Human Development and Family Studies Master's Handbook for on-campus Programs

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WELCOME

Welcome to the Department of Human Development and Family Studies (HDFS) at Michigan State University. The faculty and staff look forward to meeting and working with you. Graduate programs in HDFS are designed to address contemporary needs of individuals and families in context. We have contributed significantly toward defining this University as the State of Michigan's land grant university - the people's university. Today, we are well-known for high quality, applied research throughout Michigan, as well as nationally and internationally.

You will find many different opportunities for learning and professional development in Human Development and Family Studies. You are expected to be involved in and acquaint yourself with our academic, research, and outreach programs, as well as with the exceptional cadre of faculty and staff who are interested in your well-being.

Some of the major resources available to you are described in this handbook. Your academic advisor is your primary resource person, and you should work closely with her/him. Other faculty members, graduate students, and the Directors of Graduate Studies also are invaluable sources of information.

As a graduate student, it is your responsibility to familiarize yourself with the departmental requirements found within this handbook as well as those of the [MSU Academic Programs](). On the Academic Programs website, refer to the general information section as well as the section on graduate education to become familiar with rules, regulations, and procedures. **You are responsible for knowing and acting on the information provided.** Take time to become involved in your own program planning. We hope this handbook will be helpful by providing a guide to what you must know and do during your time in our department.

HDFS FACILITIES

The Department Main Office is in Room 7, Human Ecology Building (517) 355-7680.

The HDFS Graduate Office is in Room 7E, Human Ecology Building (517) 353-5248.

The Child Development Laboratories are located in Central School (325 West Grand River Ave., East Lansing, MI 48823) and in Haslett (5750 Academic Way, Haslett, MI 48840) and have a three-fold purpose: (a) to provide a setting for preparing students in child development; (b) to offer exemplary service to children and their families; (c) and to provide a research setting for faculty and graduate students. For more information, contact the Program Supervisor of the Child Development Laboratories (517) 355-1900.

The Couple and Family Therapy Clinic is located in The Clinical Center, (804 Service Road (between Hagadorn and Farm Lane)), Suite A233. This is the site of supervised practicum work for Couple and Family Therapy graduate students and provides services to the local community (517) 432-2272.

DEPARTMENT AND STUDENT OBLIGATIONS AND EXPECTATIONS

The Department will provide for the student:
► Responsiveness to academic needs and desires.
► Opportunities for professional development and networking.
► Support and encouragement of creative original study and research.
► Periodic assessment of opportunities to improve graduate programs.

Students have the following responsibilities:
► To strive for superior performance in academic coursework.
► To fulfill the expectations for graduate teaching or research assistantships, when applicable. Assistantships are privileges and not entitlements.
► To participate in professional learning and development opportunities such as department seminars, brown bags and colloquia, which provide both intellectual challenge and opportunities for social networking.
► To participate in professional meetings and symposia, both as an observer and as presenter.

Additional Student Responsibilities and Expectations:
► To follow University and academic unit rules, procedures and policies, including those outlined in this Graduate Handbook, Academic Programs, Michigan State University Student Rights and Responsibilities (SRR), and the Graduate Student Rights and Responsibilities (GSRR). These publications are available on the University web sites.
► Meet University and Department requirements for degree completion in a timely manner.
► To form a Master's Guidance Committee that meets University and Department requirements, and keep the members of the Committee informed regarding academic activities and research progress.
► To follow disciplinary and MSU codes of ethics in course work, research, and professional activities. Intellectual integrity is extremely important in an academic community. Plagiarism and data falsification are serious offenses and can result in dismissal. See Research Integrity Office website, Graduate School Research integrity website, the Integrity of Scholarship and Grades website, and the General Student Regulations website. The number of cases of scientific misconduct due apparently to unintentional plagiarism continues to be substantial. Consider using Ithenticate, the anti-plagiarism software that is available on Desire 2 Learn as part of the "Turn-It-In" package. Ithenticate is set up so that faculty, postdocs, and graduate students can check their manuscripts for unintentional plagiarism before submitting them.
► To follow high ethical standards in accordance with University and Federal guidelines in collecting and maintaining data, including seeking regulatory approval for research before any research project begins. Unethical or dishonest behavior while engaged in research, scholarly and creative activities is grounds for severe disciplinary action, including dismissal and

revocation of degree. After completion of the thesis, an oral examination in defense of the thesis is required. The committee members grant approval or require changes in the thesis to elaborate on or clarify findings. Students also should consult the [Guidelines for Integrity in Research and Creative Activities](#).

► To exhibit the highest standards of professionalism in teaching, research, and scholarship. This <u>includes professional use of email</u> and social media. Remember you represent MSU and HDFS in all interactions, particularly when using your msu.edu email account.

► To provide the department with copies of research-related documents (such as permits, approvals of grant proposals, research proposals) within the prescribed deadlines.

HUMAN DEVELOPMENT AND FAMILY STUDIES MASTER'S DEGREE PROGRAMS

Below are the four master's degree programs are offered within the Department of Human Development and Family Studies: Child Development, Human Development and Family Studies, Youth Development (online), and Family and Community Services (online). See **www.gpidea.org** and GPIDEA-specific handbook for further information on online programs. This handbook focuses on the on-campus Master's programs offered in HDFS

Master of Science
    Child Development
    Human Development and Family Studies

Master of Arts
    Child Development
    Youth Development (online; see IDEA Handbook for details)
    Family Community Services (online; see IDEA Handbook for details)

There are also four graduate certificates offered.

Graduate Certificates (online; see IDEA Handbook for details)
    Early Childhood and Family Policy
    Human Services Administration
    Youth Development Specialist
    Youth Agency Management and Administration

Credit Allocations

Plan A	Plan B
HDFS.........................30 credits Child Development…..30 credits **Includes:** A. 6 hours thesis credits B. One course in research design (HDFS 880*) C. HDFS 881 or other course in quantitative methods D. Specific requirements for each major	**Plan B** HDFS.........................30 credits Child Development……30 credits Child Development Shared UG2G ……………………….30 credits**

*The faculty strongly recommends that the research methods and statistics requirements be met in the first 15 credits of the program.
**30 Credits include those shared with the Undergrad Program

NOTE: BEFORE FILLING OUT THE MASTER'S PROGRAM PLAN FORM, PLEASE NOTE THE FOLLOWING REQUIREMENTS:

► At least 20 credit hours must be earned within the Department of Human Development and Family Studies. At least 16 credit hours must be taken at the 800-900 level.

► A maximum of nine semester graduate credits (with 3.0 or better) may be transferred from other accredited institutions if approved by the student's committee.

► A maximum of nine credits taken in Lifelong Education may be accepted into the program if approved by the student's committee.

Human Development and Family Studies, M.S. *

The Master of Science Degree in Human Development and Family Studies is designed to help students gain an understanding of increasingly diverse family units as well as individual family members as they develop across the life course. Depending upon student interest and career goals, focus may be on human development (adolescence, aging), leadership, policy or diversity. Students are prepared to work with and advocate for families, children, youth and adults in a broad range of settings, including extension offices, community agencies, and policy-making contexts. Both a thesis (Plan A) and non-thesis (Plan B) option are offered. Those pursuing Plan A are prepared for doctoral study in a variety of related fields.

Requirements for the Master of Science Degree in Human Development and Family Studies

The Master of Science Degree in Human Development and Family Studies is available under Plan A (with thesis) or Plan B (with final project). A total of 30 credits is required for both Plan A and Plan B.

Requirements for Plan A			
1. All of the following courses (9 credits):			
	HDFS	810	Theories of Human Development	3
	HDFS	880	Research Design and Measurement	3
	HDFS	881	Quantitative Methods in Human Development	3
2. A course in diversity, approved by committee			3
3. Complete 12 credits chosen in consultation with the student's advisor.			12
4. Complete 6 credits of HDFS 899 Master's Thesis Research.			6
			Minimum total credits: 30

Requirements for Plan B			
1. All of the following courses (9 credits):			
HDFS	810	Theories of Human Development	3
HDFS	880	Research Design and Measurement	3
HDFS	481 or 881	Research and Quantitative Methods in Human Development and Family Studies	3
2. A course in diversity, approved by committee			3
3. Complete 18 credits chosen in consultation with the student's advisor.			18
		Minimum total credits:	30

Child Development, M.S.

The program focuses on the behavioral, psychological, biological, and contextual processes that promote positive developmental outcomes in infants and young children. Key contexts of development emphasized in the program include family, early childhood educational settings, and culture. Courses are available in areas such as development across cultures, infant development, language and literacy research and practices, social-emotional development, approaches to early education, parenting, intervention and prevention programs, and child and family policy. Laboratory experiences in early childhood education are available in the Child Development Laboratories, and research experiences are available through work with faculty mentors. Both a thesis (Plan A) and non-thesis (Plan B) options are offered. Those pursuing Plan A are prepared for doctoral study in a variety of related fields. Two concentrations are available for Plan B: (i) Early Childhood Leadership, Administration, and Policy, which includes a transcriptable Graduate Certificate in Early Childhood and Family Policy, and (ii) Early Childhood Development and Practices.

Admission

Students must have:
1. A bachelor's degree from a recognized college or university.
2. A grade-point average of 3.00 or better during the last two full years of undergraduate study.
3. A favorable evaluation by at least three professional references.
4. Academic records, references, and experiences that reflect strong qualifications for graduate study.
5. International applicants must show language proficiency through a university-approved language exam.

Requirements for the Master of Science Degree in Child Development

The Master of Science Degree in Child Development is available under Plan A (with thesis) or Plan B (with final project); there are two Plan B concentrations. A total of 30 credits are required for all options.

Requirements for Plan A

Requirements for Plan A		
1. All of the following courses (9 credits):		
HDFS 811	Child Development: Ecological Perspectives	3
HDFS 880	Research Design and Measurement, or other course in research methodology	3
HDFS 881	Quantitative Methods in Human Development, or other course in quantitative methods	3
2. One course (3 credits) in diversity in human development and family studies (selected in consultation with adviser; diversity is defined broadly and could include diversity in race or ethnicity, culture, developmental abilities, socioeconomic status, etc.)		3
3. Four elective courses (12 credits) on topics such as child development, applied methods, child and family policy, family diversity, lifespan development, family studies; or related areas. Course electives may include courses outside of the department.		12
4. HDFS 899: Master's Thesis Research credits (6 credits)		6
		Minimum total credits: 30

Requirements for Plan B

Plan B master's students may choose from two tracks: (i) Early Childhood Leadership, Administration, and Policy (30 credits) or (ii) Early Childhood Development and Practices (30 credits).

Students may enter this program after completing their Bachelors degree OR MSU Child Development Undergraduate students may be admitted to this program as part of a *Shared Undergrad-to-Grad (UG2G)* program. Students interested in applying to the UG2G program should talk with their advisors by their junior year. You will need to complete this form before beginning any shared coursework.

Early Childhood Leadership, Administration, and Policy (30 credits), with transcriptable policy certificate

1. All of the following (6 credits):

HDFS	473	Administration of Early Childhood Programs	3
HDFS	811	Child Development: Ecological Perspectives	3

2. All of the following Early Childhood & Family Policy Courses (12 credits):

These courses are to be taken through the Innovative Digital Education Alliance (IDEA); all four must be completed in order to earn the ECFP Graduate Certificate. These courses are offered online only and may be taught by faculty at another university participating in the IDEA. Each course is 8 weeks long, and 3 credits.

HDFS	805	Early Childhood Education and Care Policy I: History, child development, and equity	3
HDFS	806	Early Childhood Education and Care Policy II: Examining practices, policies, and key issues	3
HDFS	807	Early Childhood Education and Care Policy III: Theory, analysis, and research	3
HDFS	808	Early Childhood Education and Care Policy IV: Policy leadership and policy advocacy	3

3. Electives (12 credits) on topics such as child development, parenting, early childhood education, applied methods, child and family policy, family diversity, lifespan development, assessment and evaluation, or related areas. Elective courses are to be determined by student in consultation with advisor, and may include courses offered outside of the HDFS department. — 12

Minimum total credits: 30

Early Childhood Development and Practices (30 credits)

1. All of the following (9 credits):

HDFS	473	Administration of Early Childhood Programs	3
HDFS	811	Child Development: Ecological Perspectives	3
HDFS	825	Families and Children with Special Needs OR, with permission, HDFS 449 Children and Families with Special Needs	3

2. Seven electives (21 credits) from 800-level courses on topics such as child development, parenting, early childhood education, applied methods, child and family policy, family diversity, lifespan development, assessment and — 21

evaluation, or related areas. Elective courses are to be determined by student in consultation with advisor, and may include courses offered outside of the HDFS department.	
	Minimum total credits: 30

Child Development Shared Program-UG2G

Choose a focus option for the master's program.

Focus Option 1: Early Childhood Leadership, Administration, & Policy:			
1. Courses to Take During Undergraduate/ BA:			
HDFS	473	Administration of Early Childhood Programs	3
		6 additional shared enrollment credits, which can include HDFS 449 (3 credits) or another approved 400-level course. Three of the 6 shared credits must 800-level courses	6
2. Graduate-Level Courses to Be Taken:			
HDFS	811	Child Development: Ecological Perspectives *(if not taken earlier)*	3
HDFS	805	ECE and Care: History, Child Development, and Equity	3
HDFS	806	ECE and Care: Examining Practices, Policies, and Key Issues	3
HDFS	807	ECE and Care: Theory, Analysis, and Research	3
HDFS	808	ECE and Care: Policy Leadership and Policy Advocacy	3
		Electives (6 credits) to be determined by student and advisor. Students may also develop independent study graduate experience (variable credits) to address additional topics of interest.	6
			Minimum total credits: 30

Focus Option 2: Early Childhood Development and Practices:			
1. Courses to Take During Undergraduate/ BA:			
HDFS	473	Administration of Early Childhood Programs	3
HDFS	449	Children and Families with Special Needs or one 400-level course determined with advisor	3
		3 additional shared enrollment credits from an approved 800-level course	3
2. Graduate-Level Courses to Be Taken:			

HDFS 811	Child Development: Ecological Perspectives *(if not taken earlier)*	3
Electives (18 credits) from special topics courses in areas such as social-emotional development, and language development, observation methods, assessment, parenting, and family studies courses. Students may also develop independent study graduate experiences (variable credits) to address additional topics of interest.		18
		Minimum total credits: 30

To Finish Both Degrees in 5 Years for Spring Semester Graduates

1. Take HDFS 449 (for the early childhood development/practices option; 449 or a different, approved 400-level course for the policy option), 473, and one 3-credit 800 level course during your undergraduate program (e.g., senior year).

2. Graduate with your bachelor's degree in Spring, and immediately enroll as a Graduate Student to take a 3-credit, 800-level course the summer after you graduate.

3. Continue your graduate degree by enrolling in your fall graduate classes. Participate in the new graduate student orientation that will be held in August before classes start. You'll take 9 credits in the fall and 9 credits in the spring.

4. Graduate in Spring!

To Finish Both Degrees in 5 Years for Summer Semester Graduates

1. Take HDFS 449 (for the early childhood development/practices option; 449 or a different, approved 400-level course for the policy option), 473, and one 3-credit 800 level course during your undergraduate program (e.g., senior year).

2. In August (after you graduate with your bachelor's degree), you will enroll in your fall graduate classes. Participate in the new graduate student orientation that will be held in August before classes start.

   To finish in 5 years, you'll have to take 9 credits one semester of the academic year, and 12 credits the other semester. If you take 9 credits each for the fall and spring of your master's year, you'd need to take 3 credits the following summer, and you'd be an August graduate)

3. Graduate in Spring!

To Finish Both Degrees if you are Graduating in Fall Semester

1. Take HDFS 449 (for the early childhood development/practices option; 449 or a different, approved 400-level course for the policy option), 473, and one 3-credit 800 level course during your undergraduate program (e.g., senior year).

2. <u>In January (after you graduate with your bachelor's degree)</u>, enroll in your Spring graduate classes.

3. To finish in 5.5 years, you can take:
   a. 9 credits in Spring, 3 credits in Summer, and 9 credits in Fall
   b. 9-12 credits in Spring, and 9-12 credits in Fall

Guidelines for Master's Programs

To continue in, and ultimately graduate from the program, you must successfully pass all coursework, university-required trainings (e.g., Responsible and Ethical Conduct of Research, RVSM trainings, etc.), and each milestone in the program (forming guidance committee, creating course plan, thesis proposal, thesis defense). Milestones must be completed in a timely way with sufficient quality assessed by your guidance committee.

Responsible and Ethical Conduct of Research
The MSU Graduate School sets requirements for graduate student training in Responsible and Ethical Conduct of Research (RECR). Details on current requirements, opportunities for trainings, and guidance on how to document completing the requirements are available from the Graduate School at: https://grad.msu.edu/researchintegrity. The information below reflects the guidance available as of June 30, 2022.

The department has an RECR tracker form that students can find on the HDFS Community D2L page. This is used to track hours and ensure students are meeting requirements. There are separate forms for Plan A and Plan B Master's Students.

Plan A Master's Students

In order to satisfy federal regulations MSU requires that all graduate students complete training in the Responsible and Ethical Conduct of Research (RECR). The following describes the HDFS plan for insuring RECR training for all Plan A (thesis) Master's Students. Note that in addition to the departmental requirements, certain funding agencies may require researchers to obtain additional RECR training. This is the responsibility of the PI. Important topics for RECR training include:

► Responsible data acquisition, management, and sharing

▶ Conflict of interest
▶ Protection of human subjects
▶ Research misconduct
▶ Mentor/trainee responsibilities
▶ Publication practices, authorship, and peer review

First year of graduate program:
On-line training: All new Plan A Master's students will complete four Collaborative Institutional Training Initiative (CITI) online modules within their **first year of enrollment** in their program. Courses include:

1. Introduction to the Responsible and Ethical Conduct of Research
2. Authorship
3. Plagiarism
4. Research Misconduct

Additional Requirement for Master's Plan A Students

Online training: In Year 2 of their program, Master's Plan A student will complete 3 additional MSU online training modules to be selected from the list of RECR Basic modules provided by the Graduate School. CITI modules can be found at, https://orrs.msu.edu/train/programs/citi.html.

Discussion-based Training: All Plan A Master's Students must complete a minimum of 6 hours of discussion-based training **prior to receiving their degrees**. Student should gain RECR training from multiple sources during their graduate programs. The following may be used to complete this requirement:

- HDFS Research Seminar Series
- HDFS 865, HDFS 880, or HDFS 881 RECR discussion (1 hour credit per class session directly addressing RECR topics)
- Other MSU, Graduate School, CSS, and HDFS seminars specifically designated for RECR
- MSU Graduate School's RECR Workshop Certificate (http://grad.msu.edu/RECR/). Enrollment is limited.
- For students who entered prior to Fall Semester 2022, the following can also be counted toward discussion-based hours: Discussion with advisor/PI in research or advising meeting settings

Overview of RECR training requirements for Master's Plan A

Year 1 RECR Requirements • CITI Modules including: ○ Introduction to the Responsible and Ethical Conduct of Research ○ Authorship ○ Plagiarism ○ Research Misconduct	6 hours of discussion-based training (to be completed by the completion of the degree).

Year 2 RECR Requirements	

• 3 additional CITI modules from the list provided by the graduate school:
    o Collaborative Research
    o Conflicts of Interest
    o Data Management
    o Mentoring
    o Peer Review
    o Financial Responsibility	

RECR Documentation

RECR trainings are ultimately tracked in GradPlan. All online CITI modules are tracked automatically and imported into GradPlan. Students should track their own completion of all other RECR trainings and be able to provide documentation of satisfying the requirements. For discussion-based trainings, keep a record of the discussions attended including the date, the title of the workshop/ class/ seminar/ event, the instructor/presenter, and a brief (1-sentence) description of the RECR topic/s discussed. Students should provide this list as part of their annual progress reports.
In addition, follow all guidance on the Graduate School webpage on Research Integrity to document completion of requirements:
https://grad.msu.edu/researchintegrity

Plan B Master's Students

In order to satisfy federal regulations MSU requires that all graduate students complete training in the Responsible and Ethical Conduct of Research (RECR). The following describes the HDFS plan for insuring RECR training for all Plan B Master's Students. Note that in addition to the departmental requirements, certain funding agencies may require researchers to obtain additional RECR training. This is the responsibility of the PI. Important topics for all RECR training include:

► Responsible data acquisition, management and sharing
► Conflict of interest
► Protection of human subjects
► Research misconduct
► Mentor/trainee responsibilities
► Publication practices, authorship, peer review

First year of graduate program:
On-line training: All new Plan B Master's Students will complete four Collaborative Institutional Training Initiative (CITI) online modules within their **first year of enrollment** in their program. Courses include:
1 Introduction to the Responsible and Ethical Conduct of Research
2. Authorship
3. Plagiarism

4. Research Misconduct

Discussion-based Training: All Plan B Master's Students must complete a minimum of 6 hours of discussion-based training <u>prior to receiving their degrees</u>. Student should gain RECR training from multiple sources during their graduate programs. The following may be used to complete this requirement:

- HDFS Research Seminar Series
- HDFS 865, HDFS 880, or HDFS 881 RECR discussion (1 hour credit per class session directly addressing RECR topics)
- Other MSU, Graduate School, CSS, and HDFS seminars specifically designated for RECR
- MSU Graduate School's RECR Workshop Certificate (http://grad.msu.edu/RECR/). Enrollment is limited.
- For students who entered prior to Fall Semester 2022, the following can also be counted toward discussion-based hours: Discussion with advisor/PI in research or advising meeting settings

Overview of RECR training requirements for Master's Plan B

Year 1 RECR Requirements
• CITI Modules including:
    ○ Introduction to the Responsible and Ethical Conduct of Research
    ○ Authorship
    ○ Plagiarism
    ○ Research Misconduct
Year 2 RECR Requirements
    ○ No additional online modules required
	6 hours of discussion-based training (to be completed by the completion of the degree).

RECR Documentation

Students should track their own completion of the RECR trainings and be able to provide documentation of satisfying the requirements. Keep electronic copies of the verifications or certificates provided upon completing online module. For discussion-based trainings, keep a record of the discussions attended including the date, the title of the workshop/ class/ seminar/ event, and a brief (1-sentence) description of the RECR topic/s discussed. Students should provide this list as part of their annual progress reports.

In addition, follow all guidance on the Graduate School webpage on Research Integrity to document completion of requirements: https://grad.msu.edu/researchintegrity

Advisor and Committee

When you are admitted to the master's program, a first-year advisor is assigned to you. Once you complete 12 credits (or at the end of the first year), you should select a permanent advisor (major professor) and committee member(s) who will assist you in planning your program. Your first-year advisor may serve in the permanent role, or you may choose another faculty member. A relative may not be a member of your guidance committee, nor may a relative directly assign you a grade in a course.

Your committee should consist of a minimum of three HDFS faculty members for Plan A, and two for Plan B, including your academic advisor. All students in the on-campus Masters programs must have at least one tenure-system faculty member willing to serve as advisor or co-advisor. As defined in the Faculty Handbook: "The 'regular faculty' of Michigan State University shall consist of all persons appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, or instructor, and persons appointed as librarians". Adjunct faculty and others can participate on a graduate committee as long as the number does not exceed the number of regular Michigan State University faculty. If you wish to have a faculty member who is not "regular tenure stream" either as your major professor or an advisor, submit to the Graduate Program Director the faculty member's vita and a letter as to how he/she is essential to your committee. Letter and vita will be sent to the College of Social Science and the Graduate School for approval. For more information, see the Graduate School's procedure for approving non-regular committee members.

Guidance committees should be formed within the first two semesters of graduate study. However, according to article GSRR 2.4.2.2, the composition of the graduate committee may change with concurrence of the student and unit, and the committee may establish a distinct dissertation committee to guide dissertation research specifically. While guidance committees are essential from early in the student's career, their composition may change with the student's developing needs.

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

The committee assists you in program planning by providing direction while allowing for flexibility of course selection. A program planning meeting is required and is considered an important session during which the committee members work with you to formulate a program to meet your written goals. Your program

plan should be prepared in accordance with committee recommendations and submitted to the committee members and graduate program director for final approval.

Students may consult the [Guidelines for Graduate Student Advising and Mentoring Relationship](#) for a description of an effective and supportive faculty-graduate student relationship. Additionally, MSU encourages the practice of collaborating with the advisor to generate individual development plans (IDPs) that take into account the strengths and challenges of the student as well as the students' career goals. For templates, see [ImaginePhD (Humanities & Social Science fields)](#).

Changing Advisor or Committee Members

There are circumstances in which students want or need to change advisors or committee members. This may include faculty retirements or relocations, change in research focus, or simply finding a better fit. Students should discuss this openly and honestly with the current advisor, confirm the new advisor, inform the Graduate Program Director, and complete the Master's Change of Guidance Committee form (found on the HDFS Community D2L).

For more information on selecting committees, see http://grad.msu.edu/gsrr/.

Thesis Guidelines

All Plan A students conduct research and write a thesis. Six credits in HDFS 899 are taken while the thesis is in progress. Thesis credits are applied to the major. Plan A is expected if you are considering a doctoral program in the future or have a professional goal of an academic career. This plan also offers an opportunity to develop research competence through direct experience with the research process.

In this plan, you prepare a proposal for the thesis research and present it to your committee for approval before the thesis is begun. In addition to approval from their committee, students must receive approval of their proposal from the IRB **before they collect their data.** Students should plan for this review in their degree completion timetable. Further information can be obtained at (https://hrpp.msu.edu).

In addition to the standard format for theses, the Graduate School allows for the use of an alternative format. The manuscript format refers to the use of articles to replace the standard chapters. Publication of the manuscripts is not a requirement for graduation.

The manuscript format for theses consists of one-two manuscripts that report on original research conducted by the candidate while a student at Michigan State

University. It must be formatted to comply with all MSU guidelines.

Choosing a Thesis Format

The decision about which format (traditional or manuscript) is most appropriate is made jointly by the student, the major advisor and the guidance committee.

Factors to consider include:
- ► Major professor, student and committee must agree on format
- ► The fit/appropriateness of research topic to the format
- ► Practical considerations regarding the student's future goals

Pros and cons of the manuscript format include:
- ► Traditional format may be more appropriate for some research questions. Social science research tends to be very complex and may need more lengthy explication.
- ► Traditional theses are rarely published as complete documents. Following completion, candidates must use a long document to create 1 to 2 shorter manuscripts. This can be very time consuming. The manuscript format forces planning for publication early in the process, facilitates faculty mentoring during the manuscript writing process, provides candidates with potential publications upon graduation and interviewing, and insures that information is disseminated more quickly through professional journals.
- ► The manuscript format is used at many leading institutions.

Faculty and Student Roles

Format will be determined by mutual agreement of the student, major advisor and guidance committee. All students will do an independent research study, regardless of format.

All students must take primary responsibility for writing and editing of the Thesis. Faculty provides guidance regarding substantive issues such as literature review, theoretical framework, and methodology. *They are not responsible for line-by–line editing.* Students using a manuscript format are responsible for identifying a target journal for each article and formatting the chapters accordingly. Students also should read existing papers published in the target journals to gain better insight into readership, topics/methods preferred, and writing styles. Students will be first author on manuscripts, but major professor and committee members (if they made substantial contributions and will be involved in the editing/revision process) will be co-authors. Students completing traditional format theses also should have a publishing plan, but this may come later in the process.

Suggested format: Proposal

Traditional Proposal:

- ► Introduction: purpose, rationale, theoretical underpinnings
- ► Literature review
- ► Methods

Manuscript Proposal:
- ► Include first three sections for traditional proposal, addressing the whole body of work
- ► Provide:
    - ► Brief description of article #1
    - ► Brief description of article #2 (optional at Master's level)

Suggested **format: Theses**

- ► The traditional Thesis generally has the following format:
- ► Introduction: purpose, rationale, theoretical underpinnings
- ► Literature review
- ► Methods
- ► Findings
- ► Summary and implications
- ► References
- ► Appendices

The manuscript Thesis format is flexible depending upon individual research, but may include:
- ► Introduction: purpose of overall research, theoretical underpinnings, references
- ► Article #1 with references
- ► Article #2 with references (optional at thesis level)
- ► Conclusions: integration and importance of entire body of research, relationship to existing research, implications for practice, research and policy, and future considerations. Include any additional references.

Credit to: HDFS Graduate Education Committee, MSU School of Social Work, Virginia Tech Graduate School, Texas A&M College of Education and Human Development

Electronic Submissions of Theses & Dissertations

MSU **only accepts** electronic theses and dissertations submitted via ProQuest. The instructions for electronic submissions are available from http://grad.msu.edu/etd/.

The target date for the **FINAL APPROVAL** of an electronic Thesis or Dissertation to the Graduate School for graduating the semester of that submission is FIVE working days prior to the first day of classes for the next semester (see future target dates below). **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED**. The review process is interactive and final approval can take anywhere from a few hours to weeks, depending upon the extent of the necessary revisions and how diligent the author is when making the necessary revisions.

When submitting an electronic thesis or dissertation to ProQuest, a student has now the option to open the document to searches using Google, Google Scholar and Google Books. The option to block such searches continues to be available.

The policy for embargos of thesis and dissertations has been changed, **but continues to be restricted to requests involving potential patents**. What is different is that the period of the embargo is restricted to six months and the holding of the document is now done by ProQuest after the electronic thesis/dissertation is submitted after the approval of the Graduate School.

Electronic Submission's Approval Dates:
► **Deadline Date for all semesters**
   The deadline date for *FINAL APPROVAL* of an electronic Dissertation to the Graduate School is **FIVE** working days prior to the first day of classes for the 'next' semester. For updates, please check https://grad.msu.edu/etd/etd-deadline-dates.

Graduation on the semester of the electronic submission is only guaranteed if the document is APPROVED on or before the approval dates above for that semester, and all other program requirements are met and submitted within GradPlan in time.

Other Notes on Theses
► In addition to the main body of a thesis or dissertation, **the Graduate School now permits the submission of supplementary materials to ProQuest**. These supplemental materials will not be reviewed by the Graduate School for formatting requirements, but they must be acceptable by ProQuest and comply with ProQuest's criteria and storage limits. All supplementary materials need the written approval of the thesis/dissertation committee chair.

   The MSU library may accept supplementary materials approved by the thesis/dissertation committee chair per their collection criteria. The Graduate School does not review these materials for formatting

requirements. Questions about submission of these materials to the MSU library should be directed to the Associate Director for Digital Information.

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

► **Creating an Open Researcher and Contributor ID (ORCID) at the time of submission of electronic documents to ProQuest:** At the time of submission to ProQuest, authors now have the opportunity to create an ORCID that provides researchers with a unique identifier for linking their research outputs and activities. An ORCID:
- Improves recognition of research contributions
- Reduces form-filling (enter data once, re-use it often)
- Works with many institutions, funders, and publishers
- Is a requirement of many journal manuscript submission systems and grant application forms.

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

Master's Orals

An oral examination conducted at the end of your course of study is required under both Plans A and B. These examinations must be administered by a committee of three "regular faculty" for Plan A and two for Plan B. **You must be enrolled in at least one credit at the time of the oral examination**.

Plan A

The purpose of the Plan A oral examination is to defend the thesis research. You will make a presentation similar to a research presentation at a professional conference (e.g. NCFR, SRCD). Following the presentation, committee members will ask questions for clarification and/or elaboration and determine what revisions, if any, are necessary.

Plan B

Usually during the last semester of study it is your responsibility to schedule an oral examination with your committee and invited administrators. The focus of this examination is on your grasp of critical concepts and issues in the field as they relate to your program of study. <u>The objective of the Plan B oral examination</u> is to have a final capstone session framed by the student's presentation of an appropriate project experience and/or written paper involving integrative discussion of theory, research, course work taken and application.
<u>Since this is a non-thesis option, the student and advisor will determine, well in advance of the oral examination, the type of project or experience necessary to complete the program</u>. The length and detail of the project will be agreed upon, in advance, by the advisor and the student, and may include materials developed in master's coursework. A number of presentation options are possible, including the following:

- ► **An applied project or research-based experience** that is prepared for presentation and discussion at the oral exam. Student presentation of applied projects or research-based experiences should incorporate, and demonstrate relevance to, appropriate theories and research integral to the project. In turn, it is assumed that such theory and research are reflective of course work taken in the department and disciplinary areas within the department. For applied projects or experiences, the student will be asked to prepare appropriate materials for presentation to the committee.
- ► **A written paper project** (e.g., literature review, annotated bibliography, program review, analysis comparison) which demonstrates acquired skills and development.

<u>The student presentation, including written materials shared with the committee, will provide necessary evidence of satisfactory completion of the applied project/research-based experience or written paper project</u>. While the bulk of the Plan B oral exam session will focus on the presentation and discussion of the student presentation, faculty also may ask questions about student program content, its relevance to their present and future goals, and student recommendations for improving the program for future students.
Plan B oral examinations for off-campus or on-line programs should be consistent with the objectives and expected outcomes for on-campus students.

Process for Orals

Guests may be present during the presentation. They will be excused during questions from the committee. After questions are complete the candidate will be excused while the committee discusses the student's performance. The student then rejoins the committee for feedback.

FAQ's about Thesis Proposal and Defense Meetings

1. **When should students schedule their thesis proposal or defense**? Students should schedule their thesis proposal or defense well in advance, typically two or three months prior to the meeting date. This is simply because it takes a long time to coordinate faculty members' schedules.

2. **Do proposal/ defense meetings have to be in person?** It is acceptable to hold the meeting online (e.g., zoom) or in person, or in a hybrid format. Discuss with advisors.

3. **How long should a proposal/ defense meeting be?** Students should talk with their advisors about the anticipated length for the meeting, but it should be scheduled for no less than two hours.

4. **Who can attend a proposal/ defense meeting?** Typically, a thesis proposal meeting is attended only by the student and their guidance committee. However, the HDFS graduate community will be invited to attend the public presentation portion of thesis defenses. Students may also invite friends or family members to attend.

5. **How does a proposal/ defense meeting usually go?** Students should also talk with their advisors about the way this meeting with go, including the length of their presentation, whether they want to take questions during the presentation or wait until after, and the order in which groups of people will be invited to ask questions (e.g., first the public, then committee, or vice versa). Typically, students present their work for 30 to 45 minutes (with some presenting for as little as 25 minutes, and as much as 60 minutes). Following the presentation is a discussion of the proposal/ thesis that is facilitated by the committee chair. In some meetings, the public is invited to ask questions of the student first, then are dismissed while the committee asks their questions. In other meetings, the committee asks its questions first, then once they are finished, the public is invited to ask questions. Students may also have questions for their committee, particularly in a thesis proposal meeting. At the conclusion of the discussion, the committee chair asks the student to step out (or go to a breakout room online) while the committee discusses the student's work. The student is then invited back into the meeting to learn the conclusions the committee has made. Typically the advisor / thesis chair keeps notes on the questions asked by the committee members, summarizes the

feedback and any required revisions, and provides these for the student to guide their revision.

6. **What are the possible outcomes of a thesis proposal meeting?** Upon reviewing the student's written work and oral defense of their work, the thesis committee determines the following:
   a. whether the student has passed the oral examination; one additional attempt is offered if a student fails an oral exam,
   b. whether the quality of the written work is sufficient; if the quality is not sufficient, one additional attempt is offered
   c. any revisions needed to the written work (revisions are very common, even when the quality of the work is judged sufficient), and
   d. who must review the revisions before final approval, typically either the advisor/ dissertation chair, or the whole committee.

ACADEMIC AND PROFESSIONAL PERFORMANCE AND STANDARDS

In the College of Social Science, Master's students may have only two grades below 3.0 in courses listed on their Master's Plan of Study. (This does not apply to 1-2 credit courses or courses below the 400 level not on the plan of study). In addition, students must maintain an overall GPA of 3.0 to remain in the program. Three grades below 3.0 or an overall GPA below 3.0 will result in dismissal from the program. Students should not take 100, 200, and 300 level courses.

Annual Progress Report (APR)

Written evaluations are completed jointly by students and academic advisors each year. Students initiate this process after receiving a reminder and instructions from the department (usually early spring semester), and the advisor is jointly responsible for completion of the evaluation. The Annual Progress Report is submitted via an online form. It includes the APR Form which is signed by both the student and faculty member, an updated resume or CV, and a Research/ Professional Goals Statement. It is required that this document be filed annually for students to remain in good academic standing in the master's program, and this assessment of student's professionalism and scholarly integrity will be included in evaluation will be considered when selecting students for assistantships and other awards. Final signed versions of each Annual Progress Report form must be uploaded to GradPlan. Additionally, requests for time extensions will not be considered if annual evaluations have not been completed. It also is recommended that active students meet regularly with their advisors.

The MSU Annual Progress Report for Master's students (Plan A or Plan B) shall be used for this evaluation.

Academic Progress Review

An Academic Progress Review may take place if:
- A master's student has **acquired two grades lower than 3.0** in coursework on the Master's Plan of Study. Students in this situation are on **probation.**
- A master's student has **passed the time limit of six years** for completion of the degree.
- Professionalism and scholarly integrity is not maintained.
- **Miscellaneous** circumstances at the request of the student, major professor, or graduate director.
- The Academic Progress Review will consist of:
  - A meeting attended by the student, the major professor, the Graduate Director, other relevant faculty members (e.g. faculty member for a class the student did not complete successfully). Additionally, the student may invite a representative. Generally the meeting is called by the Graduate Director, but may by initiated by major professor, student or other. *If a campus meeting is not feasible (e.g. online degrees) a letter will be sent to address the concerns, to be followed by a conference call if needed.*
  - The circumstances will be discussed and a plan for remediation will be made. A report, in the form of a memorandum, will be filed. This report will include:
    - Purpose of the meeting
    - Description of the student's situation
    - Actions to be taken to address the situation
    - Timeline for actions
    - Consequence of non-action (e.g. 2nd and final meeting or dismissal)
- This report will be sent to the student, the Graduate Administrative Assistant for filing, the advisor, the master's committee, and the College of Social Science Graduate Dean. The major professor and Graduate Director will monitor student progress.
- **It is the responsibility of the student to complete all actions specified in the remediation plan, consistent with the timeline specified. Failure to do so will result in termination from the graduate program.**

RESIDENCE REQUIREMENTS

As specified in the MSU Academic Catalog, a minimum of 12 credits in the degree program must be earned in residence (as opposed to online courses) on campus (1 semester), but many programs require more. Requests for waivers of this requirement must be submitted by the department or school responsible for the degree program to the appropriate college and then to the Dean of The Graduate School. Youth Development and Family Community Services majors are exempt from this policy.

Certain off-campus and online master's programs do not require the minimum residence. Contact the department, school, or college offering a specific program for additional information.

MAJOR EVENTS IN COMPLETING THE MASTER'S PROGRAM

The following outline is intended to provide general guidelines for your program of study. All program requirements for each Master's program are summarized in the Degree Audit Forms which can be used to plan and track progress.

The time limit for a master's degree is six years. If serious circumstances prevent completion of the program in this time frame, students are strongly urged to plan ahead and request an extension prior to the end of the six-year limit. Students whose enrollment at MSU is interrupted for more than three consecutive semesters (including summer) must reapply for admission.

Please also note: the majority of HDFS faculty are on academic appointments, which means their official responsibilities fall between August 16-May 15. <u>PLAN ACCORDINGLY</u>, as you schedule meetings, exams and thesis preparations.

ACTION TO BE TAKEN	WHEN
First-year advisor appointed.	Upon admission.
If admitted regular status, student selects a permanent advisor. Student may retain first year advisor or select another faculty member whose interests more closely parallel his or her own interests. If change is made, permission from new major professor goes to the Graduate Administrative Assistant who will file a Change of Status.	By 9-12 credits hours.
If admitted on provisional status, the first-year advisor and student monitor the student's progress. The advisor notifies the Graduate Administrative Assistant in writing or e-mail that either (a) the provisional requirements have been met, or (b) provisional requirements have not been met within the timeframe noted on admissions.	The time frame for completing provisional status requirements varies by student and is determined by the Graduate Director upon admission. Generally, it is one calendar year. Provisional admits are rare.
If requirements are met, the Graduate Administrative Assistant prepares and files a Change of Status. When this has been completed, the student selects a permanent advisor as described above.	

ACTION TO BE TAKEN	WHEN
If requirements are not met, the student will be dropped from graduate study at conclusion of the specified provisional admission period.	
Student selects a guidance committee with the help of the permanent advisor.	By the end of the second semester or 12 credit hours, whichever comes last
Student plans program of study with guidance committee members.	By the end of the second semester or 12 credit hours, whichever comes last
Student submits program of study to the Graduate Administrative Assistant for approval by the Director of Graduate Studies and the Associate Dean.	*(Note: Submission for administrative signatures must be made within 30 days of committee signatures.)*
Student and advisor complete MSU Annual Progress Report.	Annually – Spring Semester
Plan A	
Student selects thesis topic, prepares proposal, submits thesis proposal to guidance committee and IRB Human Research Protection Program (HRPP), carries out research, and writes thesis.	When student completes course work, except HDFS 899 credits which will be taken during research and writes thesis. Must take at least 6 credits of HDFS 899.
Student arranges the oral exam with the guidance committee and distributes copies of the "Announcement of Orals" form to the appropriate parties. **Student must be enrolled for at least one credit during the semester of the oral examination.**	When final draft of thesis has been completed. Submit draft to committee two weeks prior to date of oral exam. Note: Most HDFS faculty have academic year appointments. Therefore, orals must be conducted during fall or spring semesters.
Student submits Thesis Electronically and completes "Approval Form" (paper copy) and returns form to 2nd Floor, Chittenden Hall.	Before graduation clearance; by the deadline provided by the Graduate School.
Student completes application for diploma.	At registration of your final semester apply online for graduation: Application for Graduation. If you do not meet the requirements to graduate at the end of your final semester, you must reapply for graduation the following semester or when you are ready to graduate.

ACTION TO BE TAKEN	WHEN
Complete exit survey.	After completion of all program requirements, when the Graduate School sends an invitation email.
Plan B	
Student arranges the oral exam of the final project with the guidance committee and distributes copies of the "Announcement of Orals" form to the appropriate parties. <u>Student must be enrolled for at least one credit during the semester of the oral examination</u>.	When at least 80 percent of course work has been completed. Note: Most HDFS faculty have academic year appointments. Therefore, orals must be conducted during fall or spring semesters
Student completes planned course of study.	By the end of six years from date of enrollment in the first course included in degree certification in the master's program.
Student completes application for degree conferral.	At registration of your final semester apply online for graduation: [Application for Graduation](). If you do not meet the requirements to graduate at the end of your final semester, you must reapply for graduation the following semester or when you are ready to graduate.
Complete exit survey.	After completion of all program requirements, when the Graduate School sends an invitation email.

All forms can be found on the HDFS Community D2L.

For Master's and Ph.D. students who wish to graduate spring term, ORALS AND ALL PAPERWORK MUST BE SUBMITTED TO GRADPLAN AND <u>APPROVED</u> BY GRADUATE SCHOOL DEADLINES. The Graduate School posts relevant [ETD deadlines]() for each semester, and the College of Social Science may communicate additional deadlines via email. Stay alert to deadlines, and plan accordingly.

GRADUATE MENTORING GUIDELINES: STUDENT AND FACULTY PARTICIPATION AND RESPONSIBILITIES

MSU Guidelines for Graduate Student Mentoring and Advising

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

MSU encourages the practice of collaborating with the advisor to generate individual development plans (IDPs) that take into account the strengths and challenges of the student as well as the students' career goals. For templates, see [ImaginePhD (Humanities & Social Science fields)](#).

HDFS has developed a mentoring approach document which describes the general approach of the department, and provides resources to create and sustain a positive and productive mentoring relationship. This serves as a resource for both faculty and graduate students, and is distributed annually at the beginning of the year.

HDFS Guidelines for Graduate Student Mentoring and Advising

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

[Graduate Student's Responsibilities](#)

1. Review the Graduate Student Handbook and the MSU Academic Programs and become familiar with policies and procedures pertaining to the process of obtaining the degree. In particular, keep track of dates and deadlines for each step of the process including choosing a major professor and establishing a committee, filing an approved program, and completing the thesis (as applicable) and oral exams.
2. If admitted on a provisional basis, keep the major professor and Graduate Administrative Assistant informed of progress toward meeting requirements for regular status.
3. Develop a written statement of goals to be used in selecting courses in accordance with the chosen program.
4. Work with the major professor in selecting guidance committee members.
5. Keep up-to-date with current University, College, and Department policies, procedures and requirements pertaining to all aspects of the program.
6. Initiate the required Annual Progress Report and complete it in collaboration with advisor.
7. Submit any changes to program or committee structure on the proper forms with appropriate signatures.

8. Prepare a program plan of study with advice from the major professor and guidance committee.
9. Work with the major professor concerning program adjustments and completing proper forms.
10. Schedule guidance committee meetings for purposes of program planning, review of research proposal, and final oral examination.

Major Professor's (Advisor) Responsibilities

1. Advise the student in selection of courses in accordance with stated program direction before a guidance committee has been formed.
2. Assist the student in selection of guidance committee members and assume responsibility for clarifying their roles.
3. Help the student keep up-to-date with current University and Department policies, procedures and requirements pertaining to all aspects of the program.
4. Initiate, review and approve all necessary graduate forms.
5. Advise the student in preparing a draft of the program plan for discussion and approval of guidance committee.
6. Chair guidance committee meetings for purposes of program planning, review of research proposal (Plan A students) and final oral examination.
7. Provide guidance in developing the student's research proposal, conducting the research and preparing the thesis (Plan A students).
8. Determine when the thesis is satisfactory for distribution to the guidance committee for final review preceding the defense of the thesis. In cases where the research director is not the major professor, this responsibility will be shared (Plan A students).
9. Academic and Professional Standards - Require that the MSU Annual Progress Report be completed, reviewed by the graduate director, and retained in the student file. In the case of a student not progressing satisfactorily, notification will go to the College Academic Affairs office from the student's Committee Chairperson.
10. Students who have not completed the program within six years will be dismissed from the program. See the MSU Academic Handbook.

Guidance Committee's Responsibilities

1. Advise the student in program planning, research proposal development, and other aspects of the program as input is needed.
2. Review and approve all necessary graduate forms.
3. Review and evaluate drafts of the thesis preceding the final defense; provide recommendations for improving the quality of the final research report.
4. Participate in the final oral examination (Plan B students) or oral thesis defense (Plan A students) and evaluate student performance.

HDFS Faculty Eligible for Graduate Advising and Committee Positions

Visit the HDFS.MSU.EDU webpage for updated information on faculty.

Tenure System Faculty	Adjunct & Teaching Focused Faculty**
Adrian Blow	Laurie Bulock
Ryan Bowles	Sarah Dunkel-Jackson
Ahnalee Brincks	Amanda Guinot-Talbot
Holly Brophy Herb	Jinny Han
Sarah Douglas	Yuya Kiuchi
Lekie Dwanyen	Rome Meeks
Linda Halgunseth	Erica Mitchell
Kendal Holtrop	Temple Odom
Deborah Johnson	Erica Tobe
Megan Maas	Jamie Wu
Amy Nuttall	
Desiree Qin	**Fixed Term Faculty may serve on committees with special permission; contact the Graduate Program Coordinator to seek permission.*
Lori Skibbe	
Emilie Smith	
Chi-Fang Tseng	
Claire Vallotton	
Francisco Villarruel	
Yijie Wang	
Andrea Wittenborn	

UNIVERSITY POLICIES FOR GRADUATE STUDENTS

Schedule and Deadline Dates

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

Independent Study Contracts

There are many opportunities for independent study by students who wish to pursue a special area in some depth. The variety of backgrounds, disciplines, and experiences represented among the faculty provides rich opportunities for independent study. Course numbers HDFS 490, 490H, 890, and 894 may be used for independent studies or special studies or practice. A maximum of 9 credits may be taken in these independent and special studies courses or a combination thereof. Fill out the Independent Study form (found on the HDFS Community D2L) with the faculty who will sponsor the course credits, and submit them to the Administrative Assistant for Graduate Studies.

IMPORTANT: *Students MUST consult with and obtain agreement from an individual faculty member before enrolling in an independent study course in order to be ensured of having a staff member with whom to work.*

Permission forms for variable credit course enrollment may be obtained in online from the HDFS website. These must be filed with the HDFS Office of Graduate Studies secretary before the student registers for a course and must be signed at least two days before late fees or other University deadlines are imposed.

Maximum and Minimum Credits

Maximum. Graduate students may carry up to 16 credits each semester. The department or school, however, determines the maximum number of credits. A student load above 16 credits requires approval by the student's dean.
Minimum. All students using University services (faculty consultation included) for graduate work must be registered each semester. Minimum registration consists of one course of 1 credit.
Full Time Students. In order to be considered full time for academic purposes, students must carry the minimum number of credits per semester as defined below:
Master's level .... 9 credits
Graduate–Professional level .... 12 credits

DF-Deferred Grades

Students who need more time to complete course requirements may use the deferred grade option. The required work must be completed and a grade reported within 6 months with the option of a single six-month extension. If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate thesis work.

Master's Residence Requirements

A minimum of 6 credits in the degree program must be earned in residence on campus. Request for waivers of this requirement must be submitted by the department or school responsible for the degree program to the appropriate college and then to The Dean of the Graduate School. Youth Development and Family Community Services majors are exempt from this policy.

Transfer Credits-Master's

As many as 9 semester credits of graduate course work (excluding research and thesis credits) may be transferred into a 30 credit master's degree program from other accredited institutions or international institutions of similar quality, if they are considered by the student's committee as appropriate to the planned program and provided they were completed within the time limits approved for the earning of the degree desired at Michigan State University. Only graduate-level courses in which at least a 3.0 (B) grade was received will be considered for transfer. Approval for transfer of courses must be given by the student's guidance committee and filed with the Graduate Administrative Assistant in the HDFS Graduate office in Room 7E Human Ecology Bldg. The department Graduate Program Director and College of Social Science Associate Dean must grant approval.

Lifelong Education Credits

No more than 9 Lifelong Education credits may be applied to a master's degree program. Only graduate-level courses in which at least a 3.0 (B) grade was received will be considered for transfer. Approval for transfer of courses must be given by the student's guidance committee and filed with the Graduate Administrative Assistant in the HDFS Graduate office in Room 7E Human Ecology Bldg. The department Graduate Program Director and College of Social Science Associate Dean must grant approval.

Credit-sharing Policy

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

Time Limit

The time limit for completion of the master's degree is six years from the beginning of the first semester in which credit was earned toward the degree.

International Travel

Graduate students traveling internationally for MSU-related work (research data collection, international professional conferences, courses, or other academic business) must sign up using the International Travelers Database (even if they are not being reimbursed for travel). This is the best way for MSU to stay in touch with our students if there is an emergency.

Student Rights and Responsibilities

All graduate students at MSU are expected to obtain and familiarize themselves with two major documents: (1) Michigan State University Student Rights and Responsibilities, and (2) Graduate Student Rights and Responsibilities, and conduct themselves in accordance with procedures outlined in the documents. The documents are printed in each current issue of Spartan Life online.

Relationship Violence and Sexual Misconduct Policy

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

Anti-Discrimination Policy

Michigan State University is committed to an active policy of no discrimination on the basis of race, creed, ethnic origin, sexual orientation or gender. All graduate students should familiarize themselves with the Anti-Discrimination Policy and Procedures, and conduct themselves in accordance with the policy and procedures.

Evaluation of the Faculty

Student confidential instructional rating reports shall be used in each graduate course to aid the faculty in its responsibility for ensuring the quality of graduate education. At the discretion of the teacher, supplementary means such as open-ended questions may also be used to evaluate the course. Student confidential

instructional rating reports must be made available to the HDFS Chairperson for review.

Grief Absence Policy

MSU has defined a [grief absence policy](#) to accommodate students' bereavement needs. As approved by University Council, for master's (Plan A), master's (Plan B) with research responsibilities, and doctoral students, it is the ***responsibility of the student*** to: a) notify their advisor/major professor and faculty of the courses in which they are enrolled of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty and c) complete all missed work as determined in consultation with the advisor/major professor and faculty. It is the ***responsibility of the advisor/major professor*** to: a) determine with the student the expected period of absence-it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) receive verification of the authenticity of a grief absence request upon the student's return and c) make reasonable accommodations so that the student is not penalized due to a verified grief absence.

If employed as an RA or TA, the graduate student must also notify their employer. Both employer and student will swiftly communicate to determine how the student's responsibilities will be covered during their absence. Graduate teaching assistants (TAs) should refer to the bereavement policy in the MSU [GEU Contract](#). Students in the graduate professional colleges (CHM, COM, CVM, LAW) with their own grief absence policies are excluded from the above and should follow their own policies. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

University Withdrawal Policy
Effective Fall 2024

A withdrawal from the university occurs when a student drops all their courses within a semester. A student may voluntarily withdraw from the University through the Class Ends date. This date is displayed in the student information system Class Search. When a student withdraws from a semester, their tuition and fees are subject to refund according to the [Refund Policy](#).

From the Class Begins date through the Last Date to Drop with No Grade Reported

Students may drop individual courses or withdraw themselves from the Class Begins date through the Last Date to Drop with No Grade Reported using the online enrollment system, or in person at the Office of the Registrar. Courses withdrawn during this period will not appear on the official transcript.

After the Last Date to Drop with No Grade Reported through the Class Ends date

Students may request to drop an individual course, now considered a late drop, or initiate a withdrawal after the Last Date to Drop with No Grade Reported through the Class Ends date using the Withdrawal Initiation/Late Drop Request. Courses dropped during this period will appear on the official transcript and receive "W" grades.

To request a late drop or to initiate a withdrawal after the Last Date to Drop with No Grade Reported through the Class Ends date, the following steps are required:

Step 1: Student Explores Options and Impacts of Request

Undergraduate students are expected to contact their academic advisor or advising office to learn how a late drop or withdrawal could affect their time to degree and determine if supportive options are available to help maintain their enrollment.

Graduate students are expected to contact their major advisor or graduate program director to discuss how a late drop or withdrawal could affect their time to degree, determine if supportive options are available to help maintain their enrollment, and discuss impacts if the student is an appointed graduate assistant.

International students must meet with the Office for International Students and Scholars to discuss immigration status impacts if they request a late drop or initiate a withdrawal.

NCAA student-athletes must meet with Student-Athlete Support Services to discuss scholarship and/or eligibility impacts if they request a late drop or initiate a withdrawal.

Students who are working with the Office for Civil Rights (OCR) to receive late drop or withdrawal supportive measures or modifications for pregnancy, childbirth, pregnancy-related condition and/or parenting must connect with the Office of Support and Intake in OCR before completing the Withdrawal Initiation/Late Drop Request.

Students who receive federal, state, or institutional financial aid are strongly encouraged to connect with the Office of Financial Aid to learn how a late drop or withdrawal could affect their aid package. The Financial Aid Refund Policy provides additional information about the impact of dropping credits and withdrawing, including an example of a Title IV return of funds calculation.

Students who receive Veterans Education Benefits are strongly encouraged to connect with the Registrar's Office to learn how a late drop or withdrawal could affect their benefits.

Step 2: Student Completes Request

Students must complete a Withdrawal Initiation/Late Drop Request, available within the student information system dashboard.

Step 3: MSU Routes Request

The Withdrawal Initiation/Late Drop Request will be routed to the appropriate office for review and to instructors to gather applicable last dates of attendance.

Step 4: MSU Processes Request

When all appropriate offices and/or instructors have provided approval and/or information, the student's request will be processed.

After the Class Ends date

Requests for retroactive drops or withdrawal after the Class Ends date are available for specific reasons and require approval.

- To petition for a retroactive drop or withdrawal based upon an error in enrollment, students must contact their academic advisor, advising office of their college, or University Advising if an exploratory major.
- To petition for a retroactive withdrawal based upon a student's medical condition that prevented the initiation of a withdrawal during a term of instruction, students must contact the Office of Student Support & Accountability.
- To petition for a retroactive drop or withdrawal based on any other unique and unexpected circumstance, students must contact the Office of the Registrar.

Unofficial Withdrawal

Students who leave the university during a semester or summer session without withdrawing will be assigned their earned grades for all enrolled courses and will forfeit any fees or deposits paid to the university for that term.

Withdrawal for Medical Reasons

Students who withdraw for their own medical reasons must submit the Withdrawal Initiation/Late Drop Request and within it, select "Personal Medical Leave." Doing so will notify staff in the Office of Student Support & Accountability who coordinate the Medical Leave and Return Process (MLRP). The MLRP is available to most MSU students, except those in the College of Human Medicine, College of Law, and College of Osteopathic Medicine. Students within the aforementioned colleges may seek leave information directly from their college student affairs office.

Once withdrawn from the term of instruction, a student is expected to pursue a Medical Leave and provide the proper documentation to verify the condition's impact on their enrollment. Medical Leave is a university-verified designation, determined after the withdrawal has been processed. Medical Leaves are subject to the [Medical Withdrawal Policy for Class Tuition and Fees Refund Policy.](#) If approved for Medical Leave, a student may need to provide documentation of readiness to return to MSU before they will be able to reenroll at MSU.

Academic Recess or Academic Dismissal

If a student is academically recessed or academically dismissed, courses for which the student is enrolled in future terms are administratively dropped. Tuition and fees are subject to refund according to the [Refund Policy](#).

Non-Academic Suspension or Dismissal

If a student is suspended or dismissed through the non-academic student conduct process, the student will be administratively withdrawn from the current semester and forfeit their tuition and fees. Depending upon the implementation timing of the suspension or dismissal, courses may not appear on the official transcript or may appear with "W" grades. Any enrollment in future semesters will be administratively dropped.

MSU Guidelines on Authorship

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

University Policy about Dissemination of Graduate Students' Research

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

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

Students submitting a thesis/dissertation to ProQuest now can request a hold/embargo of publication by ProQuest by contacting the Graduate School at msuetds.approval@grd.msu.edu. In response to the request, the Graduate

School will send directly to the student a form that needs to be completed and turned to the Graduate School prior to submission of the document to ProQuest. The form needs to be signed by the student's major professor and by the Associate Dean of the student's college. The request for the hold/embargo may be for six months, one year or two years. Requests for a period longer than six months must include a written justification for the length of the hold/embargo.

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

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

MSU's Institutional Data Policy

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

Professionalism Policy

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

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

HDFS FELLOWSHIPS SCHOLARSHIPS AND AWARDS
APPLICATIONS DUE February 15, 5:00 P.M.

One application process is used for all scholarships. Students will be considered for all awards for which they fit criteria; a scholarship form completed online is used to assess student eligibility for all awards and give students opportunities to describe their leadership and service activities. Students must submit a current resume or CV, and a statement describing their research, educational, and /or professional goals and accomplishments.

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

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

Jeanette Lee Scholarship
Eligibility: This award is for educational emphasis that will benefit families/children. Preference is to a returning student.

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

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

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

Knorr/Metzer/Byers Scholarship
Eligibility: This award is for students majoring in Human Development and Family Studies.

Tom Luster Endowed Scholarship

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

Jean Davis Schlater Dissertation Fellowship Endowment

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

Verna Lee and John Hildebrand Dissertation Fellowship

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

Human Ecology Legacy Endowment Fund Scholarship

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

Human Development and Family Studies Opportunity Fund

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

Additional Information for Scholarships and Awards

Receipt of externally funded fellowships by students who have written their own grant applications and worth at least $25,000 (direct Costs) now makes the students eligible for in-state tuition rate. The in-state tuition rate applies only to the semesters during which the student is supported by the fellowship. This policy applies only to grants funded through a competitive processes (e.g., need-based fellowships) or from international sources do not qualify the students for in-state tuition rates. For more information contact Associate Dean Kirsten Tollefson at tollefs2@msu.edu.

TRAVEL FUNDING

When University-related travel is permitted, limited travel funding is available for student travel to national and international conferences. Generally, there is an early September deadline for fall semester travel and an early December deadline for spring semester; all applications for funds for summer travel must be submitted by early March.

These are the steps you need to take:

- ► Go to Graduate School website: and access [Graduate Student Travel Funding](#).
- ► Prepare a letter that indicates: a) name of conference, dates, location; 2) title and brief abstract of paper or poster presentation (ONLY THOSE WHO ARE FIRST AUTHOR WILL BE SENT ON TO GRADUATE SCHOOL; provide proof of authorship); 3) itemization of cost; and 4) emergency contact information.
- ► Have your advisor commit funding if possible, and sign the form; advisors must sign regardless of funding commitment.
- ► Submit your form to the Administrative Assistant for Graduate Studies by fall or spring deadline as stated (usually early September and December). Based on funds available, HDFS will commit some funding and then forward to the College of Social Science and The Graduate School for those who are first author.
- ► Priority given to students presenting at conferences.

Other Notes:

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

GRADUATE ASSISTANTSHIPS

Purpose and Principles

There are three purposes for assistantships in the Department of Human Development and Family Studies:

- ► To provide graduate students with opportunities to expand their academic and professional skills and increase their breadth of scholarly experience.

- ► To provide support for faculty engaged in activities that further the mission of the Department.

- ► To provide financial assistance to graduate students as they pursue their advanced degrees.

Graduate teaching and research assistantships are available to qualified graduate students based on availability of funds, and Ph.D. students have priority. Assistantships may include the following types of assignments: assisting in the Child Development Laboratories and/or Family and Child Clinic, assisting with ongoing research, and assisting with undergraduate courses in HDFS. Further information can be obtained from HDFS faculty members and administrators.

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

All assistantships are contingent upon availability of resources. Assistantships are assigned for a specific period of time, with some opportunity for renewal. Under normal circumstances, half-time assistantships will be assigned for two (2) semesters.

Applying For a Graduate Assistantship in HDFS

1. A link to an online application/questionnaire regarding TA/RA positions will be distributed early in the Spring semester. Submitting this will provide the department with information about your availability, preferences, and schedule, but is not a guarantee that all requests can be granted. **If you wish to be considered for an assistantship, this response is <u>mandatory</u>.**

2. Complete the application online by the due date (typically in February or March).

3. Appointments are based on available funds, departmental needs, student learning goals, and students' prior experience and performance. Content area faculty make recommendations to the Department Chair and Director of Graduate Studies regarding specific student placements.

4. Most assistantships are committed before the beginning of fall semester. However, some openings may occur during the academic year.

5. An initial letter is sent in April for fall appointments. Further appointments may be made, or appointments adjusted in late spring and summer as needs and budget allocations are confirmed.

6. Students may advocate for specific positions in which they are interested, and may contact a particular course instructor, research investigator, or administrator with whom they would be interested in working. Doing so will

not exclude you from being considered for another position nor assure you of the position about which you inquired.

7. Reappointments to previous positions are possible, but are not guaranteed.

Normal Employment Requirements for Graduate Assistants

► There are three employment periods each year: August 16-December 31, January 1-May 15, and May 16-August 15. *Stipends are compensation for completion of the entire body of work associated with a TA appointment, including through the submission of grades even if that date falls outside the employment period.*
► Quarter-time appointment=10 hours per week on average each semester
► Half-time appointment = 20 hours per week on average each semester.
► Three-quarter time appointment = 30 hours per week on average each semester.

Graduate Assistant Professionalism

Graduate students serving as Teaching Assistants are expect to uphold all ethical standards within FERPA, and to adhere to the standards within the HDFS Undergraduate Teaching Professionalism Document which sets department-wide expectations of all of those serving in an instructional role. This document provides minimum expectations for all faculty and graduate students working in instructional roles; instructors and TA's work together to establish and maintain the expectations for their class.

Graduate students serving in Research Assistantship roles are expected to maintain training in and uphold the ethics expected in human subjects research.

Graduate Assistant Evaluation

For Teaching Assistants (TA's):
• **TA Supervisor Semester Start Form**: As part of the GEU Contract (negotiated in 2024) which governs the work of TA's, each TA must submit the attached TA Supervisor Semester Start Meeting before the end of the first week of classes. This form should be filled out when TA's meet with their supervising faculty to talk about the HDFS TA Expectations and Evaluation form at the beginning of the semester.
• **TA Role Expectation and Performance Evaluation Form**: All Students who have a GA appointment (TA, RA, or other GA appointment) must have their work evaluated each semester by their supervising faculty. These evaluations are required by the university, and the process and feedback are meant to support the GA experiences as a learning and professional development experience for graduate students. The Role Expectation and Performance Evaluation Forms for TA's and for GA/RA's support this process.

- *Beginning of Semester: Complete the first two sections of the TA Role & Expectation and Performance Evaluation Form in conversation with supervising faculty and save the form for the end of semester evaluation.*
- *Before end of first week of classes: Submit the TA Supervisor Semester Start Meeting Form to the Grad Program Coordinator.*
- *By two weeks after the end of the semester: Complete Sections 3-5 of the TA Role & Expectation and Performance Evaluation Form in conversation with supervising faculty and send it to the Grad Program Coordinator.*

For Graduate and Research Assistants (GA's & RA's)
- **GA/RA Role Expectation and Performance Evaluation Form:** All Students who have a GA appointment (TA, RA, or other GA appointment) must have their work evaluated each semester by their supervising faculty. These evaluations are required by the university, and the process and feedback are meant to support the GA experiences as a learning and professional development experience for graduate students. The Role Expectation and Performance Evaluation Forms for TA's and for GA/RA's support this process.
  - Beginning of Semester: Complete the first two sections of the GA/RA Role & Expectation and Performance Evaluation Form in conversation with supervising faculty and save the form for the end of semester evaluation.
  - By two weeks after the end of the semester: Complete Sections 3-5 of the GA/RA Role & Expectation and Performance Evaluation Form in conversation with supervising faculty and send it to the Grad Program Coordinator.

Pay Dates
Paychecks issued every other Friday. For more information on specific dates, see the MSU Biweekly Payroll Schedules.

Tuition Waiver
A tuition waiver will be provided during the period of the assistantship. The tuition waiver is in the amount of **nine credits for Fall Semester, nine credits for Spring Semester and five credits for Summer Semester**. Visitor credits may count as part of a graduate assistant's credit load and be covered by the waiver. If a graduate assistant resigns an assistantship during a semester, such that the appointment does not meet minimum duration standards (53 calendar days in Fall and Spring; 46 calendar days in Summer) he/she will be assessed tuition for all credits carried, and those who are not Michigan (in-state) residents will be assessed out-of-state tuition. For any changes in courses made after the End of 100% Refund Period (see the Academic Calendar). No refund will be made for credits dropped, nor may courses be exchanged, even when such

courses are covered by tuition waiver. Any additional tuition required by a particular program or college are not covered.

Exemption from Out-of-State Tuition: This exemption also applies to Summer Semesters preceding or following a full academic year appointment (consecutive Fall and Spring appointments).

Fees: Matriculation and energy fees are waived. Any additional fees required by a particular program or college or by status as an international student are not covered.

Health Benefits
Learn more about health benefits provided to students holding graduate assistantships here.

Graduate Assistant Illness/Injury/Pregnancy/Adoption Leave Policy

According to University Policy, a Graduate Assistant who becomes unable to fulfill duties of his/her appointment because of illness or injury shall notify the administrator of his/her major unit as soon as circumstances permit. Similarly, a graduate assistant unable to fulfill the duties of his/her appointment because of pregnancy shall notify the administrator of his/her major unit as soon as circumstances permit.

During the illness, injury, or pregnancy the major unit shall adjust (reduce, waive or reschedule) the graduate assistant's duties as those duties and the assistant's physical circumstances reasonably dictate. If total absence from duties becomes necessary, the major unit shall maintain the stipend of the appointment, provided the graduate assistant is still enrolled, for a period of two months or to the end of the appointment period or of the semester, whichever should occur first.

A graduate assistant who adopts a child shall be entitled to adoption leave of up to two (2) months, the first week of which will be paid by the major unit and the balance of which will be unpaid, to commence on or before the date of adoption as determined by the graduate assistant.

A graduate assistant who becomes a parent by birth and is not otherwise covered by the pregnancy leave policy, shall be entitled to parental leave of up to two (2) months, the first week of which will be paid by the major unit and the balance of which will be unpaid to commence on or before the date of birth as determined by the graduate assistant. Additional unpaid leave may be arranged on an ad hoc basis, as mutually agreed with the major unit.

Eligibility for adoption leave or parental leave is determined under the following conditions: (1) It must be completed within six (6) weeks of the birth or adoption of a child under the age of six (6); (2) It may not extend beyond the graduate assistant's previously scheduled appointment end date; and (3) It must be requested in writing no less than four (4) weeks prior to the scheduled start of the leave.

The graduate assistant shall have the right to return to the assistantship within the original terms of the appointment, at such time as he or she is able to reassume the duties of the position.

Additional support can be found through the Resource Center for Persons with Disabilities [website](#).

Termination from Graduate Assistantships

When a graduate student is unable to fulfill the responsibilities of a graduate assistantship, HDFS follows the procedures set out by the GEU for review and potential dismissal of the student from the position. If a graduate assistant resigns an assistantship or the assistantship is terminated early during a semester, such that the appointment does not meet minimum duration standards (53 calendar days in Fall and Spring; 46 calendar days in Summer), he/she will be assessed tuition for all credits carried, and those who are not Michigan (in-state) residents will be assessed out-of-state tuition. More information on the procedures can be found in the [GEU contract](#); the relevant sections are provided below.

Procedure for Unsatisfactory Performance

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

Discipline

The parties recognize the authority of the Employer to suspend, discharge, or take other appropriate disciplinary action against Employees for just cause. Discharge may result from an accumulation of minor infractions as well as for a single serious infraction. Whenever it is appropriate, the Employer shall

give the Employee advance notice of its intent to hold an investigatory interview. An Employee shall be entitled to the presence of a Union Representative at an investigatory interview if he/she has reasonable grounds to believe that the interview may be used to support disciplinary action against him/her, and he/she requests representation. If any discipline is taken against an Employee, the Employee will receive a copy of the disciplinary action. In the event that an Employee is discharged, the Employee will receive a copy of the notice of discharge, including a summary of the reasons for the discharge. When allowed by law, the Union will be provided a copy of any notice of discharge. An Employee may appeal a suspension or discharge beginning at Step Two of the Grievance Procedure.

GEU Contract

Graduate teaching assistants are eligible to join the Graduate Employee Union. The current GEU Contract between the GEU and the University lays out the rights and responsibilities of Union members. Graduate students who have a graduate assistantship should become familiar with this document. The current contract is in effect through May 15, 2023.

Policies regarding outside work-for-pay are addressed in Article 17 of the GEU. States.

> ► An employee whose primary employment is with Michigan State University may appropriately maintain additional employment either within or outside of MSU.

> ► Such employees will ensure that additional employment does not interfere with their employment responsibilities at MSU.

Additionally, the Department strongly emphasizes that graduate assistants are students first and should monitor their academic and professional progress to ensure scholarly success during their term of employment.

Responsibilities and Evaluation

An evaluation of each student's work is completed each semester using the Teaching Assistant (TA) or Graduate Assistant (GA) Role Expectations and Evaluation (REE) Form, sent by the Graduate Program Coordinator or Director each semester. Graduate assistants are expected to meet with their faculty supervisor to discuss their responsibilities before the semester begins to complete the first components of the GA/TA-REE form. That evaluation should take place in a meeting between the student and the faculty supervisor with whom they have been working, and be submitted within two weeks after the semester concludes.

Graduate students who teach also need yearly evaluations of their teaching (Article 2.5.2.4); see website http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities/article-2-academic-rights-and-responsibilities-for-graduate-students for more information.

Teaching Assistants also are required to attend TA professional development sessions provided by the department.

D2L is the main instructional course management tool available at MSU. Online tutorials and help desk information is available on D2L.

Mandatory Training

All TAs and RAs must complete the on-line training about the Relationship Violence and Sexual Misconduct Policy.
You will want to reserve approximately 30 minutes to complete all assignments. *If you need assistance, contact the Help Desk at 517-884-4600 or* empower@msu.edu.

All Graduate Students are required to complete the DEI Foundations course.

TA's and Instructors of record should also complete training in FERPA.

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

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

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

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

Updates about English language proficiency for Teaching Assistants
The policy changes (indicated in bold print) are reflected in the description that follows. The policy is also available from: https://grad.msu.edu/tap/speak.

MSU TA Program

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

ACADEMIC HEARING PROCEDURES FOR THE HDFS DEPARTMENT

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Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student's most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections that best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (GSRR Article 1.2)

The *Michigan State University Student Rights and Responsibilities (SRR)* and the *Graduate Student Rights and Responsibilities (GSRR)* documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, the Department of Human Development and Family Studies has established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.)

JURISDICTION OF THE DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES HEARING BOARD

A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving **graduate** students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)

B. Students may **not** request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

COMPOSITION OF THE HEARING BOARD

A. The Department of Human Development and Family Studies shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing Board members serve one-year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)

B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)

C. The Department of Human Development and Family Studies will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

REFERRAL TO THE HUMAN DEVELOPMENT AND FAMILY STUDIES HEARING BOARD

A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards, or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in consultation with the Associate Dean for Graduate Studies, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)

B. At any time in the grievance process, either party may consult with the University Ombudsperson. https://ombud.msu.edu/ (See GSRR 5.3.2.)

C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)

D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student

has **10** class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)

E.   If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)

F.   A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

PRE-HEARING PROCEDURES

A.   After receiving a graduate student's written request for a hearing, the Chair of the Human Development and Family Studies Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)

B.   Within **5** class days, the Chair of the Hearing Board will:

1.   forward the request for a hearing to the respondent and ask for a written response;

2.   send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within **3** class days of this notification. In addition to conflict of interest challenges, either party can challenge two hearing board members without cause (GSRR 5.1.7.c);

3.   rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee (See GSRR 5.1.7.). Decisions by the Hearing Board chair or the College Dean (or designee) on conflict of interest challenges are final;

4.   send the Hearing Board members a copy of the request for a hearing and the respondent's written response, and send all parties a copy of these procedures.

C.   Within **5** class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:

1.   accept the request, in full or in part, and promptly schedule a hearing.

2.   reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)

3.   the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)

D.   If the Human Development and Family Studies Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.

E.   At least **5** class days before the scheduled hearing, the Chair of the Human Development and Family Studies Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Human Development and Family Studies Hearing Board members after any challenges. (See GSRR 5.4.7.)

F.   At least **3** class days before the scheduled hearing, the parties must notify the Chair of the Human Development and Family Studies Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and vice versa. (See GSRR 5.4.7.1.)

G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least **3** class days before the hearing. (See GSRR 5.4.9.)

H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Human Development and Family Studies Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Human Development and Family Studies Hearing Board at least **3** class days before the scheduled hearing. (See GSRR 5.4.9c.)

I. Either party to the grievance hearing may request a postponement of the hearing. The Human Development and Family Studies Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)

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

K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Human Development and Family Studies Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)

L. Members of the Human Development and Family Studies Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4.and 5.4.11.)

HEARING PROCEDURES

A. The Hearing will proceed as follows:

1. <u>Introductory remarks by the Human Development and Family Studies Chair of the Hearing Board:</u> The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded.

Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:

- In <u>academic grievance hearings</u> in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.

- In hearings in which a graduate student seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.

- All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)

2.   If the <u>complainant</u> fails to appear in person or via an electronic channel at a scheduled hearing, the Human Development and Family Studies Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)

3.   If the <u>respondent</u> fails to appear in person or via an electronic channel at a scheduled hearing, the Human Development and Family Studies Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9-b.)

4.   If the <u>respondent</u> is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)

5.   To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)

6.   <u>Presentation by the Complainant:</u> The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Human Development and Family Studies

Hearing Board, the respondent and the respondent's advisor, if any.

7. <u>Presentation by the Complainant's Witnesses</u>: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Human Development and Family Studies Hearing Board, the respondent, and the respondent's advisor, if any.

8. <u>Presentation by the Respondent</u>: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Human Development and Family Studies Hearing Board, the complainant, and the complainant's advisor, if any.

9. <u>Presentation by the Respondent's Witnesses</u>: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Human Development and Family Studies Hearing Board, the complainant, and the complainant's advisor, if any.

10. <u>Rebuttal and Closing Statement by Complainant</u>: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.

11. <u>Rebuttal and Closing Statement by Respondent:</u> The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.

12. <u>Final questions by the Hearing Board</u>: The Human Development and Family Studies Hearing Board asks questions of any of the participants in the hearing.

POST-HEARING PROCEDURES

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the

Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

B.   Decision:

1.   In <u>grievance (non-disciplinary)</u> hearings involving graduate students in which a majority of the Human Development and Family Studies Hearing Board finds, based on "clear and convincing evidence," that a violation of the student's academic rights has occurred, and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board's recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within **3** class days. If the Human Development and Family Studies Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to the parties and the University Ombudsperson. (See GSRR 5.4.11.)

2.   In <u>grievance (non-disciplinary)</u> hearings involving <u>graduate</u> students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any, to the College Hearing Board within **5** class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within **5** class days. (See GSRR 5.5.2.2 and 5.4.12.3)

C.   Written Report:

The Chair of the Human Development and Family Studies Hearing Board shall prepare a written report of the Hearing Board's findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within **3** class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board's decision. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. The report also should inform the parties of the right to appeal within **5** class days following notice of the decision, or **5** class days if an academic disciplinary hearing is pending. The Chair shall forward copies of the Hearing Board's report and the administrator's redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. All recipients must respect the confidentiality of the report and of the hearing board's deliberations resulting in a decision. (See GSRR 5.4.12 and 5.5.2.2)

APPEAL OF THE HEARING BOARD DECISION

A. Either party may appeal a decision by the Human Development and Family Studies Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records.) (See GSRR 5.4.12.)

B. All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within **5** class days following notification of the Human Development and Family Studies Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)

C. A request for an appeal of a Human Development and Family Studies Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Human Development and Family Studies Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Human Development and Family Studies Hearing Board were not supported by "clear and convincing evidence." The request also must include the redress sought. Presentation of new

evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

RECONSIDERATION

If new evidence should arise, either party to a hearing may request the appropriate Human Development and Family Studies Hearing Board to reconsider the case within **30** days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Human Development and Family Studies Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

FILE COPY:

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

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

OFFICE OF THE UNIVERSITY OMBUDSPERSON

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the University - that is, it does not speak or hear for the University.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information:

<div align="center">

Office of the University Ombudsperson
129 N. Kedzie Hall
(517) 353-8830
ombud@msu.edu
https://ombud.msu.edu

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RESOURCES PROVIDED BY MICHIGAN STATE UNIVERSITY

Resources provided by the Graduate School:

- ► [Diversity, equity, & inclusion programs](#)
- ► [Events](#)
- ► [Forms](#)
- ► [Funding](#)
- ► [Graduate life & wellness](#)
- ► [Mentoring](#)
- ► [Policy information](#)
- ► [Disability and Reasonable Accommodation Policy](#)
- ► [Digital Accessibility Policy](#)
- ► [Professional development](#)
- ► [Research integrity](#)
- ► [Traveling scholar opportunities](#)
- ► [University Committee on Graduate Studies](#)
- ► [Graduate Educator Advancement and Teaching (GREAT)](#)
- ► [Graduate School Office of Well-Being (GROW)](#)
- ► [Out-of-State tuition waivers](#)
- ► [Student Parent Resource Center](#)
- ► [Gender and Sexuality Campus Center](#)
- ► [Student Veterans Resource Center](#)
- ► [Women's Student Services](#)

Resources provided by University-level units:

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

HELPFUL TIPS FOR HDFS GRADUATE ASSISTANTS

- Printing
  - o The HDFS Mailroom (Human Ecology Room 4C) has a printer for use through HDFS computers in the Human Ecology building.
  - o The HDFS Mailroom printer is available to use for Graduate Assistantship responsibilities. It is not available for personal use.
  - o To print:
    - ▪ Contact Phil Reid at reidphil@msu.edu to receive a printer code. The printer code must be entered in the "Department ID" and the PIN should be left blank.
    - ▪ Alternatively, you can contact Crissy Youmans at youmansc@msu.edu, AT LEAST 2 days in advance. Emergency printing needs submitted with less notice aren't guaranteed.
- Conference Rooms
  - o Rooms 3 (6-8 people), 9 (up to 30 people), and 11 (4-6 people) are our conference rooms.
  - o If you need to reserve a room, contact Crissy Youmans at youmansc@msu.edu.
- Private Spaces to Meet with Students
  - o Rooms 13F and 1D are available for private meetings with students or confidential research needs.
  - o If you need to reserve a room, contact Crissy Youmans at youmansc@msu.edu.
    - ▪ If the room is locked, please come find Sparty the Monkey in Room 7 for the keys.
    - ▪ These rooms should remain locked when not in use.
- Mailroom
  - o The mailroom is in HE 4C (same as the copier room).
  - o Graduate students have an accordion file under faculty mailboxes where you can search for your mail.
  - o If you don't see a tab with your name on it, add one.
- Pests
  - o If you see any mice, insects, or bats, please immediately report it to Crissy Youmans at youmansc@msu.edu.

MASTERS FORMS

Form or GradPlan	Where to Find it?	When to Complete it?	Who Completes it?	Where to send it?
Application for Graduation	D2L > HDFS Graduate Community > Masters Program Milestones > Application for Graduation	Early in the semester when you plan to graduate	Student	Submit online
Independent Study Form	D2L > HDFS Graduate Community > Masters Program Milestones > Independent Study Form	As you are enrolling for classes for the coming semester	Student initiates; Instructor approves	Submit online
Info Needed for Independent Studies1	D2L > HDFS Graduate Community > Masters Program Milestones > Independent Study Form	As you are enrolling for classes for the coming semester	Student initiates; Instructor approves	
Time Extension Link	D2L > HDFS Graduate Community > Masters Program Milestones > Time Extension Form Link	Within the year before your program time limit is reached	Grad Program Coordinator or Advisor	
Readmission Form	D2L > HDFS Graduate Community > Masters Program Milestones > Readmission Form	At least two months prior to the first day of registration for the semester in which the student expects to resume graduate studies	Student initiates it; Graduate Program Director completes	Submit online
Research Integrity | The Graduate School	D2L > HDFS Graduate Community > RECR	Keep up to date continuously, check it annually	Student	
CITI Login (Training Modules)	D2L > HDFS Graduate Community > RECR	Keep up to date continuously, check it annually	Student	Complete online

Ability (MSU RECR Tracking System)	D2L > HDFS Graduate Community > RECR	Keep up to date continuously, check it annually	Student	GradPlan
RECR Instructions	D2L > HDFS Graduate Community > RECR > Tracking Forms	Student		
MASTERS A RECR TRACKING WORKSHEET	D2L > HDFS Graduate Community > RECR > Tracking Forms	Keep up to date continuously, check it annually	Student	Grad Coordinator
MASTERS B RECR TRACKING WORKSHEET	D2L > HDFS Graduate Community > RECR > Tracking Forms	Keep up to date continuously, check it annually	Student	Grad Coordinator
Click IRB Login	D2L > HDFS Graduate Community > IRB	Before beginning thesis research; work with advisor to determine if before or after thesis proposal	Student and advisor work together to complete it; Advisor must be the one to submit. If student is using advisor's study or data, the existing IRB approval may be sufficient.	Keep on File; update in GradPlan; Send to Grad Director as part of any application for research funding
MSU IRB	D2L > HDFS Graduate Community > IRB	Before beginning thesis research; work with advisor to determine if before or after thesis proposal	Student and advisor work together to complete it; Advisor must be the one to submit. If student is using advisor's study or data, the existing IRB approval may be sufficient.	MSU Click IRB system
Instructions for HDFS Grad Annual Progress Reports (Spring 2024)	D2L > HDFS Graduate Community > Annual Progress Reports	Every Year, Early Spring, Date TBD	Student initiates; advisor reviews;	Upload to individual APR Folder then

			student and advisor meet and sign forms; Grad Director will review and sign and send Final copy to students; students will upload final copy to GradPlan each year prior to May 15	Email Grad Coordinator when completed
[TA Role Expectation and Performance Evaluation Form](#)	D2L > HDFS Graduate Community > TA/GA/RA Evaluation Forms	Two weeks after each semester with GA assignment;	Student initiates it; Supervisor must complete a portion and discuss with student, both sign; Student hands it in	Grad Coordinator
[GA/RA Role Expectation and Performance Evaluation Form](#)	D2L > HDFS Graduate Community > TA/GA/RA Evaluation Forms	Two weeks after each semester with GA assignment;	Student initiates it; Supervisor must complete a portion and discuss with student, both sign; Student hands it in	Grad Coordinator
[TA Supervisor Semester Start Meeting Form](#)	D2L > HDFS Graduate Community > TA/GA/RA Evaluation Forms	Student initiates it, completes with TA supervisor	Grad Coordinator	
[HDFS Lecture Evaluation Form (2025)](#)	D2L > HDFS Graduate Community > TA/GA/RA Evaluation Forms	Immediately after the guest lecture	Initiated by student; completed by instructor of course the student is lecturing in; submitted by student as part of	Submit as part of Annual Progress Report

			Annual Progress Reports	
COA Template	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Grad Funding General	As needed, when submitting requests for funding	Student	Grad Coordinator
Cost of Attendance Form	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Grad Funding General	As needed, when submitting requests for funding	Student	Grad Coordinator
Travel_Funding_Form_2024	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Travel	As needed, before March 1	Student with support from advisor	Grad Coordinator
Travel Application Form and Checklist	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Travel	As needed, before March 1	Student with support from advisor	Grad Coordinator
Example Application Letter & Budget	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Travel	As needed, before March 1	Student with support from advisor	Grad Coordinator
Travel Funding Supplemental Information	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Travel	As needed, before March 1	Graduate Coordinator	
Research Enhancement Form_2023-24	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Research > Research Enhancement	As needed, before March 1	Student with support from advisor	Grad Coordinator
HDFS Research Enhancement Application Form and Checklist_2024	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Research > Research Enhancement	As needed, before March 1	Student with support from advisor	Grad Coordinator
Research Funding Supplemental Information	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Research	As needed, before March 1	Graduate Coordinator	

CSS Statistical Consulting Support Request_Graduate Student	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > CSTAT Consulting Request Form	As needed, before March 1	Student with support from advisor	Grad Coordinator
EmergencyFundingForm	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Emergency Funding	As needed	Student, with support from Grad Director	Grad Coordinator and Director
Emergency Funding Supplemental Information	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Emergency Funding	As needed	Student, with support from Grad Director	Grad Coordinator and Director
GradPlan	GradPlan - Research Overview Tab	Every Year	Student	GradPlan
GradPlan	GradPlan - Committee Tab	Within First Two Years	Student initiates; faculty and Grad Director approve electronically	GradPlan
GradPlan	GradPlan - Course Plan	Within First Two Years, Right After Committee	Student initiates; faculty and Grad Director approve electronically	GradPlan
Apply to Participate in Commencement	https://commencement.msu.edu/graduate	Beginning of the semester you plan to graduate	Student	Submit online
Concur Travel Approval Request	EBS > Travel & Expense > SAP Concur > Requests > Create New Request	As needed	Student with support from advisor	Grad Coordinator
HDFS Scholarship Qualtrics Survey	Link will be sent by Grad Director in ealry Spring semester	By February 1	Student	Submit online
I9	Meet with Grad Coordinator	As needed	Graduate Coordinator	