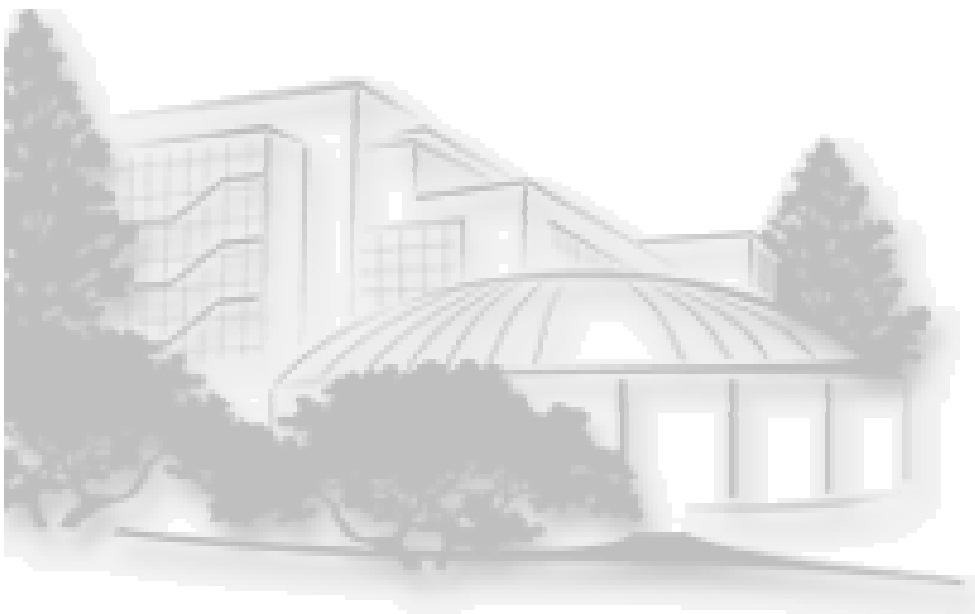


Doctoral Degree  
(Educational Specialist Degree)

# K-12 Educational Administration

## Student / Faculty Handbook

For enrolled / accepted Students



Last Updated 7/6/05 jhp

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## I. Program Overview

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### Ph.D. Program Mission

The Doctoral program in K-12 Educational Administration provides advanced study and experience with the broad aim of preparing administrators at school and district levels, policymakers at various levels of the educational system, and university-based administrator educators and researchers. The Doctoral program is integrated with the Master's program, which includes core knowledge related to general administration and educational leadership functions. Entering students will be expected to possess knowledge equivalent to that represented in the Master's program, and to build on that knowledge in their Doctoral study. Some students, then, may need to supplement the minimum requirements of the Doctoral program with foundational coursework. Faculty advisors will help students make these decisions as they review the educational and other experiences of entering Doctoral students.

The overall objective of this program derives 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."*

### Ph.D. Program Standards

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

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. Each standard has dual points of reference. 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.

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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.

## **Educational Administration Program Standards for Students**

### **I. Vision and strategy to promote learning**

The first objective of the program is to assist students in developing a philosophy concerning leadership of educational organizations that is grounded in personal values and professional commitments. Over the course of the program, students will

- acquire a working knowledge about contemporary approaches to learning in children and adults, as one basis for administrative leadership. Such approaches encompass cognitive, socio-cultural, and developmental theories as these apply to the learning of children and adults.
- elaborate a personal-professional vision for their organization and the larger community it serves; one aim of the program is to encourage students to develop a core set of beliefs that serve to guide their actions as current and future leaders.
- 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; the program offers opportunities for students to share their beliefs, to consider the beliefs of others, and to work on developing consensus as well as “agreements to disagree,” as part of working with others.
- acquire practical strategies and means for using their vision in decision-making, action planning, and the general exercise of leadership; putting beliefs into action is an integral part of the practical activities making up internships and other experiences in the program.

### **II. Analytic and reflective capacities related to leadership of learning organizations**

The second broad objective concerns both the willingness and the capacity to engage in inquiry and reflection as part of an overall approach to leadership, particularly in an era that requires evidence-based practice. Students will

- acquire skills to conduct local inquiries, in schools and communities, on issues of educational practice and outcomes; the program will supply opportunities to use inquiry skills on practical problems of practice.

- 
- develop capacity to engage in disciplined reflection on their own experiences and practices; skills and the habits of reflection also will be emphasized as a core ingredient in effective leadership.
  - gain knowledge and experience in using data of various kinds for decision-making, needs sensing, and accountability; technical knowledge and skills regarding the conduct of inquiry will be provided.
  - 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**

The third broad objective acknowledges that leadership involves getting results through other people, drawing on interpersonal skills and sensitivities as well as micro-political awareness and skill. In this regard, students will

- increase self-knowledge related to their leadership tendencies, including understanding of their strengths, weaknesses, and means for addressing them.
- develop skills and knowledge around the balance between decisive action under time constraints and the value of collaborative, participatory processes.
- acquire skills and knowledge in working with others, including attention to active listening and open communication, bargaining and negotiation, conflict resolution, public relations, community development, and leadership of change.
- 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**

A fourth domain of competence is grounded in the particular roles and functions that define the work of school leaders. In this regard, students will

- gain knowledge of the theories and models of organizations and the principles of organizational development.
- acquire knowledge of the fiscal and legal responsibilities associated with their organizational roles and tasks.
- Students acquire knowledge of human resource management and development
- learn the use of current technologies that support management functions.
- develop the capacity for making wise and timely decisions about the allocation of human and material resources.

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## **V. Professional norms and standards for conduct and practice**

The final area of development draws attention to the ethical and moral dimensions of leadership, preparing individuals to reason through ethical issues, to be aware of the moral aspects of leadership, and to develop “habits of the heart” in their approach to leadership. In this vein, students will be prepared to

- understand the ethical responsibilities associated with their roles.
- appreciate the broad social consequences and involvements of their leadership duties.
- develop capacity and commitment to act with integrity.

### **Objectives of the Ph.D. Program**

The specific objectives of the Doctoral Program are:

- To provide students with grounding in the conceptual underpinnings of the practice of Educational Administration.
- To provide students with a broad appreciation and understanding of educational systems in social, historical, and normative perspective as one basis for the exercise of educational leadership.
- To provide opportunities to connect theoretical understanding to problems and contexts of practice through field-based experiences.
- To expand students' theoretical understanding of administrative practice through study of one or more disciplines related to Educational Administration.
- To convey inquiry skills useful to the practice of administration and to the conduct of research in this field.

### **Objectives of the Educational Specialist Program**

The Educational Specialist degree program is beyond the Master's degree. It is intended for school administrators who have earned a Master's degree in Educational Administration and want to further their formal training. Educators who have the Master's degree in other fields may select this degree to prepare themselves for leadership roles in local and intermediate school districts, state agencies, and related educational and governmental institutions (revised January 29, 2000).

The overall objective of the Educational Specialist program are:

- To provide students with a grounding in the conceptual underpinnings and technical skills of the practice of Educational Administration.
- To provide students with an entrée into the field of administrative practice through clinical and field studies.
- To provide students with a broad appreciation and understanding of educational systems in social, historical, and normative perspective as one basis for the proper exercise of administrative leadership.
- To help students understand current issues in teaching and learning, the core concerns of schools.
- To convey an appreciation of the role of inquiry in administrative practice.
- To extend students' theoretical understanding of administrative practice through study of one or more disciplines that bear on Educational Administration

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## II. Program components (Ph.D. and Ed.S.)

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### **Components of the Ph.D. Program**

The student and committee chairperson, using the statement of professional goals as a guide, prepare a tentative program of studies. All doctoral candidates in the college are required to have basic knowledge in at least four of the following areas of general professional education: (1) administration; (2) curriculum; (3) psychological foundations; (4) research and evaluation methods; (5) social, philosophical, and historical foundations; (6) motor development and motor learning; (7) biological foundations; (8) current ideas and ethical considerations. The specific areas selected shall be determined by the student's guidance committee in consultation with the student. The program plan shall be completed within the first three semesters of doctoral study.

The student's proposed program is reviewed by the full committee in relation to the stated professional goals, revised if necessary, and finally approved. A rationale, relating the student's previously identified professional goals, learning experiences, and training to the revised academic programs, is prepared by the student. It must be approved by the committee chairperson and sent with the student's proposed program to the department chairperson for approval. The Report of the Guidance Committee form and rationale are then submitted to the unit secretary as part of the required procedure. The Report of Guidance Committee should be filed within the first three (3) semesters.

The planned program is always subject to future additions, deletions, or substitutions. Proposed changes must be circulated to each committee member by the student using the Changes in Program Plan form available from the unit secretary. Any changes in the Report of the Guidance Committee must be approved by a simple majority and signed by all members of the guidance committee, by the student, and by the department chairperson before being accepted as valid in the Student Affairs Office. Any changes in the committee membership, including the chairperson, shall be acknowledged by signature of each member of the existing and new committee, the student, and the department chairperson.

The program of study consists of at least 61 post-MA semester hours of coursework distributed in four areas:

- The major field of educational leadership, which includes a selective and an internship
- Inquiry-related coursework and research practicum
- Related area coursework that may be organized by theme or discipline, and
- The dissertation

### **The major field**

Involves a minimum of 15 semester hours of coursework that supply discipline-based perspectives on education and topically-based courses on issues of enduring significance in education. In some cases, these foundational course experiences supply deeper and/or more specialized knowledge; in other cases, courses will introduce new topics. Foundational courses include EAD 940, 951B, and 941. In addition, all students are required to take the Doctoral pro-seminar (EAD 950A & 950B) that supplies introduction and overview to the program; and 1.0 – 3.0 semester hours devoted to clinical/internship experiences individually-arranged (EAD 990 or EAD 994). All doctoral students must take one selective either EAD 925 Policy and Practice in Education and/or EAD 943 Politics of Education.

### **The inquiry strand**



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Will consist of 10-13 semester hours of coursework, including the all-college courses (CEP 930 and CEP 932), EAD 955 Research Practicum; and additional courses listed for either three or four credits in the departments of Educational Administration, Teacher Education, or Counseling/Educational Psychology/Special Education.

### **Related area coursework**

Consisting of 9 semester hours organized around a theme. Advisors will encourage students to arrange for a coherent group of courses that supply strong perspectives from other disciplines and fields, but may allow students to construct this block around themes that draw on courses within the College of Education.

The dissertation involves 24 semester hours of work, of which 1-3 hours may be dedicated to an informal seminar organized by faculty.

## **Components of the Educational Specialist Program**

The program of study consists of at least 30 semester credit hours of graduate student beyond a graduate degree in an appropriate field. The coursework is distributed into four areas.

### **Area I: Educational Leadership:**

Students enroll in a minimum of 21 semester hours of coursework in Educational Administration. These courses, referred to as the Major in Educational Administration, provide core knowledge of administrative leadership in elementary, middle, and secondary schools, instructional supervision, personnel management, and other topics. This may include the following cluster of core educational leadership courses:

EAD 940 Organizational Analysis of Education (3.0 credits)

EAD 951B Planning Change in K12 Education (3.0 credits)

EAD 941 Administrative Behavior in Educational Organizations (3.0 credits)

### **Area II: Clinical and/or Field Studies:**

Students enroll in a minimum of 9 semester hours in Educational Administration. The coursework in this phase of the program is explicitly concerned with the practical, field-based aspects of the practice of administration, and emphasizes concrete problems of practice and policy that confront school administrators working at various levels of the education system, especially the building and central office levels. This may include:

EAD 950A & B Professional Seminar I & II in K12 Educational Administration (2.0 credits)

EAD/CEP 930 Educational Inquiry (3.0 credits)

EAD 955B Field Research Methods in Educational Administration (3.0 credits)

EAD 994 Laboratory and Field Experiences in Educational Administration (variable)

### **Area III: General Professional Education:**

During this phase of the program, students enroll in a minimum of 12 semester hours of coursework that may span approaches to educational inquiry, the social, philosophical, and historical foundations of education, and fundamental concerns with teaching and learning in classroom and other settings. In some cases, a student's M.A. graduate degree program will meet the intent of Area III.

### **Area IV: Related Discipline:**

In this phase of the program, students enroll in a minimum of 9 semester hours in coursework in a discipline or disciplines outside the area of K-12 School Administration. This phase helps the student to develop analytic tools derived from concentrated study in a thematic area that can be applied to the practice of school administration. In some cases, a student's M.A. graduate degree program will meet the intent of Area IV.

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General Rules. All Educational Specialist degree programs in K12 Educational Administration must satisfy the following general requirements:

1. A program must include a minimum of 30 semester hours of graduate study beyond a graduate degree in an appropriate field.
2. A maximum of 8 semester hours of coursework beyond the Master's degree may be transferred into the Specialist degree program from other accredited graduate institutions if approved by the student's advisor and the student affairs office.
3. All requirements for the Educational Specialist degree program must be completed within five calendar years from the time of the student's first enrollment after completing the Master's degree. A student who does not enter the program with a Master's degree is allowed seven years to complete the requirements.
4. Candidates for the Educational Specialist degree must achieve a grade point average of not less than 3.20 during the first half of their previous program (the last 30 semester credits).
5. A minimum of 6 semester credits of the last 30 credits hours in the Specialist program must be earned on-campus, in East Lansing, to satisfy the University's residence requirement. At least six of these credits must be earned on campus in as single semester. At least twenty of the 30 post Master's credits must be taken after acceptance to the program.
6. A graduate student admitted with deficiencies in their academic background may be required to take collateral courses in addition to the prescribed courses of a program. Credits earned in collateral courses do not count toward the minimum credit requirements for this degree.
7. If a student is accepted for admission to Doctoral study while pursuing the Specialist degree or after completing the degree, credit for studies completed during the program may be applied to the Doctoral degree upon recommendation of the student's Doctoral guidance committee and the Department Chairperson. However, the program leading to the Educational Specialist degree should not be thought of as a normal stage between the Master's degree and the Doctorate, but as a program for people who do not plan to complete a Doctoral degree. (January 29, 2000)

## Residency Requirement (Ph.D. and Ed.S.)

Policies regarding residency requirement can be found in the MSU Academic Programs Handbook, Graduate Education, Doctoral Programs, page 1. The minimum residency requirement for the doctoral and educational specialist degree is one academic year or two consecutive semesters with a minimum enrollment of six credits each semester after first enrollment for the doctoral degree. The use of a summer semester in meeting this requirement is optional. Students may use 999 (dissertation) credits to meet the residency requirement.

## Time Limitation

Policies regarding time limit can be found in the MSU Academic Programs Handbook, Graduate Education, Doctoral Programs, page 3. The maximum allowable time period for completion of a doctoral degree is eight years from the first course being used toward the degree.

*For the Doctor of Philosophy degree, all of the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time when a student first begins the first class at Michigan State University that appears on his or her doctoral program of study.*

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All requirements for the Educational Specialist degree program must be completed within five calendar years from the time of the student's first enrollment after completing the Master's degree. A student who does not enter the program with a Master's degree is allowed seven years to complete the requirements.

## **Transfer Credits**

Policies regarding transfer credit can be found in the MSU Academic Programs Handbook, Graduate Education, Doctoral Programs, page 3.

*Graduate credits may be transferred from other accredited institutions or international institutions of similar quality if they are appropriate to a student's program and provided they were completed within the time limits approved for the earning of the degree desired at Michigan State University. The department chairperson or director and dean must grant approval. Only graduate-level courses in which at least a 3.0 (B) grade was received will be considered for transfer.*

## **Comprehensive Examination (Ph.D. Candidates)**

University and College of Education require that all Doctoral degree candidates must take, and pass, a comprehensive examination in their major field of study. The nature of the examination and the number of times a student may take any part of it is subject to policies and procedures approved by the faculty of the program area in which the degree is granted. Every Doctoral degree candidate in K-12 Educational Administration is required to take a written comprehensive examination. The following policies and procedures for preparing, administering, scoring, retaking, and recording the examination were approved by the K-12 Educational Administration faculty fall semester 1992, to become effective academic year 1992 for any student who has not already taken a part of his/her comprehensive examination for the first time. Exceptions will be made only after obtaining the majority approval of the K-12 Educational Administration faculty. (January 29, 2000)

### **Preparing the Preliminary Comprehensive Exam**

The faculty teaching the first year cohort (instructors of EAD 940, 951B, 941, and ProSem 950A/B) prepare the examination. The student must be enrolled during the semester in which the writing takes place (at the end of the Spring Semester, preferably during finals week). The faculty will prepare at least 4 questions. The student will choose 2 questions on which s/he will write.

### **Taking the Preliminary Comprehensive Examination (All Ph.D. candidates)**

Students will take a preliminary exam after their first cohort year of study (coursework: EAD 940, 941, 951B, 950A/B). This is a 3-hour exam during which a student will respond to 2 questions (4 are provided) that are related to their first-year course experiences. Students are allowed to bring one sheet of notes (8 1/2x11). The exam will be evaluated by the Graduate EAD K12 faculty.

At the time set for the exam, the student reports directly to the coordinator of examinations. A total of three hours is allowed for writing the examination, not including time for breaks that the student may wish to take.

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Occasionally, the nature of a question requires preliminary preparation not normally required before writing (e.g., reading an article). When this is so, additional time will be allowed, and the student will be informed of the amount at the beginning of the examination period.

Upon completion of the examination, the questions and responses are returned to the coordinator for scoring.

Students must bring their own pen and notepaper. Pencils are not allowed, nor is any other equipment or material, except a sheet of notes, without prior approval from the coordinator of examinations.

The examination is only administered on the Michigan State University Campus.

### **Scoring the Preliminary Examination**

A designated professor is responsible for coordinating all scoring of examinations.

The coordinator assigns a number to each examination so the readers will not know who wrote the responses. A copy is then given to each of two K-12 faculty members selected as readers. If there is a disagreement as to whether a student has passed or failed a question, a third reader is selected from. The designated readers never include the student's Chair. Readers are asked to rate the response to each question on a scale from 1 (very weak) to 5 (excellent) on each of the six criteria below:

#### Category A--Scholarship

- Demonstration of appropriate analysis and syntax
- Appropriate and sufficient documentation
- Thoroughness and comprehensiveness of response

#### Category B--Written Expression

- English usage (grammar, syntax)
- Development of thought
- Organization of response

In order to pass each question, the candidate must obtain a minimum total score of nine (9) in Scholarship and a minimum total score of six (6) in Written Expression from each of two readers. The candidate will not be judged by each reader to have passed the question unless the required minimum score is attained in both categories (Scholarship and Written Expression).

The candidate is not considered to have passed the written comprehensive examination in K-12 Educational Administration until he/she has achieved satisfactory scores on all questions for which responses were written in the examination.

The student's Chair is responsible for reporting the final results to the College of Education Office of Student Affairs. A record is also kept in the office of the coordinator of examinations for K-12 Educational Administration.

### **Preparing the Committee Question Comprehensive Examination (All Ph.D. candidates)**

Upon completion of approximately 80% of their coursework and their inquiry course (except EAD 995), students are required to take a committee question comprehensive exam. This question, focused on a student's primary area of interest/expertise, will be framed by the adviser in consultation with the student and the student's guidance committee. The student will be given 14 days to respond. The response will be evaluated by at least 2 mentors of the student's guidance committee (can include the committee chair).

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The student's Doctoral Committee Chair (academic adviser or dissertation chair) is responsible for preparing, in collaboration with the student, the take home examination.

The student must notify his/her Committee Chair of the semester in which he/she would like to be examined. The student must be enrolled for at least one semester hour of credit at Michigan State University during the semester in which the writing takes place. It is highly recommended that the student has completed at least 80% of his/her coursework to include, CEP 930, CEP 932, other inquiry courses, and related coursework.

The Chair, with the input from the student's committee (guidance or dissertation) is then responsible for preparing a question on which the student will write.

The student must contact his/her Chair when ready to arrange to take the exam. The student will have 14 days to respond and turn-in the exam to her chair.

### **Taking the Committee Question Comprehensive Examination**

The student should pick-up their exam question from his/her chair on the pre-arranged date and time. The chair may clarify the question prior to the exam period. A total of 14 days to include Saturday and Sunday is allowed for writing the exam response. Upon completion of the examination, the question and response are returned to the student's chairperson.

### **Scoring the Committee Question**

The student's chairperson is responsible for coordinating all scoring of examination. A copy of the question and response is given to two committee members (guidance or dissertation); (this can include the chair or academic adviser) selected as readers. If there is a disagreement as to whether a student has passed or failed a question, a third reader is selected. The criterion for scoring is the same as the Preliminary Comprehensive Examination (see above).

## **Educational Specialist Qualifying Examination**

In addition to successful completion of the planned program of study, students must pass a written qualifying examination bearing on aspects of their advanced degree studies.

Option A: The Ed.S. student who has matriculated through the first-year of doctoral coursework (EAD 940, 951B, 941, 950A/B) may take the preliminary examination outlined above. The student's chairperson is responsible for coordinating their final qualifying examination, which requires the student to be examined on subject matter areas related to his/her approved program (e.g., school finance, special education, etc.). Each area must meet the approval of the student's academic advisor. The student will normally take this examination when at least 80% of their course work is complete. The adviser is responsible for preparing at least 4 questions from the major areas. The student will choose two (2) questions on which he/she will write. A total of three (3) hours is allowed for writing the examination not including time for breaks that the student may wish to take. The academic adviser will monitor the exam and turn over to the coordinator of examinations for K12 Educational Administration the student's response for scoring. The scoring rubric is the same for the doctoral comprehensive examination (see above). Students may bring only a single sheet of notes and a dictionary to the exam.

Option B: This is for the Ed.S. student who has not matriculated through the first-year of doctoral course work or who does not choose Option A. The student's chairperson is responsible for coordinating their final qualifying examination, which requires the student to be

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examined on subject matter areas related to his/her approved program (e.g., school finance, special education, etc.). Each area must meet the approval of the student's academic advisor. The student will normally take this examination when at least 80% of their course work is complete. The adviser is responsible for preparing at least 6-8 questions from the major areas. The student will choose four (4) questions on which he/she will write. A total of six (6) hours is allowed for writing the examination not including time for breaks that the student may wish to take. The academic adviser will monitor the exam and turn over to the coordinator of examinations for K12 Educational Administration the student's response for scoring. The scoring rubric is the same for the doctoral comprehensive examination (see above). Students may bring only a single sheet of notes and a dictionary to the exam.

Note: The written qualifying must be completed in a semester in which the student is enrolled. (January 29, 2000)

### **Retaking the Preliminary, Qualifying (Ed.S.) or Comprehensive Examination (Ph.D.)**

Preliminary Examination. A student who fails both questions during the examination must repeat the entire exam. (Or for Ed.S. or Ph.D. students accepted into the program prior to fall 2000, three questions if taking an examination in which the student must respond to 4 questions.)

A student who fails one of the two questions will be provided an opportunity (7-days) to revise their response for a second review. (For Ed.S. or Ph.D. students accepted into the program prior to fall 2000, they will be provided a similar opportunity to review 1-2 responses for second review.)

If the student has taken the preliminary examination, or any part of it, a second time and has not passed all questions, he/she must both obtain the consent of his/her adviser and successfully complete one full semester of coursework related to his/her deficiency as determined by the adviser before he/she is allowed to take any part of the examination for the third time. A student who fails the preliminary examination for the third time will be counseled out of the program.

Qualifying (Ed.S.) or Comprehensive (Ph.D.) Examination. A student who has failed their examination question will work with his/her adviser and committee to better understand the deficiencies of their response. The student will be invited to revise her/his response for second review. If the student has taken the examination a second time and has not passed, he/she must both obtain the consent of his/her adviser and successfully complete one full semester of coursework related to his/her deficiency as determined by the adviser before he/she is allowed to take any part of the examination for the third time. A student who fails the examination for the third time will be counseled out of the program.

## K-12 Doctoral Planning Guide

### Core Course Experiences in K12 Educational Administration

EAD 940	Organizational Analysis	Fall to Spring – Entry Year (August-November) Saturday morning	3.0
EAD 951B	Planning Change in K12 Education	Fall to Spring – Entry Year (December-February) Saturday morning	3.0
EAD 941	Administrative Behavior in Educational Organizations	Fall to Spring – Entry Year (March-May) Saturday morning	3.0
EAD 950A	Professional Seminar in EAD K12 I	Fall to Spring – Entry Year (September-April) Saturday morning	1.0
EAD 950B	Professional Seminar in EAD K12 II	Fall to Spring – Entry Year (September-April) Saturday morning	1.0
EAD 990/994	Internships (variable credit)	*Taken in either Year 2 or Year 3	1.0 - 3.0
EAD 925 or EAD 943	*Selectives in Educational Administration <sup>1</sup> Policy and Practice in Education Politics of Education		6.0 – 9.0

<sup>1</sup> May include a course within the College of Education that relates to the Educational Leadership and Policy. See page 261 of MSU Academic Handbook.

Minimum 18.0 semester hours

### Concentration/Related Discipline

This should reflect a deep study within a disciplinary focus appropriate to the student's major and approved by the student's guidance committee. Courses are typically on the graduate level.

Suggested (minimum)  
9.0 semester hours

### Required Research/Inquiry Coursework

EAD/CEP 930	Educational Inquiry	Fall – Second Year	3.0
CEP 932	Quantitative Methods in Educational Research	Spring – Second Year	3.0
Elective(s)	(variable credit)	Spring – Second Year	3.0 – 4.0
EAD 995	Research Practicum	*Offered in the Fall and Spring	3.0

Minimum 12.0 semester hours

### Dissertation

EAD/CEP 999	Dissertation Credits	24.0
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Minimum 24.0 semester hours

### Total Program Credit Minimum

61.0 semester hours

## EAD K-12 PHD Program Plan

### Continuous Enrollment

Student must be enrolled for at least 1 credit each semester while completing degree. (Academic Programs, p. 58)

### Residency Requirement

Consists of 2 consecutive semesters of at least 6 credits each semester. (Academic Programs, page 64).

<b>CORE EAD COURSES</b>	<b>YEAR 1</b>	FS	EAD 940	Organizational Analysis of Education.	(3.0)	
		FS-SS	EAD 951B	Planning Change in K-12 Education.	(3.0)	
		SS	EAD 941	Administrative Behavior in Educational Organizations.	(3.0)	
		FS	EAD 950A	Professional Seminar I in K-12 Ed.	(1.0)	
		SS	EAD 950B	Professional Seminar II in K-12 Ed.	(1.0)	
		Preliminary Exam.				
<b>SUMMER ----- STUDENTS WILL NORMALLY TAKE COURSEWORK IN RELATED DISCIPLINE AREA(S).</b>						
<b>INQUIRY COURSES</b>	<b>YEAR 2</b>	FS	EAD/CEP 930	Educational Inquiry.	(3.0)	
		SS	CEP 932	Quantitative Methods in Educational Research I.	(3.0)	
		<b>INQUIRY ELECTIVES (select one)</b>				
			TE 931	Qualitative Methods in Educational Research or	(3.0)	
			CEP 933	Quantitative Methods in Educational Research II.	(4.0)	
			EAD 955B	Field Research Methods in EAD or (others; e.g. Com 901, Com 902, and EAD 955B)	(3.0)	
		<b>STUDENTS SHOULD TAKE EITHER SELECTIVE:</b>				
			FS	EAD 925	Policy and Practice in Education or	(3.0)
	SS	EAD 943	Politics of Education	(3.0)		
		EAD 990 or 994	Internship – either year 2 or year 3	(1.0-3.0)		
<b>SUMMER -----STUDENTS WILL NORMALLY TAKE ELECTIVES AND RELATED DISCIPLINE COURSEWORK</b>						
<b>RESEARCH METHODS</b>	<b>YEAR 3</b>		EAD 999	Doctoral Dissertation Research with Advisors	↗↗	
<b>SUMMER ----- STUDENTS WILL NORMALLY PREPARE FOR THEIR COMPREHENSIVE COMMITTEE EXAM</b>						
<b>APPLIED RESEARCH</b>	<b>YEAR S 4 &amp; 5</b>	STUDENTS PREPARE AND TAKE THEIR COMPREHENSIVE COMMITTEE EXAM (Students !!MUST!! be enrolled in the semester exam is taken.)				
			EAD 995**	Research Practicum in Educational Administration.	(3.0)	
			EAD 999	Doctoral Dissertation Research with Advisors.	↗↗	

### **\*\*Prerequisites for EAD 995**

- All coursework completed
- Review of pertinent literatures completed and approved by advisor
- Successful completion of comprehensive committee exam

### **Elective Courses**

- EAD 951A ----- Educational Finance  
EAD 942 ----- Economic Analysis in Educational Policymaking  
EAD 951C----- Educational Law

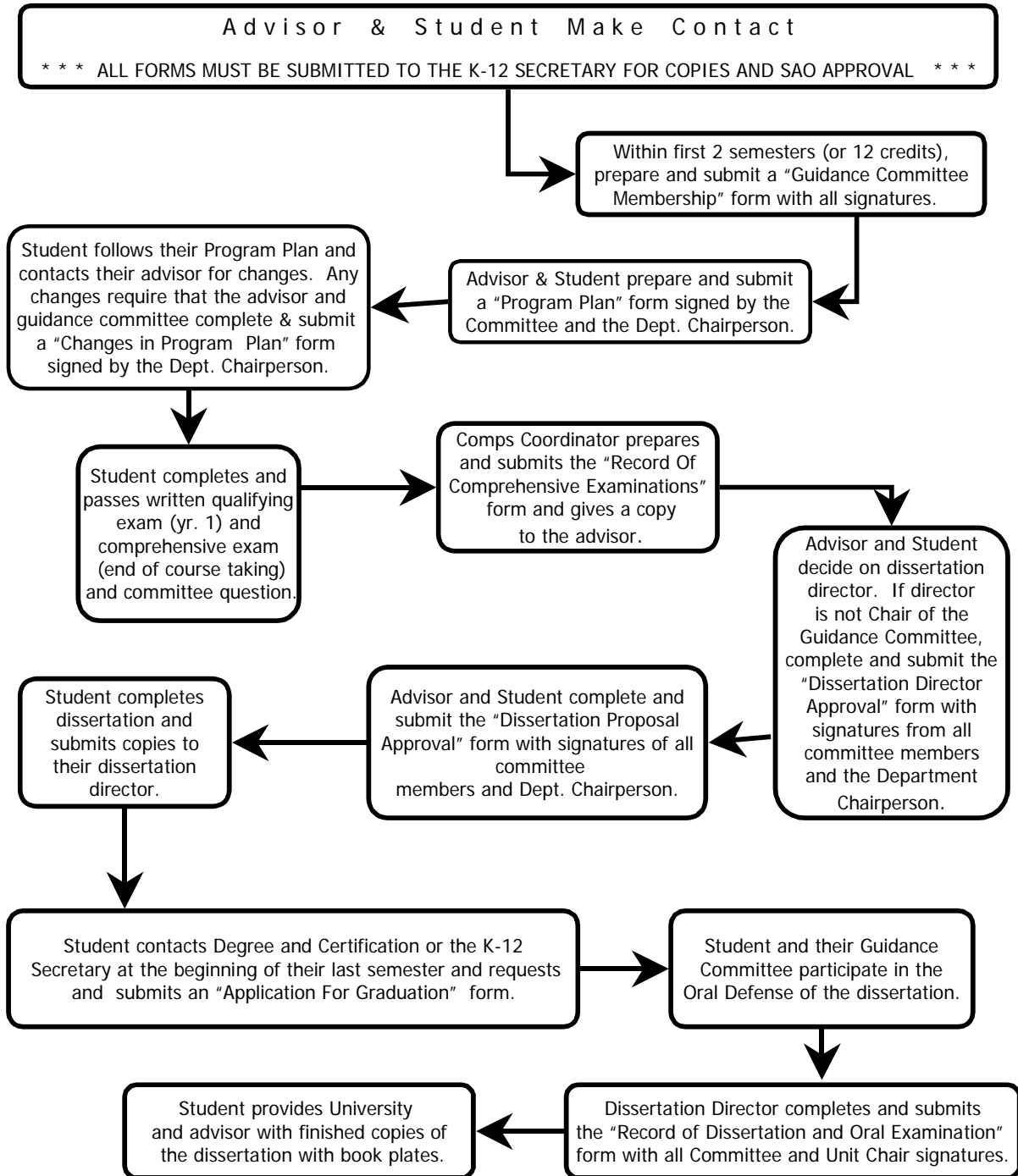
### **↗↗ Required Dissertation Credits**

All Doctoral students must register for and successfully complete a minimum of 24 credits of doctoral dissertation research (course EAD 999).



Summary of Program Requirements and Due Dates

# Doctoral flowchart



**EDUCATIONAL SPECIALIST DEGREE  
PROGRAM PLAN**



WORKSHEET (unsigned)



PROGRAM PLAN (\*\*must be signed by Student Affairs\*\*)

Student Name \_\_\_\_\_ PID \_\_\_\_\_

Advisor Name \_\_\_\_\_

Semester of Ed.S. Acceptance \_\_\_\_\_ Deadline for Completion \_\_\_\_\_

Semester of First Post-MA Course \_\_\_\_\_ Expected Dt. of Comps \_\_\_\_\_

**AREA 1 -- Major Area in Educational Administration**

Institution	Course #	Course Title	Sem. Hrs.	Grade	When Taken	On/Off Campus
<b>Total</b>						

**AREA 2 -- Clinical/Field Studies in Educational Administration**

Institution	Course #	Course Title	Sem. Hrs.	Grade	When Taken	On/Off Campus
<b>Total</b>						

**AREA 3 -- General Professional Education**

Institution	Course #	Course Title	Sem. Hrs.	Grade	When Taken	On/Off Campus
<b>Total</b>						

**AREA 4 -- Related Discipline(s)**

Institution	Course #	Course Title	Sem. Hrs.	Grade	When Taken	On/Off Campus
<b>Total</b>						

	Minimum Number of Credits in Ed.S. Plan	Total Number of Credits in Ed.S. Plan
Without Approved Master's Degree	<b>60</b>	
With Approved Master's Degree	<b>30</b>	

**SUMMARY**

	1	2	3	4	5	6
AREAS	Minimum Requirements	Master's Degree	Post MA Prior to Admission	To Be Completed as Part of the Program	Sum of Columns 3 & 4	Total Credits (Sum of 2 & 5)
<b>I Major</b>						
<b>II Clinical/Field Studies</b>						
<b>III General Professional Education</b>						
<b>IV Related Discipline(s)</b>						
<b>TOTAL</b>						

\*\*\* TRANSFER ONLY THE CREDITS IN THE SHADED AREA TO ED.S. PROGRAM PLAN \*\*\*

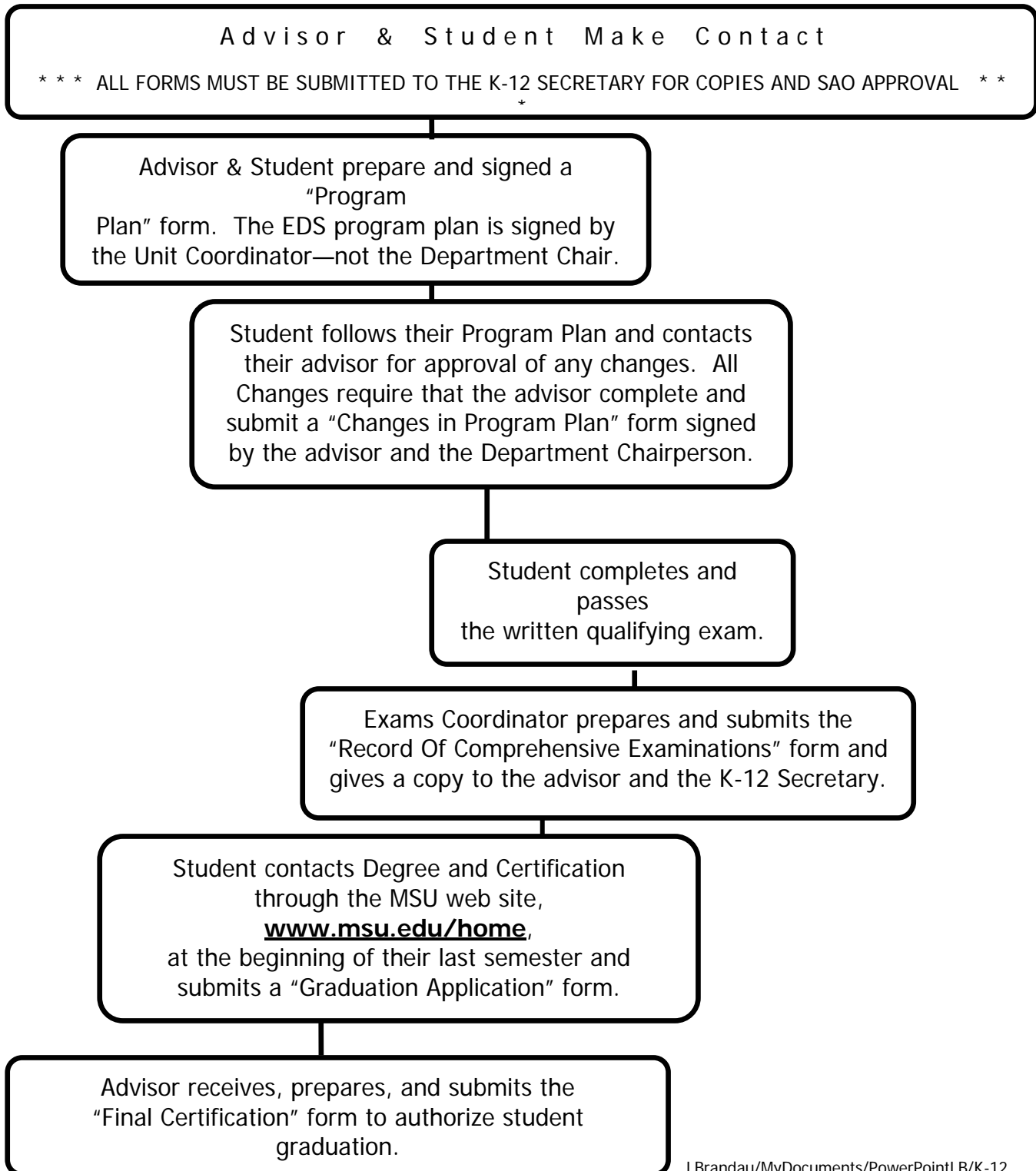
Approved by Advisor \_\_\_\_\_ Date \_\_\_\_\_ Approved by Department (Coordinator) \_\_\_\_\_ Date \_\_\_\_\_

Approved by Student \_\_\_\_\_ Date \_\_\_\_\_ Approved by College \_\_\_\_\_ Date \_\_\_\_\_

# Educational Specialist flowchart

**Michigan State**  
UNIVERSITY

Department of  
Educational Administration  
K-12



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### III. Degree Requirements

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#### Doctoral Degree Requirements

The program plan represents an understanding between the student and the guidance committee as to how the student will satisfy the requirements of the Doctoral degree program. Students must obtain their guidance committee's approval prior to any deviation from the plan. That is, all changes in the program plan must be approved by the guidance committee in advance.

All Doctoral degree programs in K-12 Educational Administration must satisfy the following requirements:

A program must include a minimum of 61 semester hours of credit beyond the Master's degree.

A one year residency will be made up of two consecutive semesters on campus which involve the completion of at least six credits of graduate work each semester.

Students must enroll in a minimum of 15 semester hours of coursework in Educational Administration. The first 11.0 credits include EAD 940, EAD 951B, EAD 941, EAD 950/A (first year cohort experience). At least one course within this block will be devoted to field, internship or clinical studies in Educational Administration. This requirement may be met in a variety of ways, including externships, special projects undertaken in field settings, or specially arranged internships. Additionally, all students must enroll in the pro-seminar. This pro-seminar provides an important orientation to all aspects and requirements of the program.

Students entering Doctoral study without a Master's in Educational Administration or with deficiencies in their academic background will be expected to take foundational or collateral courses in addition to the prescribed courses of the program. The student in consultation with the guidance committee will determine what additional coursework will be necessary.

Students must complete a minimum of 10 semester hours of inquiry-related coursework, including the all-college courses (CEP 930 and CEP 932), a three-credit research practicum, and additional courses in the departments of Educational Administration, Teacher Education, Counseling/Educational Psychology/Special Education.

Students will take a set of related area courses organized around a theme, of 9 semester hours, normally outside the College of Education. With the guidance committee's approval, however, the related area may be taken within the College of Education but outside the department.

Students will take a minimum of 3 semester hours of general education coursework from outside the department (usually satisfied through the selective course or related discipline course work). Students may want to include additional general education coursework as seems appropriate. The College of Education requires that all doctoral programs cover at least four of the following areas:

- 
- Administration
  - Curriculum
  - Psychological Foundations
  - Research Methods
  - Social, Philosophical and Historical Foundations
  - Motor Development and Motor Learning
  - Biological Foundations
  - Current Issues and Ethical Considerations

Students will enroll in 24 semester hours of dissertation credit, of which one to three hours may be allocated to dissertation seminars periodically offered by faculty. Students are encouraged to inquire about such seminars and to use them as part of their dissertation planning. For more detailed information about the dissertation, students should consult the brochure titled, "*The Graduate School Guide to the Preparation of Master's Theses and Doctoral Dissertations*."

In consultation with their initial advisor, students will form a permanent guidance committee that meets to approve the student's program. The approved program must be followed. Thereafter, the student contacts the Chair of the guidance committee if any changes are necessary. Any changes to the program must be authorized by the committee, endorsed by the department chair, and filed with the Student Affairs Office. For further information on program development and approval, and on the size, composition, and role of the permanent guidance committee, the student should consult the manual titled, "*Guidelines for Doctoral Students and Their Guidance Committees*".

Upon completion of the first year of study (EAD 940, 951B, 941, 950A/B) and while still enrolled, the student is required to take the preliminary examination that will include questions from the first year course experiences. Upon completion of approximately 80% of the coursework, to include all inquiry course (except practicum) and while still enrolled, the student is required to take the committee examination question that will be focused on a student's primary area of study.

All coursework requirements must be completed within five calendar years from the date of admission or from the date of the first course indicated on the program plan. An additional three years are allowed for completion of the dissertation. Only the Graduate School can grant a request for an extension of time.

**Grades:** A 3.0 cumulative grade-point average in the degree program is the minimum University standard. However, attainment of the minimum grade-point average is in itself an insufficient indicator of potential for success in other aspects of the program and the field. The grading system is as follows: 4.0, superior; 3.5, excellent; 3.0, good; 2.5, fair; 2.0 poor; 0/1.0/1.5, failure and in specific courses, P-N (Pass- No Grade). Once grades have been submitted in to the registrar's office, they may only be changed by the course instructor through written application. A student whose semester grade point falls below a 3.0 receives a written warning indicating unsatisfactory academic performance.

If a student is accepted for admission to the Doctoral program while pursuing the Specialist degree or after completing the Specialist degree, credits for studies completed during the Specialist program may apply to the Doctoral degree upon recommendation of the student's Doctoral guidance committee and the Departmental Chairperson. However, the program leading to the Educational Specialist degree should not be thought of as a normal stage between the Master's degree and the Doctorate, but as a program for individuals who do not plan to complete a Doctoral program.

A graduate student admitted with deficiencies in his or her academic background (e.g., English language proficiency) may be required to take collateral courses in addition to the prescribed

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courses of a program. Credits earned in collateral courses do not count toward the minimum credit requirements for this degree.

For further information please refer to MSU Academic Programs handbook. Any questions should be forwarded to the Program Coordinator, Department Chair, or Graduate School.

## **Research Practicum Requirement**

All Ph.D. candidates in the Doctoral programs in the Department of Educational Administration are required to complete a research practicum. The research practicum is aimed at providing students with the opportunity to develop systematic inquiry skills, practical knowledge about research, and the experiential perspective on the conduct and reporting of research under real conditions but with support and supervision, through participation in a "community of scholars" experience. It must be completed before the dissertation proposal can be approved.

Before undertaking the research practicum, students should have satisfied the college-wide requirements on educational inquiry (CEP 930 and CEP 932) plus one additional research-methodology course (CEP 933, TE 931, EAD 955B or the equivalent). Then, students may satisfy the research practicum requirement through one of the following options.

### **Overview of EAD 995**

This seminar should meet the objectives set for the research practicum as a college-wide requirement. In particular, the students should have the opportunities to: (1) pose significant new questions, in the light of existing theory and inquiry; (2) link methods to questions; (3) create or locate appropriate evidence; (4) subject that evidence to scrutiny and analysis; (5) reassess prior conceptualizations in light of subsequently gathered evidence; (6) receive input to shape an analysis or raise the possibility of gathering additional or new evidence; (7) organize both written and oral presentations; and (8) revise presentations after fair and open critiques. As part of the research practicum experience, students will conduct a study and prepare written reports. The reports reflect on the process of inquiry (e.g., how the problem for the study is identified, how to approach the study, how to analyze the data, etc.), and a substantive write-up of a study. Students will provide comments on the work of their peers to develop a "community of scholars" experience.

A Doctoral student may develop his or her dissertation proposal by drawing upon the work done in the research practicum.

**EAD FINAL CERTIFICATION 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 judgement 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 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



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## IV. Program Policies (Ph.D.)

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### A. Selection of Thesis/Dissertation Advisor

#### Initial Academic Advisor and Changing Academic Advisor

Upon admission to the K-12 Doctoral degree program, students are assigned a faculty member who serves as their initial academic advisor (temporary). The student has the right to change her/his academic advisor and should seek the support of the Program Director or the Department Chair if this move is difficult.

Newly admitted students should contact their academic advisor as soon as possible. They should arrange for a personal conference with their advisor to develop a program plan within the first three semesters of his/her matriculation. If the student does not do so, there is no guarantee that credit hours earned prior to the conference will be applicable to the Doctoral 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.

#### The Chairperson and His/Her Role

The Chairperson:

- assists the student in the selection of the appropriate faculty members for the guidance committee.
- aids the student in scheduling the three required official meetings of the guidance committee: (1) approval of the program; (2) approval of the dissertation proposal; (3) the final oral examination. (The presence of three members is required to constitute an official meeting.)
- coordinates the activities of the student and guidance committee as they plan the program (assist student in selecting coursework that fulfills college and university requirements, fulfills student's professional goals, and supports student's future dissertation work). Identify a dissertation director, consider the dissertation proposal, prepare the comprehensive examinations, and finally the oral examination in defense of the dissertation.
- aids the student in scheduling additional meetings of the guidance committee when necessary.
- helps the student to understand and fulfill the requirements and regulations of the department, the college and the university.
- resolves conflicting issues which may arise between committee members and the student.
- suggests the names of faculty members to join the committee if an original member leaves the college or requests to be relieved.
- assumes responsibility with the student for the preparation and filing of all forms and reports required in earning the degree.
- directs the student to the services and research facilities of the college and the university which may be of assistance throughout the student's program of study.
- represents, formally an officially, the department, college, and university in awarding the doctoral degree.

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## **B. Formation of the Guidance Committee**

Each graduate student admitted to a doctoral program has the responsibility to form a guidance committee with the approval and the assistance of the department or school chairperson or director or designated representative. The guidance committee will consist of at least four Michigan State University regular faculty members. In consultation with the student, the guidance committee plans the entire program, including examinations, and thereafter supervises it, making modifications as needed until the degree is completed.

The guidance committee shall be formed within the first two semesters of doctoral study, or within two semesters beyond the master's degree or its equivalent. Within one semester after the committee has met, the chairperson of the guidance committee shall file a guidance committee report with the dean of the college, listing all degree requirements. A copy of this guidance committee report shall also be given to the graduate student. This guidance committee report, as changed or amended in full consultation between the graduate student and the committee and approved by the appropriate department or school chairperson or director and the dean of the college, shall be regarded as the statement of program requirements. The program will not be considered binding unless signed by the student.

Any desired or required changes in the membership of the guidance committee may be made by the graduate student with the concurrence of the unit chairperson or director or designated representative, or by the unit with the concurrence of the graduate student in accordance with University, college, and unit policy.

The guidance committee is responsible for insuring the adequacy of the overall program, in keeping with the general policy that three or more academic years of study and research beyond the bachelor's degree are required.

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**Guidance Committee Membership**

Advanced Graduate Studies

College of Education

The undersigned have agreed to serve as members of the guidance committee for:

Name of Student	Student Number
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**Names of Committee Members:      Signature/Date:**

Chairperson	

**Required signatures:**

Student: \_\_\_\_\_

Department Chairperson/Date: \_\_\_\_\_

MSU is an Affirmative Action/Equal Opportunity Institution

(This form requires carbon copies – see the department secretary to obtain the appropriate form)

**Michigan State University**

**REPORT OF THE GUIDANCE COMMITTEE - DOCTORAL AND OTHER PROGRAMS**

See the catalog (*Academic Programs*) regarding composition of guidance committee and deadlines for its formation and for filing this report listing all degree requirements.

Name \_\_\_\_\_ Student No. \_\_\_\_\_ Ph.D.\_\_\_\_ D.M.A.\_\_\_\_  
 Last First Middle Ed.D\_\_\_\_ Ed.S.\_\_\_\_

First Semester in Doctoral Program \_\_\_\_\_ 19 \_\_\_\_\_ Dept. \_\_\_\_\_ Major \_\_\_\_\_

Bachelor of \_\_\_\_\_ 19 \_\_\_\_\_ Master of \_\_\_\_\_ 19 \_\_\_\_\_  
 Institution Major Institution Major

Tentative Dissertation Subject \_\_\_\_\_

Director \_\_\_\_\_ Languages or Course Substitutes \_\_\_\_\_

Will the student's research involve the use of  
 human subjects or human materials? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 warm-blooded animals? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 or hazardous substances? \_\_\_\_\_ Yes \_\_\_\_\_ No

I understand it is necessary to obtain institutional review and approval prior to initiating any research involving the use of human or animal subjects or hazardous materials.  
 \_\_\_\_\_  
 (STUDENT'S SIGNATURE) Mo/Day/Yr.

**DOCTORAL PROGRAM**

PLEASE PRINT OR TYPE AND CLUSTER BY FIELD

Dept.	Course No.	Title	No. CR	Dept.	Course No.	Title	No. CR

**Approved** (Please print guidance committee members' names below signatures

- \_\_\_\_\_ Mo/Day/Yr  
Chairperson
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Course Credits (in addition to at least 24 credits of 999) \_\_\_\_\_  
 Comprehensive examination areas:

The candidate expects to pass the Comprehensive Examination by \_\_\_\_\_ Semester; 19 \_\_\_\_\_

\_\_\_\_\_  
 Student Mo/Day/Yr  
 \_\_\_\_\_  
 Department Chairperson Mo/Day/Yr  
 \_\_\_\_\_

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**Changes in Program Plan**

Advanced Graduate Studies

College of Education

Name of Student \_\_\_\_\_ Student Number \_\_\_\_\_

**Changes in Program Plan:**

**Add :**

\_\_\_\_\_  
\_\_\_\_\_

**Delete:**

\_\_\_\_\_  
\_\_\_\_\_

**Required signatures for the above actions:**

Student/Date: \_\_\_\_\_

Guidance Committee Chairperson/Date: \_\_\_\_\_

Guidance Committee Members: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Department Chairperson/Date: \_\_\_\_\_

Assistant Dean/Date: \_\_\_\_\_

*MSU is an Affirmative Action/Equal Opportunity Institution*

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## C. Thesis/Dissertation Work Defense and Final Oral Examination

### The Dissertation Director and His/Her Role

The dissertation director may be one of the members of the existing guidance committee or may be another faculty member who is added to the permanent guidance committee to specifically direct the development of a dissertation proposal, completion of the dissertation and its defense. It is imperative that the student selects a dissertation director whose areas of expertise appropriately reflect the content and research methodology of the dissertation study. The ***Dissertation Approval Director form*** must be filed with the unit secretary at the beginning of the development of the dissertation proposal.

### Dissertation Proposal

After establishment of a dissertation guidance committee, a dissertation topic should be selected and a dissertation proposal prepared. A dissertation proposal is prepared by the student and submitted to each member of the guidance committee prior to a meeting called to review and examine the proposal. After it is approved or revised, the committee, with a least three members present, officially approves the proposal and thus authorizes the student to begin gathering data for the research involved. The ***Dissertation Proposal Approval form*** must be signed by the guidance committee members and filed with the unit secretary. It is necessary to obtain institutional review and approval through the University Committee on Research Involving Human Subjects using the ***UCRIHS form*** prior to initiating any research involving the use of human or animal or hazardous materials. Procedural information regarding such review and approval is available in the SAO.

### Advisement: Dissertation

After the guidance committee chairperson—and, if required by unit bylaws, other members of the guidance committee— indicate(s) that the dissertation is acceptable for examination, and not later than the date determined by the department the semester in which graduation is anticipated, the student must submit copies of the dissertation and abstract for distribution to the guidance committee chairperson, other guidance committee members, and, if necessary, to any appointed examiner.

### Dissertation and Abstract

The dissertation, an abstract of the dissertation, and an abstract title page must be prepared in accordance with the specifications in the Formatting Guide- Master's Theses and Doctoral Dissertations, a handbook that is available, along with a packet of required forms relating to the dissertation, from the Office of the Graduate School or from [www.msu.edu/user/gradschl/](http://www.msu.edu/user/gradschl/).

The dissertation must be in completed form, with finished diagrams, etc. It must not, however, be bound. After the guidance committee and any appointed examiner have reviewed and approved the dissertation and after the student has passed the final oral examination in its defense, the student must incorporate into the dissertation any recommended change(s) and corrections before presenting it to the chairperson of the guidance committee for final review and signature of the bookplate. *Not later than the deadline date indicated by the Graduate School the semester in which graduation is expected*, the student must submit to the Office of The Graduate School a final unbound copy of the dissertation, an additional copy of the abstract and the abstract title page, the signed bookplate, the microfilming and binding contract, and other forms required by and available from The Graduate School. The college requires

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additional copies of the dissertation, and it is the student's responsibility to provide such copies to them.

## **Final Oral Defense**

The final oral examination in defense of the dissertation is conducted and evaluated by the guidance committee and, at the discretion of the dean of the college, by one appointed faculty member whose voting status is determined by the college. Other interested faculty members may attend the examination without vote. The dissertation and the student's performance on the final oral examination must be approved by a positive vote by at least three-fourths of the voting examiners and with not more than one dissenting vote from among the Michigan State University regular faculty members of the guidance committee.

The final oral examination must be scheduled for a date not earlier than two weeks after the dissertation and abstract have been submitted to the chairperson of the guidance committee, other guidance committee members, and any appointed examiner. The student must be registered during the semester in which the final oral examination is taken.

## **Submitting your Dissertation**

Michigan State University's master's doctoral dissertations are sent to UMI Dissertation Services, produced on microfilm and bound, and returned for placement in the MSU library as a permanent copy of the University. The fee charged to the student covers the cost of microfilming and binding of the unbound copy submitted to The Graduate School and for publishing the abstract in Master's Abstracts or Dissertation Abstracts.

The following materials must be presented to The Graduate School:

### **1. One unbound copy**

- Must be prepared in accordance with the specifications in this guidebook.
- Changes, corrections, or additions suggested by the thesis/dissertation director or committee are to be incorporated before submission to The Graduate School.

### **2. The original bookplate**

- Must be signed and dated by the thesis/dissertation advisor after acceptance of the final draft of the thesis/dissertation.
- The bookplate should also include the title, student's name, degree (Ph.D. or M.A./M.S.) and degree-granting department.
- Check with the major professor in advance to assure their availability for a signature.

### **3. UMI Agreement Form**

- This form is located on page A6 of the booklet Publishing Your Master's Thesis or Publishing Your Dissertation.

### **4. Application for Copyright (Optional)**

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

- 
- If the student intends to register, he/she has the option of signing the copyright application included on the UMI Agreement Form, or obtaining copyright through the U.S. Copyright Office (see address below).
  - A copyright notice must be inserted immediately following the abstract of the thesis/dissertation in accordance with instructions in this guidebook.
  - U.S. Copyright Office, Register of Copy, Library of Congress, Washington, DC 20559, phone: 202.707.8250

### **5.A check or money order payable to "MSU Account 21-2541"**

- No cash or credit cards will be accepted for payment of charges specified below (prices subject to change):
  - \$83.00 Doctoral Dissertation
  - \$45.00 Copyright charge
- The Graduate School reserves the right to place a hold on the issuance of any student's diploma due to bad checks or insufficient funds.

### **6.Survey of Earned Doctorates, Survey - Part II**

- While the surveys are voluntary, the University stands to lose funding for research if we lack the information these questionnaires provide. Student responses are held in complete confidence, and no individuals are identified in University reports of findings.

### **7.Human or Animal Subjects Form**

- All students must complete and submit this form, even if no human or animal subjects were used.
- In cases where the student's research involves human subjects, an approval letter from the University Committee on Research Involving Human Subjects, Room 246 Administration Bldg. must be submitted with the thesis/dissertation.
- A similar letter from the University Committee on Animal Use and Care, C100 Clinical Center, overseeing research involving animals is required when the research involves animals.

### **8.Pre-Publication Discount (Optional)**

- 
- For the prices specified on the order form attached to the UMI Agreement Form, the student can order additional bound copies of the thesis/dissertation and/or additional reprints of the abstract.
- The hardcover paper copy from UMI is 6.5" x 8.25" (about the size of a half-sheet of paper).
- Because of the length of time (6 to 8 months) required to receive materials from UMI, however, students may wish to obtain bound copies and/or abstract reprints elsewhere (see below).
- There is one bindery in the Lansing area: Binding Unlimited, Thesis and Dissertation Binding, 2730 Alpha Street, Lansing, MI 48910, phone: 517.484.4501
- Bound copies are standard MSU format. They will be done in a black cover with gold lettering.
- Provide a total number of copies you wish to have bound. Copying is not done at the plant. One bound copy is \$20.00 + tax. Two or more bound copies are \$19.00 each + tax. Prices subject to change without notice.
- Payment is done in advance payable by check or cash. You may pay when you pick them up but this is cash only.



- 
- Normal time is two weeks. You can have them sooner. There is an additional rush charge depending on how many copies and how soon you will want them.
  - Location coming from MSU area: Go west on Mt. Hope to Pennsylvania. Turn left (south) onto Pennsylvania. Go to second light on Pennsylvania (top of hill) and turn left on Healthcare Drive. Go to the first street, turn right (Alpha St). Their building is the second on your right, directly across from the hospital.

### **9.Additional Abstract**

- The student must submit to The Graduate School one separate copy of the abstract when submitting the thesis/dissertation. The additional copy is necessary for the inclusion in Masters Abstracts or Dissertation Abstracts International published by UMI. These journals are subscribed to by leading libraries in this country and abroad, and advertise the availability and price of the theses or dissertations abstracted.
- If the additional copy of the dissertation abstract is more than one page, the student's full name should be placed in the top right-hand corner not to exceed margin specifications.

### **10.Additional Title Page**

- The student must submit to The Graduate School one separate copy of the abstract title page.
- The additional title page is formatted the same as the thesis/dissertation title page with the exception that the line "A DISSERTATION" or "A THESIS" is replaced by "AN ABSTRACT OF A DISSERTATION" or "AN ABSTRACT OF A THESIS."
- The additional title page must include the name of your advisor or director double-spaced below the year in which the work was completed.

You may apply for graduation online at: <http://www.reg.msu.edu/gradapp.asp>

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**Dissertation Director Approval**

Advanced Graduate Studies

College of Education

After considering your substantive and methodological needs for your proposed dissertation, consult with your guidance committee chairperson about selecting an appropriate dissertation director. Your committee chair may also serve as your dissertation director, although the two sets of responsibilities may be separated and given to two individuals. Depending on your proposed project, it may be appropriate to secure a different chairperson as well. After making these decisions, please provide the following information, secure the appropriate signatures, and have the form filed in the Student Affairs Office.

---

Name of Student                      Student Number

**Name of Dissertation Director:**                      **Signature/Date:**

---

**Required signatures for the above action:**

Student: \_\_\_\_\_

Guidance Committee Chairperson/Date: \_\_\_\_\_

Guidance Committee Members: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Department Chairperson/Date: \_\_\_\_\_

Assistant Dean/Date: \_\_\_\_\_

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**Dissertation Proposal Approval**

Advanced Graduate Studies

College of Education

Name of Student \_\_\_\_\_ Student Number \_\_\_\_\_

**Title of Dissertation** (may be tentative, but should be accurate and descriptive):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Anticipated date of completion:** \_\_\_\_\_

Federal and University regulations require that all proposed research projects involving human subjects be reviewed and approved by the University Committee on Research Involving Human Subjects (UCRIHS).

Will your research involve human subjects: \_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, when was your proposal sent to the UCRIHS for review: \_\_\_\_\_  
Month Day Year

I, the undersigned student, understand that the research cannot begin until the UCRIHS grants its approval.

*Please do not file this form with the Student Affairs Office until the proposal and supporting application materials have been sent to the UCRIHS.*

**Required signatures:**

Student/Date: \_\_\_\_\_

Guidance Committee Chairperson/Date: \_\_\_\_\_

Guidance Committee Members: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Department Chairperson/Date: \_\_\_\_\_

Assistant Dean/Date: \_\_\_\_\_

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**Notice of Doctoral Dissertation Oral Examination**

Advanced Graduate Studies

College of Education

**Student's Name:** \_\_\_\_\_

**Title of Dissertation:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Guidance Committee Chairperson: \_\_\_\_\_

Dissertation Director: \_\_\_\_\_

Oral Examination Date: \_\_\_\_\_

Place: \_\_\_\_\_

Time: \_\_\_\_\_

Please return to the Student Affairs Office.

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**Michigan State University**

**RECORD OF DISSERTATION AND ORAL EXAMINATION REQUIREMENTS  
FOR DOCTORAL DEGREE CANDIDATE**

Department of \_\_\_\_\_

Student's Name \_\_\_\_\_ Student Number \_\_\_\_\_

1. Dissertation Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Dissertation has been: \_\_\_\_\_ Accepted \_\_\_\_\_ Rejected \_\_\_\_\_ Accepted subject to revisions (beyond minor editorial changes) required by the Committee.

3. Oral examination in defense of the dissertation was conducted on \_\_\_\_\_

The student \_\_\_\_\_ Passed \_\_\_\_\_ Failed: Reason \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Dissenting opinions and signatures of dissenting examiners, if any:

5. Subject to the satisfactory completion of other requirements, this student is recommended for the degree of Doctor of:

\_\_\_\_\_ Philosophy \_\_\_\_\_ Education \_\_\_\_\_ Musical Arts

Signature of Examiners	Printed Names	Date
1. _____ Chairperson of Committee	1. _____	_____
2. _____	2. _____	_____
3. _____	3. _____	_____
4. _____	4. _____	_____
5. _____	5. _____	_____
6. _____	6. _____	_____

6. Major revisions required: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Revisions, if any, approved: \_\_\_\_\_  
Chairperson of Guidance Committee Date

Approved: Department Chairperson \_\_\_\_\_  
Associate/Assistant Dean \_\_\_\_\_

Reminder: Students are required to provide the following copies of the dissertation:

- a. One unbound copy for the Office of the Graduate School, with bookplate and copy of the abstract.
- b. One bound copy for the Student Affairs Office. This is the Dean's copy, which is logged in at the Sao and sent to the Teaching Resources Library.
- c. Copies for the dissertation director and committee members.

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## D. Academic Performance (Ph.D. and Ed.S.)

### 1. Academic Standards

Michigan State University is committed to high academic standards and expects all doctoral students to excel in their programs of study.

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

Grades: A 3.0 cumulative grade-point average in the degree program is the minimum University standard. However, attainment of the minimum grade-point average is in itself an insufficient indicator of potential for success in other aspects of the program and the field. The grading system is as follows: 4.0, superior; 3.5, excellent; 3.0, good; 2.5, fair; 2.0 poor; 0/1.0/1.5, failure and in specific courses, P-N (Pass- No Grade). Once grades have been turned-in to the registrar's office, it may only be changed by the course instructor through written application.

Academic Probation: At times, students are admitted to the program on "academic probation" due to concerns with their prior record (usually low entering grade-point average and/or test scores). Students will be evaluated after their first 9.0 credits. If at that time the student maintains a 3.5 average, s/he will be taken off of academic probation. Students whose cumulative grade-point average falls below a 3.0 will be placed on academic probation the following semester. The student will work with her/his academic adviser and guidance committee to be restored to good standing. Students on academic probation should regularly meet with the academic adviser. Students shall have the right to appeal in accordance with the GSSR guidelines.

### Incompletes, Defers, and Extensions

A student who, for compelling reasons, finds it necessary to postpone the submission of required course work may petition their instructor for the grade of Incomplete (I), Defer (DF), or Extension (ET). A form for this request must be completed by the instructor of the course and contain all information requested, including a description of the work the student will complete and the due date, which cannot be later than the date specified in the academic calendar. The form must be signed by the student, instructor, and department chair (or designee). The last day to request an incomplete and submit the form is indicated in the academic calendar.

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

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

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- Grades of “**ET**” or “extension” sometimes are given, but **ONLY** in courses specifically approved by the University Committee on Curriculum. Typically, these are courses involving fieldwork or research that extends beyond the end of a semester.

If a student fails to submit the outstanding work to the registrar's office by the specified due date, the grade will be converted to the alternate letter grade previously submitted by the instructor or a “0”.

In special circumstances, the department chair has the authority to grant an extension for the submission of overdue work as long as it is agreeable to the instructor. This extension must be sent in writing.

## 2. 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 student 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](http://www.drjohnlatham.com/filemgmt_data/files/Thoughts_on_Scholarly_Writing_091302.pdf)
2. APA Style Information: <http://www.apa.org/>

### **3. Annual Review of Student Progress (Ph.D. and Ed.S)**

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 Ph.D. Students, EAD K-12 Program.



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# Annual Review of Student Progress

**Michigan State University  
Educational Administration Department  
Annual Evaluation of Ph.D./Ed.S. Students, EAD K-12 Program**

Name of Student \_\_\_\_\_ Year of Evaluation \_\_\_\_\_

The purpose of this form is to give doctoral students a chance to document briefly their progress toward the Ph.D. degree after 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 advisor 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, qualifying examination completed, comprehensive examination completed, review of related literature completed, or dissertation work in progress.

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

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**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 adviser)**

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 \_\_\_\_\_

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## V. Program Policies (Ed.S.)

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### A. Selection of Academic Advisor

#### Initial Academic Advisor and Changing Academic Advisor

Upon admission to the K-12 Educational Specialist degree program, students are assigned a faculty member who serves as their initial academic advisor (temporary). The student has the right to change her/his academic adviser and should seek the support of the Program Director or the Department Chair if this move is difficult.

Newly admitted students should contact their academic advisor as soon as possible. They should arrange for a personal conference with their advisor to develop a program plan within the first three semesters of his/her matriculation. If the student does not do so, there is no guarantee that credit hours earned prior to the conference will be applicable to the Doctoral 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.

#### The Chairperson and His/Her Role

The Chairperson:

- coordinates the activities of the student as they plan the program (assist student in selecting coursework that fulfills college and university requirements, fulfills student's professional goals, and supports student's future dissertation work). Prepares the comprehensive examinations.
- aids the student in scheduling additional meetings when necessary.
- helps the student to understand and fulfill the requirements and regulations of the department, the college and the university.
- resolves conflicting issues which may arise between faculty instructors and the student.
- assumes responsibility with the student for the preparation and filing of all forms and reports required in earning the degree.
- directs the student to the services and research facilities of the college and the university which may be of assistance throughout the student's program of study.
- represents, formally an officially, the department, college, and university in awarding the educational specialist degree.

### B. Other

See preceding sections for information regarding: Program Plan, Program Forms, Examinations, Academic Performance, and Annual Review.

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## VI. Departmental Policies: Integrity and Safety in Research

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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](mailto: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

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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>

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## VII. Student Conduct and Conflict Resolution

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### Grievance Procedures

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. [1]

#### 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.)

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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.

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- 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.)
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)



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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.
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.

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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

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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;

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### 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.

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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

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- 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
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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)

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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.
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

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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)

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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.



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## VIII. Work Related Policies

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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>.

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## IX. Procedures for Graduation

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### Requirements for Graduation

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

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

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

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:

Verify approval of the "Final Certification" form by department and college.

Check your records for courses listed on the "Final Certification" form and their approved completion, including the required number of research credits.

Check for any outstanding parking tickets, holds, or fees owed to the University.

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.

Doctoral candidates (other than Doctor of Musical Arts) must pick up a packet of forms from The Graduate School office which includes a bookplate, Human and/or Animal Research consent form. University Microfilms Agreement, information material, and questionnaires. These forms must be completed and returned to The Graduate School with your doctoral dissertation. If you have already received a packet please do not request a duplicate set, as these forms are in limited supply. However, if you received your materials more than two semesters ago, please obtain a new packet--the materials may be outdated. To receive your packet, please call this office at 517.355.0301, and one will be mailed to you. If you prefer, you may pick up a packet in The Graduate School, 118 Linton Hall.

The Graduate School accepts approximately 200 Doctoral Dissertations per semester. Our staff reviews each document for quality of print, correct formatting and we also hand-count each

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page to be sure that pages are not improperly numbered or missing. A single document can take anywhere from 10 to 20 minutes to process, depending on the size and number of errors encountered. Most are accepted, but a small number must be returned to the students for corrections.

### **Responsibilities of the Department Chairperson or the School Director**

The form Graduate Credit Statement and Final Certification for each candidate APPROVED for a graduate degree is transmitted to the office of the Registrar for the semester in which the degree is to be awarded.

A Graduate Credit Statement and Final Certification for each candidate DISAPPROVED for a graduate degree is transmitted to the Office of the Registrar for the semester.

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## How to Avoid Delays and Meet the Deadlines

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

Check your records, have you . . .

- Enrolled for the semester in which you wish to take the final oral examination? A semester is defined as the period from the first day of class up to, but not including, the first day of class of the following semester. The student is required to be enrolled only for the semester of the oral examination, not the semester of the submission of the final unbound copy to The Graduate School.
- Checked deadlines for submitting a Doctoral Dissertation to The Graduate School?
- Confirm commencement dates the semester of commencement
- Completed and passed all courses as outlined on your Guidance Committee Report? (deferred grades, DF, are not acceptable except for research credits 999)
- Completed the Application for Graduation form with the Office of the Registrar no later than five weeks from the start of classes?
- Applied for and received approval to use human or animal subjects (this should have been done prior to beginning your research)? ALL students must complete this form, even if human or animal subjects were not used. This form must be completed and signed by the student and major professor.
- Completed and passed the comprehensive exams as outlined by your department/program?
- Completed the Agreement Form located in Publishing Your Dissertation or Publishing Your Master's Thesis handbook; must be completed and signed by the student?
- Picked up a packet of forms for completing your thesis/dissertation and a 2000-99 Formatting Guide from The Graduate School, 118 Linton Hall?
- Scheduled, completed, and pass your final oral exam/defense? Remember, you need to be enrolled during the semester in which you defend. A semester is defined as the first day of classes until, but not including, the first day of classes for the next semester.
- Was the thesis/dissertation acceptable to the thesis/dissertation director?
- Distributed an appropriate number of unbound copies of the thesis/dissertation to the guidance committee for the semester in which graduation is anticipated? The pages of the thesis/dissertation may be in a folder or box, but is not to be bound at this point.
- Brought a preliminary copy of the thesis/dissertation to The Graduate School for proofing before printing the final copy?. It only takes a couple of minutes to review a document for correct formatting. An appointment is not necessary.
- Typed the bookplate, and have it signed/dated by the major professor or chairperson of the department?
- Brought the supporting paperwork, and a check or money order to The Graduate School along with the final copy?
- 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.
- Checked if the final copy is at least 20-pound weight, 25% cotton rag?

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## Application for Graduation

### IMPORTANT NOTE: NAME IN COMMENCEMENT PROGRAM

**Fall Degree Candidates:** For your name to be printed in the Fall Commencement Program, this application must be in the Registrar's Office by October 15.

**Spring and Summer Degree Candidates:** For your name to be printed in the Spring Commencement Program, this application must be in the Registrar's Office by March 15.

**PID** \_\_\_\_\_

**Semester and Year that you expect to complete requirements:** \_\_\_\_\_

**Your Name:** *(exactly as you want it to appear on your Diploma)*

\_\_\_\_\_  
*(Please be sure to use exact spacing and capitalization.)*

**Mailing Address for Diploma:** Is this your permanent address? \_\_\_ yes \_\_\_ no

*Note: Your Diploma and a complimentary copy of your transcript will be mailed 4 weeks after the end of the semester.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Yes** \_\_\_ I want notification of my graduation sent to the newspaper of the city listed above.  
(You must notify any additional newspapers directly.)

**No** \_\_\_ I do not want notification of my graduation sent to the newspaper.

**Candidate For ...**

**Bachelor of** \_\_\_\_\_

**Master of** \_\_\_\_\_

**Doctor of** \_\_\_\_\_

**Educational Specialist** \_\_\_\_\_

**Major** \_\_\_\_\_

**College** \_\_\_\_\_

**Any other information the Registrar's Office should know:**

*i.e., are you completing an additional major, a thematic program, an option, a specialization, or MBA concentration?*

*Note: All of the above, when completed, will appear on your MSU transcript. They do not show on the Diploma.*

\_\_\_\_\_  
\_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Local Phone** \_\_\_\_\_

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## X. Financial Aid

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### **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. 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.

The Educational Administration Departmental awards are listed below:

**Educational Leadership Graduate Fellowship** – For the recruitment of outstanding doctoral students intending to pursue full-time doctoral studies in either Higher Education or K-12 Administration. Dr. Alfreda M. Frost was a life-long educator who held two degrees from the Department of Educational Administration. Dr. Frost was an ardent supporter of the program and was extremely proud of the Department's continually improving rankings by *U.S. News and World Report*. It was her intent to establish an endowed graduate fellowship to recruit full-time graduate students to the Educational Administration Department. However, before this could be accomplished, she succumbed to lymphoma cancer in May 2000. In keeping with Dr. Frost's wishes, this one-year fellowship will be awarded annually to a first-year full-time student admitted into the doctoral program in Higher Education or K-12 Administration.

**Clyde M. Campbell Endowed Scholarship** - For graduate students in Educational Administration. The Clyde M. Campbell Endowed Fellowship has been established through the generosity of family, friends, and former students of Dr. Clyde M. Campbell. This Fellowship is for doctoral candidates at Michigan State University in the Department of Educational Administration, with proven scholarly ability, who have made demonstrable contributions to leadership in community education as a K-12 practitioner/administrator and/or a higher education administrator, and who have read broadly in other disciplines as well as education.

**Richard L. Featherstone Scholarship** - Supports semester credits toward the doctoral degree for advanced doctoral students in the Department of Educational Administration. Students must have completed 20 semester credits toward the doctoral degree to apply. Two letters of

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recommendation from doctoral committee chair, faculty member, and/or professional references (e.g. employer or supervisor) are required. All applicants must meet the criteria listed below.

1. commitment to diversity, equity and excellence
2. professional and personal integrity
3. global focus
4. respect for and commitment to people
5. enthusiasm for teaching and learning
6. belief in and experience with the mentoring process
7. leadership
8. intellectual curiosity
9. scholarship

**Keith Goldhammer Endowed Scholarship in Educational Administration** - This award is intended to encourage doctoral students who have demonstrated the capacity to achieve educational and professional goals, and to support such students during their required residency.

The recipient shall be a doctoral student with a major in educational administration who is in the process of completing his/her residency year, and who has a minimum grade point average of 3.75. The recipients should be a full time student with at least five years of successful experience in public school administration; however, the full time and administrative experience is not an absolute requirement for selection if there are compensating qualities in the recipient. The award may be used for tuition, living expenses, or educational expenses while enrolled in course work or working on a dissertation.

## 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](mailto: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  
<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 Thoman Fellow Program supported by the W.B. and Candace – The foundation of Lansing offers a capstone learning experience for select international doctoral students at MSU who show outstanding achievements and commitment to understanding and dealing with global problems of poverty, hunger and food security.
- 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 annually.

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- 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](mailto: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



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two months. Note: The Main Library also receives printed resources of interest and importance to grant seekers. For a listing of journals, books and other publications check the MSU Library Home Page, MAGIC (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. Approximately 75 are in Student Affairs.

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

## XI. Contacts and Information

Following is a list of useful quick reference information:

<b>Service</b>	<b>Address</b>	<b>Website and email</b>	<b>Phone number</b>
Career Services and Placement	113 Student Services Building	<a href="http://web.msu.edu/unit/scp/pla00@msu.edu">web.msu.edu/unit/scp/pla00@msu.edu</a>	355-9510 x 380
Career Development Center (CDC)	6 Student Services Building		353-6474 x 335
CATA – Capitol Area Transportation Authority		<a href="http://www.cata.org">www.cata.org</a>	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	<a href="http://polyglot.cal.msu.edu/elc/default.html">polyglot.cal.msu.edu/elc/default.html</a>	353-0800
Graduate School	118 Linton Hall	<a href="http://www.msu.edu/user/gradschadm@msu.edu">www.msu.edu/user/gradschadm@msu.edu</a>	355-0301
Green Light phones			911 or push emergency button
Judicial Affairs Office in Department of Student Life	339 Student Services	<a href="http://pilot.msu.edu/user/stulife/">pilot.msu.edu/user/stulife/</a>	432-2471
Library		<a href="http://www.lib.msu.edu/">www.lib.msu.edu/</a>	353-8700
MSU Computer Store	305 Computer Center	<a href="http://cstore.msu.edu">cstore.msu.edu</a>	355-4500
MSU Helpline		<a href="mailto:msuhelp@msu.edu">msuhelp@msu.edu</a>	353-4MSU
MSU Safe Place			372-5572 Emergency Hotline 355-1100 Program Information
Office for International Students and Scholars	103 International Center		353-1720
Overseas Study Office (Dr. David Horner)	108 International Center		353-8920
Office of Admissions and Scholarships	250 Administration Building	<a href="http://www.esp.msu.edu/oas/default.asp">www.esp.msu.edu/oas/default.asp</a> <a href="mailto:adm@msu.edu">adm@msu.edu</a>	355-8332
Office of Financial Aid	Main Office 252 Student Services	<a href="http://www.msu.edu/user/finaid/ofa-main.htm">www.msu.edu/user/finaid/ofa-main.htm</a> <a href="mailto:finaid@msu.edu">finaid@msu.edu</a>	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	<a href="http://www.esp.msu.edu/ro/default.asp">www.esp.msu.edu/ro/default.asp</a> <a href="mailto:reg@msu.edu">reg@msu.edu</a>	355-3300
Olin Health Center		<a href="http://www.msu.edu/user/olin">www.msu.edu/user/olin</a>	355-2310

Ombudsman	Room 129 North Kedzie Hall	omb00@msu.edu	353-8830 fax 432-2198
Parking			355-8440
Police		www.dpps.msu.edu/	355-2221 353-3169
Safety			353-5360
Service Learning Center	26 Student Services Building		353-4400
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
Learning Resources Center	209J Bessey Hall		355-2363

## Campus Facilities

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

Landscaping and outdoor lighting on campus are designed for pedestrian safety and security and modified as needed. Sidewalks are designed to provide well-traveled, lighted routes from parking areas to buildings and from building to building. Landscape personnel trim shrubs from sidewalks, walkways, and building entrances to enhance lighting and visibility.

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

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

<p><b>MSU Eyes and Ears Program</b></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><b>Counseling Center</b> 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><b>Department of Police and Public Safety</b> 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><b>Healthy U</b> 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><b>MSU Women's Resource Center</b> 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><b>Nite Line</b> 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><b>Office of Radiation, Chemical, and Biological Safety (ORCBS)</b> www.orcbs.msu.edu email orcbs@msu.edu 355-0153</p>	<p>The Office of Radiation, Chemical &amp; 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><b>Olin Student Health Center</b> 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><b>Sexual Assault Crisis and Safety Education</b> 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><b>State Walk</b> 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><b>MSU Safe Place</b> 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><b>Council Against Domestic Assault and MSU Safe Place</b> 372-5572</p>	<p>Shelter</p>
<p><b>East Lansing Police</b> 351-4220</p>	<p>24 hour duty</p>
<p><b>Protective Services for Children</b> 887-9450</p>	
<p><b>Listening Ear</b> 337-1717</p>	
<p><b>Community Mental Health Center</b> 346-8300</p>	

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## 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. David Horner can assist students who want to include an international study experience in their program of study.

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## XII. Attachments

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### **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 University<sup>1</sup> 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.<sup>2</sup> 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

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

<sup>2</sup>MSU 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>

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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

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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".<sup>3</sup> 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.

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<sup>3</sup>MSU 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>



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## Misconduct in Research and Creative Activities

Federal<sup>4</sup> and University<sup>2</sup> 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 activities<sup>2</sup>, 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](http://www.msu.edu/unit/vprgs/research_data.htm) )

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<sup>4</sup> Office of Science and Technology Policy. "Notice of Final Policy". 65 CFR 76260.