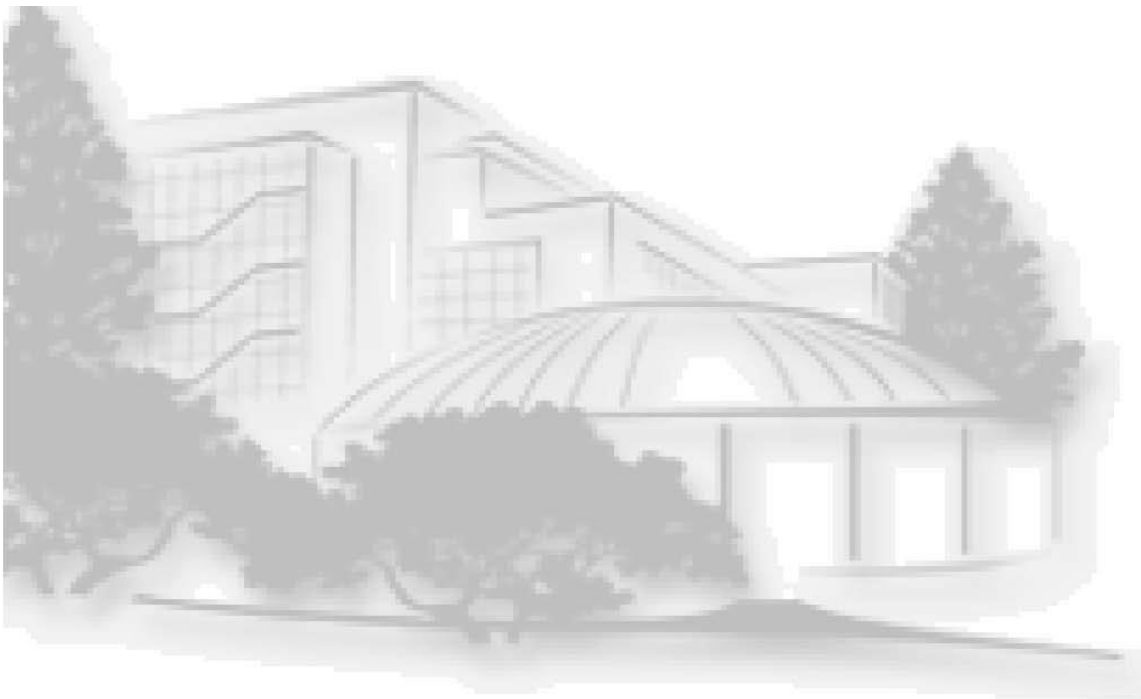


Department of Educational Administration



Masters Degree
K-12 Educational Administration
Student / Faculty Handbook

For accepted / enrolled students



Last Updated: 08/08/2015

TABLE OF CONTENTS

| | |
|--|----|
| I. Program Overview | 4 |
| • Goal of the M.A. Program | |
| • Objectives of the M.A. Program | |
| • M.A. Program Standards | |
| • K-12 M.A. Program Standards for Students | |
| • Michigan Department of Education School Administrator Standards | |
| II. Program Components | 4 |
| • Components of the M.A. Program | |
| • Final Certifying Examinations | |
| III. Degree Requirements..... | 6 |
| • Maximum and Minimum Credits | |
| • Residency Requirement | |
| • Time Limit | |
| • Transfer Credits | |
| • Final Certification | |
| • Program Plans | |
| > M.A. K-12 Educational Administration East Lansing Program Plan | |
| > M.A. K-12 Educational Administration Birmingham Program Plan | |
| > M.A. K-12 Educational Administration Detroit Program Plan | |
| • School Administrator Certification and Endorsement | |
| • Urban Education Graduate Certificate | |
| IV. Procedures for Graduation | 16 |
| • Requirements for Graduation | |
| • Complete an Application for Graduation | |
| • How to Avoid Delays and Meet the Deadlines (Checklist) | |
| V. Requirement for Certification | 19 |
| • How to apply for School Administrator Certification | |
| • Reciprocity regulations for Michigan State University | |
| VI. Program Policies..... | 21 |
| • Advisement | |
| • Academic Standards | |
| • Writing Standards | |
| • Academic Probation | |
| • Incompletes, Defers and No Grades Reported | |
| • Annual Review of Student Progress | |
| VII. Departmental Policies: Integrity and Safety in Research and Creativity Activities.... | 25 |
| • Academic Integrity | |
| • Research Integrity | |
| • RCR Policy for MA in K-12 Educational Administration | |
| • Academic Dismissals | |
| • Disciplinary Dismissals | |
| • Dismissal Procedures | |

- Human Research Protection Program (HRPP)
 - How the HRPP Review Process Works

VIII. Student Conduct and Conflict Resolution32

- Grievance Procedures

IX. Work Related Policies32

X. Financial Aid32

- College Level Fellowships and Scholarship
- Department of Educational Administration Fellowships and Scholarships
- International Students and Scholars Awards
- Awards and funding from the Graduate School
 - Travel Funding
 - Emergency Funding
 - Funding Guide
- Office of Financial Aid
- The Grants Database
- External Fellowships
- Graduate Assistantships

XI. Student Information36

- University Resources
- College Resources
- Department Resources
- Safety

APPENDIX A – Statement of Integrity41

APPENDIX B – Online Forms.....43

I. Program Overview ([Return to Table of Contents](#))

■ Goal of the M.A. Program

The Master's degree program is designed for school leaders as well as for classroom teachers and others interested in the practice of leadership and administration. The program is approved by the Michigan State Board of Education to certify graduates for the School Administrator credential and both elementary and secondary endorsements. Candidates take courses related to leadership, inquiry, school improvement, professional community, school-community relationships and general professional studies in education and complete a school improvement/applied research project.

The Master's program in K-12 Educational Administration is the entry-level graduate degree for aspiring educational administrators in K-12 schools. The program consists of a minimum of 30 semester credits.

The overall objectives of this program derive from the mission statement of the Department of Educational Administration at Michigan State University, which is

"The improvement of leadership and management in organizations that have teaching and learning as their core function."

■ Objectives of the M.A. Program

The specific objectives of the Master's program are:

- To provide students with a broad appreciation and understanding of educational systems in social, economic, historical, and normative perspective as one basis for the proper exercise of administrative leadership
- To provide students with an understanding of central issues in teaching and learning as the core concern of schools
- To convey inquiry skills and to provide opportunities to use these skills on representative and crucial problems of leadership practice
- To connect theoretical understanding of organization and management to leadership and administrative practice through coursework and related experiences
- To provide introductory skills and knowledge related to the central functions of school leaders

■ M.A. Program Standards

The program standards represent the knowledge, skills, and dispositions that this degree program aims to develop in students. They apply to students preparing for a wide range of leadership and management positions in K-12 education, including school and district roles, policy-related responsibilities, and various leadership positions held by foreign and international students who enroll in this program.

Students work toward these standards throughout the program. The standards will serve to guide progress, ground assessment, and supply feedback to students and faculty alike. The standards are intended to influence individual courses and experiences, connections among and across discrete program elements, and the continuing and culminating assessments for graduation from the program.

The standards support the overall theme of the program, expressed as "*learning leadership*." This phrase indicates that the primary goal of educational leadership is to promote learning among all parties to education, including students, teachers, administrators, parents, and the wider community. The phrase also indicates that the aim of the program is to assist students in learning to lead, from whatever role or position in educational organizations they may currently occupy or seek to fill in future.

Preamble

On Community:

The standards below are cast in student learning terms, emphasizing the kinds of knowledge, skills, and dispositions that the program seeks to cultivate. As the sub-standards under each major heading elaborate, there are twin targets for such learning. One is the organization within which the individual works. Program standards apply to the culture, programs, and other features of the students' work organization. Related terms of reference for this target are the "learning organization" or the "learning community" that forms within the organization.

The second, equally important target for the standards is the surrounding community of the work organization, including families of students served, local community agencies, interests, and resources, and the policy environment composed of federal relations nested in a democratic institution operating under traditions of local control.

Each standard, then, has these dual points of reference.

On Core Values:

The program's learning standards are directed toward and animated by five core values that infuse the program.

First, we maintain commitment to our democratic traditions, institutions, and heritage.

Second, we value academic excellence represented as induction into the disciplines of knowledge and the objective of assisting all in learning to use their minds well.

Third, we hold essential the ideals of equity and social justice, ensuring the extension of democratic ideals, academic excellence, and full opportunity to all members of the educational community.

Fourth, we recognize the value of diversity in a multi-cultural society, recognizing the ways and means that diversity enriches the educational experience.

Finally, we advance the ethic of personal care for the welfare and well being of all those ones serves as educational leaders.

Leaders work toward the creation of education that is open and democratic, academically rigorous, genuinely extended to all, reflective of our society's social and cultural pluralism, and grounded in an ethic of personal care.

■ **K-12 M.A. Program Standards for Students**

i. Vision and strategy to promote learning

Students acquire a working knowledge about contemporary approaches to learning in children and adults

Students elaborate a personal-professional vision for their organization and the larger community it serves

Students develop commitment to this vision together with the means for building the vision collaboratively and for communicating it broadly to diverse public and professional constituencies

Students develop practical strategies and means for using their vision in decision-making, action planning, and the general exercise of leadership

ii. Analytic and reflective capacities related to leadership of learning organizations

Students acquire skills to conduct local inquiries, in schools and communities, on issues of educational practice and outcomes

Students develop capacity to engage in disciplined reflection on their own experiences and practices

Students gain knowledge and experience in using data of various kinds for decision-making, needs sensing, and accountability

Students acquire substantive knowledge related to their role responsibilities: applied theories of learning and motivation; curriculum, instruction, and assessment; professional development; and school program, culture, and structure

iii. Personal, interpersonal, and political aspects of leadership

Students increase self-knowledge related to their leadership tendencies, including understanding of their strengths, weaknesses, and means for addressing them

Students develop skills and knowledge around the balance between decisive action under time constraints and the value of collaborative, participatory processes

Students develop skills and knowledge in working with others, including attention to basic skills of active listening and open communication, bargaining and negotiation, conflict resolution, public relations, community development, and leadership of change

Students understand the political dimensions of their work, including how to lead through the political process in their schools and communities

iv. Role-related functions and competencies

Students acquire knowledge of the theories and models of organizations and the principles of organizational development

Students acquire knowledge of the fiscal and legal responsibilities associated with their organizational roles and tasks

Students acquire knowledge of human resource management and development

Students learn the use of current technologies that support management functions

Students develop the capacity for making wise and timely decisions about the allocation of human and material resources

v. Professional norms and standards for conduct and practice

Students understand the ethical responsibilities associated with their roles

Students appreciate the broad social consequences and involvements of their leadership duties

Students develop capacity and commitment to act with integrity

■ Michigan Department of Education School Administrator Standards

The K-12 Unit in Educational Administration has secured approval from the Michigan Department of Education to offer programs that qualify graduates for the School Administrator credential. As part of the approval process, the Unit specified how the required courses entail performance assessments through which students demonstrate their competencies in all approved Michigan Standards. See the [Michigan Department of Education website for Administrator Preparation for the current Michigan Standards for School Administrator](#).

II. Program Components ([Return to Table of Contents](#))

■ Components of the M.A. Program

The Program has three areas of emphasis:

Area I: Learning Leadership: the aim of leadership is to promote learning in many forms.

- The learning that students undertake
- The professional learning of educators
- The organizational learning that helps move institutions forward
- The learning within the larger community that is necessary to build public support.

The courses offered in this area equip leaders with understanding related to the promotion of learning as the core goal of educational institutions.

Area II: Inquiry and Reflection: This series of course work asks students to design, implement, and write up a school-based research project. While investigating current school issues, students will learn skills that will help them to clearly articulate purposes, formulate researchable questions, select appropriate research methods, implement those methods, analyze results, and write up a final report. The reports are critiqued by the class and students are encouraged to share the results of their reports to professional colleagues, their school board, parent organizations, or any other appropriate group.

Area III: Internship: The internships are a powerful integrated series of professional experiences that permit students to develop leadership and administrative competence. As part of the general professional student of the M.A. Degree, the internships will assist the students to garner an understanding of the importance of the leadership role(s) in schools through a variety of in-school, community, research, and/or consultancy experiences.

To meet the requirements for certification as a school administrator in Michigan, the internship stretches across two semesters. Students register for the internship in the fall but still complete projects in the spring. Students who utilize federal financial aid should be aware that the spring semester will not count as enrollment, which may have implications for financial aid. Please check with a financial aid advisor.

■ **Final Certifying Examination** *Current Policy as of Fall 2004*

A final certifying examination (see forms section) is required for all master's degrees. An examining committee consisting of at least two Michigan State University regular faculty members administers the final written and/or oral examinations in accordance with department and college rules. With the approval of the chairperson of the department, an Emeritus faculty member in a working retirement appointment may serve as one of the three MSU regular faculty members. The student must be registered for at least one credit during the semester in which the examination or evaluation is administered. The final certifying examination is given at set times in both fall and spring semesters only. The content and format of the examination are specified by the department (see options for certifying examinations below); a majority vote of the examining committee constitutes a pass. This form should be submitted to the unit secretary upon completion of the exam. **A STUDENT MUST BE REGISTERED DURING THE SEMESTER IN WHICH THE CERTIFYING EXAMINATION IS TAKEN.**

Certifying Examination

Options 1 and 2 below apply to the on-campus, Birmingham and Detroit programs. Most students complete the applied research project while taking EAD 812.

Option 1

Three certifying examination questions will be written for each student by the student's advisor. The questions will reflect the work taken by the student in his or her program. The student will be required to select two of the three questions and to write an answer to each. The answers will be judged by the certifying examination committee, which is appointed each term from the regular faculty. The readers will judge the student's answers according to criteria set forth in the department's policy for Master's comprehensives. When both readers judge an answer to be adequate, the question will be passed. When both questions are passed, the student will have completed the comprehensive requirement. In the case of a split vote by the readers, a third reader (not the student's advisor) will be asked to read the answer(s). When answers are judged to be inadequate, the student will be required to retake the failed part(s) of the examination.

In the event that the student does not pass the first examination, a second and a third examination are permissible with the consent of the advisor, after the advisor has provided the student with guidance. A student who fails any or all of the examination for the third time will be dropped from the program.

Option 2

A K-12 Master's degree candidate has the option of writing and presenting a research paper to the certifying examination committee. The paper should address an important issue in the organization and running of schools, should be prepared with faculty guidance, and will be judged as would a paper submitted to a professional journal. For students who choose this option, it is required that two readers find the paper worthy in order for the students to be passed. If the initial two readers disagree, then a third reader (not the student's advisor) will be asked to read and judge the paper. A student who fails may, with faculty guidance, rewrite and resubmit the paper once and if necessary two times. If the third submission fails to gather two affirmative votes, the student will be dropped from the program.

After the first or second failure, a student may withdraw the paper and apply to be examined under Option 1. However the total number of opportunities to pass the examination under Option 1 and /or Option 2 is three.

III. Degree Requirements ([Return to Table of Contents](#))

■ Maximum and Minimum Credits

Policies regarding maximum and minimum number of credits can be found in the MSU Academic Programs Handbook, Graduate Education, Enrollment and Registration, page 1. In essence:

Graduate students may carry up to 16 credits each semester. All students using University services for graduate work must be registered each semester. Minimum registration consists of one course of 1 credit. In order to be considered full time for academic purposes, students must carry the minimum of 9 credits per semester. All graduate assistants are classified as full time students during the semester(s) of their appointments as long as they are enrolled for the minimum required credits for the assistantship.

■ Residency Requirement

Policies regarding residency requirement can be found in the MSU Academic Programs Handbook, Graduate Education, Master's Programs, page 1. The residency requirement is **six (6) semester credits** that must be earned on campus.

A minimum of 6 credits in the degree program must be earned in residence on campus. Certain off-campus and online master's programs do not require the minimum residence. Contact the department, school, or college offering a specific program for additional information.

■ Time Limit

Policies regarding time limit can be found in the MSU Academic Programs Handbook, Graduate Education, Master's Programs, page 3. In brief:

*The time limit for the completion of the requirements for the master's degree is **five calendar years** from the date of enrollment in the first course included for degree*

certification.

Temporary Withdrawal from, and Readmission to, the Program, and Time Extensions

Students must be readmitted to the program if they are not actively enrolled for more than 2 consecutive semesters. They must complete the Application for Readmission form (<http://www.reg.msu.edu/StuForms/ReAdmission/ReAdmission.asp>)

For various reasons, students may need to interrupt enrollment in the program. They may need to attend fully to professional responsibilities for a brief period or they may have earned necessary course and dissertation credits but plan to work on their theses away from campus. When these interruptions are brief (1 year) and do not inhibit the completion of all degree requirements, students will be readmitted to program without review.

If enrollment is interrupted for more than one year, however, the admissions committee of the M.A. program will review the application and decide whether or not readmission will be granted and under what conditions. In these cases, it is critical for students to answer the Readmission Application form's questions about the reasons for not enrolling.

If students have been absent from the master's program for more than 3 years, readmission is only considered in extraordinary cases.

In all cases, students are still responsible for meeting the university's timelines for completing degree requirements.

■ **Transfer Credit Policy**

Policies regarding transfer credit can be found in the MSU Academic Programs Handbook, Graduate Education, Master's Programs, pages 2-3. In brief, as many as **nine (9.0) semester credits of graduate course work** (excluding research and thesis credits) may be transferred into a 30 credit master's degree program from other accredited institutions, as approved by the advisor. Only courses in which at least a 3.0 grade or its equivalent was received will be considered for transfer. A **Credit Evaluation form** ([see forms section](#)) must be completed, signed by the advisor and submitted to the unit secretary along with an official copy of the transcript. Transcripts that have "issued to student" stamped on them cannot be used.

As many as **ten (10.0) MSU Lifelong semester credits of graduate work** (excluding research and thesis credits) approved by the graduate program adviser may be transferred into a 30 credit master's degree program.

Lifelong Education students who contemplate subsequent admission to degree programs must seek advice from the admitting department or school and college as to the applicability of courses/credits taken while in Lifelong Education status. There is no guarantee that these credits will be acceptable. Applicability is subject to the following general limits: No more than 10 Lifelong Education credits may be applied to the graduate degree program.

■ **Final Certification**

The student must apply for graduation online in the semester he/she wishes to graduate. This will produce a **Final Certification form** (see forms section) which is to be completed

and signed by the academic advisor and given to the unit secretary. This form certifies that the student:

- has completed or is currently enrolled in all courses listed on his/her program.
- has completed a residency requirement of at least six credits in a degree program on campus.
- has successfully completed the certifying examination.
- has a grade point average of no less than 3.0 in courses taken at MSU.
- has taken more than half of credits at the 800 or 900 levels.

All forms should be submitted to the unit secretary after being signed

■ Program Plan

The program plan represents an understanding between the student and the advisor as to how the student will satisfy the requirements of the Master's degree program. Students must obtain their advisor's approval prior to any deviation from the plan. That is, the advisor must approve all changes in the program plan in advance. Masters program plan is due by the time the student has completed **18** credits towards their master's degree. Students are responsible for initiating the form located at

<http://education.msu.edu/academics/graduate-forms.asp>

Each student's file containing his/her application and all supporting data is kept in a central file in the department. The advisor will assist the student in filling out a Program Plan satisfactory to the needs of the student and acceptable to the unit. **Changes in the Program Plan** (see forms section link above) may be made only with the approval of both the academic advisor and SAO.

Below are three Program Plan Samples on Campus, at Birmingham and Detroit

M.A. in K-12 Educational Administration - East Lansing Program Plan

The Masters in K-12 Administration involves 21 credits of core studies and 9 credits of elective studies. Core studies are taught as an integrated sequence though the semesters when particular courses are offered sometimes vary.

| Year 1 Core | | | |
|--|---|-----------------------------|--|
| <i>The Year 1 Core is delivered as an integrated block</i> | | | |
| Fall 1 | | Spring 1 | |
| EAD 806 3-credits | The Evolving Practice of School Leaders | EAD 812 3-credits | Inquiry and Analysis of School Organizations |
| EAD 811 3-credits | Inquiry and Analysis of Teaching and Learning | | |
| Year 2 Core | | | |
| Fall 2 | | Spring 2 | |
| EAD 820 3 credits | School Leadership Internship (<i>register Fall, stretches across Fall and Spring</i>) | | |
| EAD 853 3 credits | Educational Finance and Resource Allocation | EAD 822 3 credits | Engaging Diverse Students & Families |

| | | | |
|--|--|-----------------------------|------------------------|
| | | EAD 852 3 credits | Principalship/Capstone |
|--|--|-----------------------------|------------------------|

Students select three electives fitted to their goals and interests, in consultation with their advisors. Below are some appropriate electives.

| Course | Title | Offered | Credits |
|----------------|--|----------------|------------|
| EAD 801 | Leadership and Organizational Development (Online) | Fall | 3.0 |
| EAD 824 | Leading Teacher Learning (Online in Fall) | Summer or fall | 3.0 |
| EAD 830 | Urban Education: Racial Achievement Gap (Online) | Spring | 3.0 |
| EAD 850 | Multicultural Education (Online) | Spring | 3.0 |
| EAD 860 | Concept of a Learning Society (Online) | Fall | 3.0 |
| EAD 861 | Adult Learning (Online) | Fall | 3.0 |
| EAD 863 | Training & Professional Development (Online) | Fall | 3.0 |
| EAD 864 | Adult Career Development (Online) | Fall | 3.0 |
| EAD 881 | Serving Needs of All Learners (online) | Summer | 3.0 |

Note: In consultation with advisors, students can choose other electives, including special topics classes that are frequently offered during summer sessions.

M.A. in K-12 Educational Administration - Birmingham Program Plan

The Masters in K-12 Administration involves 21 credits of core studies and 9 credits of elective studies. Core studies are taught as an integrated sequence though the semesters when particular courses are offered sometimes vary.

| Year 1 Core | | | |
|--|---|-----------------------------|--|
| <i>The Year 1 Core is delivered as an integrated block</i> | | | |
| Fall 1 | | Spring 1 | |
| EAD 806 3-credits | The Evolving Practice of School Leaders | EAD 812 3-credits | Inquiry and Analysis of School Organizations |
| EAD 811 3-credits | Inquiry and Analysis of Teaching and Learning | | |
| Summer | | | |
| EAD 822 3 credits | Engaging Diverse Students & Families (Online) | | |
| EAD 853 3 credits | Educational Finance and Resource Allocation | | |
| Year 2 Core | | | |

| | |
|-----------------------------|---|
| EAD 820 3 credits | School Leadership Internship (<i>register Fall, stretches across Fall and Spring</i>) |
| EAD 852 3 credits | Principalship /Capstone |

Students select online elective courses fitted to their goals and interests, in consultation with their advisors. Below are some appropriate electives.

| Course | Title | Offered | Credits |
|----------------|--|----------------|------------|
| EAD 801 | Leadership and Organizational Development (Online) | Fall | 3.0 |
| EAD 824 | Leading Teacher Learning (Online in Fall) | Summer or fall | 3.0 |
| EAD 830 | Urban Education: Racial Achievement Gap (Online) | Spring | 3.0 |
| EAD 850 | Multicultural Education (Online) | Spring | 3.0 |
| EAD 860 | Concept of a Learning Society (Online) | Fall | 3.0 |
| EAD 861 | Adult Learning (Online) | Fall | 3.0 |
| EAD 863 | Training & Professional Development (Online) | Fall | 3.0 |
| EAD 864 | Adult Career Development (Online) | Fall | 3.0 |
| EAD 881 | Serving Needs of All Learners (online) | Summer | 3.0 |

Note: In consultation with advisors, students can choose other electives, including special topics classes that are frequently offered during summer sessions.

M.A. in K-12 Educational Administration - Detroit Program Plan

As the Detroit program begins, we ensure that students have access to sufficient course offerings to complete the program within two years.

Detroit Program Plan 2013-2015

| Required Courses | | | |
|-------------------------|---|---------------------------|------------|
| Course | Title | Offered | Credits |
| EAD 806 | The Evolving Practice of School Leaders | Fall 2013 | 3.0 |
| EAD 811 | Inquiry and Analysis of Teaching and Learning | Fall 2014 | 3.0 |
| EAD 812 | Inquiry and Analysis of School Organizations | Spring 2015 | 3.0 |
| EAD 820 | School Leadership Internship | Fall and Spring 2014-2015 | 3.0 |
| EAD 822 | Engaging Diverse Students & Families | Summer and Online | 3.0 |
| EAD 852 | Principalship | Spring 2014 | 3.0 |
| EAD 853 | Educational Finance and Resource Allocation | Spring 2014 | 3.0 |

Students select online elective courses fitted to their goals and interests, in consultation with their advisors. Below are some appropriate electives.

| Course | Title | Offered | Credits |
|----------------|--|----------------|------------|
| EAD 801 | Leadership and Organizational Development (Online) | Every semester | 3.0 |
| EAD 824 | Leading Teacher Learning (Online in Fall) | Summer or Fall | 3.0 |
| EAD 830 | Urban Education: Racial Achievement Gap (Online) | Spring | 3.0 |
| EAD 881 | Serving Needs of All Learners (online) | Summer | 3.0 |

Note: New electives might be added to the schedule

Below is a tentative schedule of course offerings at all sites. The schedule may change based on student demand and faculty availability.

Year 1

| Summer 2013 | | | | |
|-------------|--------------|------------|---------|--------|
| | East Lansing | Birmingham | Detroit | Online |
| EAD 801 | | | | x |
| EAD 822 | | | N/A | x |
| EAD 824 | x | | | |
| EAD 853 | | x | | |
| EAD 881 | | | | x |
| Fall 2013 | | | | |
| | East Lansing | Birmingham | Detroit | Online |
| EAD 801 | | | | x |
| EAD 806 | x | x | x | |
| EAD 811 | x | x | | |
| EAD 813 | x | | | |
| EAD 820 | x | x | | |
| EAD 822 | | | | x |
| EAD 824 | | | | x |
| EAD 853 | x | | | |
| New | | | x | |
| Spring 2014 | | | | |
| | East Lansing | Birmingham | Detroit | Online |
| EAD 801 | | | | x |
| EAD 812 | x | x | | |
| EAD 822 | x | | | |
| EAD 830 | | | | x |
| EAD 852 | x | x | x | |
| EAD 853 | | | x | |

| Summer 2014 | | | | |
|--------------------|---------------------|-------------------|----------------|---------------|
| | East Lansing | Birmingham | Detroit | Online |
| EAD 801 | | | | X |
| EAD 822 | | | | X |
| EAD 824 | X | | | |
| EAD 853 | | X | | |
| EAD 881 | | | | X |
| New | | | X | |

| Year 2 | | | | |
|------------------|---------------------|-------------------|----------------|---------------|
| Fall 2014 | | | | |
| | East Lansing | Birmingham | Detroit | Online |
| EAD 801 | | | | X |
| EAD 806 | X | X | | |
| EAD 811 | X | X | X | |
| EAD 813 | X | | | |
| EAD 820 | X | X | X | |
| EAD 822 | | | | X |
| EAD 824 | | | | X |
| EAD 853 | X | | | |
| New | | | | X |

| Spring 2015 | | | | |
|--------------------|---------------------|-------------------|----------------|---------------|
| | East Lansing | Birmingham | Detroit | Online |
| EAD 801 | | | | X |
| EAD 812 | X | X | X | |
| EAD 822 | X | | | |
| EAD 830 | | | | X |
| EAD 852 | X | X | | |
| EAD 853 | | | | |

| Summer 2015 | | | | |
|--------------------|---------------------|-------------------|----------------|---------------|
| | East Lansing | Birmingham | Detroit | Online |
| EAD 801 | | | | X |
| EAD 822 | | | X | X |
| EAD 824 | X | | | |
| EAD 853 | | X | | |
| EAD 881 | | | | X |
| New | | | X | |

■ **School Administrator Certification and Endorsement**

Eligibility Requirements

On August 15, 2006, PA335 established voluntary certification of school administrators in Michigan. Graduates of MSU's Department of Educational Administration may be eligible and should read the following carefully. Scroll down for link to Application site.

| Levels of Certification and Endorsements | Eligibility Requirements: |
|---|---|
| SCHOOL ADMINISTRATOR CERTIFICATION | Eligible upon successful completion of a Master's Degree in K-12 Administration in a State Board of Education approved program or Successful completion of a Master's degree in another education field plus 18 or more core EAD credits from a State Board of Education approved Master's Degree in K-12 Educational Administration (see more below) as designed to meet state standards |
| ELEMENTARY ENDORSEMENT | Included with School Administrator Certification |
| SECONDARY ENDORSEMENT | Included with School Administrator Certification |
| CENTRAL OFFICE ADMINISTRATOR CERTIFICATE | Eligible upon successful completion of a State Board of Education approved set of core classes that are part of an Ed.S., Ed.D. or Ph.D. degree program. |
| ENHANCED & SPECIALTY ENDORSEMENTS | Given by accredited professional associations only. To be eligible, applicants must hold a School Administrator Certificate |

MSU choices for certification and endorsement:

The MSU K-12 Education Administration Master's program is approved for:

- School Administrator Certification
- Elementary School Administrator Endorsement
- Secondary School Administrator Endorsement

Individuals who hold a Master's degree in a field related to education, can participate in the [Certification Pathway Program](#). They can qualify for the School Administrator Certificate and the Elementary and Secondary endorsements by completing an approved program with **at least 18 credits**. An advisor will conduct a review of coursework and experience to design a program that ensures students meet the state standards for K-12 school leadership. **Students who are not school administrators will complete an additional internship which brings the total number of hours to 21 credits.**

To be recommended to the state of Michigan for School Administrator Certification and Endorsements students must have completed an MSU advisor approved program in K-12 Administration, be free of any incidence of academic dishonesty, earned an overall grade point average of 3.0 or higher and earned a passing score on any and all comprehensive or exit exams.

Time Limitation

The Michigan Department of Education will no longer process applications of educators whose degrees or qualifying credits were earned prior to 2006. Educators who completed qualifying degrees or credits since then may apply using the link below. Educators currently earning degrees or qualifying credits may apply at the time of their completion. MSU graduates who completed their programs prior to 2006 will work with K-12 faculty to assure their knowledge, skills, and performances meet current MDE school administrator

standards. Doing so may require taking additional courses and submitting a portfolio of performance assessments or some other performance review

K-12 EAD Master's Degree Pathway to the School Administrator Certificate

Educators who earn a Master's degree in K-12 Administration from Michigan State University may apply for School Administrator Certification with Elementary and Secondary Endorsements.

Certification Pathway Program

As provided for with Michigan legislation (PA 335, 2006 and PA 202, 2009), preparation for the School Administrator certificate can also be accomplished through an alternative path, the Certification Pathway Program, for those who already hold an education-related master's degree. The Certification Pathway Program includes a minimum of 18 credits earned in the Department of Educational Administration. Students without administrative experience will complete an internship, which may increase the total credits to 21.

Decisions about courses required for an individual participating in the Certification Pathway Program are guided by the [Michigan Standards for Building-level Administrators](#), approved by the State Board of Education in May 14, 2003.

To assure that our students meet the standards, an advisor will conduct a review of past coursework (M.A. or M.S. degree) and professional experience, and, in consultation with the student, develop a program plan. These courses are the same courses in the regular M.A. programs on campus (East Lansing) and in southeast Michigan (Birmingham and Detroit).

If you wish to speak with an advisor about the possibility of the Certification Pathway Program, please contact **Dr. BetsAnn Smith** via email at bas@msu.edu or call the Department of Educational Administration at 517-353-8480.

Certification Pathway Program Courses

The Certification Pathway Program includes a minimum of **18 credits** earned in the Department of Educational Administration. Students **without administrative experience will complete an internship, which may increase the total credits to 21.**

| | |
|---|---|
| EAD 806 3-credits | The Evolving Practice of School Leaders |
| EAD 811 3-credits | Inquiry and Analysis of Teaching and Learning |
| EAD 812 3-credits | Inquiry and Analysis of School Organizations |
| EAD 822 3 credits | Engaging Diverse Students & Families |
| EAD 853 3 credits | Educational Finance and Resource Allocation |
| EAD 852 3 credits | Principalship/Capstone |
| Students WITHOUT administrative experience will complete | |

| | |
|------------------------------------|--|
| EAD 820 3 credits | School Leadership Internship (register Fall, stretches across Fall and Spring) |
|------------------------------------|--|

Application and Registration for Certification Pathway

Students who wish to complete the MA program complete the online application. Upon admission to the program, students will be assigned to an academic advisor who will guide the students' elective choices.

Students pursuing the Certification Pathway Program do NOT apply to the M.A. program. Please register under Graduate Certification status by completing the Lifelong application and checking the box that indicates coursework is taken for certification. Graduate certification status allows the student to avoid paying matriculation fees. Graduate certification status also permits students to apply for financial aid if they carry at least five credits. Students should understand that they cannot transfer more than 9 Graduate Certification credits into any MSU degree program. Students who decide to earn credits under the Graduate Certification status must still register with the Department. To do this, please contact Cecilia Highstreet at k12adm@msu.edu.

Certification students should not register for classes that are not approved by the advisor. Link to Schedule of Courses: <http://schedule.msu.edu/default.asp>

To Apply for School Administrator Certification

Graduates with a Master's degree in Educational Administration from MSU may print out the application for the School Administrator Certificate located at: [School Administrator Certification Application](#)

Complete the application and the attached conviction disclosure form, attach any necessary transcripts, and mail it to

Certification Office, 134 Erickson Hall
Michigan State University
East Lansing, MI 48824

■ Urban Education Graduate Certificate

Graduate students in the College of Education have an opportunity to study issues of urban education in greater depth through the Urban Education Graduate Certificate program. This interdepartmental sequence of courses is primarily for doctoral students who have a particular interest in teaching and conducting research within the contexts of urban communities.

Preparation for Teaching in Urban Communities

Addressing inequities in education for students of color, English language learners and young people growing up in under-resourced communities is a major priority of Michigan State University's College of Education. The college also has a [specialized undergraduate teacher preparation program](#) focused on education in urban areas.

Providing you with the Tools to Better Serve Urban School Children

To earn a certificate in urban education, students are required to complete 12 credits from the selection of new and revised classes on topics such as Teaching in Urban Contexts, Critical Race Theory in Education, and Diverse Families and Communities. They also must complete an internship focused on urban education developed in consultation with their advisor.

Graduate Certificate Courses

For more information, please see the [College-wide Urban Education Graduate Certificate Sequence of Courses for PhD Students](#).

IV. Procedures for Graduation ([Return to Table of Contents](#))

■ **Requirements for Graduation**

Students must be registered for at least 1 credit during the semester in which they take the final oral examination. A semester is defined as the period from the first day of class up to, but not including, the first day of class of the following semester.

The student is required to be enrolled only for the semester of the oral examination, not the semester of the submission of the final unbound copy to The Graduate School.

■ **Complete an Application for Graduation**

An Application for Graduation should be completed with the Office of the Registrar no later than **five weeks** from the start of classes.

<http://www.reg.msu.edu/StuForms/GradApp/GradAppForm.asp> If you need a hard copy of the graduation form, this can be retrieved from:

http://www.reg.msu.edu/Read/PDF/Graduation_Application.pdf

If you complete the Application for Graduation (needed at the beginning of the semester of expected graduation), A Graduate Credit Statement and Final Certification for Degree form will be mailed to your department. The Graduate Secretary, Graduate Program Director, and/or Department Chair will complete the form verify that the above information is completed, make their recommendation, sign and forward the form to your college for signature. They in turn will forward the form to the Registrar's Office.

Here's what the Registrar's Office will do:

1. Verify approval of the "Final Certification" form by department and college.
2. Check your records for courses listed on the "Final Certification" form and their approved completion, including the required number of research credits.
3. Check for any outstanding parking tickets, holds, or fees owed to the University.
4. Check with The Graduate School to verify that your thesis/dissertation was submitted before the semester deadline.

Here's what you receive:

If everything has been completed and verified, you should be receiving a copy of your diploma and degree-granting transcript four weeks after the commencement ceremony. Congratulations!

If one of the items above was not completed, a letter will be sent to you, your college, and your department, which indicates the criteria not met. If you have any questions about this letter, you can contact your department.

*Students should confirm information on commencement dates the semester of commencement.

You may apply for graduation online at:

<http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp>

Application for Copyright (Optional)

Students and their major professors should give careful consideration to the desirability of registering the copyright.

If the student intends to register, he/she has the option of signing the copyright application included on the UMI Agreement Form, or obtaining copyright through the U.S. Copyright Office, Register of Copy, Library of Congress, Washington, DC 20559, phone: 202.707.8250

A copyright notice must be inserted immediately following the abstract of the thesis /dissertation in accordance with instructions in this guidebook.

MSU no longer collects fees when submitting electronic documents. All money transactions, including copyright fees, are now done online by the students directly with ProQuest.

Complete the Online Graduate School Exit Survey

Please take a few moments to complete this survey the semester that you plan to graduate. Only students who have applied for graduation will have access to the online survey. Your participation is important and it is greatly appreciated by the Graduate School. The survey will ask you questions about your educational experience in your graduate program. The Graduate School uses data from this survey when reviewing

graduate programs and to guide decisions about services and initiatives for graduate students.

The identity of all respondents will be kept confidential and only aggregate (group) information will be made available to faculty and administrators. You will receive an e-mail message from the dean of the graduate school with a link to the survey as well; however, you do not need to wait for that e-mail message to complete the survey after applying for graduation. It takes about 5-10 minutes to complete the online survey. Please follow the steps outlined below:

Access the following website:

- Doctoral Students: <https://www.egr.msu.edu/doctoral/survey/>
- Master's Students: <https://www.egr.msu.edu/masters/survey/>
- Enter your MSU NetID (Login Name) and Password
- Complete all the items on the survey. When finished, click Submit.

If you cannot open this survey, please contact Katey Smagur by email at smagurka@msu.edu, and include your name, student ID #, degree level (PhD, MA/MS) and semester of graduation. You will then be notified when you are able to complete the survey.

Michigan State University requires verification of completion of the survey. At the end of the questionnaire, there will be two options, select the first option. This will get you to an email notification screen where you can enter this email address, msuetds.approval@grd.msu.edu, and a notification of completion will be sent to the Michigan State University Graduate School Office.

Confidentiality Assurance: The information provided on the Survey remains confidential and is safeguarded in accordance with the Privacy Act of 1974 and the NSF Act of 1950, as amended. The survey data are reported only in aggregate form or in a manner that does not identify information about an individual. The federal agencies and the data collection contractor take the strongest measures to safeguard respondent confidentiality. All staff members sign binding confidentiality pledges. All processing facilities and computer systems are carefully designed and continuously tested to safeguard the information provided by institutions and respondents.

If you have any questions about the web survey, please contact NORC:
1-800-248-864 or 4800-sed@norc.uchicago.edu.

■ **How to Avoid Delays and Meet the Deadlines**

To avoid a last-minute problem in receiving your diploma, use this checklist to make sure that you have completed all of the requirements.

Check your records, have you . . .

- enrolled for the semester in which you wish to take the final oral examination? The student is required to be enrolled only for the semester of the oral examination, not the semester of the submission of the final unbound copy.
- checked deadlines for submitting a Thesis to the Graduate School?
- confirmed commencement dates the semester of commencement

- completed and passed all courses required?
- completed the Application for Graduation form with the Office of the Registrar no later than five weeks from the start of classes?
- applied for and received approval to use human or animal subjects (this should have been done prior to beginning your research)? ALL students must complete this form, even if human or animal subjects were not used. This form must be completed and signed by the student and major professor.
- completed the Agreement Form located in Publishing Your Dissertation or Publishing Your Master's Thesis handbook; must be completed and signed by the student?
- reviewed the online requirements for completing your thesis/dissertation and a [Formatting Guide](#) from The Graduate School, 118 Linton Hall?
- scheduled, completed, and pass your final oral exam/defense? Remember, you need to be enrolled during the semester in which you defend. A semester is defined as the first day of classes until, but not including, the first day of classes for the next semester.
- got the thesis/dissertation acceptable to the thesis/dissertation director?
- distributed an appropriate number of unbound copies of the thesis/dissertation to the guidance committee for the semester in which graduation is anticipated? The pages of the thesis/dissertation may be in a folder or box, but is not to be bound at this point.
- submitted a preliminary copy of the thesis/dissertation via ProQuest to The Graduate School for proofing before submitting the final copy?. It only takes a couple of minutes to review a document for correct formatting.
- typed the Approval Form (<http://www.grad.msu.edu/etd/docs/ApprovalForm.pdf>), and have it signed/dated by the major professor or chairperson of the department?
- submitted a final copy of your approved thesis/dissertation to The Graduate School prior to the deadline for the expected semester of graduation? A stamped copy of your title page is sent by The Graduate School to the Registrar's Office showing that your thesis/dissertation has been accepted?

V. Requirement for Certification ([Return to Table of Contents](#))

■ How to apply for School Administrator Certification

To be recommended for the School Administrator Certificate with Elementary and Secondary endorsements through MSU, an applicant must have completed (a) an approved master's degree in K-12 Administration at MSU, or (b) a relevant master's degree *and* an approved 18-credit core administrative studies program at MSU.

Applying for Certification

Applying for a certificate, renewal, license or additional endorsement is a two-step process. To apply, applicants must:

1. Submit materials required by the MSU Certification Office in a single packet to 134 Erickson Hall, East Lansing, MI 48824 (to view materials required by MSU, click on the appropriate application link below), and
2. Initiate an application with the Michigan Department of Education (MDE) using

the Michigan Online Educator Certification System (MOECS).

These two steps can be completed in either order or concurrently; however, both steps must be completed before the certificate can be issued. Incomplete applications will not be reviewed.

**A \$50.00 certification processing fee is required*

I. [Instructions for Initiating a Certification Application Using MOECS](#)

II. MSU Certification Applications

- **School Administrator Base Certificate**

Eligible applicants may apply for the School Administrator Base Certificate with Elementary and Secondary Endorsements (these three credentials are bundled). To be eligible for the School Administrator Certificate through MSU, an applicant must have completed (a) a master's degree in K-12 Administration at MSU after 2006 with an overall GPA of at least 3.0 and a passing score on program exit exams, or (b) an approved master's degree *and* an approved 18-credit core administrative studies program at MSU with an overall GPA of at least 3.0 and a passing score on program exit exams.

 View the [MSU application for School Administrator certificate](#).

View [Frequently Asked Questions about School Administrator Certificates](#)

- **Reciprocity regulations for Michigan State University**

Hybrid, on-line, and off campus programs are considered "distance-learning" programs. Michigan State University arranges reciprocity agreements with other states. There are some restrictions, however, of which prospective students should be aware.

State Authorization

The U.S. Department of Education requires an institution offering distance education programs to acquire authorization from the states in which it operates. Specific regulations vary from state to state.

Michigan State University is not seeking authorization in **Arkansas or Maryland**. Students whose resident address is in Arkansas or Maryland at the time of application for admission to Michigan State University are not eligible to apply to MSU online programs.

Students whose resident address at the time of application for admission to Michigan State University is in one of the following states are eligible to apply to MSU online programs, but they should note the following disclaimers.

Alabama – State authorization to provide a program related to the preparation of teachers or other P–12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the

teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full–time employment as an administrator in a P–12 school system(s). - www.alsde.edu.

Louisiana - Michigan State University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Minnesota - Michigan State University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

For additional information, please visit

www.reg.msu.edu/AcademicPrograms/Print.asp?Section=11192 and www.esp.msu.edu/stateauth.asp.

For a map showing up–to–date authorization by state, please visit: www.esp.msu.edu/ProgressReport.pdf.

VI. Program Policies ([Return to Table of Contents](#))

■ **Advisement**

Upon admission to the Master's degree program, students are assigned a faculty member who serves as their academic advisor. Students should arrange for a personal conference or phone call with their advisor to **develop a program plan for the Master's degree**. Copies of this program plan will be provided to the student, the academic advisor, and the Student Affairs Office in the College of Education. It is in the student's interest to schedule the conference to develop their program plan as soon as possible after entry into the program. If the student does not do so, there is no guarantee that credit hours earned prior to the conference will be applicable to the requirements of the Master's degree program. However, the program plan is due by the time the student has completed 18 credits towards their masters' degree. If, for whatever reason, the student wishes to change advisor during the course of the program, a **Change of Advisor form** (see forms section for the College of Education <http://education.msu.edu/academics/graduate-forms.asp>) must be filled out and submitted to the SAO.

■ **Academic Standards**

Regular attendance is expected. Instructors will inform the students of course attendance requirements and penalties which may be incurred as a result of failure to comply with these requirements.

Grades: 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 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 unassigned or deferred, and progress towards exams and a proposal). 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.

The grading system is as follows: 4.0, superior; 3.5, excellent; 3.0, good; 2.5, fair; 2.0 poor; 0/1.0/1.5, failure and in specific courses, P-N (Pass- No Grade). Once grades have been submitted in to the registrar's office, they may only be changed by the course instructor through written application.

■ Writing Standards

Writing, even if it is just a memo or brief reflective essay, is one of the most difficult tasks that a school leader/educator will encounter. It comes more naturally to some than to others, but it is almost never easy. Scholarly writing has its own set of rules and conventions that are different from those of creative or technical writing. As a graduate student in the K12 Educational Administration Program you will be required to meet rigorous writing standards and APA Style (See *Publication Manual of the American Psychological Association*). While a student's writing expectations (rubrics) will be provided by the course instructor, it is expected that a student's writing will conform to the following important standards:

1. Basic Structure of the text will include:

- An introductory paragraph that engages the reader's interest and lays out question/issue the paper seeks to address
- A thesis statement that summarizes the main point
- Background information about the subject that provides context for the reader.
- The backbone of the paper will be points of discussion, which is a series of paragraphs that support your thesis statement
- Keep in mind that a characteristic of good writing is the ability of the author to move back and forth smoothly between general statements and concrete details
- A concluding paragraph that flows logically from the body of the essay and is more than a simple restatement of what you have written, but an opportunity to thoughtfully challenge and move the discussion on the topic forward

2. Things that you should think about doing:

- Use Proper Style for Notes and Bibliographies
- Pay Attention to Tense
- Proofread

3. Things that you should avoid:

- Contractions
- Passive Voice
- Incomplete Sentences Imprecise
- Language

- Slang
- Words Out of Proper Proximity
- Excessive Wordiness
- Excessive Quotation
- Dumb Mistakes (e.g. "their/they're/their, it's/its, who/whose, then/than)
- Plagiarism

On the final topic of plagiarism: In essence, plagiarism is the use of another person's words or ideas without proper acknowledgment. It is imperative that writers appropriately paraphrase, use quotation marks (direct citations, and credit their sources both within the text and in a reference/bibliography. An instructor that suspects that a student has committed plagiarism will provide the student an opportunity to present and explain the origin, synthesis (paraphrasing), use of the work. In addition, the instructor will explore whether the student understands the relevant standards of academic conduct. If the instructor determines that a minor offense has occurred s/he may require the student to resubmit the assignment or assign a "0" to the paper. However, if an instructor determines that a major offense was committed s/he he will follow the procedures presented in the GSSR manual. Questions about the handling of plagiarism cases should be directed to the Department Chair.

Like everything else, clear and cogent scholarly writing takes practice. Here are two important resources for the graduate student:

1. Overview of scholarly writing: <http://johnlatham.me/resources/phd-students/academic-writing/>
2. APA Style Information: <http://www.apa.org/>

■ **Academic Probation**

Students whose cumulative grade-point average falls below a 3.0 receive a written warning indicating unsatisfactory academic performance and may be placed on academic probation the following semester. The student will work with her/his academic advisor and guidance committee in order to be restored to good standing. Students on academic probation should regularly meet with the academic advisor.

At times, students are admitted to the program on "academic probation" due to concerns with their prior record (usually low entering grade-point average and/or test scores). Students will be evaluated after their first 9.0 credits. If at that time the student maintains a 3.5 average and has no deferred or incomplete courses, s/he will be taken off of academic probation.

Students shall have the right to appeal their probation status in accordance with the Graduate Students Rights and Responsibilities (GSSR) guidelines.

■ **Incompletes, Defers and No Grade Reported**

A student who, for compelling reasons, finds it necessary to postpone the submission of required course work may petition their instructor for the grade of Incomplete (I) or Defer (DF). A form for this request must be completed by the instructor of the course and contain all information requested, including a description of the work the student will complete and

the due date, which cannot be later than the date specified in the academic calendar. The form must be signed by the student, instructor, and department chair (or designee). The last day to request an incomplete and submit the form is indicated in the academic calendar.

The grade of **I, or DF** shall remain on the student's transcript until a grade has been submitted by the instructor.

A grade of **"I"** or Incomplete may be given after a student has satisfactorily completed 12 weeks of the course but is unable to complete the work within the allotted time period because of "illness or other compelling reason," and the professor believes that the student can complete the work without repeating the course. The work must be completed and a grade turned in no later than the middle of the student's next semester of attendance. If the student does not enroll in subsequent semesters than s/he has up to a year to complete the course requirements.

A grade of **"DF"** or Deferred is reserved for graduate students who are passing a course but for reasons acceptable to their instructors cannot complete the course during the regularly scheduled course period. Students who request and receive a DF-Deferred grade marker must complete the course work, and instructors must report the grade, within six months (190 calendar days) after the last class day of the particular term of instruction. Students may request a six-month extension of this deadline.

If a student fails to complete the required work by the announced deadline, the DF-Deferred grade marker will automatically be changed to DF/U-Unfinished. To receive credit in the course, the student must reenroll in the course. This policy does not apply to thesis or dissertation courses. A DF/U does not affect a student's overall GPA.

A grade of "NGR" or No Grade Reported is when special circumstances happens which prevents an instructor from submitting grades on time, the records system will insert an NGR (No Grade Reported) marker for each student in the section. As soon as the instructor submits the grades and they are recorded, the NGR markers are erased and do not appear in the updated student record or on printed transcripts.

■ **Annual Review of Student Progress**

A yearly written evaluation is developed by both the student and her/his adviser. The adviser and student are required to meet and review the content of the document, which records the student's accomplishments as well as agreed upon next steps. A copy of such evaluations will be placed in the graduate student's file. A student who might disagree with her/his evaluation is encouraged to submit a letter in reference to this, which will be placed in her/his academic 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. The academic adviser, 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, e.g., the number of courses for which grades have been assigned or deferred). See [Appendix D](#).

VII. Departmental Policies: Integrity and Safety in Research and Creativity Activities

[\(Return to Table of Contents\)](#)

The EAD K-12 program concurs with the guidelines on research integrity presented by the University Task Force on Mentoring of Graduate Students: [Guidelines for Integrity in Research and Creative Activities](#). This web page cogently defines a range of practices to ensure integrity and safety.

- 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.
- Misconduct in Research and Creative Activities.

A complete discussion of these guidelines can be found on the Grad School webpage at <http://grad.msu.edu/researchintegrity/resources/>. Graduate students are required to honor these guidelines across their program of studies and are also required to submit their work to MSU's Institutional Review Board. For full information on Human Research Protection Program (HRPP), please go to the website <http://hrpp.msu.edu/>.

■ Academic Integrity

Section 1.00 of the General Student Regulations under MSU Policies, Regulations and Ordinances Regarding Academic Honesty and Integrity (<http://splife.studentlife.msu.edu/regulations/general-student-regulations>) states that: "The principles of truth and honesty are fundamental to the educational process and the academic integrity of the university. Therefore, no student shall:

- (1.01) claim or submit the academic work of another as one's own.
- (1.02) procure, provide, accept, or use any materials containing questions or answers to any examination or assignment without proper authorization.
- (1.03) complete or attempt to complete any assignment or examination for another individual without proper authorization.
- (1.04) allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- (1.05) alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- (1.06) fabricate or falsify data or results."

■ Research Integrity

According to MSU's Procedures Concerning Allegations of Misconduct in Research and Creative Activities (http://rio.msu.edu/sites/default/files/June_2009_Procedures.pdf),

"Misconduct means fabrication, falsification, plagiarism, or any other practice by a Respondent that seriously deviates from practices commonly accepted in the discipline or in the academic and research communities generally for proposing, conducting, or reporting Research and Creative Activities. Serious or continuing non-compliance with government regulations pertaining to Research may constitute Misconduct. Retaliation also constitutes Misconduct. Misconduct does not include honest error or honest differences in interpretation or judgment of data." (Note – the MSU Procedures currently are under review.)

Plagiarism

Plagiarism is the use of another person's words or ideas without proper acknowledgment. Extensive discussion and definitions of what constitute plagiarism are provided at the MSU Ombudsmen website at <https://www.msu.edu/unit/ombud/academic-integrity/plagiarism-policy.html> It is a student's responsibility to know and understand definitions and rules about plagiarism.

An instructor that suspects that a student has committed plagiarism will provide the student an opportunity to present and explain the origin and development of the work. In addition, the instructor will explore whether the student understands the relevant standards of academic conduct. If the instructor determines that a minor offense has occurred s/he may require the student to resubmit the assignment or assign a "0" to the paper. However, if an instructor determines that a major offense was committed s/he he will follow the procedures presented in the GSSR manual. Questions about the handling of plagiarism cases should be directed to the Department Chair.

■ **RCR Policy for M.A. in K-12 Educational Administration**

Responsible Conduct of Research (RCR) training for students in the K-12 Educational Administration Masters degree program focuses on the ethical use of data in schools. Preparation for RCR occurs in EAD 812 Inquiry and Analysis of School Organizations (in their first year) and EAD 820 School Internship (in their second year).

Curricula and training materials are from the NCES sponsored Forum Guide to Data Ethics, available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010801>

The Guide provides up to 8 hours of instruction covering critical data use principles or "canons":

- Canon 1. Demonstrate honesty, integrity, and professionalism
- Canon 2. Appreciate that data do not describe the whole person
- Canon 3. Be aware of statutes, regulations, and ethical standards
- Canon 4. Report information accurately and without bias
- Canon 5. Be accountable for ethical data use
- Canon 6. Promote data quality
- Canon 7. Promote understanding and accurate analysis of data
- Canon 8. Treat data systems as a valuable organizational asset

Canon 9. Safeguard sensitive data

Instruction in the first year focuses on presentation and discussion of the Canons. Instruction in the second year engages students in the observation and application of these ethics in the context of their school leadership internship.

Research Training Tracking System (RTTS)

Michigan State University requires that all graduate students be trained in the responsible conduct of research as part of their educational experience. All M.A. in K-12 Educational Administration students are required to complete **three hours** of training related to Responsible Conduct of Education Research.

Each student is expected to enter the relevant information regarding the completion of this training into the **Research Training Tracking System (RTTS)**, <https://www.egr.msu.edu/secureresearchcourses/>. Documentation should be completed by May 15 of each year.

To support the Responsible Conduct of Research training requirements, the following resources are available. Students should consult with their academic adviser and/or research supervisor to determine the appropriate training topics.

[Human Research Protection Program modules](#)

[Workshops offered by the graduate school](#)

[Powerpoint resources through the graduate school](#)

■ **Academic Dismissals**

Failure to maintain academic standards may occur as the result of unsatisfactory grades in academic coursework, failure to make satisfactory progress in completing program requirements, and/or unsatisfactory performance on Comprehensive Examinations.

At a graduate level, a grade of 3.0 represents work that adequately meets course objectives. A grade of 2.5 or 2.0 represents work that is below expectations to an increasing degree but that still is sufficient to qualify for graduate credit. Such a grade is cause for concern, however, both because it represents weak mastery of the material and because students must achieve an overall GPA of 3.0 or higher in order to qualify for graduation.

It is also important to remember that the University establishes timelines for completion of courses and of degree programs. Eight years are allowed from the time that a student begins the first course on his or her doctoral degree program until completion of all requirements for graduation. Students are provided with grade reports at the end of each semester by the University, so they are always apprised of their academic standing. The accumulation of multiple Incomplete or Deferred grades is another significant basis of concern about progress.

■ **Disciplinary Dismissals**

The following are offered as examples of circumstances or performances that may be the basis for dismissal action: academic dishonesty; criminal misconduct; unethical practices and/or unprofessional conduct.

Due process rights of the student and faculty will be upheld by following the procedure outlined in the document, [Graduate Student Rights and Responsibilities](#).

Dismissal Procedures

To protect student due process rights as well as the rights of faculty to uphold the academic and professional standards, the following steps will be taken as part of the proceedings that may eventuate in the student's dismissal from the Educational Policy Program for disciplinary reasons:

- 1) Student will be informed in writing by the program Coordinator (registered mail) of any charge, event, performance, or circumstance that may threaten the student's immediate status within the program. Such charges or complaints may emanate from members of the program faculty, from other University faculty or personnel, from other students, or from professionals and agents outside of the University community.
- 2) As part of the above communication, the Coordinator may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party and to inform the Coordinator of the outcome of this action within 30 days.
- 3) If, however, informal methods of problem resolution are inappropriate or not satisfactory, the Program Coordinator will inform the student (in writing), the student's advisor and other interested parties that the student's status in the program may be in immediate jeopardy and that a formal meeting of the program faculty will be necessary to review the nature of the threat to the student's status and to arrive at a decision regarding dismissal. The program Coordinator may invite any persons judged to have relevant information to submit their information either in person at this 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 his/her counsel (as defined in Graduate Student Rights and Responsibilities (GSRR 5.4.10) would be invited to attend this meeting and to present testimony. In addition, the student may invite other individuals who have relevant testimony to attend the meeting or to present written information. The student will provide the program Coordinator with a list of these individuals at least five days in advance of the scheduled meeting.
- 4) Following the presentation of testimony and evidence, representatives of the program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. The decision may result in either (1) a dismissal of the charges or threats against the student and a restoration of the student's good standing in the program, (2) a judgment to allow the student to continue in the program pending satisfactory completion of or compliance with specified conditions, or (3) immediate dismissal of the student from the Educational Policy Program.

Following completion of the program faculty's decision-making, the program Coordinator will inform the student and the student's faculty Advisor (in writing) of the faculty's decision and, if appropriate, clearly specify what if any conditions must be satisfied by the student to maintain his or her 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 the GSRR should be followed.

MSU Resources

- MSU Graduate School – Dean Karen Klomparens (517-353-3220). The Grad School promotes academic/research integrity via the PREP program (<http://grad.msu.edu/prep/>) that focuses on planning, resilience, engagement, and professionalism; a workshop series on Responsible Conduct of Research (<http://grad.msu.edu/stuwork.htm>); and the Academic Integrity Website (<http://grad.msu.edu/researchintegrity/resources/>).
- University Intellectual Integrity Officer – Dr. Jim Pivarnik (rio@msu.edu). The goal of this office is to safeguard the integrity of research and creative activities at MSU. The office web site (<http://rio.msu.edu/>) includes links to MSU’s authorship and data management policies, well as the MSU Research Handbook.
- The Office of the Vice President for Research and Graduate Studies (<http://www.vprgs.msu.edu/>) maintains the MSU Research Web with links to funding opportunities, as well as regulations and policies related to research. Faculty and students should be especially alert to the policies related to participation of human subjects of research (<http://hrpp.msu.edu/>) and the use of hazardous substances in research (<http://www.orcbs.msu.edu/>).
- MSU Ombudsman (<https://www.msu.edu/unit/ombud/>) – Dr. Robert Caldwell (ombud@msu.edu). The Ombudsman assists student with both academic (e.g., grades, exams, academic dishonesty, grievances, enrollment status) and non-academic (e.g., financial aid, housing, special problems) disputes.

■ **What is the Human Research Protection Program (HRPP)?**

Mission: “The Michigan State University (MSU) human research protection program’s (HRPP) primary mission is the protection of individuals who are the subjects of research. MSU is committed to follow the ethical standards described in the Belmont Report, and all applicable federal, state and local regulations and university policies and procedures. The HRPP at MSU sets forth the structure, policies and procedures to implement this mission and commitment. The processes of education, review and monitoring described in the HRPP serve to ensure the safe and ethical conduct of research that will protect human subjects in an atmosphere of mutual trust and integrity in the pursuit of knowledge and human benefit.” Section 3-1, “Michigan State University Human Research Protection Program Plan” of the Human Research Protection Manual.

As part of that mission, HRPP 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 HRPP. 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. The type of IRB review required (exempt, expedited, or full board) depends upon the classification of the research proposal as to the levels of risk

to subjects.

How the HRPP Review Process Works

The review process begins when an investigator submits a complete on-line application to the HRPP office. HRPP assigns the application an IRB log number. Depending upon the level of risk to subjects in the protocol, HRPP 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 HRPP office for transmission to the investigator. The investigator must then send a response to each comment, on line to HRPP, 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 (or reviewers) approves. 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. Students must complete the tutorial in order to submit HRPP 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 HRPP and to read in detail the most recent instructions from HRPP. All faculty teaching graduate students in courses also are to emphasize complete compliance with HRPP principles and policies. Faculty teaching courses are also urged to determine when and how HRPP principles can be covered in graduate courses.

Any research that is conducted by a graduate student in Educational Administration that is not in compliance with HRPP regulations cannot be used to fulfill course or degree requirements. Should a student conduct research that is not in compliance with HRPP, 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 HRPP compliance to be very important. A very serious violation of HRPP 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 HRPP policies could result in sanctions up to and including dismissal from the graduate program.

Upon entering the program, students should go to the HRPP web site and read about the important committee. They should take the HRPP 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 HRPP and collecting data before receiving such approval is a serious ethical breach. Once a student files with HRPP, if the student receives any feedback that they do not understand, they should immediately consult with a member of the Educational Administration faculty or the HRPP staff for guidance as to how to proceed. Again, for emphasis, absolutely no data can be collected with our HRPP approval. If any such data is collected it cannot be used for any degree purpose.

VIII. Student Conduct and Conflict Resolution ([Return to Table of Contents](#))

■ **Grievance Procedures (August 2015)**

The "Academic Freedom for Students at Michigan State University" (AFR) and the "[Graduate Student Rights and Responsibilities](#)" at Michigan State University (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the AFR and the GSRR, the Department of Educational Administration (K12), College of Education, has established the following procedures for adjudicating student academic grievances, including non-disciplinary hearings regarding allegations of academic dishonesty, violations of professional standards and falsification of academic records when a failing grade has been issued. The [Graduate Student Rights and Responsibilities](#) (GSRR) document establishes the rights and responsibilities of MSU graduate students and prescribes procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the GSRR, the Educational Administration (EAD) and [the College of Education has established procedures for adjudicating academic grievances and complaints](#), please use the link above or go to the following document for specific procedures. (<http://www.educ.msu.edu/college/resources/Graduate-Student-Hearing-Procedures-Departments.pdf>).

IX. Work Related Policies ([Return to Table of Contents](#))

Intent: This section should make explicit the units expectations concerning graduate student's work related to graduate assistantships. All policies related to graduate assistantships must be consistent with GSRR 4.2.1 – 4.2.8. For graduate assistants appointed as teaching assistants, the policy also must conform to the specifications of the current MSU/GEU Contract.

Faculty in the EAD K12 program sometimes appoints qualified master's students as research assistants on a variety of research initiatives. The nature of the assistantship (e.g., length of appointment, work load expectations, available resources, necessary proficiencies, travel, and so on) will be defined by the hiring faculty member. The processing of assistantships through the university is conducted by the Educational Administration Department's Administrative Assistant. The faculty, program, and department adhere to the guidelines set by the MSU Graduate School Graduate Assistantships policy. Please refer to: <http://education.msu.edu/resources/financial/assistantships.asp>.

X. Financial Aid ([Return to Table of Contents](#))

■ **College Level Fellowships and Scholarship**

Every year the College of Education awards millions of dollars to graduate students through an array of fellowships, scholarships, and graduate teaching and research assistantships. The awards range from small tuition scholarships to multi-year packages that can provide annual benefits in excess of \$22,000 plus tuition and medical benefits. Both entering and continuing students are eligible for these awards, although specific awards are targeted to different groups of students.

You can locate more information on Fellowships/Scholarships for the College of Education at: <http://education.msu.edu/resources/financial/grad-scholarships.asp>.

■ Department of Educational Administration Fellowships and Scholarships

The Educational Administration Department offers some competitive scholarships – funded through endowment income – to continuing graduate students. Awards decisions are made at the start of each Calendar year in time to invite recipients and advisors to the College of Education annual awards dinner and reception in April. Announcements are posted and delivered to faculty advisors in November, with nomination materials due in January.

You can locate more information on Department of Educational Administration Fellowships/Scholarships at: <http://education.msu.edu/resources/financial/grad-scholarships.asp>.

In addition to the scholarships awarded by the Office of Admissions, Michigan State University's searchable scholarship database contains hundreds of scholarships awarded by individual colleges and departments based on academic level or major preference. Many of the scholarships listed in the database have specific criteria and require application forms and supporting materials.

For more information on a particular scholarship in the database, including criteria and application instructions, please contact the appropriate college or department awarding the scholarship. (<https://scholendow2.ais.msu.edu/Student/ScholSearch.asp>)

■ International Students and Scholars Awards

The Office for International Students and Scholars offers the following awards:

Global Neighbors Scholarship

Awarded to a limited number of international students displaying academic achievement.

Global Spartan Scholarship

Awarded to a limited number of international students displaying academic achievement.

Legacy Scholarship

Awarded to academically talented students with non-Michigan residency status for tuition purposes who are the dependents of MSU alumni.

Patricia A. Szymczyk Butler Expendable Scholarship Fund

Awarded to an international student who is a graduate of a high school in Poland. For more information, contact the Office for International Students and Scholars, 103 International Center, Phone: 517.353.1720, Fax: 517.355.4657, Email: oiss@msu.edu

■ Awards and funding from the Graduate School

Also, refer to the University Graduate School Funding Site <http://grad.msu.edu/funding/>.

Travel Funding

Funds from The Graduate School are available for graduate students to travel to present their research at professional conferences. These funds are not available to support thesis/dissertation research projects or course work. This funding is only for graduate students pursuing a degree program. Requests for funding to travel to international

meetings will be considered jointly by The Graduate School and the Office of International Studies and Programs; therefore, you need to submit only one form to the Graduate School for consideration by both offices. To acquire a Travel Funding Request Form refer to the Graduate School Funding site at:

<http://grad.msu.edu/fellowships/travel.aspx>.

Other travel supports from the Graduate School include:

The MSU Travel Clinic for information on any health risks or immunizations

<http://travelclinic.msu.edu/>

The International Studies and Programs website for issues related to safety

<http://isp.msu.edu/>

MEDEX emergency health cards

Emergency Funding

The Graduate School has limited funding available for graduate students for unusual or unforeseen emergency expenses. This funding is only for graduate students pursuing a degree program. Please be aware that emergency funds are provided on a one-time only basis. To acquire an Emergency Funding Request Form refer to the Graduate School Funding site at: <http://grad.msu.edu/fellowships/emergency.aspx> (bottom of page) [Application and instructions](#).

Alana (African-, Latino-, Asian-, or Native-American) Discretionary Funding

The ALANA emergency funds are available for ALANA graduate students for unusual or unforeseen emergency expenses. This funding is only for graduate students pursuing a degree program. Please be aware that ALANA emergency funds are provided on a one-time only basis. ALANA Discretionary Fellowship Forms should be sent to: Office for ALANA Student Affairs, 116 Linton Hall.

For additional information on Graduate School Funding, refer to the University Graduate School Funding Site at: <http://www.grad.msu.edu/funding/>.

Funding Guide

The Funding Guide for Graduate Students, Graduate Professional Students and Postdoctoral Fellows is intended to help identify funding sources, such as grants, fellowships, scholarships and awards and lists a few hundred out of thousands of funding opportunities. Many funding opportunities are on-line (<http://grad.msu.edu/funding/>) or in CD-ROM databases. This guide also explains how to access these resources.

■ **Office of Financial Aid**

The Office of Financial Aid (OFA) is the main campus resource for federal and state programs for student financial aid. The staff can help students with both need-based and non-need-based aid. The office is up-to-date on all the latest state and federal regulations. You can email the office at: finaid@msu.edu or call 517.353.5940. Office hours are 9 a.m. - 5 p.m. Students can look up their own OFA file on [StuInfo](#). In order to sign-on you need to enter your MSUNet ID and password.

■ The Grants Database

The Grants Database (<http://fundingopps.cos.com.proxy2.cl.msu.edu:2047/> For this database you will need your MSU NetID and password.) This database contains 23,000 funding sources covering all disciplines. A user-friendly search capability allows you to fine-tune your search by keywords and subjects. Note: The Main Library also receives printed resources of interest and importance to grant seekers. For a listing of journals, books and other publications check the MSU Library Home Page, MAGIC (<http://magic.lib.msu.edu/screens/opacmenu.html>), or visit the Social Science/Humanities Reference Desk.

■ External Fellowships

Receipt of externally funded fellowships by students who have written their own grant applications and worth at least \$20,000 (direct costs) now makes the students eligible for in-state tuition rate. The in-state tuition rate applies only to the semesters during which the student is supported by the fellowship. This policy applies only to grants funded through a competitive process by a US institution/agency/foundation. Funds obtained through non-competitive processes (e.g., need-based fellowships) or from international sources do not qualify the students for in-state tuition rates. For more information contact Melissa Del Rio (mdelrio@grd.msu.edu) in 110 Linton Hall.

■ Graduate Assistantships

Once on campus, a student's academic advisor can offer additional suggestions regarding assistantships. The College of Education Web site details all graduate assistantships. If a student is interested in a research assistantship, this interest should be shared with faculty members.

More than 3,300 eligible graduate students hold assistantships in various fields. Graduate assistantships provide a waiver of course tuition for nine graduate credits (additional credits are charged at the Michigan resident rate), waiver of matriculation fees and includes health insurance. Graduate assistants must be enrolled in graduate programs and making satisfactory progress toward their degrees. A graduate assistant's responsibilities require about 10 hours per week for a quarter-time appointment, 20 hours per week for a half-time appointment, and 30 hours per week for a three-quarter time appointment. Most of the teaching and research assistantships are awarded through individual departments and schools.

For additional information on Graduate Assistantship, refer to URL: <http://ed-web3.educ.msu.edu/infostu/finaid/graduate.htm>

XI. Student Information [\(Return to Table of Contents\)](#)

■ University Resources:

The following is a list of useful quick reference information for University Resources:

| | Address | Website | Phone |
|---|----------------------------------|---|---|
| Career Services and Placement | 113 Student Services Building | http://careernetwork.msu.edu/ | 355-9510 x 380 |
| CATA – Capitol Area Transportation Authority | | http://www.cata.org | 394-1000 |
| Rent/lease a vehicle | 134 Central Services Building NW | http://transportation.msu.edu/contact/contacts.html | 353-5280 |
| Campus Operator | | http://www.msu.edu | 355-1855 |
| Emergencies | | | 911 |
| English Language Center | A714 Wells Hall | http://elc.msu.edu/ | 353-0800 |
| Graduate School | 118 Linton Hall | http://grad.msu.edu | 355-0301 |
| Green Light phones | | | 911 or push emergency button |
| Judicial Affairs Office in Department of Student Life | 101 Student Services | http://www.studentlife.msu.edu | 432-2471 |
| Library | | http://www.lib.msu.edu | 353-8700 |
| MSU Computer Store | 305 Computer Center | http://www.cstore.msu.edu | 355-4500 |
| MSU Helpline | | http://help.msu.edu/index.php | 353-4MSU |
| MSU Safe Place | G-55 Wilson Hall | https://www.msu.edu/unit/safe/ | 372-5572 Emergency Hotline 355-1100 Program Information |
| Office for International Students and Scholars | 103 International Center | http://oiss.isp.msu.edu/ | 353-1720 |
| Office of Study Abroad | 108 International Center | http://studyabroad.isp.msu.edu/ | 353-8920 |
| Office of Admissions and Scholarships | 250 Administration Building | http://admissions.msu.edu/ | 355-8332 |
| Office of Financial Aid | Main Office 252 Student Services | http://finaid.msu.edu/ | 353-5940 |
| Office of Cultural and Academic | 339 Student Services Building | http://ocat.msu.edu/ | 353-7745 |

| | | | |
|--|------------------------------------|---|---|
| Transitions | | | |
| Resource Center for Persons with Disabilities | 120 Bessey Hall | http://www.rcpd.msu.edu/ | 884-7273 TTY:355-1293 FAX: 432-3191 |
| Office of the Registrar | 150 Administration Building | http://www.reg.msu.edu/ | 355-3300 |
| Olin Health Center | | Health Center: www.olin.msu.edu Pharmacy: http://www.pharmacy.msu.edu/ | 884-6546 353-9165 |
| Ombudsperson | Room 129 North Kedzie Hall | https://www.msu.edu/unit/ombud/ | 353-8830 fax 432-2198 |
| Parking | | http://police.msu.edu/ | 355-8440 |
| Police | | http://police.msu.edu/ | 355-2221 353-3169 |
| Service Learning Center | 26 Student Services Building | http://www.servicelearning.msu.edu/ | 353-4400 |
| Sexual Assault | | http://www.studentlife.msu.edu/current_students/sarv/sarv.htm | 372-6666 24-Hour Crisis Line or 355-3551 |
| Spartan Life (student rights and responsibilities) | | http://splife.studentlife.msu.edu | 355-8286 |
| Student Employment Office | Room 110 Student Services Building | http://careernetwork.msu.edu/ | 355-9510 |
| TDD/TTY Services For The Deaf | | | 911 |
| Testing Office & Test Preparation | 207 Student Services Building | http://testprep.msu.edu/ | 355-8385 |
| University Housing | 185 West Holmes Hall | http://liveon.msu.edu/ | 884-5483 |
| Writing Center | 300 Bessey Hall | http://writing.msu.edu/ | 432-3610 |
| Learning Resources Center | 209J Bessey Hall | http://lrc.msu.edu/ | 355-2363 |

■ Campus Facilities

Administrative buildings are open from 8:00 a.m. until 5:00 p.m., Monday through Friday, and academic buildings generally are open from 7:00 a.m. until 11:00 p.m. Academic buildings are scheduled to be open on weekends only as needed. Building access hours are posted on each facility. Access to individual classrooms, laboratories and programs is limited to those enrolled. Access to University residence halls is limited to residents and their invited guests, as explained on signs posted on all the doors and elsewhere in the living areas.

Landscaping and outdoor lighting on campus are designed for pedestrian safety and security

and modified as needed. Sidewalks are designed to provide well-traveled, lighted routes from parking areas to buildings and from building to building. Landscape personnel trim shrubs from sidewalks, walkways, and building entrances to enhance lighting and visibility.

Campus walkways are inspected regularly to ensure adequate lighting and replacement of burned-out lights. The "Green Light" Emergency Telephone System follows major walkways. Maps showing the walkways and emergency telephones are available.

The following list provides information about the many health and safety resources available to you:

| | |
|---|---|
| | All university vehicles displaying the eyes and ears decal are available for assistance and safety. Employees operating these vehicles can report emergencies via two-way radios. |
| Counseling Center http://www.counseling.msu.edu 517-355-8270 / 517-353-7278 / 517-355-2310 | The Counseling Center offers short-term professional counseling and self-help resources to MSU students of all ages. It offers ongoing programs, various support groups and graduate training. |
| Department of Police and Public Safety http://police.msu.edu 517-355-2221 | The Department of Public Safety includes the MSU Police Department, the Parking Office, and the Safety and Health division. They are available around the clock to help prevent theft, threats to personal safety, accidents, and crime. |
| Healthy U http://health4u.msu.edu/ | Healthy U aims to enhance and expand wellness efforts in partnership with units throughout the University and the community. |
| MSU Women's Resource Center http://wrc.msu.edu 517-353-1635 | The Women's Resource Center at Michigan State University is committed to creating and implementing strategies that promote the status of women. |
| CATA Bus Services (Night Owl) http://www.cata.org 517-432-8888 | "We'll Come to You" services provide curbside-to-curbside transportation on MSU's campus. A small bus will arrive within 20 minutes of your call to take you to your campus destination. No advance reservations will be accepted. |
| Office of Radiation, Chemical, and Biological Safety (ORCBS) http://www.orcbs.msu.edu 517-355-0153 | The Office of Radiation, Chemical & Biological Safety (ORCBS) supports the mission and guiding principles of Michigan State University to promote and establish programs in health and safety, protection of the environment and regulatory compliance. |
| Olin Student Health Center http://www.olin.msu.edu 517-355-2310 | Olin Health Center provides medical, dental, and optometric care for students and their spouses during their enrollment at Michigan State University. The Health Center offers preventive medical care, treatment for illness or injury, and health education - all on an outpatient basis. |
| Sexual Assault Crisis and Safety Education http://www.endrape.msu.edu/ 24 hour hotline: 517-372-6666 phone: 517-355-3551 | Provides information, education, counseling, and a 24 Hotline for victims of sexual assault. |
| State Walk 517-355-5548 | Student volunteers accompany you when walking on campus after dark. Hours: Sunday – Thursday, 7:00pm – 1:00am |
| MSU Safe Place Crisis line 517-372-5572 Business line 517-355-1100 | Provides shelter support counseling and advocacy for victims of relationship violence as well as community education. |

| | |
|---|---|
| Council Against Domestic Assault and MSU Safe Place 517-372-5572 | Shelter |
| East Lansing Police 517-351-4220 | 24 hour duty |
| Protective Services for Children 517-887-9450 | |
| Listening Ear 517-337-1717 | Free, confidential, general crisis, and sexual assault intervention and advocacy. |
| Community Mental Health Center 812 E Jolly Suite 111, Lansing, MI 48910 517-346-8460 | An emergency phone or walk-in service providing crisis intervention assessment and screening for voluntary and involuntary psychiatric hospitalization. Open 24-hours every day. Serving Clinton, Eaton, and Ingham Counties. |

■ **College of Education Resources:**

The College of Education website can be accessed at this link: <http://www.educ.msu.edu/>.

Information for College of Education students can be accessed at the following link: <http://education.msu.edu/resources/students/>. This webpage has resources for undergraduate/teacher candidates and graduate students and for teacher education program applicants in the College of Education. You will find important information on application procedures, jobs, scholarships, financial aid, student organizations, workshops and other resources.

Office of Student Writing Assistance (OSWA) at the College of Education

Depending on a student’s interests and needs, Professor Campbell’s assistance will include attention to the specifics of (American) English grammar and vocabulary. More generally, he will work with students on the consistency of their writing, and its responsiveness, in relation to:

- the course or program requirements being met
- the types of writing involved
- the larger contexts that affect the writing expected and determine its persuasiveness
- the overall need of assuring the “fit” and “flow” across the components of a particular piece in the production of clear and coherent writing.

Professor Campbell brings long experience with graduate student writing support to the OSWA. Drop-in meetings and appointments can be made in person at the OSWA office (513-F Erickson Hall), phone (517-432-0425), or e-mail (campbell@msu.edu).

■ **Departmental Resources:**

Students in the Educational Administration Department can access departmental resources at this link: <http://www.educ.msu.edu/ead/>.

Or go to our Face book fan page at www.facebook.com/msueadk12

■ **Additional information:**

Learning Resources Center (LRC): provides instructional facilities, staff, and materials for

MSU students interested in improving thinking, reading, writing, listening, study, time management, and test-taking skills. Appointments are not necessary. All services and workshops are provided free of charge.

Writing Center: experienced writing consultants talk one-on-one with writers of all levels of proficiency at all stages of a composition. Get assistance in brainstorming topics, organizing ideas, developing rough drafts, and fine-tuning your writing. For an answer to a quick question, use the Grammar and Usage. Hotline at the same phone and E-mail address (grammar@msu.edu).

Career Development Center (CDC): The CDC contains a comprehensive collection of books and files on thousands of career fields and 3,200 employers as well as career and employer directories, MSU curriculum files, graduate and student information, audio-visual aids, and self-evaluation modules. Students in the College of Education receive help in activating a Placement File, preparing resumes, researching employers, and preparing for job interviews. Assistance is also offered in teacher certification in career planning and teaching market research.

Service Learning Center: MSU students may receive placement assistance here for volunteer experiences and internships related to their majors. The office is open Monday - Friday, Noon - 5:00 pm.

The Testing Office: registration materials for the LSAT, GRE, MCAT, and GMAT are available here, as well as foreign language placement tests. Registration materials for the NMC are available in the College of Education Student Affairs Office, 134 Erickson Hall.

Overseas Study Office: Dr. Peter Briggs can assist students who want to include an international study experience in their program of study.

■ **Safety**

Safety is an important issue for all of the Michigan State University community. Each member of the campus community--students, faculty, and staff--is responsible for taking an active role in both preventing and reporting incidents that jeopardize safety on and around campus. Please review the information below carefully. At Michigan State University, we are concerned about the health and well-being of all our students.

APPENDIX A – Statement of Integrity

([Return to Table of Contents](#))

Statement of Integrity of Scholarship and Grades

(Approved by Academic Council 2/24/09)

The following statement of University policy addresses principles and procedures to be used in instances of academic dishonesty, violations of professional standards, and falsification of academic or admission records, herein after referred to as academic misconduct. [See General Student Regulation 1.00, Protection of Scholarship and Grades. <https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>]

- 1) The principles of truth and honesty are recognized as fundamental to a community of scholars. The university expects both instructors and students to honor these principles and, in so doing, to protect the validity of university education and grades. Practices that maintain the integrity of scholarship and grades include providing accurate information for academic and admission records, adherence to unit-approved professional standards and honor codes, and completion of original academic work by the student to whom it is assigned, without unauthorized aid of any kind. To encourage adherence to the principles of truth and honesty, instructors should exercise care in planning and supervising academic work.
- 2) If an instructor alleges a student has committed an act of academic misconduct, the instructor is responsible for taking appropriate action. Depending on the instructor's judgment of a specific instance, the instructor may give the student a penalty grade. A penalty grade may be a reduced score or grade for the assignment or a reduced grade for the course. [For a definition of "penalty grade", see Academic Freedom Report (AFR) [Article 11](#) and Graduate Students Rights and Responsibilities (GSRR) [8.1.17](#).
- 3) When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must [complete an Academic Dishonesty Report form online. To get to this form, follow these directions:
 - (a.) Go to <http://www.reg.msu.edu>
 - (b.) Click on "Faculty/staff Forms" (on left)
 - (c.) Click on "Instructor Systems" and log in
 - (d.) Click on "Academic Dishonesty."
 - (e.) Click on "Academic Dishonesty Report."
- 4) The student's academic dean will add the [form] to the student's academic record, where it will remain, unless the student successfully grieves the allegation. [See also <http://www.msu.edu/unit/ombud/honestylinks.html>.]
- 5) In notifying the student's academic dean of the student's act of academic misconduct, the instructor may ask the student's academic dean to initiate an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty grade.
- 6) When in the judgment of the student's academic dean, a sanction in addition to, or other than, a penalty grade is warranted (e.g., suspension from a unit or program),

the dean may call for an academic disciplinary hearing. In calling for an academic disciplinary hearing, the student's academic dean may act independently or in response to a request by the instructor. [See [AFR 7.V](#), [GSRR 5.5](#), and Medical Student Rights and Responsibilities ([MSRR 5.1.3.1](#).)]

- 7) A student accused of academic misconduct may request an academic grievance hearing to contest the allegation before the appropriate hearing board of the department, school, or college in which the alleged academic dishonesty occurred. In cases involving academic misconduct, no student may be dismissed from a course or program of study without an academic disciplinary hearing.
- 8) On the first offense of academic misconduct, the student must attend an educational program on academic integrity and academic misconduct provided by the Associate Provost for Undergraduate Education for undergraduate students and the Dean of The Graduate School for graduate students.
- 9) In cases involving undergraduate students in which the student's academic dean, or designee, calls for an academic disciplinary hearing, the student's academic dean will refer the case to the Associate Provost for Undergraduate Education. The Associate Provost will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. [See [AFR 7.V](#).]
- 10) In cases involving graduate students in which the student's academic dean, or designee, calls for an academic disciplinary hearing, the student's academic dean will refer the case to the Dean of The Graduate School. The Dean of The Graduate School will notify the student in writing of the call for a disciplinary hearing and will invite the student to a meeting to determine the appropriate judiciary for the hearing. At this meeting, the student will be asked to select either an administrative disciplinary hearing conducted by the Dean of The Graduate School or a disciplinary hearing conducted by the college hearing board within the student's college. In cases of ambiguous jurisdiction involving graduate students, the Dean of The Graduate School will select the appropriate judiciary. [See [GSRR 5.5](#).]
- 11) Either party may appeal a decision of an administrative disciplinary hearing or a disciplinary hearing board to the appropriate appellate board. [See [AFR 7.VII](#), [GSRR 5.5.6](#), [5.5.7](#) and [5.7.1](#);, and [MSRR 5.8.1](#).]

APPENDIX B – Online Forms

[\(Return to Table of Contents\)](#)

<http://education.msu.edu/ead/forms/forms.asp>

Forms for All Students

- **Application for Change of Program and Status**
<http://education.msu.edu/ead/forms/documents/chgstatus.doc>
- **Graduation forms** (to be completed the semester of graduation)
<https://www.reg.msu.edu/StuForms/GradApp/GradApp.asp>

Forms for EAD M.A. Students

- **Changes in Advisor: Student Initialed**
<http://education.msu.edu/academics/gradforms/MAAdvisorChange.doc>
- **Program Plan: Student Initiated**
<http://education.msu.edu/academics/gradforms/MAProgramPlan.doc>
- **Changes in Program Plan: Student Initiated**
<http://education.msu.edu/academics/gradforms/MAProgramPlanChange.doc>
- **Record of Final Certifying Examination for Master's Degree Candidates**
<http://education.msu.edu/academics/gradforms/MAFinalExam.doc>
- **Request for Extension of Time to Complete Degree Requirement: Student Initiated**
<http://education.msu.edu/academics/gradforms/MAExtensionRequest.doc>

Program Plans of M.A. program

- **East Lansing Program**
http://education.msu.edu/ead/k12/mak12/East_Lansing_MA.asp
- **Birmingham Program**
<http://education.msu.edu/ead/k12/mak12/MABirminghamPlan2012-2013.htm>
- **Detroit Program**
<http://education.msu.edu/ead/k12/mak12/MADetroitProgramPlan.asp>

The other forms might be found at

<http://education.msu.edu/academics/graduate-forms.asp>

NOTE: When submitting the signed forms, you are required to use the most current version of the form (available online) and to ensure that **only blue ink** is used for all signatures