

Human Development and Family Studies
Ph.D. Handbook
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WELCOME

Welcome to Human Development and Family Studies 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 very 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 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. Though it is your responsibility to educate yourself on University, college, and department requirements, your academic advisor is your primary resource person and you should work closely with her/him to ensure you are meeting all requirements. Other faculty members, graduate students, and the Director 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 LEARNING GOALS

In Fall 2022, the HDFS Faculty approved a set of eight student learning goals for the PhD program. These goals were developed with input from students and faculty. They goals are intended to guide HDFS doctoral students' learning experiences, assessments of learning, and departmental measures of success in educating doctoral students.

1. **Theory.** Use foundational and contemporary theoretical frameworks, relevant to the study of individuals and families in context, to explain developmental and / or change processes.
2. **Empirical Knowledge.** Construct (organize, make sense of) and critically evaluate the body of empirical knowledge for a field/ topic of study to identify gaps and justify new directions.
3. **Research Methods.** Critically analyze and make sound methodological decisions, implement a research study and defend choices.
4. **Dissemination of Scholarly Work.** Demonstrate effective written and oral communication to disseminate information to a scholarly audience, integrating theory, empirical knowledge, and research methods as appropriate.
5. **Teaching.** Demonstrate effective teaching, including instructional design and implementation.
6. **Translation of Science to Transform Lives.** Use HDFS theory and research to address real-world problems in practice, programming, or policy.
7. **Ethics.** Demonstrate ethical behavior in all aspects of scholarship and articulate understanding of ethical issues in research, teaching, and practice.
8. **Diversity, Equity, and Inclusion.** Articulate an understanding of positionality, and describe approaches to diversity, equity, and inclusion relevant to research, teaching, practice, and policy.

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 within The Clinical Center at 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:

- ▶ Written academic and professional requirements.
- ▶ Responsiveness to academic and professional needs and desires.
- ▶ Opportunities for professional development and networking.
- ▶ Periodic assessment of opportunities to improve graduate programs.
- ▶ Support and encouragement of creative original study and research.

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 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.
- ▶ To meet University and Department requirements for degree completion in a timely manner.
- ▶ To form a doctoral 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 and professional 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.
- ▶ To exhibit the highest standards of professionalism in teaching, research, and scholarship. This includes professional use of email and social media. Remember you represent MSU and HDFS in all interactions, particularly when using your msu.edu email.
- ▶ To provide the department with copies of research-related documents (such as permits, approvals of grant proposals, research proposals) within the prescribed deadlines.

INTRODUCTION TO THE DOCTORAL PROGRAM

Human Development and Family Studies is the interdisciplinary study of individuals and relationships across the lifespan in diverse contexts of families, communities, and cultures. Ph.D. candidates are prepared to transform the human experience through applied research rooted in social justice.

Doctoral students collaborate with faculty mentors in experiences related to applied research, developing a focal area of scholarship. Each student completes rigorous course work, including research methodology, comprehensive exams, and the dissertation. Student achievements are documented in a professional portfolio throughout the doctoral program.

The Doctor of Philosophy Degree in Human Development and Family Studies offers three concentrations from which students may choose. They include:

Child Development: focus on behavioral, psychological, biological, educational, and contextual processes that promote positive developmental outcomes in infants and young children.

Diversity, Youth, and Family Development: focus on developmental processes across life course periods from middle childhood to emerging adulthood within the context of family, community, schools and other environments within a sociocultural context. Particular contexts include attention to immigration, poverty, ethnic/racial socialization and identity, and sexual/gender socialization and identity. Study may focus on one life stage (i.e., middle childhood, adolescence, emerging adulthood) or examine an issue (e.g., attachment, chronic illness, discrimination) across multiple periods within the life course. Completing a selection of courses on development in middle childhood, adolescence, emerging adulthood, cultures, identities, families, parenting or policy, agreed upon by the student and committee members will satisfy the concentration.

Couple and Family Therapy: focus on the application of research and theory to individual, group, couple and family therapy. Accredited by the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE).

The Ph.D. in the Department of Human Development and Family Studies emphasizes the relationships of individuals and families with their environments. Students have the opportunity to plan programs that prepare them for positions in university teaching and research, community college and community education programs, local, state, national and international government programs, and industry.

The Ph.D. program is designed to incorporate an integrative overview of research and theory in human development and family studies. This includes course work with an emphasis in Child Development, Human Development and Family Diversity, or Couple and Family Therapy. Additional courses will address specific program goals, research methodology and original research with a theoretical orientation. Upon completion of the

degree, students are expected to demonstrate competence in an array of theories, a selected area of concentration, additional focus areas, research methodology and statistics and a supporting field.

The Department of Human Development and Family Studies strives for excellence and leadership in study and application of theoretical approaches directed toward enhancing well-being of families and individuals across the lifespan. HDFS faculty members conduct both basic and applied research. Their work is disseminated in publications, reports, and presentations at local, state, national and international conferences.

PROGRAM REQUIREMENTS AND PLANNING

Guidelines for the doctoral program in Human Development and Family Studies have been developed to provide information for you and your committee members to use in program planning. Your professional program is tailored to your needs to the extent feasible, and flexibility is provided by limiting the number of required courses and permitting you and your selected committee to plan an appropriate program together. These guidelines conform to University guidelines.

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 (comprehensive exams, dissertation proposal, dissertation defense). Milestones must be completed in a timely way with sufficient quality assessed by your guidance committee. In order to graduate, you must also complete all requirements in the PhD portfolio.

All program requirements for each PhD Concentration are summarized in the Degree Audit Forms which can be used to plan and track progress.

Program Planning Process

Advisor and Committee Members

- ▶ The program of study in the Ph.D. is planned by the doctoral student and a guidance committee composed of at least four Michigan State University regular faculty members, one of whom is designated as the major professor (see Forming Doctoral Guidance Committee) for procedures for non-regular faculty committee members). At least three committee members, including the committee Chairperson, must possess an earned doctoral degree. (For additional details on University policy, see the current edition of Academic Programs Catalog). Members of the committee must include three of the regular HDFS faculty, and the fourth member from outside the department represents the minor area. The guidance committee composition may include adjunct faculty and others as long as the number of these persons does not exceed the required number of regular Michigan State University faculty. The guidance committee is appointed to direct the doctoral student's work, and its membership must be approved by the Graduate Program Director. See the handbook section on Forming a Doctoral Guidance Committee for more discussion on forming a committee.
- ▶ The guidance committee shall be formed no later than the third semester of doctoral study, or within two semesters beyond the master's degree or its equivalent. Within one semester after the committee has met, the chairperson of the guidance committee shall file a guidance committee report with the dean of the college, listing all degree requirements.
- ▶ Each graduate student is paired with a tenure-system faculty advisor based on common research interests, academic background, lived experiences, and

professional goals. The first advisor often becomes the permanent advisor, but the student has the option to select an alternative. The faculty member who guides the dissertation may be either the academic advisor or another member of the student's committee.

- ▶ Students may consult the [Guidelines for Graduate Student Advising and Mentoring Relationship](#) for a description of an effective and supportive faculty-graduate student relationship.

Coursework Planning and GradPlan

In consultation with the guidance committee, the student must plan a Doctoral Plan of Study to be approved by the committee and the Graduate Program Director and sent to the Office of the Associate Dean of the College of Social Science within the first year of study. This is completed in [GradPlan](#).

GradPlan was developed for Ph.D. students to lay out their Ph.D. program of study, record faculty approval, and make notes on all the requirements as they are completed. All Ph.D. students are required to use GradPlan. The Graduate School will certify the acceptance of each dissertation final format using GradPlan. The Office of the Registrar will access GradPlan to complete degree certification once a student completes an application for graduation.

Upon completion of the degree, students are expected to be knowledgeable in Human Development and Family Studies, the chosen area of concentration, and research methodology and statistics. Participation in colloquia, committees, department meetings and other activities of the HDFS department is expected and will enhance your graduate experience. **These are tracked in the PhD Portfolio, rather than GradPlan.**

Additional coursework in the student's area of concentration may be required. The CFT concentration requires specific course work, which may vary depending upon the student's prior degree and preparation. As students begin their doctoral program, they should consult with their advisor and the CFT Program Director who will advise them on any additional coursework to meet program requirements.

In addition to meeting the requirements of the university and of the College of Social Science, students must meet the requirements specified below.

Requirements for the Doctor of Philosophy Degree in Human Development and Family Studies

Students in the doctoral program in human development and family studies are required to complete the following:

1. The following course:

HDFS	901	Contemporary Scholarship in Human Development and Family Studies	3
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2. Completion of 21 credits in methodology and statistics course work as approved by the student's academic advisor**. As part of these 21 credits, all students will be required to take the following foundational methods courses:

HDFS	880	Research Design and Measurement
HDFS	881	Quantitative Methods in Human Development
HDFS	960	Applied Multivariate Data Analysis

Students in the CFT and DYAD concentrations must also take as part of their methods requirements:	21
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HDFS	982	Qualitative Research Methods
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Students in the **CFT concentration** must also take as part of their methods requirements:

HDFS	983	Advanced Methods in Intervention Research
HDFS	892	Grant Writing in Human Development and Family Studies

3. Completion of one course (3 credits) in diversity*	3
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4. Completion of 24 credits in HDFS 999 Doctoral Dissertation Research.	24
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5. Successfully pass the comprehensive examination.

6. Successfully propose and defend the doctoral dissertation.

7. Completion of training in Responsible & Ethical Conduct of Research (RECR)

8. Completion of the HDFS PhD Portfolio, including:

- Minimum of two conference presentations
- Authorship on a minimum of one peer-reviewed publication
- Research statement
- Teaching philosophy statement

- Curriculum Vitae

9. Completion of one of the concentrations noted below:

**Diversity credit may be met by required courses for some concentrations. See below for more information*

***In case of question or dispute, Grad Ed will approve methods courses to meet department requirement*

Students in the doctoral program in Human Development and Family Studies, *Child Development* Concentration are required to complete the following:

Child Development Concentration

Complete all of the following (15 credits):

HDFS	826	Social-Emotional Development Birth to Eight Years: Biology, Relationships, and Culture	3
HDFS	827	Language and Literacy Development from Infancy to Formal Schooling	3
An additional 9 credits of course work chosen in consultation with the student's guidance committee.			9
<i>Minimum total credits:</i>			66

Students in the doctoral program in Human Development and Family Studies, *Couple and Family Therapy* Concentration are required to complete the following:

Couple and Family Therapy Concentration**

Complete all of the following (15 credits):

HDFS	888	Diverse Families and Communities: Interventions and Strategies*	3
HDFS	903	Advanced Evidence-Based Family Therapy	3
HDFS	910	Contemporary Couple and Family Therapy Theories	3
HDFS	994	Advanced Evidence-Based Couple Therapy	3
HDFS	995	Couple and Family Therapy Supervision	3

Clinical Requirements (3 to 12 credits):

HDFS 993 Internship	3 to 12
<p>CFT doctoral students are required to complete a total of 1,000 hours of direct client contact before graduating (pre-doctoral and doctoral hours combined).</p> <p>The Couple and Family Therapy Program at Michigan State University has been accredited by The Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy. Students entering the doctoral concentration in Couple and Family Therapy will be required to meet equivalent of the master's Standard Curriculum of the Commission on Accreditation of Marriage and Family Therapy Education (COAMFTE).</p>	
<i>Minimum total credits:</i>	66

** meets HDFS program diversity requirement*

***Please see the CFT Handbook addendum for more information*

Students in the doctoral program in Human Development and Family Studies, *Diversity, Youth, and Family Development* Concentration are required to complete the following:

<i>Diversity, Youth, and Family Development Concentration</i>	
Complete all of the following (12-15 credits):	
HDFS 810 Theories of Human Development	3
A course in diversity chosen in consultation with the student's guidance committee*	3
An additional 6 to 9 credits of course work chosen in consultation with the student's guidance committee.	6-9
<i>Minimum total credits:</i>	60

**meets HDFS program diversity requirement*

Residence Requirements

One year of residence on the campus (as opposed to on-line courses) after first enrollment for doctoral degree credit is required to permit the student to work with and under the direction of the faculty, and to engage in independent and cooperative research utilizing University facilities. A year of residence will be made up of **two consecutive semesters, involving the completion of credits at the level of full-time status of graduate work each semester.**

Responsible and Ethical Conduct of Research (RECR)

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 ensuring RECR training for all doctoral students. Note that in addition to the departmental requirements, certain funding agencies may require researchers to obtain additional RECR training. If a graduate student is serving as a Research Assistant on an externally funded project which requires additional training, it is the responsibility of the PI to inform the RA of the additional training requirements. Important topics for all RECR trainings include:

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

HDFS provides an RECR tracking form that students can find on the HDFS Community D2L page. This is used to track hours and ensure students are meeting requirements. Students should continuously update their RECR tracking forms, and submit them annually as part of the Annual Progress Report.

First year of graduate program: All first year doctoral and masters 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

Online training. In Year 2 of their program, doctoral students will complete 3 additional MSU online training modules, to be selected from the 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 doctoral students must complete a minimum of 6 hours of discussion-based training **prior to finishing their comprehensive exams and advancing to candidacy**. Students can gain this training from multiple sources during their graduate programs. The following may be used to complete this requirement:

- ▶ HDFS Research Seminar Series
- ▶ HDFS 880, HDFS 881, or HDFS 901 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

Annual refresher training. Starting in year 3, all doctoral students must complete **3 hours of annual refresher training**; this can include any of the above discussion-based training and online courses beyond the 7 required previously. See the Graduate School's [Research Integrity](#) page for more information.

Overview of RECR training requirements during enrollment in doctoral program

<p>Year 1 RECR Requirements</p> <ul style="list-style-type: none"> • CITI Modules including: <ul style="list-style-type: none"> ○ Introduction to the Responsible and Ethical Conduct of Research ○ Authorship ○ Plagiarism ○ Research Misconduct 	<p>6 hours of discussion-based training (to be completed prior to comprehensive exams and advancing to candidacy)**</p>
<p>Year 2 RECR Requirements</p> <ul style="list-style-type: none"> • 3 additional RECR Basic modules from the list provided by the graduate school: <ul style="list-style-type: none"> ○ Collaborative Research ○ Conflicts of Interest ○ Data Management ○ Mentoring ○ Peer Review ○ Financial Responsibility 	
<p>Year 3 RECR Requirements</p>	

<ul style="list-style-type: none"> • 3 hours of refresher training of student's choice: <ul style="list-style-type: none"> ○ CITI Modules (not previously taken) ○ One-on-one discussions with advisor ○ Workshops, brown-bags, discussions related to RECR ○ Other RECR modules or courses 	
Year 4 RECR Requirements <ul style="list-style-type: none"> • 3 hours of refresher training of student's choice: <ul style="list-style-type: none"> ○ CITI Modules (not previously taken) ○ One-on-one discussions with advisor ○ Workshops, brown-bags, discussions related to RECR ○ Other RECR modules or courses 	(After comprehensive exams, no additional discussion hours required, but they count toward required 3 hours of refresher)
Year 5 & Beyond RECR Requirements <ul style="list-style-type: none"> • 3 hours of refresher training of student's choice: <ul style="list-style-type: none"> ○ CITI Modules (not previously taken) ○ One-on-one discussions with advisor ○ Workshops, brown-bags, discussions related to RECR ○ Other RECR modules or courses 	

**These hours cannot be counted toward your ongoing requirements in Year 3 and following

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 of trainings completed each year as part of their doctoral portfolios, and reported each year in their annual progress report process. In addition, follow all guidance on the Graduate School webpage on Research Integrity to document completion of requirements: <https://grad.msu.edu/researchintegrity>

Research for the Dissertation: Overview

Original research is an important requirement of the Ph.D. in Human Development and Family Studies.

Once the comprehensive exams are passed, the research proposal will be prepared under the guidance of the dissertation director, who must be a member of the HDFS regular faculty possessing an earned doctoral degree. The proposal must be approved by the student's guidance committee.

All doctoral students must register for, and successfully complete 24 credits of doctoral dissertation research (HDFS 999). **Students are encouraged to plan carefully so they take between 24 and 36 credits.** (A maximum of 36 "999" credits are allowed under special circumstances. Check with the Director of Graduate Studies for details). A deferred (DF) grade is given until dissertation is officially approved. Academic Programs has been updated to reflect a change in policy about the limit for 999 credits. The policy now reads: "24 credits are required for graduation; students can enroll for a maximum of 36. Requests for overrides to exceed the maximum of 36 credits of 999 must be directed to the Office of the Registrar. Should the total go above 45, the RO will confer with the Graduate School before considering the request for an override."

Plans for the dissertation should be made in consultation with and approved by the guidance committee. The dissertation shall conform to requirements in the University Guide on the [Preparation of Theses and Dissertations](#). The student can obtain a copy at: <http://grad.msu.edu/etd/>.

With advice of her/his major professor, the student will work to prepare a written proposal for the dissertation. The major professor will review written drafts of the student's proposal. Students must orally present and defend their dissertation proposal to their guidance committee in a dissertation proposal meeting. A draft of the dissertation proposal must be submitted to the dissertation committee at least two weeks before the dissertation proposal meeting. Final written approval will not be given until a draft is acceptable to all members of the guidance committee. The "*Dissertation Proposal Approval Form*" (found on the HDFS Community D2L) must be signed by the student and the committee members and must be given to the Graduate Program Coordinator to be processed. The major professor (or dissertation director, if not the major professor) then supervises the writing of the dissertation.

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>).

Students also should consult the [Guidelines for Integrity in Research and Creative Activities](#). Unethical or dishonest behavior while engaged in research, scholarly and creative activities is grounds for severe disciplinary action, including dismissal and revocation of degree.

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 (<https://d2l.msu.edu/>) 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.

Students also may wish to consult the ethical codes of conduct and consequent disciplinary standards associated with professional organizations of which they are a member. Students in the Couple and Family Therapy Concentration, must be familiar

with and follow the AAMFT [Code of Ethics](#). Other students may wish to consult the code of ethics for the [National Council on Family Relations](#) login now required to view.

An oral examination in defense of the dissertation is required. The completed dissertation must be distributed **AT LEAST TWO WEEKS PRIOR TO THE SCHEDULED ORAL DEFENSE TO ALL COMMITTEE MEMBERS. Additionally, the PhD Oral Announcement Form must be sent to the graduate administrative assistant three weeks prior to the defense date, along with a copy of the dissertation abstract; an announcement and invitation will be sent to the department regarding the defense.** During the dissertation defense: a) the student provides a brief presentation (length determined with faculty advisor); b) guests may ask questions; c) guests are excused and committee and candidate continue discussion; d) student is excused while committee deliberates; and e) student joins committee for feedback.

Dissertation Time Commitment Guidelines

The dissertation is a personal statement about who you are as a scholar.

It is critical that you do not have unrealistic expectations during the dissertation phase of your program. You should plan on committing to one year from dissertation proposal to defense. You should work closely with your advisor to develop a realistic and detailed timeline. In addition:

- ▶ Factor in sufficient time for IRB approval. This will depend on your research protocol.
- ▶ Provide sufficient time for chapter revisions to be returned by your advisor.
- ▶ Advisors are not editors. It is your responsibility to know APA standards and other guidelines. You also may hire a professional editor.
- ▶ Budget your 999 credits. **You must take a minimum of 24, but you do not need to take any more than that; you may only take a maximum of 36, so save adequate credits for the last semester.**
- ▶ Be aware of the academic calendar, including that most faculty are on nine-month appointments.
- ▶ Although faculty are committed to your success and celebrate your future job opportunities, it is unfair to your advisor and committee for you to accept a position well before your dissertation is complete. 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.

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.

In addition to the responsibilities outlined below for graduate students, major professors, and guidance committees, MSU encourages the practice of the student 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.

Graduate Student's Responsibilities

1. Review this Graduate Handbook and [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 from choosing a major professor and establishing a committee, through procedures for the comprehensive exam, to completing the dissertation and oral exams.
2. Review selection of courses in accordance with the chosen program with the major professor before forming a guidance committee.
3. Work with the major professor in selecting guidance committee members.
4. Prepare a program plan of study with advice from the major professor for discussion and approval of the guidance committee.
5. Keep up-to-date with current University, College, and Department policies, procedures and requirements pertaining to all aspects of the program.
6. In collaboration with advisor, complete the required annual progress report and portfolio documentation. At this time, both academic performance and professional conduct is reviewed, and reported on in the annual progress report.

7. Participation in lectures, faculty presentations, brown bags, and dissertation defense presentations is expected to further your academic and professional development (see advising guidelines).
8. Submit any changes to program or committee structure on the proper forms with appropriate signatures to the Graduate Administrative Assistant
9. Schedule guidance committee meetings (during academic year) for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.
10. Work with the major professor concerning program adjustments and completing proper forms.

Major Professor's (Advisor's) Responsibilities

1. Advise the student in the selection of courses in accordance with stated program direction before a guidance committee has been formed.
2. Assist the student in the selection of guidance committee members and assume responsibility for clarifying their roles.
3. Help the student keep up-to-date with current policies, procedures and requirements pertaining to all aspects of the program. The advisor is an important mentor concerning ethics in research and scholarship.
4. Review and approve all necessary graduate forms including the yearly Ph.D. Program Evaluation form that must be submitted to the Graduate Administrative Assistant for review by the Director of Graduate Studies.
5. Advise the student in preparing a draft of the Doctoral Plan of Study for discussion and approval of guidance committee.
6. Chair guidance committee meetings for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.
7. Advise the student concerning program adjustments and assist in completing proper forms.
8. Work with the student to prepare the comprehensive Ph.D. examination and its administration and follow through with the paperwork to both the student and committee members.
9. If the major professor is the dissertation director, provide guidance in choosing dissertation format, developing the student's research proposal, conducting the research, and preparing the dissertation. The Department does not provide funds for analysis of dissertation data.
10. Determine when the dissertation is satisfactory for distribution to the guidance committee for review preceding the final oral examination. The dissertation must be submitted to the committee at least two weeks in advance of the oral defense date. Note: The PhD Oral Announcement form must also be filed with the department at least two weeks in advance. In cases where the research director is not the major professor, this responsibility will be shared.
11. Provide support and information to the student regarding Departmental, College, and University activities and funding opportunities.
12. Help students develop professional skills: grant, paper, and research writing; participation in scholarly and public forums.

13. Facilitate student's career development: advise about career options; assist in preparation of application materials for fellowship, scholarship, and other opportunities; write letters of reference and recommendation. Additionally, MSU offers the PREP program for professional development, see: <http://grad.msu.edu/prep/>.

Guidance Committee's Responsibilities

1. Advise the student in program planning, research proposal development, and other aspects of the program as needed.
2. Consult with advisor and student on annual progress report when appropriate.
3. Design questions for the comprehensive examinations and evaluate student performance with respect to those questions.
4. Review and approve graduate forms as appropriate.
5. Review and evaluate the dissertation draft preceding the final oral examination.
6. Provide recommendations for improving the dissertation draft.
7. Evaluate the dissertation.

Forming a Doctoral Guidance Committee

The doctoral guidance committee, in consultation with the student, plans the student's program and thereafter supervises it, with modifications as needed, until the degree is completed. The committee oversees and evaluates the comprehensive examination, approves the selection of a dissertation director, the dissertation proposal, the dissertation and its defense, and the internship as applicable.

According to the Rights and Responsibilities of Graduate Students, [article 2.4.2.1](#), doctoral guidance committees should be formed within the first two semesters of doctoral study, or within two semesters beyond the master's degree or its equivalent. However, according to [article 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.

In order to make an informed committee selection, students are encouraged to become familiar with as many of the faculty as possible during the time preceding that selection. This may be accomplished in a variety of ways, such as enrolling in HDFS 901 and other courses, reading faculty research reports and vitas online, making an appointment with a faculty member to exchange ideas, or having coffee or lunch with faculty members. Whether or not an assigned first year advisor is included on a student's committee is up to the student and that advisor.

Once you have selected a major professor, it is recommended that you involve her/him in your deliberations regarding other committee members. Ph.D. committees are composed of three HDFS faculty and one member from outside the department. If you wish to have a faculty member who is not "regular tenure stream," 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 Graduate School for approval. For CFT students, one clinical CFT faculty member must be on the committee, but need not be the major professor. Also, an Approval of Doctoral Guidance Committee form must be submitted to the Graduate Administrative Assistant for the Director of Graduate Studies' signature. If you find that you need to make a change in the composition of your committee, there is a procedure and a form for doing so. The same procedure is used to replace committee members lost through retirement or resignation. See forms online at the HDFS Community D2L page.

Additionally, to ensure fairness in the examination procedure and maintenance of academic and professional 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](#).

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 Change of Guidance Committee form (found on the HDFS Community D2L).

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

Non-Regular Faculty as Guidance Committee Members

In general, no more than 1 non-regular faculty member may serve on a doctoral committee. The number of non-regular faculty may not exceed the number of regular MSU faculty on the committee. Refer to the Graduate School's [procedure for approving non-regular committee members](#) for more information regarding this process, and reach out to the Director of Graduate Studies and the Graduate Administrative Assistant to begin the process of adding a non-regular faculty as a member of the committee.

You will be asked to provide the following to begin with the process of adding a non-regular faculty as a committee member: Individual's name, institutional affiliation, and email address. You will then be asked to provide the following information on your committee to proceed with the request.

- The year and semester you began your graduate program.
- The last 4 digits of your student ID.
- The year and semester you plan to complete your graduate program.

- The name, email address, and affiliation (department, institution) of the non-regular committee member you want to add (any committee member outside of MSU, or any member within MSU who is not a tenure-system faculty member), and confirmation that you have already spoken with this person about serving on your committee;
- A short description (e.g., 3-4 sentences) about the expertise of your non-regular committee member, and its relevance to your research topic;
- A list of the names, degrees, and affiliations (departments, institutions) of ALL of your committee members:
 - For the MSU faculty, whether they are tenure-system or non-tenure-system
 - Be sure to indicate which committee member is your chair

Please send this information by email to Claire Vallotton (vallotto@msu.edu) and Phil Reid (reidphil@msu.edu). The Director of Graduate Studies will submit the request to College and the Graduate School through the Graduate School's electronic form process.

HDFS Faculty Eligible for Graduate Committee Positions

Tenure System Faculty	Adjunct & Teaching Focused Faculty**
Adrian Blow	Laurie Bullock
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	
Lori Skibbe	
Emilie Smith	
Chi-Fang Tseng	
Claire Vallotton	
Francisco Villarruel	
Yijie Wang	
Andrea Wittenborn	

***Fixed Term Faculty may serve on committees with special permission; contact the Graduate Program Coordinator to seek permission.*

Tentative Calendar for Ph.D. Program in Human Development and Family Studies

Note: The time limit for a doctoral degree is eight (8) years from the first semester enrolled in the program. If serious circumstances prevent completion of the program in this time frame, students are strongly urged to plan ahead and talk with the Director of Graduate Studies about requesting an extension prior to the end of the eight (8) year limit. The Department will submit an [extension request](#) on behalf of the student to the College and Graduate School. Students whose enrollment at MSU is interrupted for more than three consecutive semesters (including summer) must reapply for admission.

ACTION TO BE TAKEN	WHEN TO BE DONE
First year advisor is appointed.	When student is admitted.
Attend New Student Orientation activities in the HDFS Department and the Graduate School.	First fall semester, before classes begin. Look for communication from the Director of Graduate Studies and the Graduate School.
Enroll in HDFS 901.	Within first two years.
<p>Guidance committee selected by student and advisor (major professor) with approval of Graduate Program Director. Submit through GradPlan.</p> <p>GradPlan helps master's and doctoral students create and store their degree plans and subsequent graduate program activities. It is where students form their guidance committee, create and update a course list, track RECR, and view and complete their annual research activity guide. GradPlan can be accessed via student.msu.edu.</p>	<p>The Graduate School expects students to choose a Guidance committee before completion of two semesters of study.</p> <p>The HDFS program expects PhD students to select their guidance committee before completion of their fourth semester of study (typically beginning or end of second year); this gives students time to get to know faculty and find committee members aligned with their interests and needs.</p>
<p>Develop Course Plan in consultation with guidance committee. Submit through GradPlan.</p> <p>GradPlan helps master's and doctoral students create and store their degree plans and subsequent graduate program activities. It is</p>	The Graduate School expects students to submit their program plan after appointment of the committee and before completion of three consecutive semesters of study.

ACTION TO BE TAKEN	WHEN TO BE DONE
<p>where students form their guidance committee (if required), create and update a course list, track RECR, and view and complete their annual research activity guide. GradPlan can be accessed via student.msu.edu.</p>	<p>The HDFS program expects PhD students to complete their program plan in GradPlan after selection of their committee and before completion of their fourth semester of study (typically end of second academic year).</p>
<p>Submit Report of Guidance Committee (this report includes the approved program and the evaluation of responsibilities for the comprehensive examination), which has been signed by the student and each committee member, to the Graduate Administrative Assistant for appropriate forwarding (form available from Graduate Administrative Assistant). This also needs to be completed in GradPlan via student.msu.edu.</p>	<p>The Graduate School expects students to complete this before completion of three semesters of study.</p> <p>The HDFS program expects PhD students to complete this before the end of the third year.</p>

ACTION TO BE TAKEN	WHEN TO BE DONE
<p>Complete required research design and quantitative statistics courses.</p>	<p>As early in program as is feasible; three or four required methods courses are expected to be taken in the first two years of study.</p>
<p>Complete Annual Progress Report and Portfolio Documentation form (guidelines found on the HDFS Community D2L).</p>	<p>Annually, in Spring Semester.</p>
<p>Complete comprehensive examinations.</p>	<p>The Graduate School expects students to take comprehensive exams within five years of student's first enrollment in program and within three years of degree completion. The HDFS department requires that approximately 80% of coursework be taken (not including dissertation credits) prior to taking comprehensive exams, and expects that students complete comprehensive exams before the beginning of their fourth year of study. Comprehensive exams must be passed before the dissertation is proposed.</p>
<p>Academic advisor files Doctoral Comprehensive Examination Planning form (found on the HDFS Community D2L) (See section on Comprehensive Examination)</p>	<p><u>At least two weeks before</u> student's Comprehensive Examinations begin.</p>
<p>Academic advisor files Comprehensive Exam Completion form (Record of Comps) (found on the HDFS Community D2L) on completion of comprehensive examinations and provides written notification of results to student.</p>	<p>Immediately following student's oral exam. [Note: This form <u>must</u> be processed through university to allow student to enroll in 1 credit hour as full-time student.] See section on Comprehensive Exams for further guidance on submission of forms if students must retake a portion of their exams.</p>

ACTION TO BE TAKEN	WHEN TO BE DONE
<p>It is the student's responsibility to submit forms for any changes in committee members if Doctoral Plan of Study has had prior approval (form available from Graduate Administrative Assistant or online on the HDFS Community D2L). Change must also occur on GradPlan.</p>	<p>When committee members have been changed.</p>
<p>It is the student's responsibility to submit forms for any Doctoral Plan of Study program adjustments if the Doctoral Plan of Study has been submitted and approved. This is completed through GradPlan.</p>	<p>When program adjustments are needed.</p>
<p>An independent study form for HDFS 993 must be completed for all internships (see Graduate Administrative Assistant). A CFT internship of nine month minimum duration with 30 hours/week may begin upon successful completion of majority of course work. The internship may be a combination of research, teaching, and/or clinical work, depending the student's needs and experiences.</p>	<p>A Clinical site must meet COAMFTE criteria and be approved by clinical faculty. Clinical internship requires approval of student's written proposal by clinical faculty committee and guidance committee.</p>
<p>If nonclinical internship is selected, major professor files report (see Graduate Administrative Assistant).</p>	<p>Upon completion of internship.</p>
<p>Submit dissertation proposal to guidance committee for approval (Dissertation Proposal Approval Form available from Graduate Administrative Assistant or on the HDFS Community D2L)</p>	<p>After comprehensive exams are passed and major professor has approved the proposal.</p> <p>Student must be enrolled in at least one dissertation credit in the semester in which the dissertation is proposed.</p>
<p>Major professor files approved dissertation proposal form.</p>	<p>When dissertation proposal is approved by the guidance committee.</p>

ACTION TO BE TAKEN	WHEN TO BE DONE
<p>Submit appropriate materials and receive approval from IRB (Human Research Protection Program).</p>	<p>After committee approves proposal and prior to beginning research. No data may be collected prior to IRB approval.</p> <p>Note: This process can be lengthy. Plan at least 6 weeks in degree completion timeline.</p>
<p>Student obtains dissertation packet online Dissertations/Theses, Formatting Fill out and returns forms.</p>	
<p>Student schedule defense date: arranges for meeting time for oral defense with the guidance committee, and when meeting time has been approved by guidance committee, student contacts Graduate Administrative Assistant to reserve a conference room.</p> <p>Orals are scheduled at times feasible for the committee; typically this is on Fridays with the exception of 1-3 p.m. on days of Department Faculty Meetings. Presentation will be announced to the department.</p> <p>Due to College deadlines orals must be scheduled before November 15 for Fall Semester and April 15 for Spring Semester.</p>	<p>As possible, and at least four weeks before exam. Most faculty members are on academic year appointments (nine months, not including summer); therefore, arrangements must be made prior to the faculty member's semester away from campus.</p> <p>Student <u>must</u> be enrolled semester in which exam takes place and during semester major revisions are completed.</p>
<p>Student must submit a copy of the oral exam announcement form and dissertation draft to members of committee, and original copy of the oral exam announcement form with major advisor signature along with a copy of abstract to Graduate Administrative Assistant (Dissertation Oral Announcement Form available from Graduate Administrative Assistant or found on the HDFS Community D2L).</p>	<p>According to dates in the Academic Calendar. At least two weeks before scheduled oral examination to allow Graduate Administrative Assistant to submit student oral exam announcement to Graduate Program Director and CSS Associate Dean of Graduate Studies.</p>
<p>Major professor files Record of Doctoral Dissertation Oral Examination to the Graduate</p>	<p>Following successful exam.</p>

ACTION TO BE TAKEN	WHEN TO BE DONE
Administrative Assistant for Graduate Program Director's and Associate Dean of CSS signatures. After signatures Graduate Administrative Assistant will send copies to the guidance committee and student. (Dissertation Completion Form (Record of Dissertation) available from Graduate Administrative Assistant or on the HDFS Community D2L).	
MSU only accepts electronic dissertations – see instructions at http://grad.msu.edu/etd/ .	See pages 64-65 for guidelines regarding electronic submission of dissertation <u>Final</u> approval deadline for degree is <u>approximately</u> 5 working days prior to 1 st day of class the next semester.
Submit electronic copy of dissertation to dissertation director and academic advisor. (Option to give each member of your committee an electronic copy.)	Before graduation clearance; by the deadline provided by the Graduate School.
Complete exit survey.	After submitting the dissertation, when the Graduate School sends the invitation email.
Degree candidates should check the Academic Calendar for deadlines to apply for graduation.	Applying for Graduation

All forms can be found on the HDFS Community D2L.

NOTE: *Candidates for the Ph.D. degree should plan to accomplish the comprehensive examination, supervision of dissertation, and oral examination in defense of the dissertation during the academic year, August through May.*

Doctoral Portfolio

The doctoral portfolio approach reflects a developmental perspective on doctoral studies toward the attainment of a Ph.D. The portfolio approach is designed to build students' competencies as they move through their doctoral studies and to support students in developing a competitive scholarly record as emerging scholars. Unless otherwise stated, the time frame for these expectations is the entire Ph.D. program. The annual evaluation form will track student progress on the portfolio contents. Some activities (e.g., grant proposal) may be a component of comprehensive exams. Look for instructions from the HDFS Director of Graduate Studies on completing the portfolio electronically.

Purpose of the Portfolio

The objectives of the portfolio process are as follows:

1. To assist students in the development of research skills. This includes mentoring by faculty, student participation in research trainings, and actual research experiences.
2. To mentor students in the presentation and publishing process. This includes presentations at professional meetings and co-authoring publications.
3. To prepare students for teaching roles. This includes writing a teaching philosophy, gaining experience as a TA or guest lecturer, and attending professional development activities.
4. To engage students in the service and citizenship aspects of academic and professional life. This includes membership in professional organizations and participating in academic service and community outreach activities.

Requirements of the Portfolio

1) Publications (minimum of 1)

- a) 1-2 articles (with multiple authors acceptable) in preparation for later publishing dissertation article(s) with major professor and others as appropriate. Student's contribution to publication should be substantive. The student may submit a paper independently, if he/she is the only person involved in the process (data collection, conceptualization of the manuscript, preparation and submission). Students accessing a faculty member's data or students on a research team should co-author papers as appropriate (see *APA Publication Manual, 7th Edition for guidance on authorship*). The student is encouraged to hold a first authorship, but a first authored paper is not required. These manuscripts are to be completed prior to the submission of manuscripts related to dissertation research. The manuscripts may be noted as "revise and resubmit", "in press", or published to meet requirements.

Examples of manuscripts include empirical research manuscripts produced on a research team, empirical research manuscripts written by students and their

mentors using existing public or private data sets, including data collected by the student and/or the faculty member, critical literature reviews, or theoretical manuscripts.

i) Student Responsibilities:

- (a) Students on a research team should be active participants and should take initiative in offering to work on papers, making suggestions as to how they might contribute to the papers, and complete work in a timely fashion. If a student fails to meet the expectations of the faculty mentor, the mentor may remove the student from the paper in progress.
- (b) Students independently completing manuscripts are expected to adhere to all IRB regulations as they pertain to data use and access, as appropriate. Students are responsible for attaining statistical expertise needed to complete analyses for their papers.
- (c) Students accessing a public data set are responsible for downloading the data, completing any online training on the data set, completing IRB training requirements, and reading all manuals associated with the data. Students should present a thoughtful research question and paper outline to their faculty mentors. Students and their mentors who will be coauthoring a paper together should agree on workload responsibilities and timelines.

2) **Presentations and Posters (minimum of 2)**

- a) Presentation(s) (oral, poster) at regional, national, or international scholarly conferences of professional organizations (minimum of 2), whether virtually or in person. The department will print students' posters at no cost to the student. When university-sponsored travel is permitted, the department will support students for a portion of one trip annually as budget allows.

As noted in item 1, Publications, students may be first authors or co-authors on posters, depending on the work completed. Refer to item 1 for further details.

i) Student Responsibilities:

- (a) Prepare a poster draft according to a timeline agreed upon by the student and the faculty member. The faculty member or staff member can provide a poster template.

3) **Research**

- a) Part A: Required of all students.

Attend at least 2 college or university research seminars or training experiences *per year* (e.g. grant writing workshops, scholarly speaker series, statistical workshops, college or university research colloquia series)

Student Responsibilities:

- (a) Students are expected to take initiative in identifying potential opportunities by monitoring postings for experiences listed on the web page for the MSU Graduate School, the Center for Statistical Consulting (CSTAT), the College of Social Science webpage, and the HDFS web page.
- (b) Students are expected to maintain a record of research seminars attended. The facilitator/host of each session should certify attendance. The student should place the certification and the flyer/other materials from the workshop in his/her portfolio.

Attend at least 2 department brown-bag research meetings *per semester*.

There are typically 3 brown bag research seminars each semester.

- (c) Students are expected to maintain a record of research seminars attended. The facilitator/host of each session should certify attendance. The student should place the certification and the flyer/other materials from the workshop in his/her portfolio.

ii) Departmental Responsibilities:

- a) Post the brown-bag research series schedule and email to student listserv.

b) Part B: The following items are highly recommended for all students and may be required by some programs within the department.

- i) Engage in research with a faculty member for at least one year

ii) Approaches:

- (1) Create a research independent study/apprenticeship (HDFS 891, for example). Students would complete a minimum number of research credits, as determined by the program area. As with any independent study, the student and faculty member will contract for specific work to be completed. Research experiences could include grant preparation and submission, data collection, data analyses and interpretation, manuscript preparation and other dissemination activities, preparation of reports and briefs, etc.

(a) Matching students and faculty:

- (i) Incoming doctoral students may already be matched for an initial experience since students are only admitted at the doctoral level if a faculty identified himself/herself as a mentor.
- (ii) Interest groups should meet regularly so that students have opportunities to get to know both students and faculty who share common interests.

(iii) Proseminar (HDFS 901) also will support the research experience by supplementing and extending efforts to matching faculty and students.

(2) Write a grant proposal (this may be with a faculty project or for dissertation)

(a) Student Responsibilities:

(i) Students are expected to monitor available grant opportunities. For example, see the following websites for information on graduate student funding opportunities:

US Department of Health and Human Services, Administration for Children and Families funds Head Start Graduate Student Research Grants (<http://www.acf.hhs.gov/grants/>),

The National Institutes of Health also provide funding and training programs for doctoral candidates (<http://grants.nih.gov/training/extramural.htm>).

The National Science Foundation features a program specifically for graduate education funding (<http://www.nsf.gov/div/index.jsp?org=DGE>).

(ii) Students working with a faculty member on a grant proposal should be active participants by attending all planned meetings, joining discussion on conceptualization of the research proposal, and completing all tasks assigned by the faculty mentor.

(b) Faculty Responsibilities:

(i) Provide student with a copy of the final grant proposal as well as a memo noting the student's contributions. The memo should be placed in the student's portfolio.

4) Teaching and Outreach

a) **Part A: Required of all students**

i) Develop a teaching philosophy statement (see resources at Teaching Assistants Program: www.tap.msu.edu).

(a) Student Responsibilities:

(i) Review resources at the [Teaching Assistants' Program](#) as well as other online sources, as needed.

(ii) Prepare a draft teaching statement. The Graduate Education Committee recommends that the draft philosophy statements be read by the students and faculty in the key interest group. Group feedback will be given, and students may revise their statements as needed.

(iii) Attend 3-5 departmental or university teaching workshops per year. See <https://ofasd.msu.edu/teaching-learning/>, <https://grad.msu.edu/teaching->

[professional-development](#), and <http://tap.msu.edu/> for more information about university teaching workshops.

(iv) Students are expected to maintain documentation of attendance at the university teaching workshops.

b) **Part B: Students who are not seeking the college teaching certification must complete 1 of the following 2 options. Students who are seeking the college teaching certification will meet these requirements as part of the certification program.**

i) Guest lecture in HDFS classes (on-line or in the classroom) or other approved classes.

ii) Faculty Responsibilities:

a) Complete a 1-page evaluation form on the guest lecture and administer a brief evaluation for course students to complete.

b) Provide the evaluation materials to the guest lecturer.

iii) Student Responsibilities:

a) Review the online list of lecture topics and request (online) course topics.

b) Once approved, students should contact the appropriate faculty member and confirm the guest lecture date.

c) No later than 3 weeks prior to the class session, submit a lecture outline to the professor.

d) Following the class lecture, request that the course professor complete the evaluation form and collect student evaluation forms.

e) Place evaluation documents in the portfolio.

OR

f) TA for a class for 1 semester **(subject to opportunities)**

5) **Professional Service**

a) Membership in at least one national professional organization

b) Student Responsibilities:

i) Students are expected to maintain documentation of membership. Place items in portfolio.

ii) Service to a professional organization (e.g. ad-hoc reviewer for journal, volunteer at conference, committee service).

Notes: (include dates service performed)

iii) Students are expected to maintain documentation of service. Place items in portfolio.

iv) Service to the Department: at least 1 event (e.g. service as a student representative on a departmental, college or university committee, assistance with departmental functions, co-hosting a departmental brown-bag, etc.). Serving on the Graduate Student Advisory Council provides opportunities for service to the department.

v) Students are expected to maintain documentation of service. Place items in portfolio.

a) Departmental Responsibilities:

- i) Identify and invite students to participate on appropriate committees
- ii) Invite students to co-host and/or assist with departmental functions and brown-bags, etc.

6) Community Outreach: at least 1 event

Service to the Community, where students apply their research knowledge/ skills to practice, programming, or policy (e.g. meet with community research partners to disseminate and discuss research findings; complete an internship experience in program evaluation with a community partner; write a policy brief for a decision-making organization; write a paper for practitioners; serve as a student representation/other on a community agency or organization; give a workshop for practitioners or lay persons; as approved by the guidance committee). CFT students meet this requirement by completing their required clinical hours.

a) Student Responsibilities:

- i) Students are expected to take initiative in identifying service opportunities.
- ii) Students are expected to maintain documentation of service. Place items in portfolio.

b) Departmental and Faculty Responsibilities:

- i) Publicize potential opportunities for students to participate in boards and organizations of which faculty are a part
- ii) Involve students, as appropriate, in meetings and communications with community partners.
- iii) The HDFS Graduate Student Advisory Council provides outreach opportunities.

7) Portfolio Documentation and Tracking

Student/faculty interest groups meet annually specifically for the purposes of sharing portfolio comments. This experience will provide support and peer encouragement for students and also offer multiple perspectives on how portfolios may be constructed. These experiences will be helpful as students craft portfolios they will bring to employment interviews. Faculty at the annual meetings can discuss the use of portfolios at job interviews. Progress on the portfolio requirements will be considered as funding decisions are made within the department.

The student is responsible for creating and updating their electronic portfolio annually. **Submit updated portfolio documentation form with your annual review.** The documentation form and faculty feedback form are as follows:

The students who have completed portfolios have found them extremely useful as they interview for academic positions.

Students report on their portfolios annually as a part of the Annual Progress Report (APR). Academic advisors review academic progress with students as a part of this process, and the Graduate Program Director reviews the final reports each year. Below is a sample rubric faculty might use to evaluate graduate student portfolios.

HDFS PhD Portfolio Rubric

Name: _____
Date: _____
Semester: _____

Objective: The doctoral portfolio approach reflects a developmental perspective on doctoral studies toward the attainment of a Ph.D. The portfolio approach is designed to build students' competencies as they move through their doctoral studies and to support students in developing a competitive scholarly record as emerging scholars.

Category	Learning Goals	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Frequency & Timing
Professional Development					
Curriculum Vita (CV)	Students will gain an understanding of how to present their work professionally.	CV lacks polish and key information. CV lacks the proper formatting and organization. Student needs to pay attention to several aspect of his or her professional experience (e.g., publications, presentations, teaching).	CV contains all key information and is presented in an organized fashion. CV needs limited improvements in formatting and organization. Professional experience is good-limited improvements and attention need to be paid to professional experience (e.g., publications, presentations, teaching).	CV contains all key information and relevant experience. CV is presented in an organized and professional manner. Student is making excellent progress with professional training and experience.	This document is to be created and ready for review during the annual review process by the second semester of the first year of the program. Each semester thereafter the CV needs to be updated and current by spring semester and the annual review.
Professional Service	Students will engage and participant in local and national professional organizations to aid in their professional development (e.g., presentation, networking).	No evidence of leadership and participation with applicable professional organizations. Opportunities have not been capitalized. Potential needs to be demonstrated.	Some evidence of leadership and participation with applicable professional organizations. Opportunities remain to participate. Potential is high.	Strong evidence of leadership and participation with applicable professional organizations. Opportunities to participate are maximized. Leadership potential	The first service experience must be completed by the second semester of the first year of the program. Each year thereafter the student must account for service experience.

				is high and demonstrated.	
Community Outreach	Students will engage in outreach to the department, university, and surrounding local community.	Inadequate level of engagement with surrounding community (department, university, local). Participation must increase in all areas. Demonstration of the ability to manage responsibilities beyond course/major requirements needs improvement.	Acceptable level of engagement with surrounding community (department, university, local). Participation could increase in one of the following areas: departmental service/outreach, university service/outreach, or community service/outreach. Participation beyond course/major requirements is good.	Excellent level of engagement with surrounding community (department, university, local). Good demonstration of the ability to lead and participate beyond course/major requirements.	The first outreach experience must be completed by the second semester of the first year of the program. Each year thereafter the student must account for outreach experience.
Research					
Plan of Research	Students in combination with their advisor and guidance committee will form a plan of research. Students are expected to continuously grow in their ability and experience with the research process (e.g., review of literature, data collection, data analysis, write-up, and presentation). The plan will outline their area of research interest, research courses and prior	Student has not identified a coherent plan of research. Student has little to no experience being a part of a research project (e.g., review of literature, data collection, data analysis, write-up, and presentation). Student must identify a research area and project and look for ways to participate.	Student has identified a coherent plan of research. Student needs to take steps to execute plan. Improvement can be made to his or her level of research participation (e.g., review of literature, data collection, data analysis, write-up, and presentation).	Student has identified a coherent plan of research. Student has experience in multiple facets of research (e.g., review of literature, data collection, data analysis, write-up, and presentation). Student is executing their plan and gaining competence.	At the end of the first semester of the second year in the program the students should identify and join a research project/group. During this time in combination with his or her advisor, research group, and guidance committee a coherent plan of research will be created.

	experience, experience needed, and steps toward achieving competency within multiple areas of research.				
Language and Writing	Students will demonstrate an ability to write in a succinct, thorough, professional and publishable manner.	Poor use of grammar, structure, and syntax. APA format was not applied. Writing did not follow a logical flow; vocabulary was limited and did not follow a professional standard.	Acceptable use of grammar, structure, and syntax. APA format was applied with minimal errors. Writing was at a professional level; limited editing is needed for polish.	Strong and appropriate use of grammar, structure, and syntax. APA format was adhered to. Flow was logical, with a superior command of vocabulary.	Writing skills will be constantly evaluated in an iterative process between the student and their academic advisor.
Publications	Students will demonstrate knowledge of and ability to conduct responsible quantitative and/or qualitative research and have research published in professional journal outlet.	Below average progress has been made to publish alone and/or with faculty.	Adequate progress has been made to publish alone and/or with faculty.	Superior progress has been made to publish alone and/or with faculty.	The student will be continually working with their academic advisor on writing skills and experience. At the end of the first semester of the second year in the program the student should identify and join a research project/group. One submitted, accepted, and published manuscript is necessary prior to graduation. This is a minimum requirement. The successful job applicant will have multiple publications.

Presentations	Students will participate in research presentations, through conferences/works hops/symposiums, demonstrating an ability to synthesize and speak professionally on their work.	Below average progress has been made to present research alone and/or with faculty.	Adequate progress has been made to present research alone and/or with faculty.	Superior progress has been made to present research alone and/or with faculty.	The first presentation must be completed by the second year of the program (fall or spring). Each year thereafter the student must account for a professional presentation of his or her research each year.
Teaching					
Teaching Philosophy	Students will be able to articulate a statement of teaching philosophy. Key components in the philosophy should include: - The theoretical underpinning of teaching and learning goals and decisions made in the classroom. - A detailed description of what goes on in the classroom-classroom management, dynamics, and overall atmosphere. - Roles and responsibilities as an instructor.	Statement of philosophy is poorly-written, and in need of major edits. Teaching and learning goals are not clear and in need of detailed expansion, major edits, and polish. Evidence/examples should be presented to strengthen and support any and all statements. Document is written with poor spelling, grammar, and structure.	Statement of philosophy is well-written, and presented with limited edits required. Teaching and learning goals are present, fairly clear with minimal need for polish. Evidence/examples are present and could be strengthened to support any and all statements. Document is written with acceptable spelling, grammar, and structure.	Statement of philosophy is clear, well written and presented. Overall philosophy is well understood. Teaching and learning goals are present and well documented. Evidence/examples are presented to support any and all statements. Document is written with superior spelling, grammar, and structure.	The student should complete their teaching philosophy by the end of the second semester, second year or after completing the first teaching experience whichever comes first. The teaching philosophy should continue to be updated and assessed during the annual review.

	<ul style="list-style-type: none"> - How teaching and learning goals are assessed. - Teaching style (e.g., mentoring, coaching, modeling). - Development and reflection of the teaching style. 				
Teaching Experience	Students will gain teaching experience through participation as a lead teacher, teaching assistant, or guest lecturer.	Experience is lacking and needs to be increased. Annual evaluations with supervising faculty are inconsistent.	Experience is acceptable. Annual evaluations with supervising faculty are fairly positive and consistent.	Experience high and consistently being met. Annual evaluations with supervising faculty are positive and consistent.	Prior to completing their program the student should have experience as a classroom instructor, assistant, or providing a guest lecture.

Comments:

Comprehensive Examinations for the Doctoral Degree

Purpose

The comprehensive examination is a University-required component of the doctoral program of study. The goals of the comprehensive exam process are:

- ▶ To demonstrate integration and synthesis across and beyond specific course content.
- ▶ To enhance professional expertise and research competency in targeted subject matter areas.
- ▶ To articulate a critical understanding of departmental mission and values, including individual family function within and across systems/relationships and effect upon quality of life.
- ▶ To demonstrate professional potential through the following competencies:
 - ▶ An understanding of the research process.
 - ▶ The application of theory to address practical problems with diverse populations.
 - ▶ The effective conceptualization and communication of complex ideas.

The revised comprehensive exam process is complementary to the Portfolio Process, which is an ongoing developmental and mentoring experience. The comprehensive exams and the portfolio are components of the non-coursework requirements for the PhD degree, with the comprehensives being the capstone to the coursework component. The following are comprehensive exam objectives:

Objectives of the comprehensive exams are as follows:

1. Students will identify a body of literature salient to their research topic.
2. Students will provide a succinct synthesis of the key literature related to their research topic.
3. Students will identify and apply key theoretical frameworks related to their research topic.
4. Students will select research methods related to their research question and provide a clear and concise rationale for use of these methods.
5. Students will develop skills for verbally presenting research and application related to their content area.

Procedures

Preparation: Students and the guidance committee should agree on general areas to be covered in the comprehensive examination for each of the three questions, and reflect those in the comprehensive exam planning form (which students should see) which should be approved and signed by all committee members and submitted to the Graduate Program Coordinator.

The doctoral student will take the comprehensive examination after the following requirements are fulfilled:

- ▶ Approval of the student's guidance committee has been obtained and finalized in GradPlan.
- ▶ The student's Course Plan has been filed in GradPlan.
- ▶ The student has completed approximately 80 percent of the course work in the program (excluding dissertation and internship/ practicum credits).

Process:

- a. Students, in consultation with the committee complete the comprehensive exam planning form (typed). It should be submitted to the Graduate Program Coordinator as soon as it is completed and the dates of the written and oral exams are determined; it must be submitted no later than 2 weeks prior to the start of the written exam. The planning forms describes the topic of each exam question, but does not provide the actual questions.
 - i. The faculty member with primary responsibility for writing each question will be listed on the form. An indication of preference (waive/not waive) of outside committee member also is noted.
 - ii. Attach a bibliography of readings to be addressed if the student and/or committee have formed the reading list prior to the exam.
- b. The committee chair submits the final version of all three questions to the Graduate Program Coordinator at least 2 weeks prior to the start of the written exam; the student does not see this document until the morning the exam begins.
- c. Scheduling: Students must schedule a time for the oral exam when all committee members are available to attend, and within five weeks of the date of beginning the written exams. If scheduling a conference room, consult with the Graduate Program Coordinator prior to scheduling oral exam to assure room availability. If due dates need to be changed, advisor requests to Graduate Program Director and Graduate Program Director will amend the form if approved.
- d. The exams always begin and end on Monday morning (exceptions must be approved by the committee and the Director of Graduate Studies). The Graduate Program Coordinator will send the final version of the questions to the student the morning the exam begins, along with the due date (two weeks later) to submit the exam responses.
- e. Once the student submits their exam responses, the Graduate Program Coordinator will send the exam responses, the document containing the exam questions, and the scoring rubric to all committee members.
- f. Graduate Program Coordinator will provide the advisor with comprehensive exam approval form to be completed immediately following oral exam.
- g. The form will not be signed and approved unless the oral exam is scheduled.

- h. If a student must re-take one or both written exams, they will have two weeks after receiving feedback to re-write and re-submit the exam. The oral exam will be rescheduled to be within three weeks after the new due date (this automatically extends the total timeline).

Overview: Comprehensive exams will be completed within a five week timespan within one semester. Two exams will be written, and the third exam will be an oral presentation. Length of each written exam will be between 12 and 15 pages (double-spaced, 12 pt. font, references additional). This is an intense process. PLAN ACCORDINGLY. If a schedule change is necessary due to illness or other serious circumstances, consult the Graduate Program Director.

Detailed Procedures:

- A. The three exams will cover:
 - a. Theories and empirical evidence for a specific topic related to concentration (i.e. CFT, child development, DYAD) (written)
 - b. Research methodology related to concentration (written)
 - c. Practice (e.g. clinical, pedagogy) related to concentration (oral component)
- B. Students will not see the specific questions for the two written exams prior to the start of the exam, but will have input into question formulation during a meeting of the guidance committee. The oral component should be scheduled well in advance during the comprehensive planning meeting, and the student will know the topic and type of presentation to be made.
- C. The major professor will be responsible for:
 - a. Final development of the two written questions and sending them electronically to Graduate Program Coordinator at least 2 weeks prior to commencement of exam. Student will receive both written questions on Monday at 8am, confirm receipt, and turn in both questions no later than two weeks following.
 - b. Facilitating scheduling of orals and evaluation process within the 5-week time-line.
 - c. Communicating results of two written exams to student prior to oral exam. If revisions are needed, oral will be delayed and rescheduled. If the student must re-write one or both exams, the major professor will summarize the feedback across raters, and provide students with direction for their revision.
- D. The student will be responsible for:

- a. Planning the comprehensive exam semester carefully. This is a very intense process, and students should have minimum distractions (e.g. do not plan travel.)
 - b. Determining the time frame (during *academic year*) during which she/he wants to take the exam and convening a meeting of the committee well in advance (e.g. 3-4 months). Students are encouraged to write comps in first half of semester so any revision can be accomplished within that semester.
 - c. Providing confirmation to Graduate Program Coordinator that questions were received; submit responses electronically in no more than two weeks.
 - d. In collaboration with major professor, schedule oral exam.
- E. Committee members will be responsible for:
- a. Attending comprehensive planning meeting and assisting in the planning process and question development.
 - b. Providing feedback within one week of completion of the written exams.
 - c. Participating in an oral exam as 3rd component.
 - d. Outside committee member may waive participation.
- F. The Graduate Program Coordinator will be responsible for:
- a. Administering the questions electronically.
 - b. Receiving the completed responses and sending to committee electronically. Confirm with student that responses were received.
 - c. Scheduling room for oral exam if needed.
 - d. Providing the final comprehensive exam completion form to major professor (major professor should request the form) at time of oral exam.

Oral Examination

- A. The oral examination will be the third component of the comprehensives and will address the practice component of the concentration. It should be scheduled well in advance and follow within one week of successful completion of the two written components. (i.e. all revisions of written component complete before oral).
- B. The purpose of the oral exam is to:
 - a. Provide the student the opportunity to formally present and discuss applications appropriate to the concentration area (e.g. clinical, pedagogical)

- b. Extend the evaluation of the student's knowledge and understanding covered in the two written exams. Emphasis may be placed on areas considered to be weaknesses.
 - c. To consider the student's ability to respond in an articulate manner to verbal questions.
 - d. To extend discussion beyond content covered in the written exams.
- C. Student will know the topic of the oral presentation – to be decided in the comprehensive planning meeting.
- D. At the discretion of the student, the presentation portion of the oral may be open to guests. Guests are dismissed following formal presentation.
- E. Following the oral exam (approximately 60 minutes), the student will be excused. Both written exams will have been evaluated by this time. Faculty independently complete the rubric, then an oral discussion occurs led by the committee chair, and a verbal vote is taken to make a final determination. To pass, an average score of 7 or above is needed (and no criterion scored 0 by two or more faculty); a majority affirmative vote. Immediate feedback will be provided to the student.
- F. Oral may be repeated once if it is determined to be a non-pass. This should be scheduled at the earliest possible date.
- G. Completion of comprehensive exam form will be signed at the oral meeting.
- H. All final scored rubrics are sent to the HDFS office of graduate studies.

Evaluation of Comprehensive Exams

- A. Each set of questions will be evaluated on a 10-point scale, with a minimum average score of 7 (across raters) required to pass each question. Each of the three exams must receive a passing score of 7 or above, averaging across all committee members' total scores. Further, if two or more committee members score a zero on the same criterion (on the same exam), the score will be non-passing, even if the average score is 7 or above. Students will receive feedback within one week after submitting their responses to the written exam, and immediately following the oral exam.
- B. Revisions (if a written exam receives less than 7) will be within two weeks after student receives written feedback or by the end of the semester, whichever comes first. Revisions will be re-written based on feedback on

original question. Failure of any portion of the revised exam will result in termination from the doctoral program.

FAQ's about Comprehensive Exams

- 1. Who develops the questions for the Comprehensive Exams?** The student's advisor typically takes the lead in creating the questions for the comprehensive exams, with input from the committee, based on the topic/s that the student wants to study in their dissertation. Alternatively, other committee members may take the lead in creating one of the exams. The student and committee typically discuss the topic/s the questions will cover, including the specific topics and the depth and breadth at which the topic should be addressed, in a committee meeting prior to the exam. However, the student does not know the specific questions to be answered until they begin the exam.
- 2. How is the reading list composed and determined?** There are several ways a student's reading/ reference list can be composed, and this is a decision of the student and their guidance committee. This usually follows three patterns:
 - a. Collaborative.** The student and committee develop the reading list together. Usually, the student takes leadership of developing the initial reading list after the general topics for the exam are determined. They share the reading list with their committee, and the committee can suggest additions or deletions. The committee agrees together about the final list, after which time the student begins exam preparation. This is typically done in the semester prior to taking the comprehensive exams.
 - b. Committee.** The advisor/ committee chair takes leadership, and the committee composes the reading list together and provides it to the student. Typically done the semester prior to taking the comprehensive exam.
 - c. Student.** There is no reading list determined ahead of time. The student creates the list as they write their theory and methods exam answers and submits the reference list along with their responses to the written exam.
- 3. How many references should I use/ include in my written responses?** Students typically have between 40 and 60 references on their reading list combined across the two written exams. They typically use the majority of these in the written exams.
- 4. Do I have to create separate reading lists for the theoretical and methods exams?** This is best discussed with your committee in advance. The comprehensive exam guidelines do not require that you have separate lists, but

consult with your committee to make sure you are adequately covering the literature needed for both written exams.

5. How much overlap is there in the reading lists for the two written exams?

Not all students have separate lists; often it is one integrated list with notation about which ones will contribute to the methods exam. If there are separate lists, there is usually a lot of overlap between these lists, with a portion being unique to each exam. Discuss this with your committee to learn their expectations and seek their input.

6. How long should each written exam be? Your committee/ advisor should give you guidance on how long they expect your answers to be in the final written version of the exam. It is also ok to talk with your advisor about page length before and during the exam.

7. Can I create a visual diagram as part of my response? There is nothing that prohibits you from creating a visual of some kind as part of your response, and many students find this a useful way to communicate their conceptualization of the literature. Talk with your advisor or committee about this. It is ok to ask this question during comprehensive exams, but not to discuss the content of the figure or any other part of the exam.

8. What kinds of questions are ok to ask your advisor during comps? It is ok to ask your advisor clarifying questions about the format (e.g., page length, structure) of your responses, and ask for clarifications about the exam questions if there are part of the question/s you are not sure you understand. It is also ok to ask for clarification about the rubrics which will be used to grade your exams.

9. What is the oral defense like? How long is it? Students should talk with their advisor(s) about the length and format/ style of the oral exam. Typically, the meeting is scheduled to be two hours or less. Students often present for one hour, then use the remaining time to address questions the committee has given them. The remaining time of the meeting is often used for answering questions and discussing with the committee. Committee members may also pose questions related to the written portions of the exam, though the written and oral exams are assessed separately.

10. How common is it to NOT pass the comprehensive exam? A majority of HDFS PHD students have to re-write at least one of their written comprehensive exams.

- 11. What happens if I have to re-take one or both written exams?** If you have to retake one of the written exams, you will receive feedback from your committee (usually via a written document from our advisor) about the things you need to address. At that point, you have another two weeks to revise your exam response/s and re-submit them to the HDFS Office of Graduate Studies.
- 12. What happens if I have a personal emergency while taking my comprehensive exams?** Reach out immediately to the HDFS Office of Graduate Studies and Graduate Program Director, as well as to your advisor. Explain the nature of the emergency, and how it is affecting your work. The Program Director will work with you and your advisor to determine a revised timeline.
- 13. What happens if there is a university or federal holiday during the comprehensive exams?** If a student wants to take an exam over a holiday period, that is their choice. The timeline of the comprehensive exams is not adjusted for holidays. However, if the exam is due to start on a Monday that is a university holiday when no one is available to send the exam questions, then exam will be adjusted by one day to begin and end on the following Tuesday.

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HDFS Comprehensive Exam Rubric & Procedures

Theory/Content Comps Rubric - Range = 0 (Does Not Meet); 1 (Partially Meets); 2 (Meets)

- Appropriately integrate relevant literature, demonstrating depth of understanding through appropriate citation (2 points)
- Identify and describe the key theoretical frameworks related to a research topic (2 points)
- Appraise the quality and rigor of the empirical body of knowledge related to a research topic (2 points)
- Synthesize findings across the body of knowledge to identify gaps and recommend future directions in research and/or theory (2 points)
- Scientific Writing (2 points)
 - Clarity and Persuasive Writing (organization and coherence) (1)
 - Correct Writing Format and APA (accurate use and reference of information; unbiased language) (1)

Requirements: Passing = 7 or above on average across raters; further, to pass, no criterion may be scored a '0' by two or more faculty.

Methods Comp Rubric

- Demonstrate a strong understanding of study design, quality, and rigor. Show critical thinking about research methodology by either appraising quality of research, or explaining and justifying methodological choices. (8 points)
- Scientific Writing (2 points)
 - Clarity and Persuasive Writing (organization and coherence) (1)
 - Correct Writing Format and APA (accurate use and reference of information; unbiased language) (1)

Requirements: Passing = 7 or above on average across raters; further, to pass, no criterion may be scored a '0' by two or more faculty.

Oral Comps Rubric

- Apply topic of study using the appropriate theory and/or methods identified in the first two comprehensive exam questions. Examples include a teaching plan, case study, or other applied approach. (6)
- Presentation – Information is confidently presented, Student is able to answer questions posed, fully supporting each decision made. (2)
- Visual Information – Presentation is visually appealing, well-designed; and appropriate in length. (2)

Requirements: Passing = 7 or above on average across raters; further, to pass, no criterion may be scored a '0' by two or more faculty.

Procedures: Each committee member independently scores each exam, and submits scoring form rubric to the Committee Chair. The Committee Chair submits all forms to the Graduate Secretary each time the student takes the exams. If students must re-take any part of the exams, the Committee Chair submits the original set of forms as soon as it is determined that the student has a failing score, followed by a new set of forms with scores for the revised portion/s of the exam. Once the student passes the written exams, wait until the oral exam is completed to submit the forms, then submit immediately, regardless of pass/fail.

Approved by HDFS faculty, 10/20/2023

HDFS Comprehensive Exam Scoring Form

Student: _____

Reviewer: _____

Date of Scoring Written Exam: _____

Theory/Content Comprehensive Exam Question	Does Not Meet = 0	Partially Meets = 1	Meets = 2
Appropriately integrate relevant literature, demonstrating depth of understanding through appropriate citation			
Identify and describe the key theoretical frameworks related to a research topic			
Appraise the quality and rigor of the empirical body of knowledge related to a research topic			
Synthesize findings across the body of knowledge to identify gaps and recommend future directions in research and/or theory			
Scientific Writing			
Totals			

Comments:

Methods Comprehensive Exam Question	Does Not Meet = 0-4	Partially Meets = 5-6	Meets = 7-8
Demonstrate a strong understanding of study design, quality, and rigor. Show critical thinking about research methodology by either appraising quality of research, or explaining and justifying methodological choices.			
	Does Not Meet = 0	Partially Meets = 1	Meets = 2
Scientific Writing			
Totals			

Comments:

Date of Scoring Oral Exam: _____

Oral Comprehensive Exam Question	Does Not Meet = 0-2	Partially Meets = 3-4	Meets = 5-6
Apply topic of study using the appropriate theory/content and/or methods identified in the first two comprehensive exam questions. Examples include a teaching plan, case study, or other applied approach.			
	Does Not Meet = 0	Partially Meets = 1	Meets = 2
Presentation			
Visual Information			
Totals			

Comments:

Dissertation Guidelines

After the student has passed the comprehensive examinations, the dissertation proposal is prepared, defended, and submitted for IRB approval. Although the student has the primary responsibility for production of the dissertation, the major professor coordinates the entire process with input from the guidance committee.

- ▶ HDFS defines an acceptable dissertation as an “original research upon which a dissertation, which makes a significant contribution to knowledge is to be prepared and published”. Departments/programs/schools are encouraged to take this requirement seriously and to use this opportunity to identify and reflect upon what a thesis/dissertation should encompass for their particular discipline. This requirement may include expectations about submission of chapters for publication or previous acceptance for publication of one or more chapters.
- ▶ In many disciplines the content of one or more chapters of a thesis /dissertation comes directly from papers already published, often with multiple authors in addition to the author of the thesis/dissertation. In this context, graduate program faculty and thesis/dissertation committees and their chairs are urged to consider the appropriateness of including a chapter in a thesis/dissertation that is a multi-authored published paper not written by the author of record of the thesis/dissertation.

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

The manuscript format for dissertations consists of at least two manuscripts that report on original research conducted by the candidate while a student at Michigan State University. These may not be previously published articles. It must be formatted to comply with all MSU guidelines.

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 dissertation. 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 dissertations also should have a publishing plan, but this may come later in the process.

Format for Dissertation

Choosing a Dissertation Format

The decision about which format (traditional or manuscript) is most appropriate for the dissertation 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:

- ▶ The relative untested nature of the format and lack of extensive experience in its use.
- ▶ Traditional format may be more appropriate for some research questions. Social science research tends to be very complex and may need lengthier explication.
- ▶ Traditional dissertations are rarely published as complete documents. Following completion, candidates must use a 150 - 300 page document to create 2 to 3 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 ensures that information is disseminated more quickly through professional journals.
- ▶ The manuscript format is used at many leading institutions.

Format of the Dissertation Proposal

There are many possible ways to organize a dissertation proposal or and final dissertation manuscript. These are some typical ways to organize traditional- and manuscript-style proposal; below are some typical examples.

Traditional Dissertation Proposal:

- ▶ Introduction: purpose, rationale, theoretical underpinnings
- ▶ Literature review

- ▶ Methods

The traditional dissertation generally has the following format:

- ▶ Introduction: purpose, rationale, theoretical underpinnings
- ▶ Literature review
- ▶ Methods
- ▶ Findings
- ▶ Discussion: Summary and implications
- ▶ References
- ▶ Appendices

Manuscript Proposal Type 1: When both/ all manuscripts are from the same study/ dataset/ sample

- ▶ Include first three sections for traditional proposal addressing the whole body of work:
 - ▶ Introduction
 - ▶ Literature review and research questions
 - ▶ Methods
- ▶ Provide:
 - ▶ Brief description of what will be covered in article #1
 - ▶ Brief description of what will be covered in article #2
 - ▶ Brief description of what will be covered in article #3 if relevant

Manuscript Proposal Type 2: When the manuscripts are separate studies with different methods, datasets, or samples

- ▶ Introduction to the general topic justifying the research topics overall and overviewing the questions to be addressed and format of the dissertation
- ▶ Manuscript 1 proposal
 - ▶ Literature review and research questions for Study 1
 - ▶ Methods for Study 1
 - ▶ References for Study 1
- ▶ Manuscript 2 proposal
 - ▶ Literature review and research questions for Study 2
 - ▶ Methods for Study 2
 - ▶ References for Study 2

The manuscript dissertation 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

- Article #3 optional
- 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

Dissertation Defense

Purpose

The dissertation defense is a University-required component of the doctoral program of study. Defending one's research is a fundamental facet of scientific scholarship. It is through this process that the student clarifies, validates, and demonstrates the significance of his or her research. As such, the oral defense represents the culmination of the matriculation process. The presentation component of the Ph.D. oral examination (dissertation defense) is announced and open to the public.

Procedures

Schedule the Oral Defense Date

The student must be registered for at least one credit (e.g. 999) during the semester in which the final oral examination is taken. The oral examination date must be scheduled well before defense takes place; this must happen at least three weeks prior to the oral exam, but usually must be completed several months in advance to ensure all committee members are available to participate. When scheduling the Dissertation Defense, **allow for academic year appointments and do not expect a summer examination. Students are strongly urged to schedule orals on Friday.** Ideally, the date of the exam is early enough in the semester that the student can complete all revisions and submit the dissertation to the Graduate School for approval prior in time to meet the graduation deadlines for the semester. Students should monitor the [ETD Deadlines](#) for the deadlines relevant to the semester they intend to graduate.

If students do not complete their dissertation (approved through Proquest) in time for graduation in the semester in which they defended, they can apply to graduate the subsequent semester. In this case, they will not have to re-enroll in a dissertation credit to graduate.

Submit the Dissertation Manuscript to the Committee

After the major professor indicates that the dissertation is acceptable for examination, and **at least two weeks prior to the scheduled defense date**, the student must

distribute the dissertation to all committee members. This should allow time for the members of the committee to review and evaluate the dissertation before the examination.

Submit the PhD Oral Announcement Form to the Graduate Program Coordinator

The student must submit the Oral Examination Announcement form and a copy of the dissertation abstract to the HDFFS Graduate Program Coordinator two weeks before defending. This is usually done around the time that the dissertation manuscript is sent to the committee. The Graduate Program coordinator uses this form and abstract to create an Dissertation Defense Announcement and Invitation to be sent to the HDFFS Community.

Evaluation

For dissertations, the final oral defense/examination must consist of two parts described in the Graduate Handbook. The first is a presentation that must be open to faculty members and members of the public without a vote. Only dissertation committee members may attend the second part, which is the examination portion of the defense per individual department/program/school's guidelines (see

<http://www.reg.msu.edu/AcademicPrograms/Text.asp?Section=111#s401>).

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 re-joins the committee for feedback.

Completion

After the guidance committee members have reviewed and approved the dissertation and after the student has passed the final oral examination in its defense, the student must incorporate into the dissertation any recommended changes and corrections before presenting it to the major professor for final review

Upon final written approval of the dissertation, the student must submit the dissertation, prepared according to University regulations, to The Graduate School via ProQuest. The student is not required to enroll for the semester in which her/his degree is actually granted, if later than the dissertation defense. The Graduate School issues a formatting guide and tutorial at: <https://grad.msu.edu/etd/> for students working on their dissertations. It outlines the requirements for preparing the dissertation manuscript.

Electronic Submissions of Dissertations

MSU **only accepts** electronic 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 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 dissertation to ProQuest, a student now has 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 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.

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 College Office of Graduate Studies and the Graduate School at msuetds.approval@grd.msu.edu or by 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>

Electronic Dissertation – Important 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 by the Graduate School on or before the target date for that semester.

Additional Information on Dissertation

- ▶ 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 Assistant Director for Digital Information.

FAQ's about Thesis/Dissertation Proposal and Defense Meetings

- 1. When should students schedule their thesis/ dissertation proposal or defense?** Students should schedule their dissertation 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. Dissertation proposals and defenses can last up to 2.5 or 3 hours.
- 4. Who can attend a proposal/ defense meeting?** Typically, a thesis or dissertation 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 or dissertation 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 will 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/ dissertation 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/ dissertation 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 / dissertation 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 / dissertation proposal meeting?** Upon reviewing the student's written work and oral defense of their work, the thesis/dissertation 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

The College of Social Science has an academic standards policy to which the department subscribes. Doctoral students may have only two grades below 3.0 in courses listed on their Doctoral Plan of Study. In addition, students must maintain an overall GPA of 3.0 to remain in the doctoral program. Notification letters are sent after the first grade below 3.0. Three grades below 3.0 or an overall GPA below 3.0 will result in dismissal from the program.

Annual Progress Report and Portfolio Documentation

Written evaluations will be completed jointly with student and academic advisor each year. Students initiate this process after receiving a reminder and instructions from the department spring semester, and the advisor is jointly responsible for completion of the evaluation. The Annual Progress Report is submitted via an online form, and includes the PhD Annual Progress Report Form, an updated CV, a Research Statement, and an updated Teaching Statement if one is written. The progress report form is separate from the portfolio. The progress report process may include a meeting with content area faculty. It is required that the Annual Progress Report Form be filed annually for students to remain in good academic standing in the doctoral program, and this will be considered when selecting students for assistantships, scholarships, and other financial assistance. 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. Active PhD students should meet at least annually with their committees.

Academic Performance Review

An Academic Performance Review may take place if:

- ▶ A doctoral student has **acquired two grades lower than 3.0** in coursework on the Doctoral Plan of Study. Students in this situation will work closely with their advisor and the Graduate Program Director to monitor progress.
- ▶ A doctoral student has **passed the time limits** for the comprehensive exams (within 5 years of beginning the program) or completion of the degree (within 8 years of beginning the program). Or if the student has completed year 6 and has not yet proposed their dissertation.
- ▶ **Miscellaneous** circumstances (e.g. academic dishonesty, violations of research integrity, ethics violations) at the request of the student, major professor, or graduate director.
- ▶ The Academic Performance 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 be initiated by major professor, student or other appropriate faculty member.
 - ▶ 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 doctoral committee, and the College of Social Science Graduate Dean. Student progress will be monitored by the major professor and graduate director.
- ▶ **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.**

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 maximum number of credits, however, is determined by the department or school. A student load above 16 credits requires approval by the student's dean. Enrollment in doctoral dissertation research (course number 999) credits need not be counted in determining maximum credits.

Minimum: All students using University services (faculty consultation included) for graduate work must be registered each semester. Minimum registration consists of one course or 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:

Doctoral level 6 credits

Following completion of comprehensive exam 1 credit

(NOTE: there are some circumstances in which Office of Financial Aid requires students to be enrolled in 3 credits for purpose of financial aid receipt, even though they must only be enrolled in 1 credit to be considered full time students)

Graduate–Professional level 12 credits

Ph.D. Residence Requirements

One year of residence on the campus (as opposed to on-line coursework) after first enrollment for doctoral degree credit is required to permit the student to work with and under the direction of the faculty, and to engage in independent and cooperative research utilizing University facilities. A year of residence will be made up of two consecutive semesters, involving the completion of credits at the level of full-time status of graduate work each semester.

Dual Majors Doctoral Degrees

All dual major doctoral degrees must be approved by unit directors, the Associate Deans of the participating Colleges, and the Dean of the Graduate School. A request for the dual major degree must be submitted within one semester following its development and within the first two years of the student's enrollment at Michigan State University. A copy of the guidance committee report must be attached. See Academic Programs for details at: <https://www.reg.msu.edu/academicprograms/Text.aspx?Section=111#s407>

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.

Lifelong Education credits

No more than nine Lifelong Education credits may be applied to the graduate degree.

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-Doctoral

For the Doctor of Philosophy degree, all of the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time of a student's first enrollment as a doctoral student. Should the degree requirements not be completed within this eight-year period, all of the doctoral comprehensive examinations must be passed again. A request for an extension for the doctoral program may be given upon the approval of the committee, Graduate Program Director, College of Social Science Associate Dean and The Graduate School.

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.

[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).

Information Relative to Dissertation

The student should obtain a copy of the University Guide for the Preparation of Master's Theses and Doctoral Dissertations <http://grad.msu.edu/etd/>. This handbook gives the requirements established by the Graduate School at Michigan State University. Style manuals, outlines of the final procedures related to the dissertation and the arrangement of contents are also suggested in the handbook. [Dissertations Formatting](#)

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 of Graduate Studies in the College of Social Science. (Adapted from the Department of Economics Program Handbook.)

Academic Standards

A 3.0 cumulative grade point average in the degree program is the minimum University standard. However, attainment of the minimum grade point average is in itself an insufficient indicator of potential for success in other aspects of the program and in the field. The guidance committee and academic unit are jointly responsible for evaluating the student's competency (as indicated by grades in core and other courses, research performance, and development of professional skills as reflected in the portfolio) and rate of progress (as indicated by the number of courses taken per semester, the number of courses for which grades have been deferred, and progress through program milestones). Written evaluations shall be communicated to the graduate student at least once a year, as part of the Annual Progress Report, and a copy of such evaluations shall be placed in the graduate student's file. A student whose performance does not meet the standards of competence will not be permitted to continue to enroll in the degree program, and appropriate action will be taken by the Department, College, or University.

HDFS FELLOWSHIPS SCHOLARSHIPS AND AWARDS

APPLICATIONS DUE February 15, 5:00 P.M. every year.

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. Students must submit a current resume or CV, and a statement describing: their research, educational, and /or professional goals and accomplishments, and their fit with the criteria that make the eligible the scholarships (see below for the criteria of each scholarship).

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. How to apply: (1) a 500 word statement describing how this award will help you have achieved your educational and professional goals towards your degree; (2) A current vita; and (3) a letter of support from your major professor (should address academic progress and professional goals).

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 Tollefsen 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.

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.

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 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 ASSISTANTSHIPS

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 the HDFS Director of Graduate Studies.

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. DYAD, CFT, SEDEs) makes 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.

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 have an assistantship, this response is mandatory.**
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 expected 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.

A graduate assistant planning to take a leave under this policy shall notify the administrator of his or her major unit as soon as circumstances permit.

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, HFDS 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 [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 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

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. Introductory remarks by the Human Development and Family Studies Chair of the Hearing Board: 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 academic grievance hearings 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 complainant 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 respondent 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 respondent 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. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Human Development and Family Studies Hearing Board, the respondent and the respondent's advisor, if any.
7. Presentation by the Complainant's Witnesses: 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. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Human Development and Family Studies Hearing Board, the complainant, and the complainant's advisor, if any.
9. Presentation by the Respondent's Witnesses: 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. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.
11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.
12. Final questions by the Hearing Board: 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 grievance (non-disciplinary) 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 grievance (non-disciplinary) hearings involving graduate 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:

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

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**
 - The HDFS Mailroom (Human Ecology Room 4C) has a printer for use through HDFS computers in the Human Ecology building.
 - The HDFS Mailroom printer is available to use for Graduate Assistantship responsibilities. It is not available for personal use.
 - 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**
 - Rooms 3 (6-8 people), 9 (up to 30 people), and 11 (4-6 people) are our conference rooms.
 - If you need to reserve a room, contact Crissy Youmans at youmansc@msu.edu.
- **Private Spaces to Meet with Students**
 - Rooms 13F and 1D are available for private meetings with students or confidential research needs.
 - 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**
 - The mailroom is in HE 4C (same as the copier room).
 - Graduate students have an accordion file under faculty mailboxes where you can search for your mail.
 - If you don’t see a tab with your name on it, add one.
- **Pests**
 - If you see any mice, insects, or bats, please immediately report it to Crissy Youmans at youmansc@msu.edu.

PHD FORMS

PHD FORMSForm or GradPlan	Where to Find it?	When to Complete it?	Who Completes it?	Where to send it?
Comprehensive Exam Planning Form (Updated 2017)	D2L > HDFS Graduate Community > PhD Program Milestones > Comprehensive Exams	As soon as the Comp exam is scheduled, and at least two weeks before Comps Exam Begins	Guidance Committee Chair - Graduate Student does NOT see this form	Grad Coordinator
Comprehensive Exam Scoring Sheet (Updated Oct 2023)	D2L > HDFS Graduate Community > PhD Program Milestones > Comprehensive Exams	As students complete the exams; If student fails any portion of the exam, submit scores to Grad Coordinator right away; Otherwise, keep forms until student passes all exams;	Guidance Committee Chair collects scoring forms from all members, and submits to Grad Coordinator	Grad Coordinator
Comprehensive Exam Completion Form (Record of Comps)	D2L > HDFS Graduate Community > PhD Program Milestones > Comprehensive Exams	After student completes all exams, including orals	Guidance Committee Chair - Graduate Student does NOT see this form	Grad Coordinator
Dissertation Proposal Approval Form	D2L > HDFS Graduate Community > PhD Program Milestones > Dissertation	Immediately after the dissertation proposal is approved	Graduate student initiates is; Committee Chair circulates for signatures and submits it	Grad Coordinator
Dissertation Oral Announcement Form	D2L > HDFS Graduate Community > PhD Program Milestones > Dissertation	At least two weeks prior to Oral defense	Student	Grad Coordinator
Dissertation Completion Form (Record of Dissertation)	D2L > HDFS Graduate Community > PhD Program Milestones > Dissertation	Immediately after the dissertation is approved	Graduate student initiates is; Committee Chair circulates for signatures and submits it	Grad Coordinator
Proquest Link	D2L > HDFS Graduate Community > PhD Program Milestones > Dissertation	When manuscript is final and approved by committee	Student	Graduate School EDT Submission System
PhD Degree Audit Form DYAD	D2L > HDFS Graduate Community > PhD Program	Each year as part of the Annual Progress Report		

	Milestones > Degree Audit Forms			
PhD Degree Audit Form SEDEs	D2L > HDFS Graduate Community > PhD Program Milestones > Degree Audit Forms	Each year as part of the Annual Progress Report		
PhD Degree Audit form CFT (2024 or Before)	D2L > HDFS Graduate Community > PhD Program Milestones > Degree Audit Forms	Each year as part of the Annual Progress Report		
PhD Degree Audit form CFT (2025-2026)	D2L > HDFS Graduate Community > PhD Program Milestones > Degree Audit Forms	Each year as part of the Annual Progress Report		
Letter to Students Re Non-Regular Adding Committee Member1	D2L > HDFS Graduate Community > PhD Program Milestones > Non-Regular Committee Member Request	When you are composing your committee	Student	Grad Coordinator
Application for Graduation	D2L > HDFS Graduate Community > PhD Program Milestones > Application for Graduation	Early in the semester when you plan to graduate	Student	
Application for Independent Study	D2L > HDFS Graduate Community > PhD Program Milestones > Independent Study Form	As you are enrolling for classes for the coming semester	Student initiates; Instructor approves	
Info Needed for Independent Studies	D2L > HDFS Graduate Community > PhD Program Milestones > Independent Study Form	As you are enrolling for classes for the coming semester	Student initiates; Instructor approves	
PhD Program Study Time Extension Form	D2L > HDFS Graduate Community > PhD 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 > PhD Program Milestones > Readmission Form	at least two months prior to the first day of registration for the semester in which the	Student initiates it; Graduate Program Director completes	

		student expects to resume graduate studies		
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	Grad Coordinator
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	Keep up to date continuously, check it annually	Student	
PhD 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 dissertation 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 DCF application if applicable;
MSU IRB	D2L > HDFS Graduate Community > IRB	Before beginning dissertation 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.	
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; 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	Upload to individual APR Folder then 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	Within two weeks after the beginning of the semester	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; Turn in as part of the next Annual Progress Report	Initiated by student; completed by instructor of course the student is lecturing in; submitted by student as part of Annual Progress Reports	Submit as part of Annual Progress Report
COA Template	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Grad Funding General	As needed, when submitting requests for funding	Student	
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	As needed, before March 1	Student with support from advisor	Grad Coordinator

	(Scholarships, Fellowships, Travel Funds) > Travel			
Travel Funding Supplemental Information	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Travel	As needed, before March 1	Graduate Coordinator	
College of Social Science Research Awards	D2L > HDFS Graduate Community > Funding (Scholarships, Fellowships, Travel Funds) > Research > CSS Research Awards	Mid-Fall, new date set each year	Student with support from advisor	Grad Director
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 early Spring semester	By February 1	Student	Submit online
I9	Meet with Grad Coordinator	As needed	Graduate Coordinator	
DCF Application Forms	Sent by Grad Director each year in Spring Semester	Early Summer the year before dissertation completion	Student, Advisor, Grad Director	Grad Director
Professional Portfolio Documentation Form	D2L > HDFS Graduate Community > Annual Progress Reports	Keep up to date continuously; review and submit annually with Annual Progress Report	Student	Upload to individual APR Folder
HDFS Undergrad Teaching Professionalism Guidance	D2L > HDFS Graduate Community > Teaching & Learning Resources			