



# **Master's Handbook**

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## WELCOME

Welcome to Family and Child Ecology (FCE) at Michigan State University. The faculty and staff look forward to meeting and working with you. Graduate programs in FCE 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 occupy a visible position in Michigan, as well as nationally and internationally.

You will find many opportunities in Family and Child Ecology. 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. Your academic advisor is your primary resource person, and you should work closely with her/him to insure the orderly administration of your program. Other faculty members and graduate students also are invaluable sources of information.

As a graduate student, you must be familiar with this handbook and the MSU Academic Programs Publication. In the latter publication, refer to the general information section as well as the section on graduate education to become familiar with applicable rules, regulations, and procedure. You are responsible for knowing and acting on the information provided. You will experience fewer frustrations if you 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 do.

You join us as we pursue programmatic transitions of extraordinary significance. The University is moving toward a new era of pluralism and diversity, and it is a pleasure to welcome you to Michigan State University at this exciting time.

The Department of Family and Child Ecology will provide the immediate context for your graduate work for the next several years. The Department is defined by its mission, values enduring themes, priorities for the future, and its faculty.

## FCE FACILITIES

**The Department main office** is in Room 7, Human Ecology Building (517) 355-7680.

**The FCE Graduate office** is in Suite 13, Human Ecology Building (517) 353-5248.

**The Child Development Laboratories** are located in Central School and have a three-fold purpose: (a) to provide a setting for preparing students in child development; (b) to offer exemplary service to children (c) and their families 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 Family and Child Clinic** is located in Olin Health Center, Room 329. This is the site of supervised practicum work for marriage and family therapy graduate students and provides services to the local community (517) 432-2272.

## DEPARTMENT AND STUDENT OBLIGATIONS AND EXPECTATIONS

The Department has obligations to all graduate students, and conversely the students have certain obligations to the Department and to themselves. The most important of these is to maintain an environment in which there is mutual trust, self-respect and integrity, and to strive to attain excellence in scholarship.

### ***The Department will provide for the student:***

- ▶ Responsiveness to valid academic needs and desires.
- ▶ Support and encouragement of creative original study and research.
- ▶ A periodic evaluation of the program and a willingness to make changes when warranted.

### ***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 department seminars, brown bags and colloquia. Students are expected to attend departmental events as they both provide 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***

- ▶ Learn and adhere to University and academic unit rules, procedures and policies, including those outlined in this Graduate Handbook, in Academic Programs, Graduate Student Rights and Responsibilities, and Academic Freedom for Students at MSU. These publications are available on the University web sites.
- ▶ Meet University and Department requirements for degree completion in a timely manner.
- ▶ Form a Master's Guidance Committee that meets University and Department requirements, and keeping the members of their Committee informed regarding their academic activities and research progress.
- ▶ Follow disciplinary and scholarly codes of ethics in course work, research, and professional activities.
- ▶ 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.
- ▶ Exhibit the highest standards of professionalism in teaching, research, and scholarship.
- ▶ Provide the department with copies of research-related documents (such as permits, approvals grants proposals, research proposals) within the prescribed deadlines.

## **FAMILY AND CHILD ECOLOGY MASTER'S DEGREE PROGRAMS**

### ***Child Development, M.A.***

The Master of Arts Degree in Child Development focuses on theory and research as well as application. The program prepares professionals for leadership roles

in teaching, administration, other fields related to children and families, and advanced graduate study emphasizing current child development research. The program is concerned with the critical continuing issues related to the optimal development of children and their families.

A range of theoretical frameworks are used in the study of children's development. Additionally, the ecological focus, with its emphasis on the interrelationships of people and their environments, is central to this master's program. Children's development is studied in relation to such systems as the family, the child development center, the school, and the community, as well as to variables in the larger society and economy. An inter-disciplinary base of content from the social and natural sciences and arts and humanities is used to study the development of the whole child. Social-emotional, cognitive-language, creative, philosophical, and biological-physical-motor development are included.

### **Major Objectives of the Child Development Master's Program**

- ▶ Provide a strong foundation for research and advanced graduate study in child development.
- ▶ Prepare professionals for positions of leadership in programs serving young children and their families - - child development centers and programs, parent-child centers, preschools, social-service agencies, school-based programs, and hospital programs.
- ▶ Prepare professionals for positions in colleges, vocational schools, social service agencies, cooperative extension service programs, adult education programs, and others that carry out educational programs for those who work with young children as teachers, assistants, and directors in schools, in child care, and in family day care settings.

Adequate knowledge of physical, social, emotional, and intellectual development of children.

### **General Competencies Expected with Completion of Child Development Master's Program**

- ▶ Ability to plan and implement research in child development.
- ▶ Advanced knowledge of physical, social, emotional, and intellectual development of children.
- ▶ Knowledge of and ability to compare major theoretical frameworks in child development.
- ▶ Ability to observe and interpret normal child behavior.
- ▶ Ability to use, evaluate, and interpret commonly used tests and measurements used with infants, toddlers and young children.

- ▶ Knowledge of current public policy in the area of child development and its implications for children and families.

For those with practice-related goals:

- ▶ Knowledge, skills, and ability in administration of early childhood education programs, including leadership and supervision.

Students are encouraged to be creative in designing unique experiences within their master's degree program. Courses from other departments, such as psychology and education, may be incorporated into the major, depending upon the needs and interests of the student. Field experiences and independent studies may be carried out both within and outside the FCE Department. The Child Development Laboratories are available for practice and research in child development. Students are strongly encouraged to become involved in research, and the Child Development Laboratories are an excellent resource.

Students who come without a strong background in child development may be required to take FCE 211, 320, 320L, and possibly 321 and 321L as collateral.

Students who come without a strong background in child development may be required to take FCE 211, 320, 320L, and possibly 321, 321L as collateral.

<b>CHILD DEVELOPMENT – Program outline</b>			
<b>Required Courses</b>			
<b>Course #</b>	<b>Title</b>	<b>Crs.</b>	<b>Offered</b>
FCE 801	Family Ecosystems	3	Fall & Spring of every year
FCE 880	Research Methods in Family and Child Ecology	3	Fall of every year
FCE 810	Theories of Human Development	3	Fall of every year
<b>One Course in Quantitative Methods</b>			
AEE 891	Advanced Research Analysis	1-3	Fall, Spring, & Summer of every year
CEP 822	Approaches to Research (only for Plan B Students or as a prerequisite for CEP 833 for Plan A students.	3	Fall, Spring, & Summer of every year
CEP 933	Quantitative Methods in Education Research	3	Fall & Spring of every year
FCE 881	Quantitative Methods in Family and Child Ecology	3	Fall & Spring of every year
STT 421	Statistics I	3	Fall, Spring, & Summer of every year
PSY 815	Quantitative Research Design and Analysis in Psychology	4	Fall of every year

<b>Suggested Courses at the 400 Level</b>			
FCE 411	Developmental Study of a Child	2	Fall & Spring of every year
FCE 442	Minority Families in America	3	Fall & Spring of every year
FCE 470	Current Issues in Family and Child Ecology	3-9	Spring of every year
FCE 473	Administration of Child and Family Programs	3	Fall of every year
<b>Graduate Courses in Child Development</b>			
FCE 811	Child Development: Ecological Perspectives	3	Fall of even years
FCE 814	Parenthood and Parent Education	3	Spring of odd years
FCE 820	Infant Development: The Context of Family Community, and Culture	3	Fall of even years
FCE 821	Early Childhood Education Curricular Approaches	3	Spring of odd years
FCE 822	Assessment of the Young Child	3	Fall of even years
FCE 823	Infant Programs and Practices	3	Spring of odd years
FCE 845*	Foundations of Family Studies	3	Fall of every year
FCE 890	Independent Study	1-5	Fall, Spring, & Summer of every year
FCE 891	Topics in Child Development	2-3	Fall of every year
FCE 892	Seminar in Family and Child Ecology	1-4	Fall & Spring of every year
FCE 896	Child Development Across Cultures	3	Fall of odd years
FCE 898	Play in Human Development	3	Spring of even years
*FCE 485 is highly recommended for the students in the Master's Child Development Program, but not required.			
For a complete description of courses, please visit the <a href="#">Michigan State University Description of Courses website</a> .			

### ***Community Services, M.S.***

The Master of Science Degree in Community Services addresses the needs of families in the context of communities. This applied degree program prepares the Community Services graduate to understand and play an effective role in community institutions providing human services for families and their members across the life course. Research and internship experiences involve community agencies as field laboratories for students. Programs may be planned to provide a broad overview or to focus upon specific issues such as aging or family health.

#### **Major Objectives of the Community Services Master's Program**

- ▶ Provide a strong foundation for community research related to human service delivery.
- ▶ Prepare professionals for positions of leadership in community agencies and organizations that provide human services to diverse families in changing environments.

Persons lacking background in the social sciences may be required to take collateral courses in addition to their formal program.

## General Competencies Expected with Completion of Master’s Degree in Community Services

- ▶ Demonstrate basic knowledge of diverse families, including theoretical approaches to the study of families.
- ▶ Demonstrate basic knowledge of human development. This may include a broad life course approach or focus on any one stage such as early childhood or late adulthood.
- ▶ Articulate and demonstrate frameworks for community program development and implementation.
- ▶ Develop grants as well as plan and implement community program evaluation research.
- ▶ Demonstrate awareness of current public policy related to families and communities and implications for family/community programming and advocacy.

<b>Community Services – Program outline</b>			
<b>Required Courses</b>			
<b>Course #</b>	<b>Title</b>	<b>Crs.</b>	<b>Offered</b>
FCE 801	Family Ecosystems	3	Fall & Spring of every year
FCE 845	Foundations of Family Studies	3	Fall of every year
FCE 880	Research Methods in Family and Child Ecology	3	Fall of every year
FCE 872	Program Design and Development	3	Fall of every year
Or			
FCE 873	Administration and Management of Human Services Program	3	Spring of every year
<b>One Course in Quantitative Methods</b>			
AEE 891	Advanced Research Analysis	1-3	Fall, Spring, & Summer of every year
CEP 822	Approaches to Research (only for Plan B Students or as a prerequisite for CEP 833 for Plan A students.	3	Fall, Spring, & Summer of every year
CEP 933	Quantitative Methods in Education Research	3	Fall & Spring of every year
FCE 881	Quantitative Methods in Family and Child Ecology	3	Fall & Spring of every year
FCE 892	Seminar: Quantitative Methodology & Data Analysis	1-4	Fall & Spring of every year
STT 421	Statistics I	3	Fall & Spring of every year
PSY 815	Quantitative Research Design and Analysis in Psychology	4	Fall of every year

<b>Suggested Courses</b>			
FCE 810	Theories of Human Development	3	Fall of every year
FCE 811	Child Development: Ecological Perspectives	3	Fall of even years
FCE 814	Parenthood and Parent Education	3	Spring of odd years
FCE 896	Child Development Across Cultures	3	Fall of odd years
FCE 898	Play in Human Development	3	Spring of even years
<b>Emphasis on Older Families</b>			
FCE 413	Adult Development and the Family: Middle and Later Years	3	Fall of even years
FCE 813	Adulthood and Aging in the Family: Ecological Perspectives	3	Fall of odd years
FCE 895	Families in Poverty	3	Fall of even years
FCE 892	Seminar in Family and Child Ecology	1-4	Fall & Spring of every year
<b>Professional Skills</b>			
Recommendation: One course in each of the following three areas:			
<b>Assessment</b>			
FCE 822	Assessment of the Young Child	3	Fall of every year
FCE 873	Administration and Management of Human Services Program	3	Spring of odd years
FCE 897	Family and Individual Assessment	3	Spring of even years
FCE 894	Laboratory and File Experience	1-4	Fall, Spring, & Summer of every year
<b>Implementation</b>			
FCE 473	Administration of Child and Family Programs	3	Fall of every year
FCE 871	Methods of Teaching Adults	3	Fall of odd years
FCE 872	Program Design and Development	3	Fall of even years
<b>Evaluation</b>			
FCE 472	Evaluation of Human Service Programs	3	Spring of every year
Plan A – Thesis or Plan B - Internship			
For a complete description of courses, please visit the <a href="#">Michigan State University Description of Courses website</a> .			

## ***Family Studies, M.A.***

The Master of Arts Degree in Family Studies focuses upon theory and research as well as the preparation of professionals for family life education, community programs, and advanced graduate study in family science. The program is concerned with the role of the family in human development, meeting social-economic needs of persons throughout the life cycle, and examining the family as a critical subsystem in the total bio-social ecosystem.

The program is broad in scope, and can be flexibly designed to meet the needs of individual students with particular areas of interest (e.g. health, aging, work). An interdisciplinary base, primarily from the social sciences but with contributions from the natural sciences and arts and humanities, is used. Families are viewed from several major theoretical orientations, including developmental, interactional, social exchange, and ecological.

Students with background in the social sciences and/or humanities or from such fields as education, human ecology, social work, and health professions may be admitted to the program.

**Major Objectives of the Family Studies Program:**

- ▶ Provide a strong foundation for research and advanced graduate study in family science.
- ▶ Prepare professionals for positions in social services, community action, health programs, and related programs serving families and family members across the life course.
- ▶ Prepare educators for family life/sex education programs in community colleges, four year colleges, adult education programs, extension services, and other formal and nonformal educational settings.

**General Competencies Expected with Completion of the Family Studies Master's Program:**

- ▶ Knowledge of family development and dynamics across the life course.
- ▶ Knowledge of, and ability to compare and apply, major family theoretical frameworks such as ecosystems, developmental, symbolic interaction, exchange, and decision-making models.
- ▶ Appreciation for family diversity and the inherent strengths and challenges of contemporary families.
- ▶ Understanding of the interaction of families with multiple systems such as health care, work/economics, schools and communities.
- ▶ Knowledge of families as context for human development, with potential focus on specific life stages such as childhood or later adulthood.
- ▶ Ability to plan and implement family research.
- ▶ Knowledge of current public policy affecting families and family members.
- ▶ Based on background and professional goals, students may select an intra-departmental or multidisciplinary focus.

AN INTRA-DEPARTMENTAL FOCUS: Emphasizes courses in family studies and human development. The program is designed for students who need a broad theoretical background for such positions as college teaching, extension, and family service agencies.

A MULTIDISCIPLINARY FOCUS: Emphasizes the intersection of family well-being with factors such as economic and health status. Courses in FCE and courses from other appropriate departments may be included in the program.

Students in Family Studies are urged to be innovative in designing unique research and applied experiences in their master's program. Field experiences, independent studies, and research projects can be arranged both within and outside the Department.

<b>Family Studies – Program outline</b>			
<b>Required Courses</b>			
<b>Course #</b>	<b>Title</b>	<b>Crs.</b>	<b>Offered</b>
FCE 801	Family Ecosystems	3	Fall & Spring of every year
FCE 845	Foundations of Family Studies	3	Fall of every year
FCE 847	Theories of Family	3	Spring of every year
And/or			
FCE 850	Theories of Management & Decision Making in the Family	3	Fall of every year
FCE 880	Research Methods in Family and Child Ecology	3	Fall of every year
<b>One Course in Quantitative Methods</b>			
AEE 891	Advanced Research Analysis	1-3	Fall, Spring, & Summer of every year
CEP 822	Approaches to Research (only for Plan B Students or as a prerequisite for CEP 833 for Plan A students.	3	Fall, Spring, & Summer of every year
CEP 933	Quantitative Methods in Education Research	3	Fall & Spring of every year
FCE 881	Quantitative Methods in Family and Child Ecology	3	Fall & Spring of every year
FCE 892	Seminar: Quantitative Methodology & Data Analysis	1-4	Fall & Spring of every year
STT 421	Statistics I	3	Fall, Spring, & Summer of every year
PSY 815	Quantitative Research Design and Analysis in Psychology	4	Fall of every year
<b>Suggested Courses</b>			
FCE 405	Work and the Family	3	Spring of every year
FCE 413	Adult Development & Family : Middle & Later Years	4	Fall of even years
FCE 442	Ethnic Minority Families in America	3	Fall & Spring of every year
FCE 444	Interpersonal Relationships in the Family	3	Fall & Spring of every year
FCE 445	Human Sexuality in the Family	3	Fall & Spring of every year
FCE 454	Family Financial Management	3	Spring of even years
FCE 470	Current Issues in Family and Child Ecology	3-9	Spring of every year
FCE 810	Theories of Child Development	3	Fall of every year

FCE 811	Child Development: Ecological Perspectives	3	Fall of even years
FCE 813	Adulthood and Aging in the Family: Ecological Perspectives	3	Fall of odd years
FCE 814	Parenthood and Parent Education	3	Spring of odd years
FCE 830	Survey of Marriage and Family Therapy Theories	3	Fall of every year
FCE 848	Divorce and Remarriage Interventions	3	Fall of even years
FCE 871	Methods of Teaching Adults	3	Fall of odd years
FCE 872	Program Design and Development	3	Fall of even years
FCE 873	Administration and Management of Human Services Program	3	Spring of even years
FCE 890	Independent Study	1-4	Fall, Spring & Summer of ever year
FCE 892	Seminar in Family and Child Ecology	1-4	Fall & Spring of every year
FCE 894	Laboratory and Field Experience	1-4	Fall, Spring & Summer of ever year
For a complete description of courses, please visit the <a href="#">Michigan State University Description of Courses website</a> .			

## ***Marriage and Family Therapy, M.A.***

The Master's in Marriage and Family Therapy is a complete COAMFTE accredited program that is part of a Ph.D. program only. The Master's curriculum can not be taken unless admitted into the MFT Specialization Doctoral track.

<b>Marriage and Family Therapy – Program outline</b>			
<b>Collateral Courses</b>			
<b>Course #</b>	<b>Title</b>	<b>Crs.</b>	<b>Offered</b>
FCE 445	Human Sexuality	3	Fall & Spring of every year
PSY 424	Child and Family Psychopathology	3	Fall, Spring & Summer of every year
<b>Required Courses</b>			
FCE 830***	Survey of Marriage and Family Therapy Theories	3	Fall of odd years
FCE 902A	Advanced MFT Theories: Transgenerational Therapy	3	Spring of even years
FCE 902C	Advanced MFT Theories: Feminist Informed and Narrative Therapy	3	Spring of even years
FCE 902D	Advanced MFT Theories: Structural, Strategic and Brief Therapy	3	Spring of even years
FCE 890	Independent Studies – MFT Theories	1-3	Fall, Spring & Summer of every year
<b>Clinical Practice – 12 credits (4 classes) from the following:</b>			
FCE 470	Current Issues in FCE: Families and Stress	3	Spring of every year
FCE 822	Assessment of the Young Child	3	Fall of odd years
FCE 824	Middle Childhood Development and Interventions: Family School Community Settings	3	Fall of every year
FCE 831	Treatment Processes in MFT	3	Spring of every year

FCE 848	Divorce and Remarriage Interventions	3	Fall of even years
FCE 892	Seminar in FCE – Diverse Families & Community: Intervention Strategies	3	Summer of even years
FCE 897	Topics in FCE – Individual and Family Assessments	3	Spring of even years
FCE 902B***	Advanced MFT Theories: Couples Therapy	3	Spring of even years
FCE 994	Sex Therapy	3	Spring of even years
CEP 875	Substance Abuse and Treatment	3	Summer of every year
<b>Individual Development and Family Relations – 9 credits (3 classes) from the following:</b>			
FCE 442	Ethnic Minority Families in America	3	Fall & Spring of every year
FCE 801***	Family Ecosystems	3	Fall & Spring of every year
FCE 810	Theories of Human Development	3	Fall of every year
FCE 811	Child Development: Ecological Perspectives	3	Fall of even years
FCE 812	Adolescence in the Family: Ecological Perspectives	3	Spring of every year
FCE 813	Adulthood and Aging in the Family: Ecological Perspectives	3	Fall of odd years
FCE 814	Parenthood and Parent Education	3	Spring of odd years
FCE 825	Families with Special Needs Children: An Ecological Perspective	3	Fall of odd years
FCE 842	African American Families	3	Spring of every year
FCE 845	Foundations of Family Study	3	Fall of every year
FCE 847	Theories of the Family	3	Spring of every year
FCE 896	Child Development Across Cultures	3	Fall of odd years
<b>Professional Identity and Ethics – 3 credits (1 class)</b>			
FCE 832	Ethics, Law, and Professional Development in MFT	3	Spring of odd years
<b>Research/Statistics – 6 credits (2 classes)</b>			
FCE 880***	Research Methods in Family and Child Ecology	3	Fall of every year
FCE 881	Data Analysis in FCE	3	Fall of even years and Spring of every year
<b>Supervised Clinical Practice in MFT</b>			
FCE 894***	Lab and Field Experience	1-8	One credit each semester
<b>Minimum Total Credits: 36-44</b>			
<b>***COAMFTE or FCE Required classes.</b>			

### ***Youth Development, M.A. – On-line program***

The Master’s Degree in Youth Development prepares students to: (a) understand, integrate, and apply conceptual approaches to youth development (i.e., asset building, positive youth development, community youth development, and risk and resiliency); (b) understand normative pathways to development; (c) understand youth and family cultural issues/contexts and their micro- and macro-influences on positive youth outcomes; (d) understand and apply basic research and evaluation skills to youth development programming through an applied project that serves as a capstone experience under the direction of the candidate’s home institution; (e) have developed skills in problem-solving with

"stakeholders" including funding sources, boards, other agencies, families and other professionals; (f) demonstrate understanding of the development and impact of local, regional, state, federal, and global policies on youth and be able to advocate through policy development for optimal youth outcomes; (g) be able to develop and apply resources (e.g., agency budgeting, grant writing and processing, fund raising) for successful implementation and management of youth-serving organizations; and (h) understand the history of the youth development area and advocate for the continued professionalization of the field.

An advanced degree or certificate in youth development is ideal for professionals in a variety of youth-related fields. Areas include leaders in youth-serving organizations, like 4-H and Boys and Girls Club, non-profit organizations, faith-based groups, community recreation facilities, correctional professions, judges, middle school and high school teachers and administrators, and extension educators.

The graduate program consists of 36 semester hours of course work; 28 hours required by the consortium, and the additional 8 hours consisting of either MSU degree requirements and/or master's thesis, project, or practicum. Research/project hours will be coordinated with your major professor. The courses are being offered on a rotating basis, with all courses offered at least once every other year (i.e., Fall, Spring, and Summer).

The required courses offered within the program include nine 3 credit courses and a professional-development seminar (1 credit).

<b>Youth Development – Program outline</b>			
<b>Course #</b>	<b>Title</b>	<b>Crs.</b>	<b>Offered</b>
FCE 892	Foundations of Youth Development	1	Fall, Spring & Summer of every year
FCE 892	Youth in Cultural Contexts	3	Spring of every year
FCE 860	Youth Policy	3	Fall of every year
YD 803	Adolescents and Their Families	3	Fall of every year
YD 804	Program Design, Evaluation and Implementation	3	Spring of every year
YD 805	Youth Issues: Life Skills	3	Summer of every year
YD 807	Youth Professionals as Consumers of Research	3	Fall of every year
YD 808	Administration and Program Management	3	Spring of every year
YD 810	Youth Development (Theory)	3	Summer of every year
YD 811	Contemporary Youth Issues: Violence	1	Summer (TBA)
YD 812	Contemporary Youth Issues: Youth and Appearance	1	Summer (TBA)
YD 813	Independent Study in Youth Development	1-4	Fall, Spring & Summer of every year
YD 814	Contemporary Youth Issues: Volunteerism		Summer (TBA)

YD 815	Youth Development Practicum		Fall, Spring & Summer of every year
YD 820	Grant Writing	1	Summer of every year
FCE 899	Master's Thesis/Project or Practicum	8	Fall, Spring and Summer of every year
<b>Total Credits needed</b>		<b>36</b>	

### Youth Development Specialist Certificate

Course #	Title	Crs.	Offered
FCE 892	Foundations of Youth Development	1	Fall, Spring and Summer of every year.
<b>Plus four (4) of the following courses:</b>			
FCE 860	Youth Policy	3	Fall of every year
FCE 861	Community Youth Development	3	Fall of every year
FCE 892	Youth in Cultural Contexts	3	Spring of every year
YD 803	Adolescences and Their Families	3	Fall of every year
YD 805	Youth Issues: Life Skills	3	Summer of every year
YD 810	Youth Development (Theory)	3	Summer of every year

### Youth Program Management and Evaluation Certificate

Course #	Title	Crs.	Offered
FCE 892	Foundations of Youth Development	1	Fall, Spring and Summer of every year.
<b>Plus four (4) of the following courses:</b>			
FCE 860	Youth Policy	3	Fall of every year
YD 804	Program Design, Evaluation, and Implementation	3	Spring of every year
YD 807	Youth Professionals as Consumers of Research	3	Fall of every year
YD 808	Administration and Program Management	3	Spring of every year
YD 811	Contemporary Youth Issues: Violence	2	Summer (TBA)

**Youth Development majors Academic Policies and Procedures vary from on campus FCE major programs. Consult with your advisor for Youth Development policies.**

## GUIDELINES FOR MASTER'S PROGRAMS

### ***Advisor and Committee***

When you are admitted to the master's program, an intake advisor is assigned to you. Before completing 12 credit hours, you should select a permanent advisor (major professor) and committee member(s) who will assist you in planning your program. Your intake advisor may serve in the permanent role, or you may choose another faculty member. A relative may not be a member of your guidance committee, nor may a relative directly assign you a grade in a course.

Your committee should consist of a minimum of three FCE faculty members for Plan A and two for Plan B, including your academic advisor. As defined in the Faculty Handbook: "The 'regular faculty' of Michigan State University shall consist of all persons appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, or instructor, and persons appointed as librarians". Adjunct faculty and others can participate on a graduate committee as long as the number does not exceed the number of regular Michigan State University faculty. The committee assists you in program planning by providing direction while allowing for flexibility of course selection. A program planning meeting is required and is considered an important session during which the committee members work with you to formulate a program to meet your written goals. Your program should be prepared in accordance with committee recommendations and submitted to the committee members and department chairperson or graduate program director for final approval.

### **Plan A**

When you select Plan A, you conduct research and write a thesis. Six credits in FCE 899 are taken while the thesis is in progress. Thesis credits are applied to the major.

Plan A is expected, with the exception of the MFT program, if you are considering a doctoral program in the future or have a professional goal of college teaching. This plan also offers an opportunity to develop research competence through direct experience with the research process.

In this plan, you prepare a proposal for the thesis research and present it to your committee for approval before the thesis is begun. In addition to approval from their committee, students must receive approval of their proposal from the University Committee on Research Involving Human Subjects (UCRIHS) **before they collect their data**. Students should plan for this review in their degree

completion timetable. Further information can be obtained at (<http://www.humanresearch.msu.edu/>).

Students also should consult the Guidelines for Integrity in Research and Creative Activities (<http://www.grad.msu.edu/staff/mentoreport.pdf>). Unethical or dishonest behavior while engaged in research, scholarly and creative activities is grounds for severe disciplinary action, including dismissal and revocation of degree.

After completion of the thesis, an oral examination in defense of the thesis is required. The committee members grant approval or require changes in the thesis to elaborate on or clarify findings.

## **Plan B**

When you select Plan B, you take 30 credits of coursework to: (a) build a strong knowledge base within the Department, and (b) develop a concentration in either one discipline or a multidisciplinary collection of courses carefully selected to support the major area of study. Plan B is a terminal master's degree program except for the MFT doctoral specialization. The master's in MFT requires 36 credits of coursework.

Plan B provides an opportunity to update and develop more extensive subject matter competence. Plan B students are encouraged to participate in an ongoing research project to gain research experience.

After a major portion of the course work has been completed, usually during the last semester of study, it is your responsibility to arrange an oral examination with your committee and invited administrators. The focus of this examination is on your grasp of critical concepts and issues in the field as they relate to your program of study.

## ***Master's Orals***

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

## **Plan A**

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

## Plan B

The objective of the Plan B oral examination is to have a final capstone session framed by the student presentation of an appropriate project experience and/or written paper involving integrative discussion of theory, research, course work taken and application.

Since this is a non-thesis option, the student and advisor will determine, well in advance the oral examination, the type of project or experience necessary to complete the program. The length and detail of the project will be agreed upon, in advance, by the advisor and the student, and may include materials developed in master's coursework. A number of presentation options are possible, including the following:

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

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

Plan B oral examinations for off-campus or on-line programs should be consistent with the objectives and expected outcomes for on-campus students.

**Credit Allocations:**

<u>Plan A</u>	<u>Plan B</u>
Major.....30 credit hours	Major.....30 credit hours
<b>Includes:</b>	Except for MFT.....36 credit hours
A. 6 hours thesis credits	<b>Includes:</b>
B. One course in research design (FCE 880*)	A. One course in research methods (FCE 880*)
C. One course in quantitative methods	B. One course in quantitative methods
D. FCE 801, Family Ecosystems.	C. FCE 801, Family Ecosystems
E. Specific requirements in particular major	D. Specific requirements in particular major

***The faculty strongly recommends that the research methods and statistics requirements be met in the first 15 credits of the program.***

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

- ▶ At least 20 credit hours must be earned within the Department of Family and Child Ecology. At least 16 credit hours must be taken at the 800-900 level.
- ▶ A maximum of nine semester graduate credits with 3.0 or better may be transferred from other accredited institutions if approved by the student's committee.
- ▶ A maximum of ten credits taken in Lifelong Education may be accepted into the program if approved by the student's committee.

**ACADEMIC PERFORMANCE AND STANDARDS**

The College of Social Sciences has an academic standards policy to which the department subscribes. Master's students may have only two grades below 3.0 in courses listed on their Master's Plan of Study. (This does not apply to 1-2 credit courses or courses below the 400 level not on the plan of study). In addition, students must maintain an overall GPA of 3.0 to remain in the program.

Three grades below 3.0 or an overall GPA below 3.0 will result in dismissal from the program.

## ANNUAL PROGRESS EVALUATION

As a pro-active and preventive measure, written evaluations will be completed jointly with academic advisor each year. Students initiate this process after receiving a reminder from the department, and the advisor is jointly responsible for completion of the evaluation. It is required that this document be filed annually for students to remain in good academic standing in the master's program, and this will be considered when selecting students for assistantships and other awards. Additionally, requests for time extensions will not be considered if annual evaluations have not been completed. It also is recommended that active students meet regularly with their advisors. The MSU Annual Progress Report for Master's students ([Plan A](#) or [Plan B](#)) shall be used for this evaluation.

## ACADEMIC PROGRESS REVIEW (APR)

An APR may take place if:

- ▶ A master's student has **acquired two grades lower than 3.0** in coursework on the Master's Plan of Study. Students in this situation are on **probation**.
- ▶ A master's student has **passed the time limit of six years** for completion of the degree.
- ▶ **Miscellaneous** circumstances at the request of the student, major professor, or graduate director.
- ▶ The Academic Progress Review will consist of:
  - ◆ A meeting attended by the student, the major professor, the graduate director, other relevant faculty members (e.g. faculty member for a class the student did not complete successfully). Additionally, the student may invite a representative. Generally the meeting is called by the Graduate Director, but may be initiated by major professor, student or other. *If a campus meeting is not feasible (e.g. on-line degrees) a*

*letter will be sent to address the concerns, to be followed by a conference call if needed.*

- ◆ The circumstances will be discussed and a plan for remediation will be made. A report, in the form of a memorandum, will be filed. This report will include:
  - Purpose of the meeting
  - Description of the student's situation
  - Actions to be taken to address the situation
  - Timeline for actions
  - Consequence of non-action (e.g. 2<sup>nd</sup> and final meeting or dismissal)
- ▶ This report will be sent to the student, the graduate secretary for filing, the advisor, the master's 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.**

## **RESIDENCE REQUIREMENTS – MSU Academic Catalog**

A minimum of 6 credits in the degree program must be earned in residence on campus (1 semester), but many programs require more. Requests for waivers of this requirement must be submitted by the department or school responsible for the degree program to the appropriate college and then to the Dean of The Graduate School.

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

## MAJOR EVENTS IN COMPLETING THE MASTER'S PROGRAM

The following outline is intended to provide general guidelines for your program of study.

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

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

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

Student selects a guidance committee with the help of the permanent advisor.	By the end of the second semester or 12 credit hours, whichever comes last.
Student plans program of study with guidance committee members.	By the end of the second semester or 12 credit hours, whichever comes last.
Student submits program of study to the graduate secretary for approval by the Graduate Program Director and the Associate Dean.	<b>(Note: Submission for administrative signatures must be made within 30 days of committee signatures.)</b>
Student and advisor complete MSU Annual Progress Report.	Annually
<b>Plan A</b>	
Student plans program of study with guidance committee members.  Student completes planned course of study including the thesis.	By the end of six years from enrollment of the first course included in degree certification in the master's program.
Student selects thesis topic, prepares proposal, submits thesis proposal to guidance committee and <a href="#">University Committee for Research Involving Human Subjects (UCRIHS)</a> , carries out research, and writes thesis.	
Student arranges the oral exam with the guidance committee and distributes copies of the "Announcement of Orals" form to the appropriate parties. <u>Student must be enrolled for at least one credit during the semester of the oral examination.</u>	When at least 80 percent of course work has been completed. Check to see if all committee members are on annual appointment if orals are scheduled for the summer semester. If committee members are on academic year appointments, orals must be conducted during fall or spring semesters.
Student submits thesis to guidance committee for oral defense. Student must be enrolled during the semester when defending the thesis.	Two weeks prior to scheduled orals.
Student submits a hardbound copy of thesis to the Department of Family and Child Ecology; hardbound or soft bound copies to the academic advisor and committee members; an unbound copy to The Graduate School	

<b>Plan B</b>	
Student arranges the oral exam with the guidance committee and distributes copies of the "Announcement of Orals" form to the appropriate parties. <u>Student must be enrolled for at least one credit during the semester of the oral examination.</u>	When at least 80 percent of course work has been completed. Check to see if all committee members are on annual appointment if orals are scheduled for the summer semester. If committee members are on academic year appointments, orals must be conducted during fall or spring semesters.
Student completes planned course of study.	By the end of six years from date of enrollment in the first course included in degree certification in the master's program.
Student completes application for diploma.	At registration of your final semester apply on line for graduation: <a href="#">Application for Graduation</a> . If you do not meet the requirements to graduate at the end of your final semester, you must reapply for graduation the following semester or when you are ready to graduate.

[Forms Relevant to Master's Students](#) – Form are on the FCE website.

**GUIDELINES FOR RESPONSIBILITIES OF MA/MS  
MAJOR PROFESSORS AND GUIDANCE COMMITTEE  
MEMBERS\***

***Major Professor's (Advisor) Responsibilities***

1. Advise the student in selection of courses in accordance with stated program direction before a guidance committee has been formed.
2. Assist the student in selection of guidance committee members and assume responsibility for clarifying their roles.

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

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\*Adapted from HEC Graduate Education Committee, "Guidelines for Responsibilities of Ph.D. Major Professors and Guidance Committee Members", (4/13/97) by D. Keefe.

### ***Guidance Committee Members' Responsibilities***

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

### ***Graduate Secretary's Responsibilities***

1. Provide newly admitted students with the Graduate Student Handbook as well as other pertinent Department, College, University and community information.
2. Maintain listing of students admitted on a provisional basis, and monitor progress with the major professor. At the end of the provisional admission

- period, note in the student's record whether or not the provisional requirements have been met within the required time.
3. Help the student keep up-to-date with current University, College, and Department policies, procedures and requirements pertaining to all aspects of the program.
  4. Maintain a supply of all necessary graduate forms or maintain the on-line system.
  5. Provide support and information to the student regarding Departmental, College, University and community activities.
  6. Maintain student's academic files containing forms submitted to document the student's progress through their training. These include such items as plans of study, research proposals, progress evaluations, and any additional forms submitted to the Graduate Secretary.

### ***Graduate Student's Responsibilities***

1. Review the Graduate Student Handbook and the MSU Academic Programs and become familiar with policies and procedures pertaining to the process of obtaining the degree. In particular, keep track of dates and deadlines for each step of the process including choosing a major professor and establishing a committee, filing an approved program, and completing the thesis (as applicable) and oral exams.
2. If admitted on a provisional basis, keep the major professor and graduate secretary informed of progress toward meeting requirements for regular status.
3. Develop a written statement of goals to be used in selecting courses in accordance with the chosen program.
4. Work with the major professor in selecting guidance committee members.
5. Keep up-to-date with current University, College, and Department policies, procedures and requirements pertaining to all aspects of the program.
6. Complete the MSU Annual Progress Report in collaboration with advisor.
7. Submit any changes to program or committee structure on the proper forms with appropriate signatures.
8. Prepare a program plan of study with advice from the major professor and guidance committee.
9. Schedule guidance committee meetings for purposes of program planning, review of research proposal, and final oral examination in defense of the thesis (master's).
10. Work with the major professor concerning program adjustments and completing proper forms.

## FAMILY AND CHILD ECOLOGY FACULTY ELIGIBLE FOR GRADUATE COMMITTEE POSITIONS

<p><b>Child Development**</b></p> <p>Holly Brophy Herb          Robert Griffore          Deborah Johnson          Thomas Luster          Esther Onaga          Lillian Phenice          Desiree Qin          Lawrence Schiamberg          Francisco Villarruel</p>	<p><b>Family Studies* **</b></p> <p>Barbara Ames          Marsha Carolan          Robert Griffore          Deborah Johnson          Lillian Phenice          Esther Onaga          Le Anne Silvey</p>
<p><b>Community Services**</b></p> <p>Barbara Ames          Esther Onaga          Le Anne Silvey          Francisco Villarruel</p>	<p><b>Marriage and Family Therapy</b></p> <p>Jose Ruben Parra Cardona          Marsha Carolan          Adrian Blow          Karen Wampler          Richard Wampler          Tina Timms</p>

*\*MFT Faculty also may elect to serve on Family Studies committee.*

*\*\*Faculty from Child Development, Community Services, and Family Studies also may chair MFT committee when appropriate.*

## UNIVERSITY POLICIES FOR GRADUATE STUDENTS

### ***Schedule and Deadline Dates***

Current, detailed information is included each semester in the publication, Schedule of Courses. It is important that the student consult this publication 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 oral defense of doctoral dissertation or master's oral examination is held. University regulations are very strict on this point.

### ***Information Relative to Thesis***

The student should obtain a copy of the University Guide for the Preparation of Master's Theses from the office of the Graduate School, 118 Linton Hall. This handbook gives the requirements established by the Graduate School at Michigan State University. Style manuals, outlines of the final procedures related to the thesis, and the arrangement of contents are also suggested in the handbook. [Theses, Formatting](#)

### ***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 FCE 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.

**IMPORTANT:** *It is emphasized that 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 Room 13A Human Ecology. These must be filed in the Graduate Office 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***

### **All Students**

**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 of 1 credit.

**Full Time Students.** In order to be considered full time for academic purposes, students must carry the minimum number of credits per semester as defined below:

Master's level .....	9 credits
Doctoral level .....	6 credits
Following completion of comprehensive exam .....	1 credit
Graduate–Professional level .....	12credits

### **DF-Deferred Grades**

**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 dissertation work.

### ***Master's Residence Requirements***

A minimum of 6 credits in the degree program must be earned in residence on campus. Request for waivers of this requirement must be submitted by the department or school responsible for the degree program to the appropriate college and then to The Dean of the Graduate School.

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

### ***Transfer Credits-Master's***

As Many as 9 semester credits of graduate course work (excluding research and thesis credits) may be transferred into a 30 credit master's degree program from other accredited institutions or international institutions of similar quality, if they are appropriate to a student's program and provided they were completed within the time limits approved for the earning of the degree desired at Michigan State University. Only graduate-level courses in which at least a 3.0 (B) grade was received will be considered for transfer. Approval for transfer of courses must be given by the student's guidance committee and filed with the graduate records secretary in the FCE Graduate office in Room 13J Human Ecology Bldg. The department Graduate Program Director and College of Social Science Associate Dean must grant approval.

### **Lifelong Education credits**

No more than 10 Lifelong Education credits may be applied a master's degree program. Only graduate-level courses in which at least a 3.0 (B) grade was received will be considered for transfer. Approval for transfer of courses must be given by the student's guidance committee and filed with the graduate records secretary in the FCE Graduate office in Room 13J Human Ecology Bldg. The department Graduate Program Director, Dr. Barbara Ames and College of Social Science Associate must grant approval.

### ***Collateral Courses***

A graduate student admitted with deficiencies in her/his academic background may be required to take collateral courses in addition to the prescribed courses of a program. Credits earned in collateral courses do not count toward the minimum credit requirements for a degree nor toward the removal of provisional status where a minimum grade point average is a requisite for regular status.

### ***Time Limit-Master's***

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

### ***Academic Freedom for Students at MSU and Graduate Student Rights and Responsibilities***

All graduate students at MSU are expected to obtain and familiarize themselves with two major documents: (1) Academic Freedom for Students at MSU, 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. Copies are available in the Office of Student Affairs and Services in the Student Services Building or at <http://www.vps.msu.edu/SpLife/index.htm>.

### ***Anti-Discrimination Policy***

Michigan State University is committed to an active policy of no discrimination on the basis of race, creed, ethnic origin 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. The Anti-Discrimination Policy and Procedures is contained in Spartan Life. Copies are available in the Office of Student Affairs and Services.

### ***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 FCE Chairperson for review.

## **FELLOWSHIPS SCHOLARSHIPS AND AWARDS \*\*\*\***

### ***Carol Schaffer Memorial Award***

\$100. Deadline: **February 11, 2008, 5:00 p.m.** Eligibility: must be either a master's or Ph.D. candidate whose program emphasis is in Family Economics and Management, have a high GPA; and demonstrate professional potential. The awardee must have completed 20 or more credits of the degree program. How to apply: list is generated from the Human Ecology Academic Affairs office.

### ***Eugene O. Peisner Scholarship\*\*\*\****

\$500 - \$1,000. Deadline: **February 11, 2008, 5:00 p.m.** Eligibility: (a) must be a Family and Child Ecology 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. How to apply: a faculty member nominates, in writing, a qualified candidate or a qualified candidate requests a faculty member to nominate her/him for the scholarship. Such letters should describe the student's congruence with the criteria for the award. The Department also requests a current resume and transcript from each candidate.

### ***Paolucci Scholarship***

\$1,500 - \$2,500. **February 11, 2008, 5:00 p.m.** Eligibility: must be admitted to an FCE 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 FCE program. How to apply: students submit a cover letter or written statement that describes how applicant intends to promote well-being of families through service, education, or research. An understanding of the concepts of family ecology should be present in this statement. An up-to-date vita that details professional service, public service or volunteer activity; professional organization membership and activity; and academic transcript(s) should also be included. At least two letters of recommendation are required.

### ***Jean Davis Schlater Dissertation Fellowship Endowment***

\$1,000 each. Deadline: **February 11, 2008, 5:00 p.m.** (a) Must be a Family and Child Ecology 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. How to apply: submit a cover letter to include the research proposal title, a brief description of the research including linkage to the foci specified in above, a vita by the applicant, and a letter of recommendation from the chairperson of the applicant's guidance committee to the FCE Chairperson. Criteria for selection focuses on the quality of the approved dissertation research proposal and its potential to impact positively the betterment of families.

### ***Verna Lee and John Hildebrand Dissertation Fellowship***

The amount and number of the awards shall be determined by the Chairperson of the Department of Family and Child Ecology. **February 11, 2008, 5:00 p.m.** The fellowships shall be for Family and Child Ecology 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 Family and Child Ecology 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. How to apply: submit a letter to the Chairperson of the FCE Department with the title of your research proposal and a brief description of what your research is about.

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\*\*\*\*The Eugene O. Peisner Scholarship, Paolucci Scholarship, Jean Schlater Dissertation Fellowship Endowment; and Verna Lee and John Hildebrand Dissertation Fellowship, are reviewed by an FCE faculty committee. Awards are made in accordance with the criteria for each fellowship or scholarship. The committee notifies the FCE Chairperson of their selections, who in turn notifies the students.

**Please send all application materials to: Ruth Sedelmaier, Family and Child Ecology, 13A Human Ecology Bldg., Michigan State University, East Lansing, MI 48824-1030**

### [Grant Funded Fellowships](#)

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

### [MSU Scholarships](#)

### [The Graduate School Funding Opportunities](#)

## GRADUATE ASSISTANTSHIPS

There are three purposes for assistantships in the Department of Family and Child Ecology:

- ▶ 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.

A limited number of graduate teaching and research assistantships are available to qualified graduate students. 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 FCE. Further information can be obtained from FCE faculty members and administrators.

Teaching assistantships in the department are awarded through general fund dollars allocated for the purpose in the base budget as well as through salary savings dollars. Any FCE student may apply for an assistantship by filling out an application and keeping an updated version on file in Room 13A Human Ecology.

Research and project assistantships are awarded based on the availability of grant and project funds secured by faculty in FCE. Faculty in charge of the projects are responsible for identifying the students with whom they would like to work. The Program Director and graduate secretary provide information to faculty regarding available students or promising candidates admitted to FCE for the year. Faculty notify the Department office of their selections in the spring and through the year as applicable.

### **Principle**

All assistantships are contingent upon availability of resources.

Assistantships are assigned by semester with opportunity for renewal. Under normal circumstances, quarter-time assistantships will be assigned for two (2) semesters. Master's students may be supported for a maximum of four (4) semesters at quarter-time. Doctoral students may be supported for a maximum of eight (8) semesters at quarter-time. The total support provided by FCE General Fund (GF) dollars for any single graduate student will usually not exceed twelve (12) semesters. These guidelines do not apply to graduate students supported by non-GF dollars. Exceptions may be made by the Department Chair/Graduate Program Director in consultation with the FCE Graduate Education Committee.

## ***Applying For A Graduate Assistantship In The Department Of Family And Child Ecology***

1. Obtain an [APPLICATION FOR GRADUATE ASSISTANTSHIP FORM](#) in the Family and Child Ecology Department office, Room 13A Human Ecology.
2. Complete the application and return it to Room 13A Human Ecology.
3. Appointments are based on departmental needs, experience, and available funds.
4. Many assistantships are committed before the beginning of fall semester. However, some openings may occur during the academic year.
5. Because of the timing of budget allocations, confirmation of fall semester appointments usually occurs in late summer.
6. It is possible to contact a particular course instructor, research investigator, extension leader or administrator with whom you 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. One consideration in the awarding of assistantships is student background and experience in subject matter areas or in professional skills (e.g., statistics or computer familiarity). If you are not initially awarded an assistantship, do not be discouraged. Taking courses or gaining professional experiences in areas where assistantships are typically awarded may improve your chances.
8. Reappointments to previous responsibilities are possible, but are not guaranteed.
9. Graduate assistants who wish to be considered for an assistantship the following year should notify the graduate secretary of their desire in April of the current year and file an updated application.

## ***Normal Employment Requirements for Graduate Assistants***

- ▶ All assistantships begin the week before classes start and end the day grades are due in the registrar's office.

- ▶ Quarter-time appointment = 10 hours per week on the average each semester.
- ▶ Half-time appointment = 20 hours per week on the average each semester.
- ▶ Three-quarter time appointment = 30 hours per week on the average each semester.
- ▶ It is a policy in FCE to award as many assistantships as possible. Most students receive a quarter-time assistantship; a few students receive half-time appointments. Appointments at the three-quarter time level are rarely made.

## **Pay Dates**

Graduate assistants will be paid on the 15th of each month. If the 15th falls on a weekend, checks are available on the preceding Friday.

## **Tuition Waiver**

Payment for nine credits per semester will be waived for students holding a quarter-time or half-time graduate assistantship during fall and spring periods. Summer assistants will have three credits of tuition payments waived on general funds, and four credits of tuition payments waived on grant funds. Students must be approved for the equivalent of one-half semester in order to be eligible for the tuition waivers and in-state fees.

## **Health Benefits**

## **Graduate Assistant Illness/Injury/Pregnancy Leave Policy**

## **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 possess a graduate assistantship should become familiar with this document.

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

- ▶ 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**

Graduate assistants are expected to meet with their faculty supervisor to discuss their responsibilities before the semester begins. An evaluation of each student's work is completed each semester. That evaluation should take place in a meeting between the student and the faculty supervisor with whom he or she has been working. A form for this purpose has been approved by the Department of Family and Child Ecology and is available on line at <http://www.tap.msu.edu/> under Resources.

Graduate students who teach also need yearly evaluations of their teaching - Article 2.5.2.4) see website <http://www.vps.msu.edu/SpLife/grr2.htm> for more information.

## **Fees**

The matriculation and infrastructure/technology support fees are waived.

[Additional Information](#)  
[MSU English Language Policy](#)  
[Program for Teaching Assistants](#)  
[MSU TA Program](#)

[GEU Contract](#)

# **GRIEVANCE PROCEDURES FOR GRADUATE STUDENTS**

For the College of Social Science graduate student at Michigan State University.

The “Academic Freedom for Students at Michigan State University” (AFR) and the “Graduate Student Rights and Responsibilities at Michigan State University” (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the AFR and the GSRR, the Department of Family and Child Ecology, College of Social Science, has established the following procedures for adjudicating student academic grievances, including *non-disciplinary* hearings regarding allegations of academic dishonesty, violations of professional standards and falsification of academic records when a failing grade has been issued. [1]

I. JURISDICTION OF THE DEPARTMENT OF FAMILY AND CHILD ECOLOGY HEARING BOARD:

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

II. COMPOSITION OF DEPARTMENT HEARING BOARD:

- A. The Department of Family and Child Ecology shall constitute a Hearing Board no later than the beginning of the fall semester of each academic year. (See AFR 2.4.4.1; GSRR 5.5.2.)
- B. The Department Hearing Board shall include the Chair/Director of the Department/School, or a designee, and an equal number of faculty and graduate students. Members shall serve a one-calendar year term. The chair of the Hearing Board shall be the faculty member of rank. (See GSRR 5.1.2, 5.1.5, and 5.1.6.) [3]
- C. No one involved in the case may serve on the Hearing Board. (See AFR 4.2.7; GSRR 5.1.2 and 5.1. 7.)

### III. REFERRAL TO A DEPARTMENT HEARING BOARD:

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

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

- B. The Chair of the Department Hearing Board shall then promptly convene a meeting of the Hearing Board to review the request for a grievance hearing for jurisdiction and judicial merit. The panel may request a written response from the respondent. After considering all submitted information, the Hearing Board may:
1. Decide that sufficient reasons for a hearing do not exist and dismiss the grievance, with a written explanation provided to all appropriate parties. The student may appeal this decision to the College Hearing Board.
  2. Decide that sufficient reasons for a hearing exist and accept the request, in full or in part, and proceed to schedule a hearing.
  3. Invite the parties to meet with the Hearing Board for an informal discussion of the issues. Such a discussion shall not preclude a later hearing. (See AFR 4.4.2; GSRR 5.4.6.)
- D. If the Department/School Hearing Board decides to schedule a grievance hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date with the parties and schedule an additional meeting only for the Hearing Board in the event that additional deliberations on the findings become necessary.

At least **6** days before a scheduled hearing involving a graduate student, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of (1) the time, date and place of the hearing; (2) the names of the parties to the grievance; (3) the names of the Hearing Board members, including alternates; and (4) the names of the witnesses and advisors, if any.

(See GSRR 5.4.7.) This notification also should remind the parties to the grievance of their right to challenge the membership of the Hearing Board, both for and without cause, under the rules prescribed in GSRR 5.1.7. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case and must inform the parties of the time limit in the written notification of the hearing.

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

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

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

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

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

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

#### IV. DEPARTMENT GRIEVANCE HEARING PROCEDURES:

##### A. General procedures:

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

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

B. Hearing procedures:

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

witnesses and counsel/advisor, if any, and present a summary statement.

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

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

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

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

## V. APPEALS:

- A. Either party to a grievance may appeal the decision of the Department/School Hearing Board to the College Hearing Board. The request for a hearing on appeal must be in writing, signed and submitted to the Dean of the College within **10** class days following notification of the Hearing Board's decision. While under appeal, the decision of the initial Hearing Board will be held in abeyance. (See AFR 2.4.7 and 2.4.7.3; GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)  
[5]
- B. A request for an appeal must allege, in sufficient particularity to justify a hearing, that the initial Department/School Hearing Board had failed to follow applicable procedures for adjudicating the hearing or that findings of the initial Hearing Board were not supported by a "preponderance of the evidence." The request also must include the redress sought. Presentation of new evidence normally is inappropriate. (See AFR 2.4.7.2 and 8.1.16; GSRR 5.4.12.1 through 5.4.12.2.)

#### VI. RECONSIDERATION:

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

Approved July 28, 2005  
Adapted from Ombudsman's Model Grievance Procedures