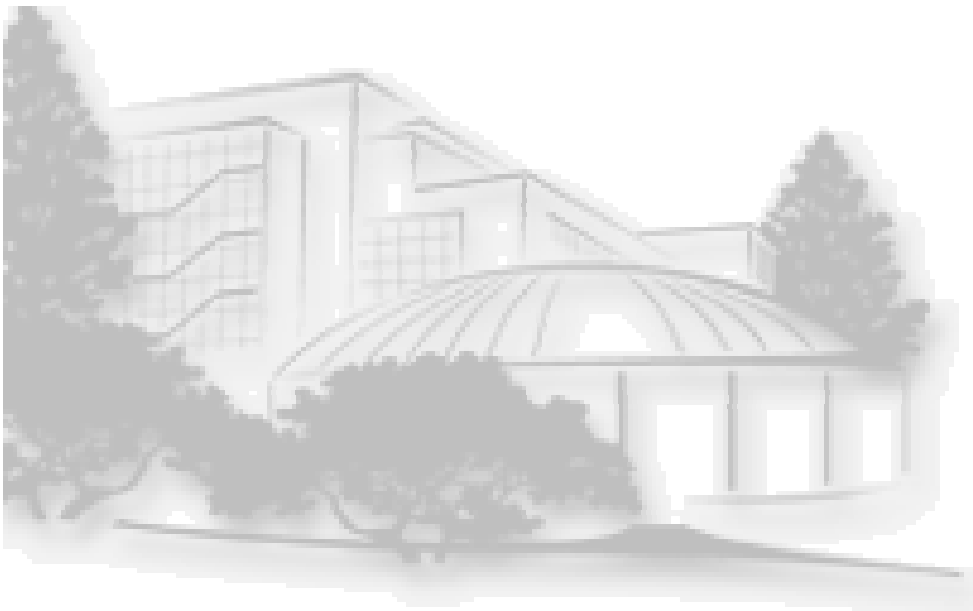


Masters Degree
K-12 Educational Administration
Faculty / Student Advising Handbook

For enrolled / accepted students



Last Updated 7/6/05 jhp

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I. Program Overview

Goal of the M.A. Program

The Master's degree program is designed for educational administrators in the central office and at the school level, as well as for classroom teachers and others interested in the practice of administration. The program is endorsed by the Michigan State Board of Education. Candidates take courses in Educational Administration and general professional study in education, including a culminating research course.

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 administrative practice;
- To connect theoretical understanding of organization and management to administrative practice through coursework and related experiences; and
- To provide introductory skills and knowledge related to the central functions of school administration.

Standards of the M.A. Program

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 will 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, commitment to our democratic traditions, institutions, and heritage. Second, commitment to academic excellence represented as induction into the disciplines of knowledge and the objective of assisting all in learning to use their minds well. Third, commitment to 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, commitment to the value of diversity in a multi-cultural society, recognizing the ways and means that diversity enriches the educational experience. And finally, commitment to an ethic of personal care for the welfare and well being of all those one serves as an educational leader.

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.

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;

II. Program Components

Components of the M.A. Program

The Program has four areas of emphasis:

Area I Learning Leadership: This theme joins two emphases. First, 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.

Area IV Emphasis in Leadership: In this portion of the program, students will select a set of courses with the assistance of their advisor from among the offerings in the department of educational administration, other departments in the College of Education, and other colleges and departments in the university. Students will organize these courses around a particular emphasis area that will supply unity to this set of electives.

Emphasis on Leadership

The MA program Area IV Emphasis in Leadership is allocated 15 semester credits consisting of a combination of 9-12 credits of K-12 courses and 3-6 credits of non K-12 courses. The following prototype emphases were developed to assist students and advisors in their program planning:

1. School Leadership

K-12 Courses

EAD 852A or EAD 852B
EAD 853A
EAD 853B
EAD 853C
EAD 801
EAD 803

Non K-12 Courses

FCE 414, 444, 447, 470, 473
SOC 424, 433, 441, 470, 481
PSY 480
SW 471, 474
TE 810, 811, 812, 813, 815, 818, 822
TE 823, 825, 830, 870

2. Teacher Leadership

K-12 Courses

EAD 801
EAD 802
EAD 853A
EAD 853B
EAD 861A
EAD 943
EAD951B
EAD 890
EAD 894

Non K-12 Courses

FCE 470
LIR 826, 860
SOC 433, 470, 481
SW 471, 474
TE 813, 818, 822, 826, 830, 870

3. School Business Management

K-12 Courses

EAD 803
EAD 853A
EAD 951B
EAD 951C
EAD 801
EAD 804
EAD 853B
EAD 890
EAD 894

Non K-12 Courses

LIR 824, 825, 855, 858, 871
MGT 810, 822, 831
ACC 800, 802
MSC 800

4. Staff Development – Human Resource Development in Schools

K-12 Courses

EAD 853C
EAD 804
EAD 861A
EAD 801
EAD 853B
EAD 890
EAD 894

Non K-12 Courses

LIR 824
LIR 826
LIR 855
LIR 860
MGT 810
PSY 480
TE 823

5. Policy Analysis and Development

K-12 Courses

EAD 803
EAD 853A
EAD 943
EAD 951A
EAD 951B
EAD 951C
EAD 890
EAD 894

Non K-12 Courses

SOC 433, 451, 481
TE 810, 811, 812
PLS 810, 811, 813, 817, 818, 851
PLS 853

6. Other

To be determined with approval of advisor

MA Program Course Titles for Prototype Leadership Emphases

1. School Leadership Emphasis

K-12 Courses

EAD 852A	Elementary and Middle School Administration
EAD 852B	Secondary School Administration
EAD 853A	Legal, Fiscal, and Policy Environment of Schools
EAD 853B	Schools, Families, and Communities
EAD 853C	Instructional Supervision
EAD 801	Leadership and Organizational Development
EAD 803	Planning, Budgeting, and Evaluation
EAD 804	Administration of Human Resources in Education
EAD 810	Use of Technology in School Administration
EAD 845	Teaching, Learning, and School Restructuring
EAD 890	Independent Study
EAD 894	Laboratory and Field Experiences

Non K-12 Courses

FCE 414	Parenting
FCE 444	Interpersonal Relationships in the Family
FCE 447	Management of Family Community Service Programs
FCE 470	Current Issues in Family and Child Ecology
FCE 473	Administration of Early Childhood Programs
SOC 424	Complex Organizations
SOC 433	Law and Social Change
SOC 441	Personality and Social Structure
SOC 470	Theory and Practice in Community and Economic Development
SOC 481	Intentional Social Change
PSY 480	Interpersonal Skill Development
SW 471	Child Welfare
SW 474	Substance Abuse and the Human Services
TE 810	History of American Education
TE 811	Philosophical Inquiry and Contemporary Issues in Education
TE 812	Sociological Inquiry into Education
TE 813	Educational Development and Social Change
TE 815	Comparative Analysis of Educational Practice
TE 818	Curriculum in its Social Context
TE 822	Issues of Culture in Classroom and Curriculum
TE 823	Learning Communities and Equity
TE 825	Diverse Learners and Learning Subject Matter
TE 830	Designing Interdisciplinary Curricula
TE 870	Curriculum Design, Development and Deliberation in Schools

2. Teacher Leadership Emphasis

K-12 Courses

EAD 801	Leadership and Organizational Development
EAD 802	Staff and Professional Development
EAD 810	Use of Technology in School Administration
EAD 845	Teaching, Learning, and School Restructuring
EAD 853A	Legal, Fiscal, and Policy Environment of Schools
EAD 853B	Schools, Families, and Communities
EAD 861A	Adult Learning
EAD 943	Politics of Education
EAD 951B	Planning Change in K-12 Education
EAD 890	Independent Study
EAD 894	Laboratory and Field Experiences

Non K-12 Courses

FCE 470	Current Issues in Family and Child Ecology
LIR 826	Organizational Development and Planned Change
LIR 860	Negotiation and Conflict Resolution
SOC 433	Law and Social Change
SOC 470	Theory and Practice in Community and Economic Development
SOC 481	Intentional Social Change
TE 813	Educational Development and Social Change
TE 818	Curriculum in its Social Context
TE 822	Issues of Culture in Classroom and Curriculum
TE 823	Learning Communities and Equity
TE 826	Evaluation of Educational Programs and Policies
TE 830	Designing Interdisciplinary Curricula
TE 870	Curriculum Design, Development and Deliberation in Schools

3 School Business Management Emphasis

K-12 Courses

EAD 803	Planning, Budgeting, and Evaluation
EAD 853A	Legal, Fiscal, and Policy Environment of Schools
EAD 951A	Educational Finance
EAD 951C	Educational Law
EAD 801	Leadership and Organizational Development
EAD 804	Administration of Human Resources in Education
EAD 810	Use of Technology in School Administration
EAD 853B	Schools, Families, and Communities
EAD 890	Independent Study
EAD 894	Laboratory and Field Experiences
EAD 942	Economic Analysis in Educational Policy Making
EAD 951A	Educational Finance

Non K-12 Courses

LIR 824	Human Resource Strategies and Decisions
LIR 825	Compensation and Benefits Systems
LIR 855	Labor and Management Relations
LIR 858	Collective Bargaining
LIR 871	Collective Bargaining in Public Employment
MGT 810	Human Resource Management
MGT 822	Human Resource Compensation
MGT 831	Managing Power, Empowerment, and Involvement
ACC 800	Financial Accounting Concepts
ACC 802	Accounting and Financial Concepts
MSC 800	Materials and Logistics Management

4. Staff Development – Human Resource Development in Schools Emphasis

K-12 Courses

EAD 853C	Instructional Supervision
EAD 804	Administration of Human Resources in Education
EAD 861A	Adult Learning
EAD 801	Leadership and Organizational Development
EAD 810	Use of Technology in School Administration
EAD 853B	Schools, Families and Communities
EAD 890	Independent Study
EAD 894	Laboratory and Field Experiences

Non K-12 Courses

LIR 824	Human Resource Strategies and Decisions
LIR 826	Organizational Development and Planned Change
LIR 855	Labor and Management Relations
LIR 860	Negotiation and Conflict Resolution
MGT 810	Human Resource Management
PSY 480	Interpersonal Skill Development
TE 823	Learning Communities and Equity

5. Policy Analysis and Development Emphasis

K-12 Courses

EAD 803	Planning, Budgeting, and Evaluation
EAD 845	Teaching, Learning, and School Restructuring
EAD 853A	Legal, Fiscal, and Policy Environment of Schools
EAD 953	Politics of Education
EAD 951A	Educational Finance
EAD 951B	Planning Change in K-12 Education
EAD 951C	Educational Law
EAD 890	Independent Study
EAD 894	Laboratory and Field Experiences
EAD 925	Policy and Practice in Education

Non K-12 Courses

SOC 433	Law and Social Change
SOC 451	Dynamics of Population
SOC 481	Intentional Social Change
TE 810	History of American Education
TE 811	Philosophical Inquiry and Contemporary Issues in Education
TE 812	Sociological Inquiry into Education
PLS 810	Proseminar in Public Administration
PLS 811	Proseminar in Policy Analysis
PLS 813	Politics of Public Finance
PLS 817	Proseminar on the Non-Profit Sector
PLS 818	Politics of Public Budgeting

PLS 851 Development Administration
PLS 853 Political Economy of Development Policy

7. Other

To be determined with approval of 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 three 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 programs in Birmingham, Grand Rapids and GSEO (Plymouth). Option 3 applies exclusively to the on-campus program.

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 Doctoral and Specialist 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 two readers judge one or both answers 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.

Option 3 (On-Campus Program only)

The certifying examination includes three (3) components. The first is successful completion of an inquiry project in EAD 856, as judged by the course instructor. This component is completed in the spring semester.

The second and third components comprise a synthetic demonstration of learning in both the core leadership area and the electives in a public exhibition. Knowledge and expertise acquired through *leadership core courses and activities* will be demonstrated through preparation of a substantial essay, prepared in the context of EAD 809 under the guidance of the course instructor. Additionally, there will be a demonstration of knowledge and skills gained in *elective or internship course(s)* that "extends" or is integrated in some way with the content of the essay. This elective component can be presented in any number of formats, including print, videos, and web-based formats. Together, the leadership essay and elective presentation should demonstrate that the student has developed significant capabilities throughout the course of the K-12 EAD program. EAD 809 is offered in the spring and fall semesters.

Two rubrics, one for the leadership essay and one for the elective presentation, will establish criteria for the products. The rubrics will identify critical elements that students must include and will describe various levels of quality. The rubrics will be discussed thoroughly with students in the 809 class, so that they develop a clear understanding of faculty expectations. These rubrics will then be used by the faculty for evaluation purposes. The essay portion will be graded by the 809 instructor for a grade in that class.

The final exhibition will take place in a "poster" presentation venue, typically held in April and November. Students will have submitted their essays for review by faculty prior to the presentation. Members of the 809 class will be assigned to one of two sessions according to their elective topics. Students will gather in the arranged space and will provide a "poster" presentation of their integrated work. Faculty (matched to the presentation topics) will circulate among the students, engaging them in a discussion of their work with the intention of judging successful completion of required elements of the program and students' fitness, or suitability, for school administrative work.

Reporting of the evaluation will be "pass" or "re-do." Products that require revision, as determined by two of three faculty members, will be re-submitted several weeks after the exhibition (e.g. late April or early December). Students who do not meet the "pass" standard after two rounds of re-

submissions will receive a failing grade on the certifying examination, and the MA degree will not be awarded.

Examples of Integrated Essay and Presentation

The essay develops the student's personal philosophy of leadership, incorporating the content and experiences encountered in the leadership core courses. In a video presentation, the student documents a connection between his developing leadership capabilities and knowledge gained in Schools, Families, and Communities. Specifically, he details his experiences in facilitating parental or family involvement in his school. The video might focus on offering evidence of process skills (facilitating meetings) or ability to work in a political arena (building coalitions).

The essay examines the challenges to organizational learning and the leader's role in facilitating such learning. A web-based portfolio documents uses of technology in the student's school that facilitated learning, such as message boards or list serves, graphing tools such as Inspiration, spreadsheets used to disaggregate data, etc. (Use of Technology in School Administration).

The essay advances an argument that school leaders must be advocates for children, being willing to take a public stance on contentious issues. The poster presentation might include evidence that the student has been an active participant in shaping local educational policy such as letters to the editor or elected representatives or editorial columns written for district newsletters or local newspapers. (Legal, Fiscal, and Policy Environment of Schools).

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.

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.***

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.

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. 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 in room 150 Administration Building 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 completion.

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 masters degree.

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) may be made only with the approval of both the academic advisor and SAO.

M.A. Sample Program of Courses
(over a 2-year period)

SE-Birmingham

FS I

EAD800

Electives: EAD852A, EAD810(vu), TE, CEP, FCE

SS I

EAD801(vu)

EAD820 (internship - see B.Cross)

Electives: EAD852B, TE, CEP, FCE

SUMMER II

Electives: EAD853A, B, C, EAD821, TE, CEP, FCE,
on-campus courses

FS II

(complete EAD820 internship)

CEP 822

Electives

SS II

EAD 855

Electives

Grand Rapids

SUMMER I

EAD800

EAD820

FS I

EAD821

EAD853B

SS I

EAD853A

SUMMER II

EAD851

EAD852A/B

EAD853C

FS II

EAD894

EAD854

SS II

EAD809

EAD855

GSEO (Valbonne, France)

US I

EAD800

EAD852A/B

Elective

FS I

EAD894

SS I

EAD820

EAD801(vu)

US II

EAD854

EAD853C

Elective

FS II

EAD855

On-Campus

FS I

EAD806 2.0

Elective

SS I

EAD807 2.0

(EAD820/821 2.0)

Elective

US I

(EAD820/821 2.0)

Elective

FS II

EAD808 1.0

EAD854 3.0

(EAD 820/821 2.0)

Elective

SS II

EAD809 1.0

EAD856 2.0

Elective

Program Plan

M.A. on Campus

CORE REQUIRED OF K-12 MASTER’S STUDENTS – EAST LANSING CAMPUS

Area I: Learning Leadership Core

(Vision, Interpersonal and Political Skills, Organizational Analysis)

EAD 806	Learning Leadership & Organizational Analysis I (3.0)
EAD 807	Learning Leadership & Organizational Analysis II (2.0)
EAD 809	Interpersonal Dimensions of Leadership (1.0)

Area II: Inquiry and Reflection

EAD 854	Introduction to Inquiry for Educational Leaders (3.0)
EAD 856	Applied Inquiry for Educational Leaders (2.0)

Area III: Internship

EAD 820	Internship in Educational Leadership I (2.0)
EAD 821	Internship in Educational Leadership II (2.0)

Credits: 15.0

Area IV: Emphasis in Leadership

15.0 elective credits, connected to the student’s professional and career needs, providing more in-depth study (e.g., school leadership, teacher leadership, business management, staff development, policy analysis, others), and approved by the student’s academic advisor. These shall be made up of 9-12 credits.

Credits: 15.0

Total Credit Requirements: 30.00

NAME: _____ PID: _____

ACCEPTANCE SEM/YR: _____ FIRST COURSE SEM/YR _____ COMPLETION SEM/YR _____

_____/_____
Student Signature / date Advisor Signature / date SAO Approval / date

* * * May undergo some changes AY 2004-2005 * * *

CORE REQUIRED OF K-12 MASTER'S STUDENTS – GRAND RAPIDS

Area I: Learning Leadership Core

(Vision, Interpersonal and Political Skills, Organizational Analysis)

EAD 800	Organizational Theory in Education (3.0)
EAD 809	Interpersonal Dimensions of Leadership (1.0)
EAD 894	Laboratory and Field Experiences—Change Project (1.0)

Area II: Inquiry and Reflection

EAD 854	Introduction to Inquiry for Educational Leaders (3.0)
EAD 855	Research in Educational Administration (3.0)

Area III: Internship

EAD 820	Internship in Educational Leadership I (2.0)
EAD 821	Internship in Educational Leadership II (2.0)

Credits: 15.0

Area IV: Emphasis in Leadership

EAD 851	Teaching, Learning and School Restructuring (3.0)
EAD 852A	OR Elementary and Middle School Administration (3.0)
EAD 852B	
EAD 853A	Legal, Fiscal and Policy Environment of Schools (3.0)
EAD 853B	Schools, Families and Communities (3.0)
EAD 853C	Instructional Supervision (3.0)

Credits: 15.0

Total Credit Requirements: 30.00

NAME: _____ PID: _____

ACCEPTANCE SEM/YR: _____ FIRST COURSE SEM/YR _____ COMPLETION SEM/YR _____

_____/_____/_____
Student Signature date Advisor Signature date SAO Approval date

CORE REQUIRED OF K-12 MASTER'S STUDENTS – SE BIRMINGHAM

Area I: Learning Leadership Core (3.0 credits)
(Vision, Interpersonal and Political Skills, Organizational Analysis)

EAD 800	Organization Theory in Education (3.0) (required)
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Area II: Inquiry and Reflection (6.0 credits)

EAD 854	Introduction to Inquiry for Educational Leaders (3.0) (required)
EAD 855	Research in Educational Administration (3.0) (required)

Area III: Internship (3.0 credits)

EAD 820	Internship in Educational Administration I (3.0) (required)
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Credits: 12.0

Area IV: Emphasis in Leadership (18.0 credits)

Eighteen hours of elective credits connected to the student's professional needs. Among courses regularly offered and recommended are:

- EAD 801 (Leadership and Organizational Development – online)
- EAD 810 (Use of Technology in Administration – online)
- EAD 845 (Teaching, Learning, and School Restructuring – online)
- EAD 852A (Elementary and Middle School Administration)
- EAD 852B (Secondary School Administration)
- EAD 853A (Legal, Fiscal, and Policy Environment of Schools)
- EAD 853B (School, Families, and Communities)
- EAD 853C (Instructional Supervision)

Credits: 18.0

Total Credit Requirements: 30.00

NAME: _____ PID: _____

ACCEPTANCE SEM/YR: _____ FIRST COURSE SEM/YR _____ COMPLETION
SEM/YR _____

Student Signature / date Advisor Signature / date SAO Approval

Program Option

GSEO, Plymouth, England



CORE REQUIRED OF K-12 MASTER'S STUDENTS – GSEO

Area I: Learning Leadership Core

(Vision, Interpersonal and Political Skills, Organizational Analysis)

Table with 3 columns: Course ID, Course Name, Credits. Rows include EAD 800 (Organizational Theory in Education) and EAD 801 (Leadership and Organizational Development).

Area II: Inquiry and Reflection

Table with 3 columns: Course ID, Course Name, Credits. Rows include EAD 854 (Introduction to Inquiry for Educational Leaders) and EAD 855 (Research in Educational Administration).

Area III: Internship

Table with 3 columns: Course ID, Course Name, Credits. Row includes EAD 820 (Internship in Educational Leadership).

Credits: 15.0

Area IV: Emphasis in Leadership

15.0 elective credits, connected to the student's professional and career needs, providing more in-depth study (e.g., school leadership, teacher leadership, business management, staff development, policy analysis, others), and approved by the student's academic advisor.

Table with 3 columns: Course ID, Course Name, Credits. Rows include EAD 852A (Elementary and Middle School Administration), EAD 852B (Secondary School Administration), and EAD 853C (Instructional Supervision).

Credits: 15.0

Total Credit Requirements: 30.00

NAME: _____ PID: _____

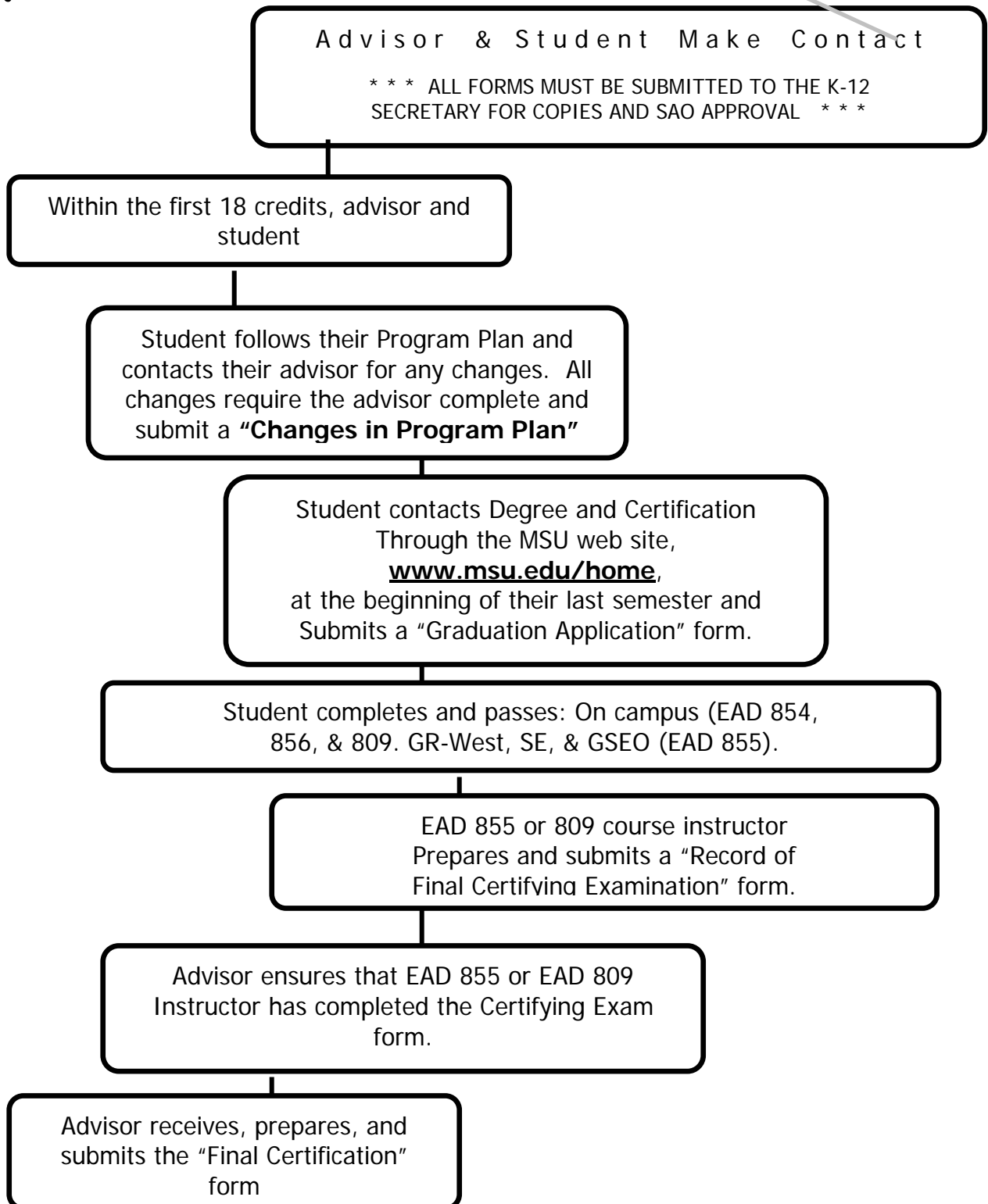
ACCEPTANCE SEM/YR: _____ FIRST COURSE SEM/YR _____ COMPLETION SEM/YR _____

Student Signature / date Advisor Signature / date SAO Approval / date

Masters flowchart

Michigan State
UNIVERSITY

Department of
Educational Administration
K-12



LBrandau/MyDocuments/PowerPointLB/K-12 FlowChart-MA
Update August 2004

Requirements for Graduation

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

Complete an Application for Graduation. You can get one from the Registrar's Office, Room 150 Administration, in the current Schedule of Courses catalog, or on the Web by following the MSU Home Page to the Registrar's Office Forms.

Check your records, have you . . .

	completed and passed all courses as outlined on your Program Plan (deferred grades, DF, are not acceptable)?
	applied for and received approval to use human or animal subjects (this should have been done prior to beginning your research)?
	completed and passed the final certifying exams as outlined by your department/program?
	picked up a packet of forms for completing your thesis/dissertation and a 2000-99 Formatting Guide from The Graduate School, 118 Linton Hall?
	Schedule, complete, 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.
	Submit 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.

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/gradapp.aspIII>.

III. Program Policies

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 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) must be filled out and submitted to the SAO.

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 program form: Annual Evaluation of M.A. Students, EAD K-12 Program.

Michigan State University
Educational Administration Department
Annual Evaluation of M.A. Students, EAD K-12 Program

Name of Student _____ Year of Evaluation _____

The purpose of this form is to give master of arts students a chance to document briefly their progress toward the M.A. degree at the end of each academic year and then to have this documentation serve as the basis for an extended conversation (prior to the summer) with their advisors about accomplishments and future plans. Students should complete Section A before the meeting, attach a current c.v., submit the form to their advisors, and make an appointment to discuss their evaluation. Advisors should complete Section B of the form prior to the meeting with the student. Both the student and the adviser should sign the form at the end of the conference. One copy of the form will be given to the student and one copy will be placed in the advisor's file.

Section A (to be completed by the student)

I. Accomplishments. In each of the following areas, please provide a brief description of experiences and examples of your accomplishments this school year. In the ensuing discussion, compare this year with your previous year in graduate school, if applicable.

A. Courses taken.

Indicate grades received and status of incomplete or deferreds, if applicable. A brief plan of action for attending to the deferreds or incompletes should be included.

B. Work-related experiences.

1. Assistantships/Internships

a. Teaching

b. Research

c. Field experience

d. Community service

2. Other work-related experience or position currently held

C. Papers and Presentations

D. Other Service (School and Community)

II. Areas of Growth and Development.

A. What are the areas in which you have developed and grown this year?

B. What are some areas that need improvement or development?

III. Future Plans.

A. Plans for the next year such as courses, work experiences, etc. How do these relate to your professional growth?

B. Pragmatic concerns

Section B (to be completed by the advisor)

Advisor: Please comment about student's accomplishments and areas for improvement, and development.

Summary of Conference:

STATUS: Progress Satisfactory Consultation Required
 Plan Required Review Required

Signature of Student

Signature of Advisor

Date _____

Academic Standards

A 3.0 cumulative grade point average for all courses counting toward the master's degree is the minimum university standard. A student who fails to meet the standards set by the university will not be permitted to continue to enroll in the degree program.

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:
 - a. An **introductory paragraph** that engages the reader's interest and lays out question/issue the paper seeks to address.
 - b. A **thesis statement** that summarizes the main point.
 - c. **Background information** about the subject that provides context for the reader.
 - d. The backbone of the paper will be **points of discussion**, which is a series of paragraphs that support your thesis statement.
 - e. 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**.
 - f. 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:
 - a. Use Proper Style for Notes and Bibliographies
 - b. Pay Attention to Tense
 - c. Proofread
3. Things that you should avoid:
 - a. Contractions
 - b. Passive Voice
 - c. Incomplete Sentences Imprecise
 - d. Language
 - e. Slang
 - f. Words Out of Proper Proximity
 - g. Excessive Wordiness
 - h. Excessive Quotation
 - i. Dumb Mistakes (e.g. "their/they're/their, it's/its, who/whose, then/than)
 - j. 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://www.drjohnlatham.com/filemgmt_data/files/Thoughts_on_Scholarly_Writing_091302.pdf

2. APA Style Information: <http://www.apa.org/>

IV. Departmental Policies: Integrity and Safety in Research

Intent: Integrity in research and creative activities is based on sound disciplinary practices as well as on a commitment to basic values such as fairness, equity, honesty and respect. Students learn to value professional integrity and high standards of ethical behavior through interaction with members of their academic unit and their faculty advisor and by emulating exemplary behavior. This section of the handbook should state the program's expectations for the responsible conduct of research and creative activities of graduate students (GSRR 2.4.7) and should present explicit criteria for dismissal for reasons other than academic deficiencies, including research misconduct, dishonesty with respect to grades or academic records and scholarship, and violations of professional standards.

The EAD K12 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." See <http://www.grad.msu.edu/staff/mentoreport.pdf>, pp.12-15. Also see Attachment #. 101. This document cogently defines a range of practices to include:

- 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.

Research Involving Human Subjects

Michigan State University
University Committee on Research Involving Human Subjects
(UCRIHS)
202 Olds Hall
East Lansing, MI 48824
Phone: (517) 355-2180
Fax: (517) 432-4503
E-mail: ucrihs@msu.edu
URL: <http://www.humanresearch.msu.edu>

INFORMATION AND INSTRUCTIONS FOR APPLICANTS

What is UCRIHS?

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

HOW THE UCRIHS REVIEW PROCESS WORKS?

The review process begins when an investigator submits a complete on-line application to the UCRIHS office. UCRIHS assigns the application an IRB log number. Depending upon the level of risk to subjects in the protocol, UCRIHS assigns the protocol to one of three review categories (exempt from full review, expedited review, full review) and sends it to one, two or five reviewers, respectively. If the reviewer (or reviewers) is satisfied that the rights and welfare of the human subjects are adequately protected, he or she approves it. However, if the reviewer has concerns, the reviewer returns written comments to the UCRIHS office for transmission to the investigator. The investigator must then send a response to each comment, on line to UCRIHS, which will forward it to the reviewer(s). If the proposal is either an exempt or expedited proposal, an approval letter can be issued as soon as the reviewer (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.

For more information on UCRIHS, go to the UCRIHS website:

<http://www.humanresearch.msu.edu>

V. Student Conduct and Conflict Resolution

Intent: The University has established a judicial structure and process for hearing and adjudicating alleged violations of recognized graduate student rights and responsibilities (GSRR, Article 5). The first venue to resolve such conflicts informally or formally rests within the academic unit. Because the faculty advisor-graduate student relationship is deemed so important, special attention should be given to the resolution of conflicts between a graduate student and his or her faculty advisor.

The EAD K12 program adheres to the university guidelines presented in **Article 5: Adjudication of Cases Involving Graduate Students Rights and Responsibilities**, <http://www.vps.msu.edu/SpLife/default.pdf>, pp. 68-69, on matters of student conduct and conflict resolution. Grievances normally arise due to infractions on students' rights and/or responsibilities. Please refer to **Article 1: Students Rights and Responsibilities at Michigan State University**, **Article 2: Academic Rights and Responsibilities**, <http://www.vps.msu.edu/SpLife/default.pdf>, pp. 44-48. A student may begin either her/his informal or formal process by contacting the Chairperson of the Educational Administration Department. In most cases, the program will work to resolve conflict through informal mediation; however, if a more formal structure is required the program will adhere to the policies presented in Article 5: Adjudication of Cases Involving Graduate Student Rights and Responsibilities.

VI. Work Related Policies

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 regularly appoints qualified doctoral 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://www.msu.edu/user/gradschl/current/gradasst.pdf>.

VII. Financial Aid

Application for Fellowship/Scholarship to the College of Education

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. Most funding is reserved for doctoral students, but full-time master's degree candidates can be considered for both fellowship funding and assistantship appointments. In 2002-2003, the college awarded 221 fellowships, 155 teaching assistantships and 157 research assistantships to graduate students.

You can locate more information on Fellowships/Scholarships for the College of Education at URL: <http://ed-web3.educ.msu.edu/infostu/graduate.htm>.

Application for Fellowship/Scholarship to the Educational Administration Department

The Educational Administration Department offers scholarships – funded through endowment income – to continuing graduate students. These awards are competed during the winter, with decisions made 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 134 EH in January.

There are two types of awards: all-college scholarships and awards restricted by department. The remaining awards are restricted to students in each of the departments, and each department convenes different review committees to make selections.

You can locate additional information on Fellowships/Scholarships for the Educational Administration Department at URL: <http://ed-web3.educ.msu.edu/infostu/finaid/finaidgrad.htm>

Other Educational Opportunities

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.

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

Office For International Students And Scholars

Offers the following awards:

- The Homer Higbee International Education Award annually recognizes one US and one international student make significant contributions in promoting international understanding at MSU.
- The Miriam J. Kelley African Scholarship Grant Program encourages MSU African students (women are strongly urged to apply) to study at MSU and in turn make a contribution to the development of their country. This scholarship makes at least two awards of \$1,000 annually.
- A VERY LIMITED number of variable tuition awards are available to international students who are in their last semester of their degree program and have encountered an emergency financial situation.

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

Additional Graduate School 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 URL: <http://www.grad.msu.edu/funding.htm>.

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 URL: <http://www.grad.msu.edu/funding.htm>.

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 URL: <http://www.grad.msu.edu/funding.htm>.

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 or in CD-ROM databases. This guide also explains how to access these resources.

The Grants Database

The Grants Database is a CD-ROM program accessible from computers in the Social Science/Humanities Reference Area of the Main Library (Basement West). This database contains 9,000 funding sources covering all disciplines. A user-friendly search capability allows you to fine-tune your search by keywords and subjects. The Grants Database is updated every two months. 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 (the on-line library catalog), or visit the Social Science/Humanities Reference Desk.

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>

VIII. Student Information

University Resources:

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

Service	Address	Website and email	Phone number
Career Services and Placement	113 Student Services Building	web.msu.edu/unit/scp/pla00@msu.edu	355-9510 x 380
CATA – Capitol Area Transportation Authority		www.cata.org	394-1000
Dial-a-Ride Escort Service			353-5280 / 355-2374 if using a rotary dial phone, "0" 145.pager 1212
Director Assistance			355-1855
Emergencies			911
English Language Center	A714 Wells Hall	polyglot.cal.msu.edu/elc/default.html	353-0800
Graduate School	118 Linton Hall	www.msu.edu/user/gradschadm@msu.edu	355-0301
Green Light phones			911 or push emergency button
Judicial Affairs Office in Department of Student Life	339 Student Services	pilot.msu.edu/user/stulife/	432-2471
Library		www.lib.msu.edu/	353-8700
MSU Computer Store	305 Computer Center	cstore.msu.edu	355-4500
MSU Helpline		msuhelp@msu.edu	353-4MSU
MSU Safe Place			372-5572 Emergency Hotline 355-1100 Program Information
Office for International Students and Scholars	103 International Center		353-1720
Office of Admissions and Scholarships	250 Administration Building	www.esp.msu.edu/oas/default.asp adm@msu.edu	355-8332
Office of Financial Aid	Main Office 252 Student Services	www.msu.edu/user/finaid/ofa-main.htm finaid@msu.edu	353-5940
Office of Minority Affairs	339 Student Services Building		353-7745
Office of Programs for Physically Challenged Students	120 Bessey Hall		353-9642 (U/TTY) transportation TTY 355-2374
Office of the Registrar	150 Administration Building	www.esp.msu.edu/ro/default.asp reg@msu.edu	355-3300
Olin Health Center		www.msu.edu/user/olin	355-2310

Ombudsman	Room 129 North Kedzie Hall	omb00@msu.edu	353-8830 fax 432-2198
Parking		www.dpps.msu.edu/	355-8440
Police		www.dpps.msu.edu/	355-2221 353-3169
Safety		www.dpps.msu.edu/	353-5360
Sexual Assault			372-6666 24-Hour Crisis Line or 353-7278
Spartan Life (student rights and responsibilities)		www.ssb.msu.edu/Splife/index.htm	
Student Employment Office	Room 110 Student Services Building		355-9510 ext. 333
TDD/TTY Services For The Deaf			911
Test Preparation		www.msu.edu/user/gradschool/gradstudy/TestPrep/testprep.htm	
Testing Office	MSU Counseling Center, 207 Student Services Building	couns.msu.edu/testing	355-8385
University Housing	185 West Holmes Hall	http://www.hfs.msu.edu/u/	355-7457
Writing Center	300 Ernst Bessey Hall	www.msu.edu.user.writing/	432-3610

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 outdoors 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:

<p>MSU Eyes and Ears Program</p>	<p>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.</p>
<p>Counseling Center www.couns.msu.edu 355-8270 / 353-7278 / 355-2310</p>	<p>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.</p>
<p>Department of Police and Public Safety www.dpps.msu.edu 355-2221</p>	<p>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.</p>
<p>Healthy U www.msu.edu/unit/healthyu</p>	<p>Healthy U aims to enhance and expand wellness efforts in partnership with units throughout the University and the community.</p>
<p>MSU Women's Resource Center www.msu.edu/unit/wrc email wrc@msu.edu 353-1635</p>	<p>The Women's Resource Center at Michigan State University is committed to creating and implementing strategies that promote the status of women.</p>
<p>Nite Line www.cata.msu.edu/routes/rrs.htm 394-1000</p>	<p>Nite-Line is a fixed route bus service providing regularly scheduled on-campus transportation to all residence halls, the Union Building, the Library and many other academic buildings during late evening hours. Nite-Rider buses operate during fall and spring semesters, excluding school breaks, holidays, and holiday weekends, from 10 p.m. until 2:30 a.m., Sunday through Saturday.</p>
<p>Office of Radiation, Chemical, and Biological Safety (ORCBS) www.orcbs.msu.edu email orcbs@msu.edu 355-0153</p>	<p>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.</p>
<p>Olin Student Health Center www.msu.edu/user/olin 355-2310</p>	<p>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.</p>
<p>Sexual Assault Crisis and Safety Education www.couns.msu.edu/sap/index.htm hotline: 372-6666 phone: 355-8270</p>	<p>Provides information, education, counseling, and a 24 Hotline for victims of sexual assault.</p>
<p>State Walk http://rha.user.msu.edu/html/walk.htm</p>	<p>StateWalk is an on-campus nighttime walking service sponsored by the Residence Halls Association in cooperation with the Department of Police and Public Safety. Pairs of trained student volunteers walk with individuals from certain locations to their cars, residence halls, or other campus destinations. Hours are dusk to 1 a.m., Sunday through Thursday (except during breaks and summer semester). The service is offered from: the Main Library, Room W-122 (near the Red Cedar exit), 355-5548; Brody Hall, 432-3456; and McDonel Hall, 432-3499.</p>
<p>MSU Safe Place Crisis line 372-5572 Business line 355-1100</p>	<p>Provides shelter support counseling and advocacy for victims of relationship violence as well as community education.</p>
<p>Council Against Domestic Assault and MSU Safe Place 372-5572</p>	<p>Shelter</p>
<p>East Lansing Police 351-4220</p>	<p>24 hour duty</p>
<p>Protective Services for Children 887-9450</p>	
<p>Listening Ear 337-1717</p>	
<p>Community Mental Health Center 346-8300</p>	

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://ed-web3.educ.msu.edu/infostu/>. 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.

Graduate students in the College of Education can access resources specific to their concerns at this link: <http://ed-web3.educ.msu.edu/infostu/graduate.htm>.

Departmental Resources:

Students in the Educational Administration Department can access departmental resources at this link: <http://ed-web3.educ.msu.edu/ead/about%20ead.htm>.

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.

Grievance Procedures for Graduate Students

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 (K-12), 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.

I. JURISDICTION OF THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION (K-12) HEARING BOARD:

- A. The Department of Educational Administration (K-12) Hearing Board serves as the initial hearing board for students seeking redress for grievances that originate in this department, including alleged violations of academic and professional rights set down in the AFR or the GSRR. The hearing board also serves as the initial venue for students to contest allegations of academic misconduct. (See AFR 2.4.2, 2.4.2.2 and 2.4.9; GSRR 5.1.1, 5.3.2 and 5.3.6.2.)
- B. A student who believes his/her rights have been violated shall first attempt to resolve the dispute in an informal discussion with the appropriate party. If after this discussion the dispute remains unresolved to the student's satisfaction, the student should meet with the department chair/school director and or the University Ombudsman to seek a resolution. If after this discussion the disputes remains unresolved to the student's satisfaction, the student may submit a written request for an academic grievance hearing to the department chair/school director. The letter must explain the alleged violation in sufficient detail to justify a hearing, the names of the individual(s) against whom the grievance is lodged and the proposed remedy the student seeks from the department chair. Normally, the student must submit the request for a grievance hearing by the middle of the semester following the semester in which the alleged violation occurred. (See AFR 2.4.2, 2.4.2.1 and 2.4.2.2; GSRR 5.3.2, 5.3.6, 5.3.6.1 and 5.3.6.2)

II. COMPOSITION OF DEPARTMENT HEARING BOARD:

- A. The Department of Educational Administration (K-12) shall constitute a Hearing Board no later than the beginning of the fall semester of each academic year. (See AFR 2.4.4.1; GSRR 5.5.2.)
- B. For hearings involving graduate students, the Department of Educational Administration (K12) Hearing Board shall include the Chair of the Department, or a designee, and an equal number of faculty and graduate students. Members shall

serve a one-calendar year term. The chair of the Hearing Board shall be the faculty member of rank. (See GSRR 5.1.2, 5.1.5, and 5.1.6.) [3]

- C. No one involved in the case may serve on the Hearing Board. (See AFR 4.2.7; GSRR 5.1.2 and 5.1. 7. See also reference to alternates in footnote 3.)

III. REFERRAL TO THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION (K12) HEARING BOARD:

- A. Upon receipt of a written request for a grievance hearing from a graduate student, the Chair of the Educational Administration Department shall forward the grievance to the Chair of the Department of Educational Administration (K-12) Hearing Board, the respondent and complainant within **10** class days. (See GSRR 5.4.3.) [4]

In limited situations, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for a hearing to the College Hearing Board. (See AFR 2.4.2.2, and 2.4.6; GSRR 5.3.6.2.)

- B. The Chair of the Department of Educational Administration (K12) Hearing Board shall then promptly convene a meeting of the Hearing Board to review the request for a grievance hearing for jurisdiction and judicial merit. The panel may request a written response from the respondent. After considering all submitted information, the Hearing Board may:

1. Decide that sufficient reasons for a hearing do not exist and dismiss the grievance, with a written explanation provided to all appropriate parties. The student may appeal this decision to the College Hearing Board.
2. Decide that sufficient reasons for a hearing exist and accept the request, in full or in part, and proceed to schedule a hearing.
3. Invite the parties to meet with the Hearing Board for an informal discussion of the issues. Such a discussion shall not preclude a later hearing.

(See AFR 4.4.2; GSRR 5.4.6.)

- C. If the Department of Educational Administration (K12) Hearing Board decides to schedule a grievance hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date with the parties and schedule an additional meeting only for the Hearing Board in the event that additional deliberations on the findings become necessary.

At least **6** days before a scheduled hearing involving a graduate student, the Chair of the Department of Educational Administration (K-12) Hearing Board shall notify the respondent and the complainant in writing of (1) the time, date and place of the hearing; (2) the names of the parties to the grievance; (3) the names of the Hearing Board members, including alternates; and (4) the names of the witnesses and advisors, if any. (See GSRR 5.4.7.) This notification should also remind the parties to the grievance of their right to challenge the membership of the Hearing Board, both for and without cause, under the rules prescribed in GSRR 5.1.7.

At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case and must inform the parties of the time limit in the written notification of the hearing.

- D. Should the respondent fail to acknowledge the notice of a hearing, the Hearing Board may either postpone or proceed with the hearing. (See AFR 4.4.5.)

If the complainant fails to appear at the hearing, the Department of Educational Administration (K12) Hearing Board may either postpone the hearing or dismiss the case. (See AFR 4.4.7a; GSRR 5.4.9a.)

If the respondent fails to appear at the hearing, the Hearing Board may either postpone the hearing or hear the case in the respondent's absence. (See AFR 4.4.7b; GSRR 5.4.9b.)

In unusual circumstances, the Hearing Board may accept written statements from either party to a hearing in lieu of a personal appearance. These written statements must be submitted to the Hearing Board at least 1 day before the scheduled hearing. (See AFR 4.4.7c; GSRR 5.4.9c.)

Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See AFR 4.4.6; GSRR 5.4.8.)

Members of the Hearing Board must not talk about the hearing with either party before the scheduled hearing.

IV. DEPARTMENT OF EDUCATIONAL ADMINISTRATION (K12) HEARING BOARD GRIEVANCE PROCEDURES:

A. General procedures:

1. The Chair of the Department of Educational Administration (K12) Hearing Board shall convene the hearing at the designated time, date and place. The Chair will ensure that a collegial atmosphere prevails. (See AFR 2.4.4, 2.4.4.2; GSRR 5.4.10.) During the hearing, parties to a grievance shall have an opportunity to state their cases, present evidence, designate witnesses, ask questions and present a rebuttal. (See AFR 2.4.4; GSRR 5.4.10.1.) The procedures may be taped.
2. To protect the confidentiality of the information, the Chair of the Department of Educational Administration (K-12) Hearing Board may limit attendance at the hearing to the Hearing Board members, the complainant, the respondent, the witnesses for either party, if any, and the counsel/advisor for each party, if any. (See AFR 4.2.3 and 8.1.6; GSRR 8.1.4.)
3. All witnesses shall be excluded from the proceedings except when testifying. Witnesses must confine their testimony to their own independent recollection and may not speak for others. The Hearing Board may limit the number of witnesses. Unless otherwise approved by the Hearing Board, counsel/advisors and witnesses shall be limited to members of the MSU community (faculty, students or staff). See AFR 4.3.5 and 8.1.6; GSRR 5.4.10 and 8.1.4.)

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4. Involvement of counsel/advisor normally should not be required. Each party must present her/his own case, and counsel/advisors may have a voice in the hearing. (See AFR 2.4.4.2, 4.3.5 and 4.4.8d)
 5. To assure orderly questioning, the Chair of the Hearing Board shall recognize individuals before they speak. All parties have the right to speak without interruption. Each party has the right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. The Chair of the Hearing Board will enforce any announced time limits on each party to present its case and, if necessary, extend equal time to each party.

B. Hearing procedures:

1. Introductory remarks by the Chair of the Department of Educational Administration (K-12) Hearing Board: The Chair introduces hearing panel members, the complainant, the respondent and counsel/advisors, if any. The Chair reviews the hearing procedures, including time restraints, if any, for presentations by each party and witnesses. The Chair explains that the burden of proof rests with the complainant, with the exception of cases involving allegations of academic dishonesty, in which case the instructor bears the burden of proof, which must be met by a “preponderance of the evidence.” If the proceedings are to be taped, the Chair must inform the parties. (See AFR 2.4.9 and 8.1.16; GSRR 5.5.1 and 8.1.16.)
2. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant’s case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent’s counsel/advisor, if any.
3. Presentation by the Complainant’s Witnesses: The Chair recognizes the complainant’s witnesses, if any, to present, without interruption, any statement relevant to the complainant’s case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent and the respondent’s counsel/advisor, if any.
4. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent’s case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant and the complainant’s counsel/advisor, if any.
5. Presentation by the Respondent’s Witnesses: The Chair recognizes the respondent’s witnesses, if any, to present, without interruption, any statement relevant to the respondent’s case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant and the complainant’s counsel/advisor, if any.
6. Rebuttal and Closing Statement by Complainant: The complainant may refute statements by the respondent and the respondent’s witnesses and counsel/advisor, if any, and present a summary statement.

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7. Rebuttal and Closing Statement by Respondent: The respondent may refute statements by the complainant and the complainant's witnesses and counsel/advisor, if any, and present a summary statement.
 8. Final Questions by the Hearing Board: The Hearing Board may ask questions of all parties to the grievance.
- C. Deliberations by the Hearing Board: After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair will excuse all parties to the grievance and meet in executive session to determine its findings. When possible, deliberations should take place immediately following the hearing. If the Hearing Board is unable to complete its deliberations and reach a decision at the meeting, the Hearing Board should reconvene at the previously scheduled follow-up meeting. (See III. C. above.)
- D. Outcome: If a majority of the Hearing Board finds, based on a "preponderance of the evidence," that a violation of the complainant's academic rights has occurred and that redress is possible, it shall direct the Chair of the Educational Administration Department to implement an appropriate remedy, in consultation with the Hearing Board. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Dean. (See AFR 2.4.5; GSRR 5.4.11.)

In cases in which the Hearing Board is asked to resolve an allegation of academic dishonesty and finds for the student, the Hearing Board may recommend to the Chair of the Educational Administration Department that the penalty grade be removed, the written record of the allegation, if any, be removed from the student's records and a good faith evaluation of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and any written records of the allegation may remain on file. (See AFR 8.1.15 and GSRR 8.1.15.)

- E. Written Report: The Chair of the Hearing Board shall promptly prepare a written report of the Hearing Board's findings, including redress for the complainant, if applicable. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board's decision. (See AFR 2.4.5; GSRR 5.4.11.)

The report also should inform the parties of the right to appeal within **10** class days following notice of a decision. (See AFR 2.4.7, 2.4.7.2, 2.4.7.3; GSRR 5.4.12 through 5.4.12.3.) The Chair shall forward copies to the parties involved, the Chair of the Department of Educational Administration, the Dean of the College, the Ombudsman and the Dean of The Graduate School. All recipients must respect the confidentiality of the report. (See AFR 2.4.5; GSRR 5.4.11.)

V. APPEALS:

- A. Either party to a grievance may appeal the decision of the Department of Educational Administration (K12) Hearing Board to the College Hearing Board. The request for a hearing on appeal must be in writing, signed and submitted to the Dean of the College within **10** class days following notification of the Hearing Board's decision. While under appeal, the decision of the initial Hearing Board will

be held in abeyance. (See AFR 2.4.7 and 2.4.7.3; GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.) [5]

- B. A request for an appeal must allege, in sufficient particularity to justify a hearing, that the initial Department of Educational Administration (K12) Hearing Board had failed to follow applicable procedures for adjudicating the hearing or that findings of the initial Hearing Board were not supported by a “preponderance of the evidence.” The request also must include the redress sought. Presentation of new evidence normally is inappropriate. (See AFR 2.4.7.2 and 8.1.16; GSRR 5.4.12.1 through 5.4.12.2.)

VI. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the Hearing Board reconsider the case within 60 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See AFR 4.2.6; GSRR 5.4.13.)

Approved June 7, 2005

Ombudsman’s Model Grievance Procedures Developed October 2003;

Explanatory notes from the Ombudsman:

[1] A student who believes an instructor, including a graduate teaching assistant, has violated her or his academic rights, or a student who wishes to contest an allegation of academic misconduct should first attempt to resolve the dispute in an informal discussion with the instructor. (See AFR 2.4.2 and 2.4.9; GSRR 5.3.1, 5.3.2 and 5.5.1.)

Students may not seek redress through a grievance hearing regarding alleged incompetence of instruction. (See AFR 2.2.1 and 2.2.2; GSRR 2.2.1 and 2.2.2.)

If the dispute remains unresolved after discussion with the instructor, the student should consult the Chair of the Educational Administration Department and/or the University Ombudsman for assistance. (See AFR 2.4.2; GSRR 5.3.2.)

If the dispute remains unresolved after discussion with the Chair or Ombudsman, the student may submit to the Chair of the Educational Administration Department, a written, signed statement requesting a grievance hearing. The statement must (1) specify the alleged violation(s) of academic rights to justify the hearing, (2) identify the individual(s) against whom the complaint is filed and (3) state the redress the student seeks that could be implemented by the Chair. (See AFR 2.4.2 and 2.4.2.2; GSRR 5.3.2, 5.3.5 and 5.3.6.)

A request for a grievance hearing must normally be initiated no later than mid-semester following the semester in which the alleged violation of academic rights occurred (excluding of summer semester). If either the student (the complainant) or the instructor (the respondent) is absent from the University during that semester, or if other appropriate reasons exist, the Hearing Board may grant an extension to this deadline. If the University no longer employs the respondent before the formal grievance procedures are completed, the grievance may still proceed. (See AFR 2.4.2.1; GSRR 5.3.6.1.)

[2] *Disciplinary* hearings are initiated at the college level and are therefore included in college-level hearing procedures. (See AFR 2.4.6 and GSRR 5.5.2.) For hearings involving graduate students, follow the references to the GSRR. In some aspects of the process, the GSRR make no specific reference to a particular recommended action. Units may decide to develop separate grievance hearing procedures for graduate students.

[3] The references above to the GSRR documents are not exhaustive. Parties to the grievance hearing should consult the appropriate document. Use of the word “promptly” or the phrase “as soon as possible” above, rather than a specific number of class days, occurs in situations when neither the AFR nor the GSRR cites a specific time reference.

Copies of Educational Administration Department grievance hearing procedures for hearings involving graduate students should be sent to the Office of the Ombudsman and the Dean of The Graduate School. (See AFR 2.4.4.1; GSRR 5.4.1.)

[4] The selection of the Department of Educational Administration (K12) Hearing Board is as follows: (1) Two (2) EAD K12 tenure-stream faculty are appointed by the department Chair and serve for an academic year on a rotating basis; (2) Two (2) graduate students representative of the programs are appointed by the department chair and serve for an academic year; (3) the Chair of the Hearing Board is appointed by the Educational Administration Chair and serves for an academic year (the Hearing Board chair votes only to break a deadlock). If a unit elects to conduct hearings during the summer sessions, procedures for empanelling a hearing board in the

summer, if different from the academic year, should be included in the unit's grievance procedures.

In hearings involving graduate students that began at the Educational Administration Department level, graduate students may appeal only to the College Hearing Board and then may request a Provost Office review of the College Hearing Board's appellate decision. (See GSRR 5.4.12.)]

June 1, 2004
Modified June 7, 2005

Guidelines for Graduate Student Appeals Of Allegations of Academic Dishonesty

Article 5 of the *Graduate Student Rights and Responsibilities* document at Michigan State University (GSRR) establishes the right of graduate students to appeal allegations of academic dishonesty. The GSRR also requires each department to follow established grievance procedures for conducting such hearings.

The following guidelines are intended to help both students and faculty through a hearing in which a student contests an allegation of academic dishonesty. The allegation is confirmed when the instructor assigns a penalty grade of 0.0 in the course or on the assignment believed to be an act of academic dishonesty.

{Note: Student-initiated appeals concerning allegations of academic dishonesty differ from disciplinary proceedings in which the student's dean (or designee) seek sanctions other than or in addition to a penalty grade. The College Hearing Board has original jurisdiction in such hearings. (See GSRR 5.5)}

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1. A graduate student who wishes to challenge an allegation of academic dishonesty shall first attempt to resolve the dispute in an informal discussion with the student's instructor. The instructor is the faculty member formally charged with responsibility for the course, also called the "instructor of record." (See GSRR 5.1.1 and 5.3.1)
 2. If the graduate student fails to resolve the dispute in informal discussions with the instructor, the student may contact the University Ombudsman and/or the chair of the department who oversees the instructor for assistance and guidance. (See GSRR 5.3.2)
 3. If the chair of the department and/or University Ombudsman are unable to assist the student in resolving the dispute to the graduate student's satisfaction, the student may submit to the instructor's department chair a written request for a hearing to contest the allegation of academic dishonesty. This written request shall include a proposed remedy (e.g. removal of the penalty grade) that the department chair could request and implement. (See GSRR 5.3, 5.5.1, and 5.5.2) The student must initiate a formal appeal at the department level no later than the middle of the semester following the semester in which the alleged act of academic dishonesty occurred. (See GSRR 5.3.6.1) At this step, the student becomes the "complainant" and the instructor, the "respondent." {Note: Special circumstance may result in an appeal hearing commencing at the college level. (See GSRR 5.3.6.2)}
 4. The department hearing board shall be composed of the department chair, or a designee, and an equal number of faculty and graduate students selected from their respective groups, in accordance with the unit's grievance procedures. (See GSRR 5.1.2) The hearing board shall elect a chair from among the ranked faculty members

serving on the panel, in accordance with the unit's grievance procedures. (See GSRR 5.1.3 and 5.1.5) Both the complainant and the respondent may challenge, through the chair of the hearing board, any member of the hearing panel on the basis of a conflict of interest with the case. (See GSRR 5.1.7) If the department chair is the respondent, neither the department chair nor the designee may serve on the hearing board. (See GSRR 5.1.2) Instead, the chair of the Department Committee on Academic Policy (DCAP) shall select a faculty member to act in place of the department chair or designee. If the department elects to conduct hearings during the summer sessions, procedures for empanelling a hearing board in the summer, if different from the academic year, shall be included in the department's grievance procedures.

5. After receiving the graduate student's request for a hearing, the chair of the hearing board shall mail or make available a copy of the appeal to hearing board members. The chair of the hearing board shall mail a copy to the respondent within 10 days of receiving the student's (complainant's) formal appeal and request a written response from the respondent (instructor). After considering all submitted material, the hearing board decides to (1) accept the request for a hearing in full or in part and schedule a hearing, (2) reject the request and provide the complainant with a written explanation, or (3) schedule an informal discussion between both parties and the hearing board. (See GSRR 5.4.6)
6. At least three class days before the hearing begins, the hearing board chair shall be responsible for explaining to both parties the hearing procedures, when and where it will take place, names of the hearing board panel, the names of the student and instructor, and the names of any witnesses, if any, and the names of any adviser (or counsel), if any. (See GSRR 5.4.6 and 5.4.10)
7. The hearing board chair is responsible for conducting the hearing in accordance with GSRR 5.4. The hearing board shall determine if the hearing is open or closed. An adviser or counsel, who must be a student, faculty or staff member of Michigan State University, may assist either party. (See GSRR 5.4.10 and 8.1.7)
8. The hearing board may grant or deny a request for postponing a hearing before the hearing begins. If the complainant (student) fails to attend the scheduled hearing, the hearing board may dismiss the case. If the respondent (instructor) fails to attend the scheduled hearing, the hearing board may either postpone the case or, in limited instances, hear the case in the respondent's absence. If either party is unable to attend the hearing, the hearing board, upon review of the circumstances, may accept written statements from the absent party in lieu of a personal appearance. Such statements must be submitted to the panel at least one day before the hearing. (See GSRR 5.4.8 and 5.4.9)
9. After hearing the case the hearing board shall prepare a written report of its findings and the reason(s) for those findings. The chair of the hearing board shall then send copies to the complainant (student), the respondent (instructor), the department chair, the University Ombudsman and the Dean of The Graduate School. The report shall remain confidential. If the hearing board finds for the complainant, and if redress is possible, the panel shall so advise the department chair, who shall implement an appropriate remedy. (See GSRR 5.4.11)
10. If the appeal was initiated at the department level, either the complainant (student) or the respondent (instructor) may appeal the decision only to the college hearing board. If the appeal was initiated at the college level, either party may appeal the decision only to the

University Graduate Judiciary, which is administered by the dean of the Graduate School. The appeal shall be submitted in writing and within 10 class days following notice of a decision to the appropriate administrator – either the dean of the college or the dean of the Graduate School, who shall forward it to the appropriate dean of the college or a designee. (See GSRR 5.1.4, 5.3.6.2, 5.4.12, and 5.6)

11. Upon reviewing a request for an appeal of a decision by the department or college hearing board, the appeals board, after gathering relevant documents, may (1) reject the appeal; (2) direct the lower hearing body to rehear, reconsider or clarify its decision; or (3) accept the case and schedule a hearing. The college hearing panel, when serving as an appeals board, may affirm, reverse, or modify the decision of the department hearing board. (See GSRR 5.4.12 through 5.4.13)

These guidelines are based on the draft guidelines provided by the Office of the Ombudsman dated 03/27/03 and are in accord with grievance requirements as stated in the By Laws of the Department of Educational Administration section 3.3.5.2 H.

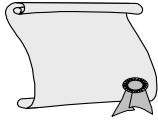
Procedures For Conducting Non-Disciplinary Hearings For Graduate Students Appealing Allegations of Academic Dishonesty

1. Introductory Remarks by the Hearing Board Chair: The chair introduces the graduate student (the “complainant”), the faculty member (the “respondent”), the panel members, and the grievant and respondent’s counsel/adviser, if any. (See GSRR 5.4.1, 5.4.10 and 5.4.10.1) The chair reviews the hearing procedures, including time restraints for presentations by each party and all witnesses, and explains that the burden of proof rests with the instructor, whose assignment of a penalty grade represents an allegation of academic dishonesty. (See GSRR 5.5.2)
2. Respondent’s Presentation of Case: Because the instructor carries the burden of proof, the chair first recognizes the respondent to present, without interruption, whatever he or she considers relevant. The chair then recognizes questions directed at the respondent from the complainant and the panel members. Each party has the right to cross question the other party and to rebut any oral or written statements submitted to the hearing board. To assure orderly questioning, the chair should recognize people before they speak.
3. Presentations of Respondent’s Witnesses: The chair recognizes the respondent’s witnesses, if any, who should confine their testimony to their own, independent recollection, not those of others. The chair then recognizes questions directed at the witnesses from the complainant and panel members. The respondent’s witnesses shall be excluded from the proceedings except when testifying, and the chair may limit the number of witnesses.
4. Complainant’s Presentation of Case: The chair recognizes the complainant to present, without interruption, whatever he or she considers relevant. The chair then recognizes questions directed at the complainant from the respondent and the panel members. Each party has the right to cross question the other party and to rebut any oral or written statements submitted to the hearing board. To assure orderly questioning, the chair should recognize people before they speak.

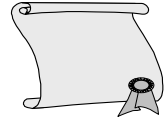
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5. Presentations of Complainant's Witnesses: The chair recognizes the complainant's witnesses, if any, who should confine their testimony to their own, independent recollection, not those of others. The chair then recognizes questions directed at the witnesses from the respondent and panel members. The complainant's witnesses shall be excluded from the proceedings except when testifying, and the chair may limit the number of witnesses.
 6. Respondent's Rebuttal and Closing Statement: The respondent may refute complainant and complainant's witnesses' statements and present a summary statement.
 7. Complainant's Rebuttal and Closing Statement: The complainant may refute respondent and respondent's witnesses' statements and present a summary statement.
 8. Deliberation: After all evidence has been presented, with full opportunity for explanation and rebuttal, the chair will excuse the parties and the hearing board will meet immediately in executive session to deliberate. If the hearing board is unable to complete its deliberations, the chair will convene a meeting of the board without delay. The chair of the hearing board shall vote only if there is a tie vote by the other members of the hearing board.
 9. Outcomes: After hearing the case, the hearing panel shall decide if a preponderance of the evidence supports the respondent's allegation of academic dishonesty. (See GSRR 8.1.15) If the hearing board concludes the case is supported by the evidence and finds for the respondent, the allegation and the penalty grade stand, and the case is dismissed. If the hearing board decides for the complainant, the hearing board should then recommend that the penalty grade be removed, and the case is dismissed. Should the members of the hearing board be evenly divided and the chair of the hearing board elects to abstain from voting, a presumption of innocence prevails, and the student should be cleared of the charges. The hearing board should then recommend that the penalty grade be removed, and the case is dismissed. {Note: If the student received a penalty grade of 0.0 in the course, the chair of the hearing panel also should request the dean of the student's college to remove the mandatory letter from the appropriate file that explains the student's penalty grade.}
 10. Written Report: The chair of the hearing board shall send a written report of the hearing board's findings, including the reasons for that decision, to the complainant, the respondent, the department chair, the Ombudsman, and the dean of The Graduate School. (See GSRR 5.4.11) While the GSRR does not specify a time frame for writing and delivery of the hearing board's decision, it is suggested that 10 class days is reasonable. The report also should inform the parties of their right to appeal an adverse decision to the appropriate hearing board. (See GSRR 5.4.11 and 5.4.12 and Guidelines for Graduate Student Appeals of Allegations of Academic Dishonesty #10 – Department of Educational Administration)

These procedures are based on the draft guidelines provided by the Office of the Ombudsman dated 03/27/03 and are in accord with grievance requirements as stated in the By Laws of the Department of Educational Administration section 3.3.5.2 H.

IX. Forms



EAD FINAL CERT CHECK SHEET



FACULTY CHECK LIST

The University requires that each Advisor complete the Final Certification form for students to receive their degree. While the Clerical staff is knowledgeable about these certifications and are more than willing to assist you, they are not considered by the University to be qualified to make judgments whether students have met their requirements to graduate. Therefore, to make this process easier and more efficient, please follow the checklist below.

HAVE THE REQUIRED NUMBER OF CREDITS BEEN COMPLETED?
 Has correct number of credits. (K12 MA=30, K12 EDS=BA+60, SA MA=40, HALE MA=36)
 Has total of 24 dissertation credits (PHD).

DO THE COURSES ON THE CERT MATCH THE PROGRAM PLAN?
 YES, courses taken match the approved program plan.
 NO, all changes to the program plan are documented on the attached "Changes In Program Plan" form and signed by: MA (advisor), EDS (advisor & unit coordinator), PHD (committee chair, 2 committee members, and the Chairperson).

ARE THERE ANY LIFELONG COURSES TO BE ADDED TO THE CERT?
 Lifelong courses have been written onto the cert (advisor judgment which courses apply).
 Option--courses circled on transcript with note to secretary to write them in

ARE TRANSFER CREDITS FROM OTHER UNIVERSITIES SHOWING ON THE CERT?
 YES, transfer credits are showing on the cert
 NO, transfer credits are not showing and a "Credit Evaluation" form with official transcripts is attached to this cert and signed by the advisor or committee chair

WAS ALL WORK COMPLETED WITHIN THE TIME LIMITATION?
 YES, work was completed within 5 yrs. (MA&EDS) or within 8 yrs. (PHD)
 NO, completed "Request For Extension Of Time" form signed by the advisor and accompanied with a letter of explanation is attached to the cert.

IS FINAL EXAM/DEFENSE/COMPS PASSED DOCUMENTED? * *student must be enrolled * *
 YES, comps passed date is entered onto cert ("Comps Passed" form already complete and in file.
 NO, "Comps Passed" form is attached to the cert.

HAS THE RESIDENCY REQUIREMENT BEEN MET?
 YES, MA (6 cr on-campus) EDS (10cr on-campus) PHD (2 consecutive sem of 6 cr on-campus).

SECRETARIAL CHECK LIST

	Date cert received from SAO
	Lifelong transcript printed and attached to cert
	Student file attached to cert for advisor review and logged out of dept. files to appropriate faculty
	Date cert sent to advisor
	Advisor completed above form & all areas complete including attached forms—if no, consult advisor
	Date returned to advisor because cert incomplete REASON:
	Date completed cert sent back to SAO

WordLB/Dept/FinalCertCheckSheet

Changes in Program Plan

Master's Degree Candidates

College of Education

Name of Student

PID Number

Department/Major

Changes in Program Plan:

Add :

Delete:

Required signatures for the above actions:

Student/Date: _____

Advisor/Date: _____

Please keep a copy for your records and return the signed original to: Student Affairs Office, 134 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034

Date received in Student Affairs Office: _____

MSU is an Affirmative Action/Equal Opportunity Institution

This form is just a sample and requires carbon copies. Please check with the department secretary for the original form.

**MICHIGAN STATE UNIVERSITY
COLLEGE OF EDUCATION
RECORD OF FINAL CERTIFYING EXAMINATION
FOR
MASTER'S DEGREE CANDIDATES**

DEPARTMENT OF _____ PROGRAM _____

STUDENT'S NAME _____ PID _____
Last First

CURRENT ADDRESS _____
Street City State Zip Code

STUDENT'S ADVISOR _____

RESULT OF WRITTEN FINAL CERTIFYING EXAMINATION:

<u>FIELD</u>	<u>EXAMINER(S)</u>	<u>EXAMINATION DATE</u> MM-DD-YY	<u>PASSED/FAILED</u>
1.			
2.			
3.			

RESULT OF ORAL FINAL CERTIFYING EXAMINATION:

<u>FIELD</u>	<u>EXAMINER(S)</u>	<u>EXAMINATION DATE</u> MM-DD-YY	<u>PASSED/FAILED</u>
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CHAIRPERSON OF EXAMINATION COMMITTEE DATE

CHAIRPERSON OF DEPARTMENT DATE

DEAN OF COLLEGE DATE

Distribution:
Canary: Student Affairs Office
Pink: Dean
Blue: Advisor
Goldenrod: Student

MSU IS AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION

Request for Extension of Time to Complete Degree Requirements

Master's Degree Candidates

College of Education

This section to be completed and signed by student

Name of Student

PID number

Advisor: _____

Semester and year of admission to program: _____

Semester and year work actually began on this program: _____

Program requirements to be completed during the time extension:

Courses: _____

Residency: _____

If granted a time extension, I will complete the specific requirements above during the specific semesters indicated:

Courses: semester and year: _____

Residency: semester and year: _____

Signature of Student

This section to be completed and signed by academic advisor

Recommended action: ____ Refuse time extension and withdraw student from program

____ Extend time through ____ semesters under following conditions:

Advisor Signature

Date

Advisor should append a statement justifying this request, attending to the currency, coherence, and integrity of the student's program. Return to Cassandra Book, Student Affairs Office, 134 Erickson Hall, MSU., East Lansing, MI 48824-1034.

Approved by Dean: Signature/Date: _____

MSU is an Affirmative Action/Equal Opportunity Institution

**Michigan State University
Credit Evaluation
Graduate Program**

Name _____ PID _____
 Credit from _____ Date taken _____
 Total Credits Transferred _____ Equivalent number of MSU semester credits _____
 College _____ Major _____ Degree _____
 Entered _____ Date _____

Explanation and Instructions

This form is to be used for the evaluation of graduate credit earned at another accredited institution.

1. Listed in column (1) are graduate level subjects previously completed at another accredited institution.
2. In column (2) are the semester or term credits previously earned in subjects listed in column (1).
3. Column (3) may be used for those departments and/or colleges which desire to make a specific subject listing for evaluation purposes. Three term credits equal two semester credits (e.g. Chemistry 800 - 6 term credits equal 4 semester credits).
4. In column (4) the department and/or college will indicate the number of semester credits to be accepted in transfer. (Subject by subject or by total only.) (400 level and 800 level courses should be identified here).
5. When the evaluation has been completed and approved by the Dean's Office, the original evaluation must be sent to the Admissions Office with an official transcript from the institution. Copies should be filed by the Dean's Office and the Departmental/Unit office.
6. A copy of a transfer course summary worksheet will be sent to the student upon completion.

(1) Transfer Subjects		(2) ___ TERM CRS. ___ SEM. CRS	(3) Corresponding MSU Subjects			(4) Accepted MSU Credits
Dept. or Course Title	Course No.		Department	Course No.	Sem. Credits	

Signature of Chairperson Date

Signature of Dean Date

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X. Attachments

Attachment #101

University Task Force on Research Mentoring of Graduate Students Guidelines for Integrity in Research and Creative Activities

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University¹ and is an institutional priority. Faculty, staff, and students work in a rich and competitive environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities.

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

Breaches in professional ethics range from questionable research practices to misconduct.² The primary responsibility for adhering to professional standards lies with the individual scholar. It is, however, also the responsibility of advisors and of the disciplinary community at large. Passive acceptance of improper practices lowers inhibitions to violate professional ethics.

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

Key Principles

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

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

¹Michigan State University "Mission Statement" approved by the Board of Trustees on June 24-25, 1982,
(<http://www.msu.edu/unit/provost/resources/mission.html>)

²MSU Faculty Handbook, Chapter VI, "Research and Creative Endeavor-Procedures Concerning Allegations of Misconduct in Research and Creative Activities",
<http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/ResearchCreativeEndeavor/vi-miscon-toc.htm>

Honesty in proposing, performing, and reporting research. The foundation underlying all research is uncompromising honesty in presenting one's own ideas in research proposals, in performing one's research, and in reporting one's data. Detailed and accurate records of primary data must be kept as unalterable documentation of one's research and must be available for scrutiny and critique. It is expected that researchers will always be truthful and explicit in disclosing what was done, how it was done, and what results were obtained. To this end, research aims, methods, and outcomes must be described in sufficient detail such that others can judge the quality of what is reported and can reproduce the data. Results from valid observations and tests that run counter to expectations must be reported along with supportive data.

Recognition of prior work. Research proposals, original research, and creative endeavors often build on one's own work and also on the work of others. Both published and unpublished work must always be properly credited. Reporting the work of others as if it were one's own is plagiarism. Graduate advisors and members of guidance committees have a unique role in guiding the independent research and creative activities of students. Information learned through private discussions or committee meetings should be respected as proprietary and accorded the same protection granted to information obtained in any peer-review process.

Confidentiality in peer review. Critical and impartial review by respected disciplinary peers is the foundation for important decisions in the evaluation of internal and external funding requests, allocation of resources, publication of research results, granting of awards, and in other scholarly decisions. The peer-review process involves the sharing of information for scholarly assessment on behalf of the larger disciplinary community. The integrity of this process depends on confidentiality until the information is released to the public. Therefore, the contents of research proposals, of manuscripts submitted for publication, and of other scholarly documents under review should be considered privileged information not to be shared with others, including students and staff, without explicit permission by the authority requesting the review. Ideas and results learned through the peer-review process should not be made use of prior to their presentation in a public forum or their release through publication.

Disclosure of potential conflicts of interest. There is real or perceived conflict of interest when a researcher has material or personal interest that could compromise the integrity of the scholarship. It is, therefore, imperative that potential conflicts of interest be considered and acted upon appropriately by the researcher. Some federal sponsors require the University to implement formal conflict of interest policies. It is the responsibility of all researchers to be aware of and comply with such requirements.

Compliance with institutional and sponsor requirements. Investigators are granted broad freedoms in making decisions concerning their research. These decisions are, however, still guided, and in some cases limited, by the laws, regulations, and procedures that have been established by the University and sponsors of research to protect the integrity of the research process and the uses of the information developed for the common good. Although the legal agreement underlying the funding of a sponsored project is a matter between the sponsor and the University, the primary responsibility for management of a sponsored project rests with the principal investigator and his or her academic unit.

Protection of human subjects and humane care of animals in the conduct of research. Research techniques should not violate established professional ethics or federal and state requirements pertaining to the health, safety, privacy, and protection of human beings, or to the welfare of animal subjects. Whereas it is the responsibility of faculty to assist students and staff in complying with such requirements, it is the responsibility of all researchers to be aware of and to comply with such requirements.

Collegiality in scholarly interactions and sharing of resources. Collegiality in scholarly interactions, including open communications and sharing of resources, facilitates progress in research and creative activities for the good of the community. At the same time, it has to be understood that scholars who first report important findings are both recognized for their discovery and afforded intellectual property rights that permit discretion in the use and sharing of their discoveries and inventions. Balancing openness and protecting the intellectual property rights of individuals and the institution will always be a challenge for the community. Once the results of research or creative activities

have been published or otherwise communicated to the public, scholars are expected to share materials and information on methodologies with their colleagues according to the tradition of their discipline.

Faculty advisors have a particular responsibility to respect and protect the intellectual property rights of their advisees. A clear understanding must be reached during the course of the project on who will be entitled to continue what part of the overall research program after the advisee leaves for an independent position. Faculty advisors should also strive to protect junior scholars from abuses by others who have gained knowledge of the junior scholar's results during the mentoring process, for example, as members of guidance committees.

Adherence to fair and open relationships between senior scholars and their coworkers. The relationship between senior scholars and their coworkers should be based on mutual respect, trust, honesty, fairness in the assignment of effort and credit, open communications, and accountability. The principles that will be used to establish authorship and ordering of authors on presentations of results must be communicated early and clearly to all coworkers. These principles should be determined objectively according to the standards of the discipline, with the understanding that such standards may not be the same as those used to assign credit for contributions to intellectual property. It is the responsibility of the faculty to protect the freedom to publish results of research and creative activities. The University has affirmed the right of its scholars for first publication except for "exigencies of national defense".³ It is also the responsibility of the faculty to recognize and balance their dual roles as investigators and advisors in interacting with graduate students of their group, especially when a student's efforts do not contribute directly to the completion of his or her degree requirements.

³MSU Faculty Handbook, Chapter VI, "Research and Creative Endeavor-Sponsored Research and Creative Endeavor".
<http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/ResearchCreativeEndeavor/vi-sponsoredresearch.htm>

Misconduct in Research and Creative Activities

Federal⁴ and University² policies define misconduct to include *fabrication* (making up data and recording or reporting them), *falsification* (manipulating research materials, equipment or processes, or changing or omitting data such that the research is not accurately represented in the record), and *plagiarism* (appropriation of another person's ideas, processes, results, or words without giving appropriate credit). Serious or continuing non-compliance with government regulations pertaining to research may constitute misconduct as well. University policy also defines retaliation against whistle blowers as misconduct. Misconduct does not include honest errors or honest differences of opinion in the interpretation or judgment of data.

The University views misconduct to be the most egregious violation of standards of integrity and as grounds for disciplinary action, including the termination of employment of faculty and staff, dismissal of students, and revocation of degrees. It is the responsibility of faculty, staff, and students alike to understand the University's policy on misconduct in research and creative activities², to report perceived acts of misconduct of which they have direct knowledge to the University Intellectual Integrity Officer, and to protect the rights and privacy of individuals making such reports in good faith.

Resources

"Guidelines on Authorship", Endorsed by the University Research Council, January 15, 1998
(<http://www.msu.edu/unit/vprgs/authorshipguidelines.htm>)

"Integrity in Scientific Research: Creating an Environment that Promotes Responsible Conduct", National Academies Press, Washington, D.C., 2002, 216 pp
(<http://www.nap.edu/books/0309084792/html/>)

"Research Data: Management, Control, and Access Guidelines", Endorsed by the University Research Council, February 7, 2001
(http://www.msu.edu/unit/vprgs/research_data.htm)

⁴ Office of Science and Technology Policy. "Notice of Final Policy". 65 CFR 76260.