental processes involved in HDFS graduate degrees.

In addition to the responsibilities outlined below for graduate students, major professors, and guidance committees, MSU encourages the practice of the student collaborating with the advisor to generate individual development plans (IDPs) that take into account the strengths and challenges of the student as well as the students' career goals. For templates, see [ImaginePhD \(Humanities & Social Science fields\)](#).

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. At this time, both academic performance and professional conduct is reviewed, and reported on in the annual progress report.
7. Participation in lectures, faculty presentations, brown bags, and dissertation defense presentations is expected to further your academic and professional development (see advising guidelines).

8. Submit any changes to program or committee structure on the proper forms with appropriate signatures to the Graduate Administrative Assistant
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.

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 Administrative Assistant 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's 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.

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.

According to the Rights and Responsibilities of Graduate Students, [article 2.4.2.1](#), doctoral guidance committees should be formed within the first two semesters of doctoral study, or within two semesters beyond the master's degree or its equivalent. However, according to [article 2.4.2.2](#), the composition of the graduate committee may change with concurrence of the student and unit, and the committee may establish a distinct dissertation committee to guide dissertation research specifically. While guidance committees are essential from early in the student's career, their composition may change with the student's developing needs.

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 HDFS 901 and other courses, reading faculty research reports and vitas online, 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.

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 HDFS 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. 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 Administrative Assistant

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>

Additionally, to ensure fairness in the examination procedure and maintenance of academic and professional standards, the dean of the college (on their own or at the request of the student, committee member, program director, or unit chairperson) may appoint an outside member to the examining committee, who would have voting rights as per college policy. The outside member of the committee will read and critique the thesis/dissertation, will participate in the oral part of the exam, and will submit a report to the dean of the college. See Academic Programs policy on [doctoral examinations](#).

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 1 non-regular faculty member may serve on a doctoral committee. The number of non-regular faculty may not exceed the number of regular MSU faculty on the committee. Refer to the Graduate School's [procedure for approving non-regular committee members](#) for more information regarding this process.

The following materials must be submitted as a complete packet:

1. Letter of request from Department Chair/School or Program Director, with supporting signature from the 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 individual stating his/her willingness and commitment to serve as a member of a graduate student committee.
3. Copy of the individual's CV and individual's email address.

Department/Colleges may only request additional approval for their own graduate programs. There are no blanket approvals to serve across campus. Additional

departments that request individuals already approved do **NOT** need to send the entire packet of information; they do need to send **Item 1** as described above.

SUBMIT COMPLETE PACKET TO YOUR Administrative Assistant for Graduate Studies; the Director of Graduate Studies will submit the packet to the College for approval.

HDFS Faculty Eligible for Graduate Committee Positions

| Tenure System Faculty | Fixed Term Faculty** |
|------------------------------|------------------------------------|
| Adrian Blow | Laurie Bulock |
| Amy Bonomi | Amanda Guinot-Talbot |
| Ryan Bowles | Tamesha Harewood |
| Holly Brophy Herb | Brian Johnson |
| Sarah Douglas | Yuya Kiuchi |
| Hope Gerde | Temple Odom |
| Kendal Holtrop | Saila Subramanian |
| Deborah Johnson | Erica Tobe |
| Megan Maas | |
| Amy Nuttall | **Fixed Term Faculty may serve on |
| Desiree Qin | committees with special permission |
| Le Anne Silvey | |
| Lori Skibbe | |
| Emilie Smith | |
| Claire Vallotton | |
| Francisco Villarruel | |
| Yijie Wang | |
| Andrea Wittenborn | |
| June Youatt | |

Tentative Calendar for Ph.D. Program in Human Development and Family Studies

Note: The time limit for a doctoral degree is eight (8) years from the first course that applies toward the Ph.D. degree. If serious circumstances prevent completion of the program in this time frame, students are strongly urged to plan ahead and talk with the Director of Graduate Studies about requesting an extension prior to the end of the eight (8) year limit. The Department will submit an [extension request](#) on behalf of the student to the College and Graduate School. 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 |
|--|---|
| <p>First year advisor is appointed.</p> | <p>When student is admitted.</p> |
| <p>Enroll in HDFS 901. Make an appointment with the Graduate Program Director to get acquainted.</p> | <p>First fall semester admitted.</p> |
| <p>Guidance committee selected by student and advisor (major professor) with approval of Graduate Program Director. Submit through GradPlan.</p> <p>GradPlan 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. gradplan.msu.edu.</p> | <p>Before completion of two semesters of study.</p> |
| <p>Program is planned in consultation with guidance committee. Submit through GradPlan.</p> <p>GradPlan 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. gradplan.msu.edu/</p> | <p>After appointment of the committee and before completion of three consecutive semesters of study or one calendar year.</p> |
| <p>Submit Report of Guidance Committee (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 Administrative Assistant for appropriate forwarding (form available from Graduate Administrative Assistant or on line: Approval of Doctoral Plan of Study). This also needs to be completed in GradPlan.</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. | <p>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. 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.</p> <p><i>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.</i></p> |
| Academic advisor files Doctoral Comprehensive Examination Planning form: Doctoral Comprehensive Examination Plan . (See section on Comprehensive Examination) | At least two weeks before student's Comprehensive Examinations begin. |
| Academic advisor files Report of Comprehensive Exam form: Report of Comprehensive Exam form 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. |

| ACTION TO BE TAKEN | WHEN TO BE DONE |
|--|--|
| <p>It is the student's responsibility to submit forms for any changes in committee members if Doctoral Plan of Study has had prior approval (form available from Graduate Administrative Assistant or on line Doctoral Change of Guidance Committee Members). Change must also occur on GradPlan.</p> | <p>When committee members have been changed.</p> |
| <p>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 (This is completed through GradPlan)</p> | <p>When program adjustments are needed.</p> |
| <p>An independent study form for HDFS 993 must be completed for all internships (see Graduate Administrative Assistant). A CFT internship of nine month minimum duration with 30 hours/week 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>If nonclinical internship is selected, major professor files report (see Graduate Administrative Assistant).</p> | <p>Upon completion of internship.</p> |
| <p>Submit dissertation proposal to guidance committee for approval (form available from Graduate Administrative Assistant or on line APPROVAL FORM FOR DOCTORAL DISSERTATION PROPOSAL).</p> | <p>After comprehensive exams are passed and major professor has approved the proposal.</p> |
| <p>Major professor files approved dissertation proposal form.</p> | <p>When dissertation proposal is approved by the guidance committee.</p> |
| <p>Submit appropriate materials and receive approval from IRB (Human Research Protection Program).</p> | <p>After committee approves proposal and prior to beginning research. No data may be collected prior to IRB approval.</p> |

| ACTION TO BE TAKEN | WHEN TO BE DONE |
|---|---|
| | Note: This process can be lengthy. Plan at least 6 weeks in degree completion timeline. |
| <p>Student obtains dissertation packet on line Dissertations/Theses, Formatting. 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 Administrative Assistant 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>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.</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 Administrative Assistant (form available from Graduate Administrative Assistant or on line Doctoral Dissertation Oral Examination Announcement form).</p> | <p>According to dates in the Academic Calendar. At least three weeks before scheduled oral examination to allow Graduate Administrative Assistant to submit student oral exam announcement to Graduate Program Director and CSS Associate Dean of Graduate Studies.</p> |
| <p>Major professor files Record of Doctoral Dissertation Oral Examination to the Graduate Administrative Assistant for Graduate Program Director's and Associate Dean of CSS signatures. After signatures Graduate Administrative Assistant will send copies to the guidance committee and student. (form available from Graduate Administrative Assistant or on line Doctoral Dissertation Oral Examination).</p> | <p>Following successful exam.</p> |

| ACTION TO BE TAKEN | WHEN TO BE DONE |
|--|--|
| <p>MSU only accepts electronic dissertations – see instructions at http://grad.msu.edu/etd/.</p> | <p>See pages 44-45 for guidelines regarding electronic submission of dissertation <u>Final</u> approval deadline for degree is <u>approximately</u> 5 working days prior to 1st day of class the next semester.</p> |
| <p>Submit electronic copy of dissertation to dissertation director and academic advisor. (Option to give each member of your committee an electronic copy.)</p> | <p>Before graduation clearance.</p> |
| <p>Complete exit survey.</p> | <p>After submitting the dissertation, when the Graduate School sends the invitation email.</p> |
| <p>Degree candidates should check the Academic Calendar for deadlines to apply for graduation.</p> | <p>Applying for Graduation</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.

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.

Purpose of the Portfolio

The 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 and professional life. This includes membership in professional organizations and participating in academic service and community outreach activities.

Requirements of the Portfolio

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, 7th 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), whether virtually or in person. The department will print students' posters at no cost to the student. When university-sponsored travel is permitted, 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).

(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. The Graduate Education Committee 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 lecture 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.). Serving on the Graduate Student Advisory Council provides opportunities for service to the department.

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 HDFFS Graduate Student Advisory Council 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.

Evaluation of Portfolio

Annual Evaluation and Professional Portfolio Documentation for HDFD Doctoral Students

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 RAs, TAs 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)

- 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)

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

III. Research Statement

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

- 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

- 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 HDFS Doctoral Students

Name:

Major Advisor:

Semester and Year:

Date Submitted:

| | Exceeds Expectations | Meets Expectations | Needs Development |
|---|---------------------------------|-------------------------------|------------------------------|
| Publications (Minimum of 1; manuscripts accepted for publication or in press meet requirement) | | | |
| Conference Presentations (Minimum of 2) | | | |
| Research Statement | | | |
| Research Competencies | | | |
| Teaching | | | |
| Service (1 event/year) | | | |
| Outreach (Minimum of 1 required) | | | |
| Summary of Program Goals for Next Year | | | |

Comments - Advisor

Comments – Guidance Committee

Comments – Content Area Faculty

| |
|--|
| |
|--|

This feedback form has been completed by:

| | Name | Title | Signature | Date |
|-----------------------------|-------------|--------------|------------------|-------------|
| Advisor | | | | |
| Guidance Committee | | | | |
| Content Area Faculty | | | | |

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 |
|--|--|---|--|---|---|
| <i>Professional Development</i> | | | | | |
| 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. |
| Research | | | | | |
| 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. |
| Teaching | | | | | |
| Teaching Philosophy | Students will be able to articulate a statement of teaching philosophy. Key components in the philosophy should include: <ul style="list-style-type: none"> • The theoretical underpinning of teaching and learning goals and decisions made in the classroom. • A detailed description of what goes on in the classroom-classroom management, dynamics, and overall atmosphere. • Roles and responsibilities as an instructor. • How teaching and learning goals are assessed. | 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"> • Teaching style (e.g., mentoring, coaching, modeling). • Development and reflection of the teaching style. | | | | |
| 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.

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 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.

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).
 - a. Students, in consultation with the committee complete the comprehensive exam planning form.
 - b. Please type the form.
 - c. Be as complete as possible. Attach a bibliography of readings to be addressed. A 100 point scale is to be used.
 - d. 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.
 - e. Scheduling : Students should consult with the Graduate Administrative Assistant prior to scheduling oral exam to assure room availability. If due dates need to be changed, advisor requests to Graduate Program Director and Graduate Administrative Assistant will amend form if approved.
 - f. Graduate Administrative Assistant will provide the advisor with comprehensive exam approval form to be completed immediately following oral exam.
 - g. The form will not be signed and approved unless the oral exam is scheduled.

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.

Detailed 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 Administrative Assistant 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 Administrative Assistant 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 3rd component.
 - d. Outside committee member may waive participation.
- F. The Graduate Administrative Assistant 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.

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.

Please note: *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. Students also need to be enrolled during the semester they complete their comprehensive exam.*

Evaluation of Comprehensive Exams

- 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.

Comprehensive Examination Forms
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:

Name Date

Name Date

Name Date

Name Date

Name

Name

Date and evaluating question #2:

Name

Date

Graduate Program Director Signature:

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

Date

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

Name

Date

Outside committee member has waived her/his involvement: _____ YES _____ NO (If yes, Graduate Administrative Assistant 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.

Comprehensive Exam Rubric

Theory/Content Comps Rubric - Range = 0 (Does Not Meet); 1 (Partially Meets); 2 (Meets)

- Locate peer reviewed literature informed by theory relevant to a field of interest (2 points)
- Summarize and explain how theory is applied to a field of interest (2 points)
- Appraise the quality and rigor of the use of the theory, including limitations of how the theory is applied (2 points)
- Synthesize findings across the body of knowledge to make recommendations of how theory can be applied to future research (2 points)
- Writing Style (2 points)
 - Clarity and Persuasive Writing (1)
 - Correct Writing Format and APA (1)

Requirements: Passing = 7 and above; Students who receive a zero on any category will need to re-write their comprehensive exam response.

Methods Comp Rubric - Range = 0 (Does Not Meet); 1 (Partially Meets); 2 (Meets)

- Locate peer reviewed studies in a field of interest, summarize and explain empirical evidence from multiple studies (2 points)
- Appraise the quality and rigor of the studies, including limitations of the study (2 points)
- Synthesize findings across the body of knowledge to identify gaps in the empirical evidence (2 points)
- Propose and explain research design suited to answer your research question (2 points)
- Writing Style (2 points)
 - Clarity and Persuasive Writing (1)
 - Correct Writing Format and APA (1)

Requirements: Passing = 7 and above; Students who receive a zero on any category will need to re-write their comprehensive exam response.

Oral Comps Rubric

- Apply topic of study using the appropriate theory and/or methods identified in the first two comprehensive exam questions. Examples include a teaching plan, case study, or other applied approach. Range = 0-2 (Does Not Meet); 3-4 (Meets); 5-6 (Exceeds)
- Presentation – Information is confidently presented, Student is able to answer questions posed, fully supporting each decision made. Range = 0 (Does Not Meet); 1 (Meets); 2 (Exceeds)
- Visual Information – Presentation is visually appealing, well-designed; and appropriate in length. Range = 0 (Does Not Meet); 1 (Meets); 2 (Exceeds)

Requirements: Passing = 7 and above; Students who receive a zero on any category will need to re-write their comprehensive exam response.

Approved by Graduate Education Committee March 30, 2018

Comprehensive Exam Rubric

Student: _____

Reviewer: _____

| Theory/Content Comprehensive Exam Question | Does Not Meet = 0 | Partially Meets = 1 | Meets = 2 |
|--|-------------------|---------------------|-----------|
| Locate peer reviewed informed by theory relevant to a field of interest | | | |
| Summarize and explain how theory is applied to a field of interest | | | |
| Appraise the quality and rigor of the use of the theory, including limitations of how the theory is applied | | | |
| Synthesize findings across the body of knowledge to make recommendations of how theory can be applied to future research | | | |
| Writing Style | | | |
| Totals | | | |

Comments:

| Methods Comprehensive Exam Question | Does Not Meet = 0 | Partially Meets = 1 | Meets = 2 |
|--|-------------------|---------------------|-----------|
| Locate peer reviewed scientific studies in a field of interest, summarize and explain empirical evidence from multiple studies | | | |
| Appraise the quality and rigor of the studies, including limitations of the study | | | |
| Synthesize findings across the body of knowledge to identify gaps in the empirical evidence | | | |
| Propose and explain research design suited to answer your research question | | | |
| Writing Style | | | |
| Totals | | | |

Comments:

| Oral Comprehensive Exam Question | Does Not Meet = 0-2 | Partially Meets = 3-4 | Meets = 5-6 |
|---|---------------------|-----------------------|-------------|
| Apply topic of study using the appropriate theory/content and/or methods identified in the first two comprehensive exam questions. Examples include a teaching plan, case study, or other applied approach. | | | |
| | Does Not Meet = 0 | Partially Meets = 1 | Meets = 2 |
| Presentation | | | |
| Visual Information | | | |
| Totals | | | |

Comments:

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.

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.

Format for Dissertation

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

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.

Format of the Dissertation 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

Dissertation Defense

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.

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, an email must be sent to the Administrative Assistant for Graduate Studies with the defense date and location, title, and short abstract. Graduate Administrative Assistant must distribute at least three weeks prior to defense and will send to the 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 Administrative Assistant 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.***

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.

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

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.

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.

Requests for hold/embargo on publication of documents submitted to ProQuest: Students submitting a thesis/dissertation to ProQuest now can request a hold/embargo of publication by ProQuest by contacting the College Office of Graduate Studies and the Graduate School at msuetds.approval@grd.msu.edu or by calling (517) 353-3220. In response to the request, the Graduate School will send directly to the student a form that needs to be completed and turned to the Graduate School prior to the document submission to ProQuest. The form needs to be signed by the student's major professor and by the Associate Dean of the student's college. The request for the hold/embargo may be for six months, one year or two years. Requests for a period longer than six months must include a brief justification for the length of the requested hold/embargo.

Creating an Open Researcher and Contributor ID (ORCID) at the time of submission of electronic documents to ProQuest:

At the time of submission to ProQuest, authors now have the opportunity to create an ORCID that provides researchers with a unique identifier for linking their research outputs and activities. An ORCID:

- Improves recognition of research contributions
- Reduces form-filling (enter data once, re-use it often)
- Works with many institutions, funders, and publishers
- Is a requirement of many journal manuscript submission systems and grant application forms.

To learn more about ORCID go to: <https://vimeo.com/237730655>

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>

- ▶ Summer 2020 – August 19, 2020
- ▶ Fall 2020 – December 18, 2020
- ▶ Spring 2021 – May 12, 2021
- ▶ Summer 2021 – August 25, 2021
- ▶ Fall 2021 – December 20, 2021
- ▶ Spring 2022 – May 11, 2022

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.

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.

Academic and Professional Performance and 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 Report 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. The Annual Progress Report is submitted via an online form, and includes the PhD Annual Progress Report Form, an updated CV, a Research Statement, and an updated Portfolio. The progress report process may include a meeting with content area faculty. It is required that the [Annual Progress Report Form](#) 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

An Academic Progress Review 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. 2nd and final meeting or dismissal)
- ▶ This report will be sent to the student, the Graduate Administrative Assistant 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.**

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. These adjustments also are made in GradPlan.
- ▶ [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. (See HDFS Website for the latest reporting form.)
- ▶ [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. HDFS comprehensive planning forms must be completed, signed, and submitted to the Graduate Administrative Assistant 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 Administrative Assistant 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.

*These forms must be submitted to the Graduate Administrative Assistant 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 Administrative Assistant.

- [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 in the Schedule of Courses provided by the MSU Registrar. It is important that the student consult this schedule for the semester in which she/he expects to complete her/his degree for deadline dates to hold oral examinations and submit thesis drafts. A student must be enrolled for MSU credits (on campus or off-campus) during the semester in which the master's oral examination is held. University regulations are very strict on this point.

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 490, 490H, 890, and 894 may be used for independent studies or special studies or practice. A maximum of 9 credits may be taken in these independent and special studies courses or a combination thereof. Fill out the [Independent Study form](#) with the faculty who will sponsor the course credits, and submit them to the Administrative Assistant for Graduate Studies.

IMPORTANT: *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.*

Permission forms for variable credit course enrollment may be obtained in online from the HDFS website. These must be filed with the HDFS Office of Graduate Studies secretary 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 maximum number of credits, however, is determined by the department or school. 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 |

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.

Dual Majors Doctoral Degrees

All dual major doctoral degrees must be approved by unit directors, the Associate Deans of the participating Colleges, and 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>

DF-Deferred Grades

Students who need more time to complete course requirements may use the deferred grade option. 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 thesis work.

Lifelong Education credits

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

Credit-sharing Policy

The University Committee for Graduate Studies revised the credit-sharing policy for Master's programs: "If your program includes more than 30 credits, then you may share up to 30% of the total with another Master's program."

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 nor toward the removal of provisional status where a minimum grade point average is a requisite for regular status.

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.

International Travel

Graduate students traveling internationally for MSU-related work (research data collection, international professional conferences, courses, or other academic business) must 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.

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](#) online.

Relationship Violence and Sexual Misconduct Policy

Michigan State University is committed to providing a safe and supportive climate for all students, faculty, and staff. All graduate students should familiarize themselves with the Relationship Violence and Sexual Misconduct [Policy](#) and procedures.

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.

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 teacher, supplementary means such as open-ended questions may also be used to evaluate the course. Student confidential instructional rating reports must be made available to the HDFS Chairperson for review.

Grief Absence Policy

MSU has defined a [grief absence policy](#) to accommodate students' bereavement needs. 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 Contract](#). 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.

MSU Guidelines on Authorship

MSU has defined [guidelines on authorship](#). Further, all MSU researchers are encouraged to share their work in the form accepted within their specific discipline.

University Policy about Dissemination of Graduate Students' Research

In keeping with MSU's public mission, the University requires that theses, dissertations and abstracts will become public after the conferral of the degree; embargoes can only be pursued for a limited period (see [1] below). Results that are subject to restrictions for dissemination by funding agencies (see [2] below) cannot be part of any document submitted as a thesis or dissertation to the Graduate School.

[1] Hold/embargo on publication of documents submitted to ProQuest:

Students submitting a thesis/dissertation to ProQuest now can request a hold/embargo of publication by ProQuest by contacting the Graduate School at msuetds.approval@grd.msu.edu. In response to the request, the Graduate School will send directly to the student a form that needs to be completed and turned to the Graduate School prior to submission of the document to ProQuest. The form needs to be signed by the student's major professor and by the Associate Dean of the student's college. The request for the hold/embargo may be for six months, one year or two years. Requests for a period longer than six months must include a written justification for the length of the hold/embargo.

[2] Graduate students' participating in University Research Organization (URO; <https://uro.egr.msu.edu/>):

Graduate students involved in a URO project will receive both written documentation and a verbal explanation of any limitations or implications to their current or future academic progress prior to participating on the project. Students engaging in work for a URO project undergo a 2-step approval process before hiring: a consultation with a representative of the URO's office to explain the restrictions on the project, and an interview with the Graduate School Dean or Dean's designee to discuss the relationship, if any, between their work as graduate students and their participation in the project. Students must be informed that results that are subject to restrictions for dissemination cannot be part of any document submitted as a thesis or dissertation. As part of their degree program, all graduate students must have research options to ensure the generation of appropriate results to fulfill the degree requirements, and to have data for professional development activities that are integral to their graduate education (e.g., presentations at conferences and research seminars).

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](#)

MSU's Institutional Data Policy

Michigan State University has defined an [Institutional Data Policy](#) to protect the security and integrity of its Institutional Data without hindering the effective and efficient use of those Data. To achieve this objective, the best efforts of every member of the University community are required.

Professionalism Policy

Students are expected to conduct themselves in a professional manner and to exhibit characteristics of a professional student. If a student engages in conduct that is deemed unprofessional, the department will generally treat such conduct as an additional place where students need to be taught appropriate skills to succeed in the profession, with such information generally relayed by the advisor or Graduate Director.

If the conduct persists or if it is particularly egregious, the conduct may be noted in the student's academic file and specific guidelines may be provided to guide future conduct. Repeated or egregious unprofessional conduct can be used as grounds for termination from the program. Such decisions will be handled by the Graduate Director and the Department Chair, in consultation with the Associate Dean in the College of Social Science. (Adapted from the Department of Economics Program Handbook.)

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.

HDFS FELLOWSHIPS SCHOLARSHIPS AND AWARDS

APPLICATIONS DUE February 15, 5:00 P.M. every year.

One application process is used for all scholarships. Students will be considered for all awards for which they fit criteria; a scholarship form completed on line is used to assess student eligibility for all awards. Students must submit a current resume or CV, and a statement describing: their research, educational, and /or professional goals and accomplishments, and their fit with the criteria that make the eligible the scholarships (see below for the criteria of each scholarship).

All application materials should be submitted electronically. HDFS Graduate Education Committee reviews most scholarships. Awards are made in accordance with the criteria for each fellowship or scholarship.

There are ten different scholarships available HDFS Graduate Students; one or more awards are made for each scholarship each year, depending on availability of funds.

Jeanette Lee Scholarship

Eligibility: This award is for educational emphasis that will benefit families/children. Preference is to a returning student. How to apply: (1) a 500 word statement describing how this award will help you have achieved your educational and professional goals towards your degree; (2) A current vita; and (3) a letter of support from your major professor (should address academic progress and professional goals).

Eugene O. Peisner Scholarship

Eligibility: (a) must be a Human Development and Family Studies graduate student (if there are no qualified graduate students the award may be made to a senior within the Department); (b) have demonstrated financial need, to be determined by the MSU Office of Financial Aid; (c) have demonstrated high academic achievement and (d) have the capacity and motivation to achieve educational professional goals.

Paolucci Scholarship

Eligibility: must be admitted to a Human Development and Family Studies graduate program. Must have demonstrated: professional service, public service, or volunteer activity; professional organization membership and activity; research and publication potential; high academic achievement with exemplary performance in Human Development and Family Studies program.

Helen Takken Brink Scholarship

Eligibility: This award is intended to encourage students who have demonstrated the capacity to achieve educational and professional goals, the motivation to achieve these goals and the initiative to seek opportunities to further their progress in the Department of Human Development and Family Studies.

Knorr/Metzer/Byers Scholarship

Eligibility: This award is for students majoring in Human Development and Family Studies.

Tom Luster Endowed Scholarship

Eligibility: The fellowship is for Human Development and Family Studies graduate students who are studying diversity or low-income communities. If no qualified HDFS major applies, the Department of Human Development and Studies may at its discretion, award the scholarship to other qualified students.

Jean Davis Schlater Dissertation Fellowship Endowment

Eligibility: (a) Must be a Human Development and Family Studies major graduate student; (b) must have an approved research proposal for the doctoral dissertation concentration in study of the family with preference given to the following foci: human values, family decision making, family resource management, or family quality of life.

Verna Lee and John Hildebrand Dissertation Fellowship

Eligibility: The fellowships shall be for Human Development and Family Studies doctoral students who plan to conduct research and have an approved program plan with a focus on women or minority issues. In addition, with the approval of the Human Development and Family Studies Department Chairperson or the Graduate Program Director, income from the endowed fund may also be allocated for: (1) Support of publications based on dissertations completed under item 3(b); (2) Support of lectures, symposia, or individual activities concerning issues specific to women and minority populations.

Human Ecology Legacy Endowment Fund Scholarship

Eligibility: Students who have demonstrated leadership in areas that provide a direct impact on the community through programs and research related to traditional home economics (such as family, parenting and nutrition).

Human Development and Family Studies Opportunity Fund

Eligibility: must be admitted to an HDFS graduate program. Preference for the award of scholarships and fellowships to nontraditional graduate (Master's or PhD) students in the Department of Human Development and Family Studies.

Additional Information for Scholarships and Awards

Receipt of externally funded fellowships by students who have written their own grant applications and worth at least \$25,000 (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 Associate Dean Judith Stoddart at stoddart@msu.edu.

TRAVEL FUNDING

When University-related travel is permitted, limited travel funding is available for student travel to national and international conferences. Generally there is an early September deadline for fall semester travel and an early December deadline for spring semester.

These are the steps you need to take:

- ▶ Go to Graduate School website: and access [Graduate Student Travel Funding](#).
- ▶ 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.
- ▶ Have your advisor commit funding if possible, and sign the form; advisors must sign regardless of funding commitment.
- ▶ Submit your form to the Administrative Assistant for Graduate Studies by fall or spring deadline as stated (usually early September and December). Based on funds available, HDFS will commit some funding and then forward to the College of Social Science and The Graduate School for those who are first author.
- ▶ Priority given to students presenting at conferences.

Other Notes:

- ▶ Students should submit only one request an academic year. Further requests will be considered if budget permits.
- ▶ There will be a second call for applications in November to cover spring/summer meeting requests.
- ▶ Those presenting will be given priority and the meeting should be at the national or international level.

Purpose and Principles

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.

GRADUATE ASSISTANTSHIPS

Graduate teaching and research assistantships are available to qualified graduate students based on availability of funds, and Ph.D. students have priority. 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 the HDFS Director of Graduate Studies.

Assistantships are awarded based on the funding package committed to students in their initial offer of admission, financial need, academic progress, past support, and fit with specific needs of the department. Faculty in each content area (e.g. HDFS, CFT, SEDE) makes recommendations to the Department Chair and Director of Graduate Studies regarding funding priorities and fit of students with available positions.

All assistantships are contingent upon availability of resources. Assistantships are assigned for a specific period of time.

Applying For a Graduate Assistantship in HDFS

1. A link to an online application/questionnaire regarding TA/RA positions will be distributed early in the Spring semester. 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 online by the due date (typically in February or March).
3. Appointments are based on available funds, departmental needs, student learning goals, and students' prior experience and performance. Content area faculty make recommendations to the Department Chair and Director of Graduate Studies regarding specific student placements.
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 in April for fall appointments. Further appointments may be made, or appointments adjusted in late spring and summer as needs and budget allocations are confirmed.
6. Students may advocate for specific positions in which they are interested, and may contact a particular course instructor, research investigator, or administrator with whom they 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. Reappointments to previous positions are possible, but are not guaranteed.

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 issued every other Friday. For more information on specific dates, see the MSU [Biweekly Payroll Schedules](#).

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 (in-state) 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](#)). 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 are 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

Learn more about health benefits provided to students holding graduate assistantships [here](#).

Graduate Assistant Illness/Injury/Pregnancy/Adoption Leave Policy

According to [University Policy](#), a Graduate Assistant who becomes 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.

A graduate assistant planning to take a leave under this policy shall notify the administrator of his or her major unit as soon as circumstances permit.

Termination from Graduate Assistantships

When a graduate student is unable to fulfill the responsibilities of a graduate assistantship, HFDS follows the procedures set out by the GEU for review and potential dismissal of the student from the position. If a graduate assistant resigns an assistantship or the assistantship is terminated early 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 (in-state) residents will be assessed out-of-state tuition. More information on the procedures can be found in the [GEU contract](#); the relevant sections are provided below.

Procedure for Unsatisfactory Performance

When employment performance is unsatisfactory, the employment duties may be reduced and employment fraction and pay may be reduced correspondingly, or employment may be terminated. In cases of unsatisfactory employment performance, the matter will first be discussed with the Employee prior to any action being taken. If the Employer determines that the existing situation can be corrected by the Employee and is of such a nature that correction is appropriate, the Employee will be given not less than one calendar week from date of discussion to make the correction. A written summary of such a discussion will be available at the written request of the Employee provided the request is received within forty-eight (48) hours of the discussion. When allowed by law, a copy of this summary will be provided to the Union.

Discipline

The parties recognize the authority of the Employer to suspend, discharge, or take other appropriate disciplinary action against Employees for just cause. Discharge may result from an accumulation of minor infractions as well as for a single serious infraction. Whenever it is appropriate, the Employer shall give the Employee advance notice of its intent to hold an investigatory interview. An Employee shall be entitled to the presence of a Union Representative at an investigatory interview if he/she has reasonable grounds to believe that the interview may be used to support disciplinary action against him/her, and he/she requests representation. If any discipline is taken against an Employee, the Employee will receive a copy of the disciplinary action. In the event that an Employee is discharged, the Employee will receive a copy of the notice of discharge, including a summary of the reasons for the discharge. When allowed by law, the Union will be provided a copy of any notice of discharge. An Employee may appeal a suspension or discharge beginning at Step Two of the Grievance Procedure.

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 have a graduate assistantship should become familiar with this document. The current contract is in effect through May 15, 2023.

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. An [evaluation form](#) for this purpose has been approved by the Department of Human Development and Family Studies and is available online 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. D2L is the main instructional tool available at MSU. Online tutorials and [help desk](#) information is available on D2L.

Mandatory Training

All TAs and RAs must complete the on-line training about the [Relationship Violence and Sexual Misconduct Policy](#).

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 empower@msu.edu.

English Language Testing: MSU Policy Affecting International Teaching Assistants (ITAs)

MSU candidates for TA appointments who were required to demonstrate English proficiency as a condition for regular admission to Michigan State University must also demonstrate that they meet a minimum standard of proficiency in spoken English before they can be assigned teaching work that involves oral communication with undergraduate students. Those ITAs who received a waiver of the TOEFL or of other accepted tests of English proficiency for admission, must also meet the requirement of proficiency in spoken English before they are assigned to teaching work that involves oral communication with undergraduate students. To meet this requirement, those ITAs may use any of three options listed below:

- Presenting a TOEFL iBT speaking section score of 27 or higher.
- Receiving a score of 50 or higher on the [MSU Speaking Test](#)
- Taking [AAE 451](#) or [AAE 452](#) (ITA language support courses) and receiving a score of 50 or higher on the [ITA Oral Interaction Test \(ITAOI\)](#).

Individual exceptions from these requirements (on a case-by-case basis in rare circumstances) will be considered by the Graduate School in consultation with the ELC upon the request of the department and with the endorsement of the Associate Dean of the College

Updates about English language proficiency for Teaching Assistants

The policy changes (indicated in bold print) are reflected in the description that follows. The policy is also available from: <https://grad.msu.edu/tap/speak> or <https://grad.msu.edu/tap/first-time-tas-international>

MSU TA Program

The MSU Graduate School provides trainings, resources, and fellowship programs for teaching assistants, including new TAs and those continuing to build their teaching and mentoring skills. Learn more about the [MSU TA Program here](#).

ACADEMIC HEARING PROCEDURES FOR THE HDFHS DEPARTMENT

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)

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.)

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)

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.)

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 Associate Dean for Graduate Studies, 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. <https://ombud.msu.edu/> (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.)

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 vice 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.)

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.

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 the 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)

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.)

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.)

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 Faculty of the Department of Human Development and Family Studies on February 24, 2012.

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
129 N. Kedzie Hall
(517) 353-8830
ombud@msu.edu
<https://www.msu.edu/unit/ombud/>

RESOURCES PROVIDED BY MICHIGAN STATE UNIVERSITY

Resources provided by the Graduate School:

- ▶ [Diversity, equity, & inclusion programs](#)
- ▶ [Events](#)
- ▶ [Forms](#)
- ▶ [Funding](#)
- ▶ [Graduate life & wellness](#)
- ▶ [Mentoring](#)
- ▶ [Policy information](#)
- ▶ [Professional development](#)
- ▶ [Research integrity](#)
- ▶ [Traveling scholar opportunities](#)
- ▶ [University Committee on Graduate Studies](#)

Resources provided by University-level units:

- ▶ [OISS](#)
- ▶ [RCPD](#)
- ▶ [Student Affairs](#)
- ▶ [Libraries](#)
- ▶ [Olin Health Center](#)
- ▶ [Inclusion & Intercultural Initiatives](#)
- ▶ [Burgess Institute for Entrepreneurship & Innovation](#)
- ▶ [The Writing Center](#)
- ▶ [University Outreach & Engagement](#)