

MQM

STUDENT HANDBOOK

Policies and Procedures of the

Measurement and Quantitative Methods

Doctoral Program

Michigan State University
Department of Counseling, Educational
Psychology and Special Education
College of Education
455 Erickson Hall
East Lansing, MI 48824
517-355-1838

Weblink: <https://education.msu.edu/cepse/mqm/handbook/>

August 2024

Table of Contents

ABOUT THE PROGRAM	2
PROGRAM OVERVIEW AND MILESTONES.....	3
CURRICULUM.....	5
ADVISING POLICIES.....	7
FORMING A GUIDANCE COMMITTEE.....	9
DISSERTATION: COMMITTEE, PROPOSAL, AND DEFENSE.....	10
ANNUAL REVIEW OF STUDENTS' PROGRESS.....	12
GENERAL POLICIES.....	13
MQM NETWORK.....	18
FINANCING YOUR GRADUATE EDUCATION.....	19
GRADUATION.....	21
PROGRAM FACULTY	21
UNIVERSITY COMMITTEE FOR RESEARCH INVOLVING HUMAN SUBJECTS.....	23
ADDITIONAL RESOURCES.....	25

About the Program

The Measurement and Quantitative Methods (MQM) Program at Michigan State University offers a doctoral program for students wishing to specialize in educational and psychological test development, or quantitative methodology as applied to problems in educational and social science research. Specifically, our students prepare for academic positions as education, psychology or applied statistics faculty members in the testing industry, at research institutes or in-state or national departments of education, where the analysis of educational data or the development, administration and analysis of tests and surveys are key activities.

RESEARCH SPECIALIZATIONS

Doctoral students in the MQM program select between two specializations: Measurement, or Quantitative Methods.

Students interested in issues relating to large-scale assessment, instrument development and survey administration adopt the Measurement specialty.

Students interested in the development, extension or modification of statistical methods or the rigorous application of sophisticated statistical or econometric methods to examine empirical issues related to educational research adopt the Quantitative Methods specialty. Students in the Quantitative Methods specialty are also trained in the quantitative basis for causal inference and educational evaluation that informs policy.

INTERDEPARTMENTAL COURSEWORK

In addition to completing MQM program coursework, students typically select other courses in the College of Education, or Departments of Psychology, Sociology, Epidemiology, Economics or Statistics and Probability as appropriate to their professional goals and in conformance with their Program Plan. All MQM doctoral students take courses to fulfill breadth requirements in the field of education.

Program Overview and Milestones

An MQM student's program of study includes coursework, a preliminary examination, an apprenticeship project, a comprehensive examination, and dissertation research. The student will also need to complete milestones within the Student Information System (SIS) which MSU utilizes to track student progress, called Campus Solutions. In Campus Solutions, students will need to document the makeup of their Guidance Committee, upload their GradPlan, and track their Responsible and Ethical Conduct of Research (RECR) trainings.

COURSEWORK

Students will complete formal coursework for the program. The program requirements are listed under [Curriculum](#).

Students will work with their advisor to draft a course plan. This plan will need to be uploaded in Campus Solutions before applying to take the Comprehensive Examination (before the third year).

Formal coursework is generally completed by the end of the third year.

PRELIMINARY EXAMINATION

Following the first year of study in the Program, students register to take the program's preliminary examination. The preliminary exam is scheduled in mid- to late-August, before the second year of study begins. During the examination period, students are asked to write a thorough critique of a published paper, which will include applied elementary statistical methods such as those covered in CEP 932 (e.g., t-test, chi-square test, simple regression, correlation). The preliminary exam primarily functions as a diagnostic tool to assess students' understanding of the research process and their analytical reading and writing skills. The exam takes place typically from 9 AM to 4 PM (8 AM to 4 PM for non-native speakers). Students should use a computer (laptop) and type their

responses clearly during the exam (using Microsoft Word, for example). Access to the internet or computer files other than the file containing the student's response is not permitted. Students can take breaks for meal, snack, water, etc.

RESEARCH APPRENTICESHIP

The apprenticeship project (practicum) is completed after the preliminary exam, during the 2nd or 3rd year of study. The apprenticeship project, which is carried out under the supervision of an advising MQM faculty member, is intended to result in a paper of publishable quality. The topic of the apprenticeship project is presented to a three person committee composed of two faculty members and a graduate student who has successfully completed the comprehensive examination. The final report of the apprenticeship project is presented to that same committee for final approval. After the apprenticeship paper has been approved by the committee, a student may register to take the comprehensive examinations.

COMPREHENSIVE EXAMINATION

Comprehensive examinations should be completed before the end of a student's 4th year. The comprehensive exams are administered over three half days: the first two days of exams focusing on the student's major (e.g., Quantitative Methods), and the final day on the student's minor (e.g., Measurement). The duration of the exam is three hours each day (e.g., 9 AM to 12 PM). Students will answer four questions for their major (two in the first and two in the second day) and four questions for their minor (third day). The comprehensive exams include topics that students have covered during their coursework in MQM. Students should use a computer (laptop) and type their responses clearly during the exam (using word for example). Access to the Internet or computer files other than the file containing the student's response is not permitted. Students who do not pass a particular section of the exam are permitted to retake that part during the next testing period. Students must pass the comprehensive exams in three attempts total. Once comprehensive exams are successfully completed, students should prepare their doctoral dissertation proposal for hearing before their Dissertation Committee (detailed in Section VI).

GENERAL TIMELINE

Program Milestone	Expected Completion
Preliminary Examination	End of first year
Course Plan and Guidance Committee in SIS	End of second year
Research Apprenticeship	End of second year
Comprehensive Exam	End of third year
Dissertation Proposal	Fourth year
Dissertation Defense	Fourth/fifth year

Curriculum

A student's program plan of coursework must fulfill the three sets of requirements that are described below: Core Courses (courses required of all students), Selective Courses (courses by which students choose an area of specialization within MQM), and Cognate Courses (courses constituting an area of specialization outside of MQM). In addition to completing the designated coursework, students should participate in MQM seminars, and must satisfy the College of Education breadth requirements. Courses should be selected in consultation with the student's advisor and guidance committee to fulfill all program requirements and correspond with students' individual interests and needs.

MQM students should choose between pursuing a Measurement or a Quantitative Major within the degree program based on their academic interests. Each major focus has different course requirements.

If a student has experience in required course topics, or there is another need for a course waiver or substitution, a *Waiver/Substitution form* should be completed by the student, approved by the advisor and Program Director, and submitted to the program coordinator.

Please see course requirements for the Fall 2024-25 cohort below:

All of the following courses are required (27-29 credits):

Course	Name	Credits
CEP 900	Proseminar in Educational Psychology and Educational Technology I	3
CEP 921	Psychometric Theory I	3
CEP 923	Item Response Theory	3
CEP 930	Educational Inquiry	3
CEP 932	Quantitative Methods in Educational Research I	3
CEP 933	Quantitative Methods in Educational Research II	3
CEP 934	Multivariate Data Analysis I	3
CEP 935	Advanced Topics in Multivariate Data Analysis II	3
CEP 995	Practicum in Research Design and Data Analysis	1-3 (at least 1 required)

CONCENTRATION COURSES

Measurement Major

The following courses are required:

Course	Name	Credits
CEP 922	Proseminar in Educational Psychology and Educational Technology I	3
CEP 982	Advanced Item Response Theory *(waiver required)	3

Quantitative Major

The following courses are required:

Course	Name	Credits
EC 820A	Econometrics IA	3
EC 820B	Econometrics IB	3
PPL 802	Quantitative Methods in Public Policy II	3
PPL 803	Quantitative Methods in Public Policy III	3
STT 441	Probability and Statistics I: Probability	3
STT 442	Probability and Statistics II: Statistics	3
STT 861	Theory of Probability and Statistics I	3
STT 862	Theory of Probability and Statistics II	3

COGNATE COURSES

The cognate is an area outside of the required MQM courses that is supposed to broaden the knowledge of students in areas related to their research interests. For the quantitative methods major, this is usually coursework in the statistics or economics department, etc. For measurement majors, it can be any set of courses that support their research interests such as psychology, math education, economics, etc.

Three of the following courses:

Course	Name	Credits
CEP 937	Survey Methodology *(Waiver Required)	3
CEP 938	Latent Variable and Structural Equation Modeling	3
CEP 982	Seminar in Counseling, Educational Psychology and Special Education	3
CEP 991B	Special Topics in Educational Statistics and Research Design	3

*Please note that CEP 982 and CEP 991B can be taken multiple times to fulfill this requirement.

The content and format of CEP 982 vary between semesters depending on the instructor and is used to offer many different areas of study with MQM. Options for CEP 982 topics include, but are not limited to:

- Longitudinal
- Meta-Analysis
- Test Security and Data Forensics
- Adaptive Testing
- Missing Data Analysis
- Statistical Toolbox

The content and format of CEP 991B vary between semesters depending on the instructor and is used to offer many different areas of study with MQM. Options for CEP 991B topics include, but are not limited to:

- Social Networks
- Social Networks II
- Casual Inference
- Bayesian Data Analysis

The MQM program is in the process of updating its curriculum. Certain courses may meet degree requirements but require a waiver since they are not officially recognized by the University Academic Program. In such cases, you will need to submit a form showing the Program Director's approval for the course to count toward your degree. Courses that are crossed out in the curriculum technically meet University Academic Program requirements, but the Program Director advises against taking them and they will no longer count once the curriculum changes are finalized.

DISSERTATION

Successful completion and defense of the dissertation. Students must complete 24 credits of CEP 999 Doctoral Dissertation Research but may not earn more than 30 credits

Advising Policies

The MQM faculty is committed to establishing advising relationships that will support, challenge, and contribute to the professional development of its students. Students are responsible for maintaining close communication so that the advisor can carry out his or her roles as consultant, advocate, mentor, and monitor of the graduate experience.

TEMPORARY ADVISOR

Incoming doctoral students are assigned a temporary advisor upon admission to the program based on (a) the research interests and expertise of program faculty and (b) the research interests of the student as expressed in the application materials. The temporary advisor plays an important role during the first year in helping the new student become familiar with the MQM program and answers questions about preparation for doctoral studies, opportunities for assistantships, program requirements, expected timelines, the procedures and timing for selecting a permanent advisor and guidance committee, and other details about the doctoral experience. During the first year, the temporary advisor is also an important resource for the student in making connections with other faculty and shaping the student's program and research interests.

PERMANENT ADVISOR (CHAIRPERSON OF THE GUIDANCE COMMITTEE)

Students are encouraged to find a permanent advisor by the end of their second semester. By the end of the second semester, if no changes are requested, a student's temporary advisor becomes their permanent advisor, and serves as the chairperson of the guidance committee. In certain cases, advisors can be changed at any time.

Once a permanent advisor has been selected, a student may switch advisors with the consent of the Department Chair, and both advising faculty members. The Program Coordinator should also be made aware of these changes after they are approved so that records can be updated accordingly.

MQM students may seek co-advisors if appropriate to their scholarly goals. The permanent advisor may also serve as the dissertation director during the dissertation phase of the student's study. In some cases, another faculty member – from MQM or elsewhere in the department or College – may be the best choice to serve as dissertation director. In all cases, the permanent advisor/chair of guidance committee must be an MQM faculty member.

Advisors will make every effort to be available and responsive to the needs of students. It is equally important that students take initiative in establishing frequent contact with their advisors, and in requesting assistance as needed. Students should consult their advisors at all major decision points, including:

- prior to registering each term,
- preparing for the annual self-assessment,
- drafting the plan of study,
- preparing for comprehensive examinations,
- pursuing a dissertation.

To help maximize the student's academic and professional growth, the permanent advisor (chairperson of the guidance committee) is at minimum responsible for the following:

- Assisting the student in selecting appropriate faculty members for the guidance committee.
- Validating the student's annual Responsible and Ethical Conduct of Research training.
- Helping the student to understand and fulfill all of the requirements and policies of the program, department, college, and university, including the completion of forms required by those requirements and policies.
- Helping the student identify, pursue, and secure academic, professional, research, and teaching opportunities that would appropriately contribute to their career aspirations.
- Assisting the student in scheduling and preparing for three required official meetings of the guidance committee: (a) To approve the program coursework (b) to evaluate the dissertation proposal and (c) to evaluate the dissertation. At least three committee members must be present to constitute an official meeting. The guidance committee may also meet additionally as needed.
- Aiding the student in planning for and conducting the research practicum, including the selection of an appropriate committee.
- Assisting the student in finding and selecting appropriate research and teaching assistantships, finding and reading key pieces of research, and preparing for the

- comprehensive examination.
- Supporting the student's preparation of a dissertation proposal, selection of a dissertation director (if different from the permanent advisor), and changes in guidance committee members as appropriate during the dissertation phase of study.
 - Resolving any conflicts or problems that may arise between guidance committee members and the student.

Forming a Guidance Committee

PURPOSE AND COMPOSITION

The purpose of the guidance committee is to ensure that each student in the program makes timely progress towards their professional and scholarly goals. The guidance committee helps the student articulate their scholarly goals and research objectives, and then helps them to meet those goals, first by constructing and completing an appropriate program of study (GradPlan), and then by conceptualizing, proposing, and completing an appropriate dissertation study.

All MQM guidance committees will be composed of *at least four* tenure system faculty, at least two of whom are members of the MQM program faculty, and at least one of whom is outside of MQM. Additional members of guidance committees are permitted (as needed) but not required. All other general university regulations for guidance committee membership must be observed. Approved, non-tenure stream faculty can also serve on guidance committees as appropriate. The guidance committee is variously referred to in different documents throughout the university, sometimes as a program committee or dissertation committee. Essentially, it is the same supportive committee with its composition and role changing throughout doctoral study.

FORMATION

The student and their permanent advisor should meet, discuss, and compose the guidance committee before the end of the student's first year in the program.

Once all member's of a student's Guidance Committee are identified and they have agreed to serve on the committee, the Committee Member section of GradPlan should be updated. This should be completed before the student's second year. All membership changes will need to be updated in GradPlan as well.

The objective of the first meeting of the guidance committee is to work with the student to plan a program of study.

PARTICIPATION OF NON-MSU FACULTY MEMBERS

It is understood that the student's pursuit of their research interests may generate topics for dissertation research for which adequate expertise is not available in the EPET program, CEPSE department, or College of Education. In those cases, the student and the permanent advisor

should seek expertise from elsewhere in the university's tenure-stream faculty, and if necessary, from other research universities. University approval of outside faculty is required before they assume committee duties. Their participation at dissertation oral defenses can be supported by video conferencing.

More information on University policies regarding Non-MSU faculty committee members and the approval process can be found [here](#).

Following completion of the [Preliminary Examination](#), students form a guidance committee, and upload this information into GradPlan to the Department of CEPSE. The purpose of the guidance committee is to assist the student in formulating a plan of study that meets degree requirements, while fulfilling the professional needs of the individual student. The guidance committee is typically composed of four faculty members, at least one of whom is from a program other than MQM. In consultation with each guidance committee member, the student formulates a plan of study. The plan of study is approved at a meeting of the guidance committee during which students describe how their interests, previous experiences, and professional goals relate to the courses included in the plan. Members of the guidance committee will electronically sign Gradplan, approving the plan of study, which is submitted to the department. That Plan becomes the formal requirements for completing the program and any changes must be electronically routed to and approved by the Guidance Committee.

The student, in consultation with his/her advisor, will select the four members of the Guidance Committee. The advisor serves as Chairperson, with the second and third members of the Committee usually selected from the faculty in MQM or CEPSE. The fourth member must be from outside the MQM program and can be from the faculty outside of the College of Education. Occasionally additional members with special expertise in the student's area of scholarly interest are added. Those members may come from any part of the academic or professional community, but only MSU regular faculty have voting rights on the Committee. At least **three** members of the Committee must be present at all meetings; the absent member(s) may offer written input.

As a student progresses toward the dissertation, changes in the composition of the Guidance Committee may be appropriate to better meet the student's advising and research needs. Members may be added or deleted (always adhering to a minimum of four members from the specified faculty areas), and a member other than the Guidance Committee Chairperson may be specified as Dissertation Director with the approval of the Guidance Committee Chair.

Dissertation: Committee, Proposal, and Defense

After successfully completing the comprehensive examination, students choose a dissertation topic and dissertation director – a faculty member in MQM who has expertise relevant to the student's chosen topic.

The student must successfully defend a formal dissertation proposal to the guidance committee

(now informally called the dissertation committee), carry out the proposed research, and defend their dissertation. Dissertation defenses include both oral presentations to the committee and the written dissertation itself, conforming to guidelines provided by the Graduate School.

The doctoral dissertation is the culmination of a student's graduate education and training and reflects not only on the accomplishments of the graduate student but also on the quality of the graduate program. An approved dissertation accepted by the Graduate School becomes a single-author publication and contributes to the body of knowledge of the discipline.

Dissertation director. The permanent advisor may also serve as the director of the dissertation, but this is not mandatory. Sometimes, faculty in other departments or colleges serve as dissertation directors. Students should seek out directors whose interests and competencies meet their needs.

Dissertation committee. It is common that a student's advisor is the dissertation director. In this case, they have worked together to identify members of the guidance committee, now informally called the dissertation committee. If a student seeks out a dissertation director who is different from their advisor, it is likely they will need to find new members for their committee. (Changes to committee membership should be reflected in the GradPlan). Together, the student and the advisor create a dissertation committee that meets the requirements (*at least four* tenure system faculty, at least two of whom are members of the MQM program faculty, and at least one of whom is outside of MQM).

Early in the dissertation process, the student discusses his or her ideas for a dissertation study with the members of the dissertation committee. Based on these conversations, the student develops a dissertation proposal in conjunction with the dissertation advisor.

Dissertation proposal. After the student has passed the comprehensive examinations, the student draws upon prior and ongoing work to formulate a dissertation proposal. Students customarily work with their advisors and other appropriate faculty in drafting and revising their proposals before submitting a formal version to their guidance committee for review and recommendations.

The guidance/dissertation committee meets formally to discuss the proposal, ask questions, and evaluate the proposed project in terms of its quality, originality, scope, and appropriateness. The guidance committee may accept the proposal, ask for revisions, or, in rare cases, turn the proposal back to the student for considerable rethinking and rewriting (and another proposal meeting). Three committee members must be present for the proposal meeting to be valid. When they approve the proposal, the dissertation director will sign the *Dissertation Proposal Approval Form* to be submitted to the program coordinator.

Dissertation course credits. Before completing the dissertation, students must register for and successfully complete a minimum of 24 credits, and no more than 30 credits, of doctoral dissertation research (CEP 999). Once the dissertation is complete, the student and committee schedule a final oral examination (often called the dissertation defense) at a mutually acceptable time. The [university calendar](#) specifies a series of dates each semester that should be consulted

when scheduling the examination, completing revisions, and submitting the final copies of the dissertation.

Dissertation defense. The defense takes place in two parts. The first part is a formal presentation that is open to the public. The second part is an oral examination that is attended only by the student's dissertation committee members. Students should confer with their advisors regarding the typical length of dissertation defense presentations. After the formal presentation by the student, everyone except members of the committee leave the room and the guidance committee continues to discuss the work with the student.

A defense does not have to take place in-person. A committee member on sabbatical, for example, may participate by speakerphone or videoconference. Even if one member is unable to participate in person or virtually, the defense can still take place, as long as that committee member has given comments and a vote to the chair in advance. Students should submit final versions of their dissertations to their committee members at least two weeks prior to the final oral examination date. Note that, as with all other benchmarks in the program, students must be enrolled in the term in which they expect to defend their dissertations.

Upon completion of the oral defense, the committee votes on whether to approve the dissertation or call for major revisions. The student is required to complete all requested revisions and submit the *Record of Dissertation Defense* form to the program coordinator before submitting the dissertation to The Graduate School for publication in ProQuest.

Dissertation final revisions & formatting. After the final revisions are complete, the student should follow university guidelines regarding the production and submission of the dissertation. The Graduate School provides forms and guidelines pertinent to producing the dissertation, copywriting the thesis, submitting the final product, and other technical matters. See *The Graduate School [Formatting Tutorial](#)*.

To ensure fairness in the examination procedure and maintenance of academic standards, the dean of the college or the chair of the department may appoint an outside member to the examining committee. The outside member of the committee will read and critique the dissertation, will participate in the oral part of the exam, and will submit a report to the dean and the department chair.

The graduate school will certify the acceptance of the dissertation's final format.

Annual Review of Students' Progress

The MQM faculty conducts an annual review of each student's academic and professional development. The annual review gives the student and faculty an opportunity to reflect upon the student's strengths, weaknesses, and needed areas for professional growth. If the student's work is deficient in any manner, this review process will allow for the development of specific remedial plans. (see the Graduate Student Rights and Responsibilities handbook, GSRR 2.4.8, <https://grad.msu.edu/gsrr>).

The annual review will consider the student's progress in the following areas:

1. Completion of academic coursework
2. Completion of program milestones (e.g., program plan, comprehensive exams)
3. Participation in a community of scholars and practitioners
4. Completion and planning of past and future academic goals

Students will receive an email during the spring semester with a required annual review form, which they will complete. They will then be responsible for contacting their advisor to schedule a meeting to discuss the form and receive feedback on their performance and goals. If necessary, plans will be made at this time to address any areas of weakness that may require more focused attention. After the student and faculty sign the form, it should be submitted to the program coordinator before the specified due date (typically near the end of the spring semester). Then, the program director will review and approve the form, which is placed in the student's file.

Those who wish to appeal any part of the faculty's evaluation may do so in writing to the department chair. The permanent advisor or the graduate student may request a meeting of the guidance committee to address and attempt to resolve concerns raised by the evaluation of the annual review. A written report on such appeals will be filed together with the annual progress report in the student's file.

General Policies

ACADEMIC STANDARDS

The university policy on academic standards and evaluation states:

A 3.00 cumulative grade–point average in the degree program is the minimum university standard, but colleges, departments, or schools may establish a higher minimum 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, e.g., grades in core and other courses, research performance, and development of professional skills) and rate of progress (as indicated by the number of courses for which grades have been assigned or 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 quality will not be permitted to continue to enroll in the degree program, and appropriate action will be taken by the college, department, or school.

Source: [MSU Office of the Registrar, Academic Programs, Graduate Education](#).

TIME LIMIT POLICIES AND EXTENTIONS

The University stipulates that all degree requirements must be completed within eight years (for PhD students) from the time the student first enrolled in the MQM Program. The University also states that students who extend their stay beyond this time limit will be required to recomplete the comprehensive exams.

Students who are not in compliance with these time limits are required to fill out the *Request for Extension of Time* form. Requests for an extension require the approval of the student's advisor, the Dean's Office, and the Graduate School. If a second request is initiated, the student must provide a detailed, written explanation regarding the reasons for insufficiency of the first time extension to complete the degree requirements, and any circumstances that warrant an additional extension. Each extension period is for one or two semesters only. No more than two extensions will be granted. Students are responsible for initiating and completing extension requests prior to the exhaustion of previous time deadlines.

LEAVE OF ABSENCE

Students requiring extended time away from their studies (a semester of not enrolling in classes or longer) should submit a formal request. The request should be initiated with the student's advisor and should specify the anticipated length of the leave. Once the student and advisor have reached agreement as to the terms of the leave, the request should be forwarded to the MQM program director and coordinator. This request, plan for re-entry created with the advisor, and the program director's approval will be added to the student's record.

GREIVANCE PROCEDURES

During graduate study at MSU, a student may wish to register concerns, complaints, or grievances with the administration of the Program, Department, College, or University. Whenever possible, it is our hope to handle these concerns in an informal and timely manner. As soon as a question or concern is raised, the student should contact the Program Director and/or Department Chairperson. Depending on the nature of the concern, the matter may be resolved through informal negotiation and contact with the involved parties. However, if the concern or complaint is of a more serious nature and/or the student is not satisfied with the resolution determined via these informal discussions and actions, the student may need to file a formal complaint with the Department.

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/>

Students should consult the Graduate Students Rights and Responsibilities guidelines to evaluate the viability of filing a formal grievance. A copy of this document can be obtained from the Graduate School or University Ombudsman's Office, and can also be found on the web at <http://www.educ.msu.edu/college/resources/Graduate-Student-Hearing-Procedures-Departments.pdf>. At any point during this process, students may contact the Ombudsman's Office for advice, guidance or assistance regarding their concerns.

RETENTION AND DISMISSAL POLICIES

The program faculty annually review each student's performance and progress in the Program. Faculty also may initiate a review of a student's status in the event of any evidence indicating impairment, unprofessional behavior, or a violation of the University's regulations (for MSU General Student Regulations see the Office of Spartan Experiences: <https://spartanexperiences.msu.edu/about/handbook/regulations/general-student-regulations.html>), legal statutes, or ethical and professional standards. Evidence of cognitive, affective, and/or behavioral impairments that interfere with the graduate training process and/or threaten client welfare may also lead to a Review. Examples of impairment include, but are not limited to, substance abuse, mental health problems, and interpersonal difficulties. The review process consists of examining, together with the student, evidence regarding the apparent impairment or alleged misconduct. The outcome of such a review may be (a) to retain the student in good standing, (b) to allow the student to continue in the program on probationary status until specified conditions are met, or (c) to immediately dismiss the student from the program. The faculty reserves the right to restrict student's participation in coursework or internships during the Review process. The formal procedures for a Retention and Dismissal Review are described below.

Retention And Dismissal Review Procedures

To protect student due process rights, as well as faculty rights to uphold the academic and professional standards of the training program, the following steps will be taken as part of the Retention and Dismissal review process:

1. The student will be informed in writing by the Program Director of any charge, event, performance, or circumstance that suggests impairment or violation of University, legal, ethical, or professional codes. Such charges or complaints may emanate from members of the Program, College, or University faculty, clinical supervisors, clients, or professionals or agents outside of the University community.
2. As part of the above communication, the Program Director may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party, and to inform the Director of the outcome of this action within 30 days.
3. If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Program Director will inform (in writing) the student, the student's advisor, and other interested parties that the student's status in the Program is being reviewed, and a formal meeting of the Program faculty will be necessary to evaluate the nature of the problem and determine a course of action. Depending on the nature of the charge, event, performance, or circumstance, a student's status in the program may be in immediate jeopardy, with the goal of the Review, in that case, for faculty to decide whether to retain

or dismiss the student. The Program Director may invite any persons judged to have relevant information to submit it either in person at the review meeting, or in writing prior to the meeting. In advance of the meeting, the student will be given copies of all written materials under consideration. The student and, if desired, his/her counsel (as defined in the Graduate Student Rights and Responsibilities document) will be invited to attend this meeting and present testimony. In addition, the student may invite other individuals who have relevant testimony to attend, or to offer written information. The student will provide the Program Director with a list of these individuals at least 5 days in advance of the scheduled meeting.

4. Following the presentation of testimony and evidence, the Program faculty will convene separately to deliberate and arrive at a decision regarding the student's standing in the Program. This decision may result in (a) retention of the student in the program in good standing, (b) a judgment to allow the student to continue in the program on probationary status until specified conditions are met, or (c) immediate dismissal of the student from the MQM program.
5. Following completion of the Program faculty's decision-making, the Program Director will inform the student and student's advisor (in writing) of the faculty's decision and, if appropriate, clearly specify any conditions that must be satisfied by the student to maintain good standing within the Program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in Graduate Student Rights and Responsibilities should be followed. This document can be obtained from the Graduate School or the Ombudsman's Office or found on the web at <http://www.msu.edu/unit/ombud/index.html>.

Dismissal Policy

The dismissal of a student from the MQM Program is a significant event for both the student and the program faculty. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the Program and, when appropriate, special efforts at helping the student meet Program requirements and training objectives. The final decision regarding whether or not a student should be terminated from the Program, or under what conditions a student making unsatisfactory progress will be allowed to continue, rests with the MQM faculty.

Reasons For Dismissal From The Program

At any point during the student's matriculation through the Program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. Failure to maintain minimum academic standards
2. Unsatisfactory performance in practice courses (e.g., practicum or internship)
3. Academic dishonesty
4. Criminal misconduct
5. Failure to comply with established University or Program timetables and requirements

6. Unethical practices and/or unprofessional conduct as specified in APA or NASP guidelines for ethical behavior
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or threaten client welfare
8. Failure to make satisfactory progress in completing program requirements.
9. Failure to maintain regular contact with the program and one's advisor.

RECORDS POLICIES

The Program maintains records documenting each student's progress through the PhD program. These records, which are maintained in the advisor's files, include the Program Plan, Comprehensive Exam Completion form, apprenticeship/practicum evaluations, portions of the original application to the program, and other materials deemed necessary. Additionally, to facilitate student advising, advisors may keep such items as their advisees' grade transcripts and comprehensive exam responses. All student records are kept in secure filing cabinets / private offices to protect students' privacy and confidentiality or secure online locations; only Program faculty and staff have access to this material.

Students may request to examine their own files; such a request should be directed to the student's advisor or the Program Director. The only material that will be withheld is that which the student has waived his or her right to examine, e.g., confidential reference letters. (Other than the latter, files generally only contain records of which students already possess copies.) Once students graduate, a permanent file is maintained by the Program which, among other things, may assist in documentation for future credentialing.

ACADEMIC INTEGRITY AND ETHICAL STANDARDS

The Graduate School Guidelines for Integrity in Research and Creative Activities states:

The MSU Graduate School has an extensive set of resources and information: <http://grad.msu.edu/researchintegrity/> and we are linked to other national sources on these topics.

The conduct of research and creative activities by faculty, staff, and students is central to the mission <https://president.msu.edu/initiatives/index.html> of Michigan State University and is an institutional priority. Faculty, staff, and students work in a rich and competitive environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities.

Innovative ideas and advances in research and creative activities have the potential to generate professional and public recognition and, in some instances, commercial interest and financial gain. In rare cases, such benefits may become motivating factors to violate professional ethics. Pressures to publish, to obtain research grants, or to complete academic requirements may also lead to an erosion of professional integrity.

Breaches in professional ethics range from questionable research practices to misconduct

(<http://www.rio.msu.edu/>). The primary responsibility for adhering to professional standards lies with the individual scholar. It is, however, also the responsibility of advisors and of the disciplinary community at large. Passive acceptance of improper practices lowers inhibitions to violate professional ethics.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone— faculty, staff, and students alike.

Key Principles

Integrity in research and creative activities embodies a range of practices that includes:

- Honesty in proposing, performing, and reporting research
- Recognition of prior work
- Confidentiality in peer review
- Disclosure of potential conflicts of interest
- Compliance with institutional and sponsor requirements
- Protection of human subjects and humane care of animals in the conduct of research
- Collegiality in scholarly interactions and sharing of resources
- Adherence to fair and open relationships between senior scholars and their coworkers

Source and for more information: [Guidelines for Graduate Student](#).

Integrity in research and creative activities is based on sound disciplinary practices as well as on a commitment to basic values such as fairness, equity, honesty and respect. The MQM program expects all research and creative activities to be conducted with integrity.

MQM students are expected to:

- Consult the following documents as needed and abide by all guidelines in the documents.
 - [Policies and Procedures](#)
 - [MSU policy related to the use of humans for research via the University Institutional Review Board](#)
 - [The American Psychological Association's Ethics Office](#)
 - [The Office of the Ombudsman's guidelines on plagiarism](#)
- Complete the online tutorial at the IRB website before beginning their practicum research.
- Obtain approval from the University Institutional Review Board (IRB) prior to conducting any research involving humans.
- Undertake at least the minimum of required hours of RECR training each year and review requirement completion in Campus Solutions.
- Abide by the [All University Policy on Integrity of Scholarship and Grades](#), including guidelines on plagiarism.

Conducting research without approval of the IRB may result in dismissal from the program. Any incidence of plagiarism may result in dismissal from the program.

MQM Network

In addition to student's advisor and the MQM faculty, several programs and mechanisms have been created to assist students in learning about and progressing through the program. These

include the student peer mentors, the MQM web page, and the Program and College of Education graduate student listservs. In addition, participation in the broader community of quantitative methods can be initiated and maintained through affiliations with professional organizations such as the American Educational Research Association (Division D), National Council on Measurement and Education, the American Psychological Association, the American Sociological Association, and the American Statistical Association. We strongly encourage students to join these professional organizations.

MQM PROGRAM WEB PAGE

The MQM Program web page (<http://education.msu.edu/cepse/mqm/>) includes a wealth of information related to the program, students, faculty, forms, applications, procedures, admissions, program requirements, links to the home pages and e-mail accounts of faculty, staff, and students, and many other helpful resources. Contact the program director with any suggestions for changes or additions to the Program web site.

LISTSERV

The MQM listserv was created as an electronic medium to communicate information among students, faculty, and staff of the MQM Program. Typical messages include meeting or colloquia announcements, job postings, and a variety of other information to inform students, faculty and staff of programmatic and professional issues. New students are automatically subscribed to the MQM and College of Education listservs. If you have any questions or to send a message to the listserv, send a request to the program coordinator.

Financing your Graduate Education

There are many places to look for financial support at Michigan State University. Students are eligible to apply for graduate research and teaching assistantships and fellowships.

ASSISTANTSHIPS

MSU offers more than 3,000 assistantships to graduate students. These include research, teaching, administrative, outreach, and residential life positions. Assistantships are provided in 1/4-time increments, with each 1/4-time requiring approximately 10 hours of work per week. Typically, students are appointed for 1/4- or 1/2-time positions. Permission from the student's advisor and the Dean of the College of Education must be obtained in order to receive a 3/4-appointment. An assistantship appointment provides the following benefits: a monthly stipend, a tuition waiver of nine credits during fall and spring semesters (five credits during summer), and payment for single-enrollee health insurance provided by the University. Additionally, for out-of-state students, a graduate assistantship entitles students to in-state rates on tuition for their remaining credits.

The College of Education offers many opportunities for assistantships, each providing valuable professional experiences in addition to the financial compensation. Available graduate

assistantships are listed on the College of Education homepage [add link]. Students are not required to restrict themselves to assistantships provided by their home department, but instead are free to choose from any of the departments in the College of Education or across the university.

SCHOLARSHIPS/FELLOWSHIPS

Upon admission to the College of Education, all graduate students are automatically considered for Departmental, College, and University fellowships. As students progress through the program, they have the option of applying for scholarships and fellowships made available throughout the school year. Information about these scholarships and necessary application materials are listed in the Useful Links section below. Students may also wish to check with professional organizations, including the American Educational Researchers' Association and National Council on Measurement and Evaluation, for possible funding opportunities.

LOANS

The first place to seek loans and grants is the Office of Financial Aid, which is located on the third floor of the Student Services Building. Important information can also be accessed via their web site at <http://www.esp.msu.edu>. In order to determine eligibility for financial aid, a student must fill out a Free Application for Federal Student Aid, available online, or from the Office of Financial Aid[<https://finaid.msu.edu/>].

CONFERENCE TRAVEL SUPPORT

There is funding available to students specifically to use for support for traveling to conferences.

The Department of Counseling, Educational Psychology and Special Education offers \$400 to each PhD student who is accepted to present at a conference. This award is limited to each student to use once per academic year. If you are traveling to a conference to present, contact the program coordinator to request this award. (Please note: it will not be awarded until after the student returns from the trip.)

The Graduate School offers \$600 to each graduate student who is accepted to present at a conference. Students can request funding as many times as they'd like, but they will only be awarded a total of \$600 for their entire graduate career at MSU. More information and the link to the application can be found here: <https://grad.msu.edu/travel>. Once the application is completed, send to the MQM program coordinator to route for signatures and submit to the Graduate School on your behalf.

If you are traveling internationally, fellowships are available through the MSU International Studies and Programs Office (ISP) [<https://isp.msu.edu/>]. The application used for the Graduate School is also used for these fellowships. More information can be found on the ISP website.

[Additional paperwork is required for international travel, regardless of funding requests. Please register your trip in the International Travelers Abroad Database <https://travelregistry.msu.edu/>

and contact the program coordinator for assistance completing a pre-trip travel authorization [[pre-trip travel authorization](#)]. When that is done, the student will be automatically enrolled for international travel insurance (provided by International SOS) at no cost to the student. [Graduate School International Health & Safety Orientation \(PDF\)](#)].

Your faculty advisor, or other faculty traveling to the conference you are attending, might have funds available for you to use as well. Contact them for more information.

USEFUL LINKS

MSU Graduate School Funding information: <https://grad.msu.edu/funding>

College of Education Scholarships and Fellowships:
<https://education.msu.edu/resources/academic-student-affairs/scholarships-fellowships/>

MSU Student Life and Engagement Scholarships: <https://sle.msu.edu/scholarships>

Office of International Students and Scholars Funding: <https://oiss.isp.msu.edu/grants/grants-and-scholarships-overview/oiss-funding/>

Assistantships with Residence Education and Housing Services (REHS):
<https://liveon.msu.edu/graduateassistantships>

Graduation

Students are eligible to apply for graduation after completing all of the degree requirements. The Graduation Application is now available at student.msu.edu. After clicking on the Academic Progress tile, you will see a link to Apply for Graduation in the left-hand navigation under the Graduation heading. Students must apply and be approved for graduation before their degree can be conferred. The application for graduation can be filled out online and submitted electronically to the Office of the Registrar.

There is a separate application to participate in commencement. This should be filled out before the end of the first week of the semester you are intending to graduate. More information and the link to apply can be found here: <https://commencement.msu.edu/>.

Additionally, the College of Education hosts a Hooding Ceremony for PhD graduates in the College. Information about this will be sent via email from the college around the beginning of the semester.

Program Faculty

More information on each faculty member can be found here: [Faculty](#)

Academic Program Coordinator:

Ollie Cyman
Academic Program Coordinator
455 Erickson Hall
cymanoli@msu.edu

Core Faculty:

*William Schmidt
MQM Program Director
Ph.D., University of Chicago
bschmidt@msu.edu
201 Erickson
517-353-0701

Kenneth Frank
MSU Foundation Professor
Ph.D., University of Chicago
kenfrank@msu.edu
462 Erickson
517-355-9567
<https://sites.google.com/msu.edu/kenfrank>

Kylie Gorney
Assistant Professor
Ph.D., University of Wisconsin-Madison
kgorney@msu.edu
460 Erickson Hall
<https://sites.google.com/view/kyliegorney>

Kimberly Kelly
Associate Professor
Ph.D., University of Chicago
kmaier@msu.edu
451 Erickson
517-355-8538

Spyros Konstantopoulos
Professor
Ph.D., University of Chicago
spyros@msu.edu
461 Erickson
517-432-0259
<http://education.msu.edu/faculty/konstantopoulos/konstantopoulos-cv.docx>

Tenko Raykov

Professor
Ph.D., Humboldt University, Berlin, Germany
raykov@msu.edu
443A Erickson
517-432-9611
<https://sites.google.com/msu.edu/raykov>

Barbara Schneider
John A. Hannah University Distinguished Professor
Ph.D., Northwestern University
bschneid@msu.edu
516B Erickson
517-432-0188
<https://www.msuced-hannahchair.com/home>

University Committee for Research Involving Human Subjects

For full information regarding the University Committee on Research Involving Human Subjects (UCRIHS), please visit the committee's website: <http://www.humanresearch.msu.edu>

WHAT IS UCRIHS?

UCRIHS is an Institutional Review Board (IRB). Federal and University regulations require that all research projects involving human subjects be reviewed and approved by an IRB before initiation. Under the regulations, research is defined as a formal investigation designed to develop or contribute to generalizable knowledge. A human subject of research is an individual (1) from whom an investigator obtains data by interaction or intervention, or (2) about whom the researcher obtains confidential information.

All research involving human subjects or human materials must have prior approval by UCRIHS. This includes investigations conducted by faculty, students, staff or others on the premises of Michigan State University as well as investigations conducted elsewhere by any representative of Michigan State University in connection with that individual's institutional responsibilities, unless the investigation is conducted under a cooperative research agreement as per 45 CFR 46.114.

HOW THE UCRIHS REVIEW PROCESS WORKS

The review process begins when an investigator submits a complete on-line application to the UCRIHS office. UCRIHS assigns the application an IRB log number. Depending upon the level of risk to subjects in the protocol, UCRIHS assigns the protocol to one of three review categories (exempt from full review, expedited review, full review) and sends it to one, two or five reviewers, respectively. If the reviewer (or reviewers) is satisfied that the rights and welfare of the human subjects are adequately protected, he or she approves it. However, if the reviewer has concerns, the reviewer returns written comments to the UCRIHS office for transmission to the

investigator. The investigator must then send a response to each comment online to UCRIHS, which will forward it to the reviewer(s). If the proposal is either an exempt or expedited proposal, an approval letter can be issued as soon as the reviewer(s) approve. When a proposal receives a full (five-member subcommittee) review, an approval letter is issued after the proposal is discussed and approved by vote of the full committee at its monthly meeting.

There is a tutorial available online at <http://www.humanresearch.msu.edu>. Students must complete the tutorial in order to submit UCRIHS material for institutional approval.

All faculty members advising students in research are expected to communicate with their students the importance of being in complete compliance with UCHRIS (University Committee on Research Involving Human Subjects (UCRIHS)), and to read in detail the most recent instructions from UCRIHS. All faculty teaching graduate students in courses also are to emphasize complete compliance with UCRHIS principles and policies. Faculty teaching courses are urged to determine when and how UCRHIS principles can be covered in graduate courses.

Any research that is conducted by an MQM graduate student that is not in compliance with UCRIHS regulations cannot be used to fulfill course or degree requirements. Should a student conduct research that is not in compliance with UCRIHS, at a minimum, the work will have to be repeated with no adjustment for time lost in carrying out the research that was not in compliance. Faculty members consider UCRIHS compliance to be very important. A serious violation of UCRIHS standards by a student, or repeated violations, would result in a referral to the Associate Dean of Student Affairs, who will refer the case to a college-level hearing board, as specified in University policy. Serious and/or repeated violations of UCRIHS policies could result in sanctions up to and including dismissal from the graduate program.

Upon entering the program, students should go to the UCHRIS web site and read about this important committee. They should take the UCRIHS training, which requires about a half hour, before involvement in any research that might conceivably involve human subjects.

It is critical to remember that absolutely no research data can be collected until a project is in complete compliance with UCRIHS, and collecting data before receiving such approval is a serious ethical breach. Once a student files with UCRIHS, if the student receives any feedback that they do not understand, they should immediately consult with a member of the MQM faculty or the UCRIHS staff for guidance regarding how to proceed. Again, for emphasis, absolutely no data can be collected without UCHRIS approval. If any such data is collected, it cannot be used for any degree purpose.

ADDRESS FOR UCRIHS

Michigan State University
University Committee on Research Involving Human Subjects (UCRIHS)
202 Olds Hall East Lansing, MI 48824
Phone: (517) 355-2180

Fax: (517) 432-4503
E-mail: ucrihs@msu.edu

Additional Resources

Career Services: <http://careernetwork.msu.edu/>

Center for Service-Learning & Civic Engagement: <http://www.servicelearning.msu.edu/>

Counseling & Psychiatric Services: <https://caps.msu.edu/>

Office of Spartan Experiences: <http://studentlife.msu.edu/>

WorkLife Office: <http://worklife.msu.edu/>

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

The Gender and Sexuality Campus Center: <https://gsc.msu.edu/>

The Multicultural Unity Center (MOSAIC): <https://mosaic.msu.edu/>

MSU Safe Place: <http://safeplace.msu.edu/>

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

Office of Cultural & Academic Transitions: <http://ocat.msu.edu/>

Recreational Sports & Fitness Services: <http://recsports.msu.edu/>

Resource Center for Persons With Disabilities: <https://www.rcpd.msu.edu/>

The Writing Center: <http://writing.msu.edu/>

Student Veterans' Resource Center: <http://veterans.msu.edu/>