Department of
Community Sustainability

Graduate Handbook

2015-2016

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CSUS Graduate Handbook
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• Introduction and Overview •

Vision

Our vision is to lead and aid in the development and revitalization of sustainable communities, thus enhancing the capacity of current and future generations to reach their potential.

Mission

Our mission is to assist the development of sustainable communities by conducting excellent scholarly research, teaching, and outreach in 1) education and civic engagement, 2) community, food, and agriculture, 3) natural resources, land use, and the environment, and 4) recreation and tourism systems.

Our Work

As scholar-practitioners and members of a multidisciplinary department within the College of Agriculture and Natural Resources, we address critical issues at the interfaces of agriculture, natural resources, recreation, tourism, and communities. Our public scholarship of research, teaching, and outreach helps people in their roles as residents, landowners, businesses, and governmental and non-profit institutions to make informed decisions with a goal of not compromising future generations. Our work ranges from local to global.

We seek to help people understand the dynamic interactions in their communities, ecosystems, and the world, as well as to identify opportunities and develop strategies for sustainable revitalization. This work is rooted in our view of a just, engaged, and dynamic society. Toward that end, we are guided by an ethic of responsible and responsive scholarship that engages people in an integrative process to maximize effectiveness.

Our Values

The faculty, staff, and students of the Department of Community Sustainability value:

- development of the professional, technical, and specialized knowledge, skills and attitudes necessary to help diverse individuals and communities improve their quality of life and the environment;
- promotion of social responsibility and development of a broad understanding and awareness of agricultural, natural resource, and recreational issues, challenges, and opportunities;
- nurturing approaches that support positive and healthy relationships among diverse individuals, communities, and agricultural and natural resource systems;
- respect for our environment; and
- a commitment to professionalism built around liberal education, practical experience, and applied learning opportunities that encourage both local and global engagement.

Scholarly Foundation

- The faculty carries out research, teaching, and outreach focused on social, environmental, community and agricultural/food systems to strive for an ecologically and socially sustainable world. The faculty is committed to sustainable development that is integrative, inclusive, and systemic in nature; involves local-to-global restructuring; and promotes public health and wellness.
- The faculty studies management, planning, leadership, and policy analysis that lead to transformational change to address complex and emerging issues in community, agriculture, recreation and tourism, and resource areas.
- The faculty employs a holistic, interdisciplinary approach to understand and address complex and interrelated issues. The faculty's multidisciplinary expertise creates a unique synergy that drives the department's mission and places the department at the fore of this broad and critical area of scholarship.
- The faculty work as scholar-practitioners. The scholar-practitioner model is built on critical discourse connecting theory and practice in endeavors of joint discovery and learning.
- The faculty supports a continuum of scholarship by conducting applied research, engaging in outreach and Extension initiatives, and developing curricula to balance the interests and demands of its students and stakeholders.

Department Structure and Organization

The Department is one of 10 departments, two schools, and a biological station within the College of Agriculture and Natural Resources. As a unit in this College, the faculty and staff are linked directly with AgBioResearch and Michigan State University Extension, two formal structures created specifically to address the University's land grant mission (extending research to Michigan and more global constituents via extension and outreach programs – see mission statements below). Graduate students are integrated within this land grant system across the three functions of the Department, College, and University – teaching, research, and outreach/extension – as we practice and educate students to become scholar practitioners.

The mission of **MSU Extension**:

Michigan State University Extension (MSUE) helps people improve their lives by bringing the vast knowledge resources of MSU directly to individuals, communities, and businesses.

For more than 100 years, MSU Extension has helped grow Michigan's economy by equipping Michigan residents with the information that they need to do their jobs better, raise healthy and safe families, build their communities, and empower our children to dream of a successful future.

The mission of **MSU AgBioResearch** is:

. . . to engage in innovative, leading-edge research that combines scientific expertise with practical experience to generate economic prosperity, sustain natural resources, and enhance the quality of life in Michigan, the nation, and the world.

Tag Line: MSU AgBioResearch: Leading innovation in food, natural resources, and energy

The mission of the **MSU College of Agriculture and Natural Resources** is

. . . to enhance the quality of life for the people of Michigan and the world by advancing knowledge for the management of communities and agricultural, natural resource and food systems to meet diverse human needs in a sustainable manner.

To accomplish this mission we must pursue:
- **Learning** that imbues current and future stakeholders with intellectual curiosity and offers relevant knowledge and skills,
- **Discovery** that advances knowledge and enhances productivity and sustainability, and
- **Engagement** with society that achieves social, economic, and environmental equity.

The organizational structure of the Department of Community Sustainability, and as situated within the College and University, is illustrated on the next page. The chart is structured to illustrate the people and units that support our graduate students.

Community Sustainability
Graduate Students
are served by . . .

FACULTY		STAFF

Faculty Advisory Committee

Graduate Program Coordinator: *Gail Vander Stoep*

Graduate Affairs & Curriculum Committee

Undergraduate Program Coordinator: *John Kerr*

Undergraduate Affairs & Curriculum Committee

Graduate Student's Individual
Advisory Committee

Department of CSUS
Faculty & Staff

Department of CSUS
Associate Chairperson
John Kerr

Department of CSUS
Chairperson
Michael Kaplowitz

Graduate Secretary
Maggie Tatro

Grant Administrators
Kris Hasenfratz Ten-Eyck & Karen Lavery

Receptionist
Cheryl Lowe

Fiscal Officer
Kim Richards

Office Supervisor & Secretary to the Chairperson
Sue Chatterley

College of Agriculture & Natural Resources

CANR Academic & Student Affairs

Associate Dean & Director
Kelly Millenbah

Assistant Dean
Richard Brandenburg

Center for Global Connections
Director
Gretchen Neisler

MSU Extension
Director (as of 1/1/16)*
Jeff Dwyer

AgBioResearch
Director
Douglas Buhler

College of Agriculture & Natural Resources
Dean
Fred Poston

Michigan State University

MSU Graduate School
Interim Dean, Associate Provost
Judith Stoddart

MSU Financial Aid
for more info, see:
http://www.finaid.msu.edu/

MSU Provost &
Executive Vice President for Academic Affairs
June Youatt

MSU President
Lou Anna K. Simon

*Interim Director (until 1/1/16)
Raymond Hammerschmidt

Opportunities for Student Participation in Department Life

An additional value and policy of the Department of Community Sustainability is to provide regular opportunities for graduate students to participate in the scholarly, professional development, research, outreach, and social functions and activities of the Department. Some of these opportunities are provided through formal structures; others are available more informally. Graduate students are expected to participate fully in the "life of the academy," both on campus and off campus. Such involvement is considered critical as a component of graduate education and professional development as are courses, required research, and project work.

Additionally, graduate students are expected to be active contributors to the continuing development of the Department and its work. Student perspectives, values, and ideas are considered valuable input into the Department's evolution. While always a fundamental value, this involvement is particularly critical now because the Department of Community Sustainability is a young department, the result of blending and re-conceptualizing of former departments. This effort was undertaken to better meet the complex challenges, both local and global, facing the world's citizens relative to communities, the natural environment, and the human relationship with and management of our resources (natural, agricultural, historic, cultural, economic, and others).

Formal channels for providing input include:
• Graduate Student Organization (GSO)
• Graduate Student Representative to the Department's Graduate Affairs and Curriculum Committee (GACC), ex officio
• One portion of each student's essay in the annual student progress assessment packet
• Exit interview (at the time of graduation)
• Formal grievance procedures

Graduate student representatives also are included in time-bounded task forces, faculty recruitment committees, and other task-specific ad hoc committees, as needed. Additionally, other opportunities for graduate student involvement exist at the University level (see the Graduate School website, http://www.grad.msu.edu , or talk with the current CSUS GSO General Coordinator).

Informal channels for providing input, or simply conversing about the work of the Department or asking questions, include open-door access to the following individuals:
• Graduate Program Coordinator .... Dr. Gail Vander Stoep
• Chairperson of the Graduate Affairs and Curriculum Committee .... Dr. Kimberly Chung
• Student's individual major professor/advisor .... (varies)
• Graduate Secretary .... Maggie Tatro
• Associate Chairperson of the CSUS Department .... Dr. John Kerr
• Chairperson of the CSUS Department .... Dr. Michael Kaplowitz

Students are encouraged to schedule appointments ahead of time (via either email or phone) to be sure that the appropriate person is available and has adequate time blocked out to talk with you.

Additionally, all students are welcome to participate in CSUS academic governance through participation (non-voting) in staff meetings and faculty meetings. (See CSUS Bylaws, section 9.5, for details.)

Diversity

The Department of Community Sustainability is committed to creating a diverse faculty and student body, to include recruitment of ethnically diverse domestic students/faculty/staff as well as recruitment and acceptance of international students from countries throughout the world. The Department works closely with the Office of Minority Student Affairs (OMSA) and the Office of International Students and Scholars (OISS). We believe strongly in the value of cross-cultural sharing and multi-disciplinary approaches to education, research, and outreach. An additional aspect of diversity central to the CSUS Department is the wide variety of academic and professional backgrounds of both our students and faculty. We strongly encourage all graduate students to take advantage of the diverse student and faculty bodies (within the Department and across the MSU campus) by interacting regularly with them, both formally and informally. Everyone has knowledge, experiences, and perspectives to share with each other.

• CSUS Graduate Programs •

Introduction

The graduate programs in the Department of Community Sustainability offer students unique programs of advanced study, allow flexibility within an interdisciplinary approach, and result in strong and marketable advanced degrees. Students are expected to obtain positions or create professional careers across all three sectors: public, private non-profit, and private for-profit. Some doctoral students will seek faculty positions and join the academy, both in the United States and abroad. Others will seek research positions with governmental organizations, non-governmental organizations (NGOs), or within the private sector. Others may provide leadership in a variety of domestic or international non-profit organizations dedicated to community development and/or resource management. Others may go into private business or may choose to work as consultants. Many international students return to their home countries to serve in government, academia, NGOs and the private sector.

Rationale

Rapidly changing conditions and contexts (political, economic, cultural, social) impacting our natural environment, agricultural systems, and communities leave citizens concerned and confused about a wide range of contentious issues that cannot be addressed from within the disciplinary boundaries recognized by the academy. Our graduate program addresses such issues in four ways.
- First, the program is founded on a set of integrated research, teaching, outreach, and service activities that embody the ethos and skills of community engagement.
- Second, the program brings together an interdisciplinary faculty clustered around issues rather than disciplines.
- Third, the program attracts students having diverse educational backgrounds and experiences who recognize the need to acquire the understanding and skills that emphasize scholarship, practice, and participatory approaches in applied research, teaching, and outreach.
- Fourth, the program recognizes the value of diversity among students, faculty, and practitioners and seeks to draw from diverse and unique perspectives to enhance professional development and relationships.

Objectives

The objectives of the Department – across applications in teaching, research, and outreach – are to:
- create a scholarly community characterized by lifelong learning and transformational education;
- provide students with opportunities to engage in integrative, applied research that is grounded in contemporary scholarship as well as engagement with communities; and
- support awareness of the values, operating assumptions, and their influence on each student's scholarship and professional decision making.

To achieve these objectives, the graduate program in Community Sustainability provides students the opportunity to create individualized programs that draw from several complementary areas of scholarship, or "themes." These broad themes include community, food and agriculture; natural resources and the environment; recreation and tourism systems; education and community engagement; and international development. Courses are designed to help students become solidly grounded in integrative applied research approaches based on multiple paradigms, disciplines, and methods. This multiple-paradigm, holistic, and systemic research approach underpins a wide range of management, development, outreach, and policy applications. The multidisciplinary approach provides a scholarly foundation from which graduates may address the complex and uncertain challenges posed by changes in communities, natural resource and environmental systems, and as a result of innovations in the agricultural and food sectors.

Graduate students have the option of defining their program of study within one of two degree programs: "**Community Sustainability**" and "**Sustainable Tourism and Protected Area Management**." Several informal themes are represented in the teaching, research, and outreach activities and scholarship of CSUS faculty within both programs:

- Community Food and Agricultural Systems
- Recreation and Tourism Systems
- International Development
- Natural Resources and the Environment
- Education and Civic Engagement

Conceptual Framework for Curriculum

Although five themes are identified, a systems approach for linking and integrating content and decision making across all five is strongly encouraged. To reinforce this systems approach, the curriculum is designed deliberately to include integrative and cross-cutting courses.

The conceptual framework for the curriculum model is illustrated below:
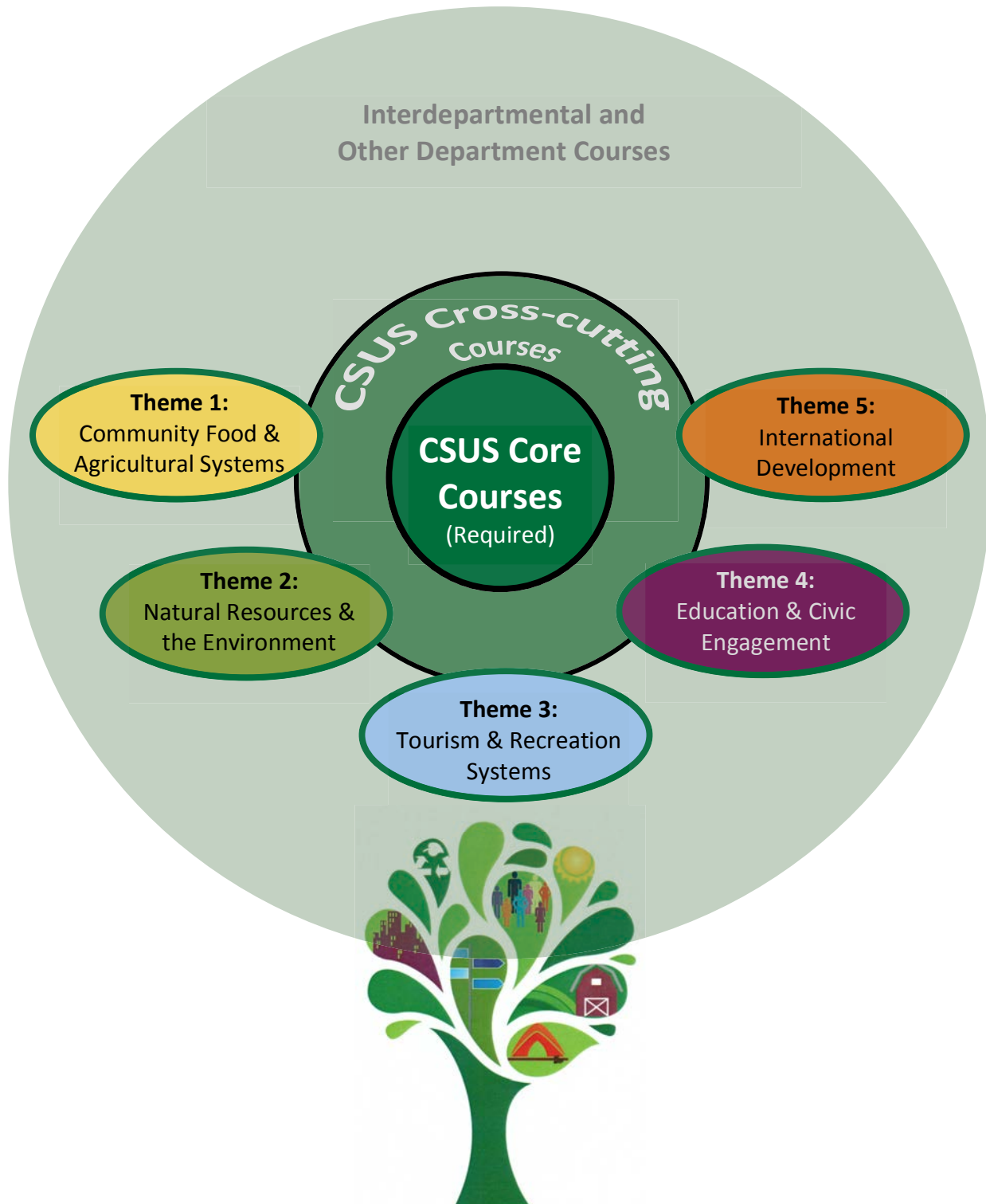
CSUS Core Courses: Core courses are the department-wide required courses (CSUS 800 [all], CSUS 802 [MS]; CSUS 899 [MS-A], CSUS 895 and CSUS 898 [MS-B], and CSUS 999 [Ph.D.]). The Graduate Programs in CSUS and STPAM each include a set of required core courses (that vary by degree sought). The two core courses for all master's students (CSUS 800 and 802) are offered during the fall semester. Doctoral students also are required to take CSUS 800. Doctoral students who do not have strong course background and experience in research methods are strongly encouraged to take CSUS 802 as a foundation for their advanced research methods courses. *(Note that CSUS 802 does not count as part of the "9 credits of advanced research methods" requirement.)*

See individual degree program requirements for additional information.

Themes: CSUS courses tend to fall generally within and across five themes that provide the foundations for integrated community sustainability work. The number and identity of these themes/courses will evolve over time, with the goal that most graduate courses are intended to be interdisciplinary and crosscutting.

CSUS Cross-cutting Courses: These courses are departmental courses that intentionally integrate content across two or more of the themes and also reflect the foundational concepts and principles of CSUS.

Interdepartmental and Other Department Courses: These courses are those available in other departments, especially units with whom CSUS has or is developing partnerships. These courses are identified and developed in many ways. Sometimes they are developed specifically to meet needs of an interdisciplinary specialization or certification. Other times, they are simply courses that are relevant to students in more than one department. Sometimes they are cross-listed (overtly identifying the relevance to more than one discipline); other times they are not cross-listed, yet still link effectively with CSUS degree work.

Specializations and Certification Programs: In addition to the graduate degree programs offered by individual departments within the university, Michigan State University also offers many programs that combine the research facilities and faculty of different departments and colleges. Thus, students have the option of incorporating or adding a specialization into their academic work. In many cases, a specialization or certification is simply incorporated as all or part of one (or more) student-identified focus areas in the official Program of Study. Some students choose to *add* a specialization or certification on top of their official Program of Study. In other cases, some program requirement courses fulfill part of a specialization (and vice versa); yet additional courses beyond the official *Program of Study* are needed to complete a specialization or certification. See pp. 83-84 for options, and p. 62 for the supplementary program planning form (page 2 of your Program Plan form).

It is suggested that any courses *not* needed as part of the official Program of Study (minimum of 30 credits for MS and 60 credits for Ph.D. degrees) not be included on the official Program of Study. Rather, they can be tracked on the Specialization form (see p. 62). The reason is that, should students change course choices for specializations/certifications or later decide NOT to complete one, the student does not have to complete a *Change of Program Plan* form or complete a new *Program Plan/Planning Form*.

Graduate students have the option of personalizing their own programs of study through creation of student-designed "focus areas." These focus areas (see program requirements for the relevant degree and the associated Program Planning form) may incorporate elements of the five themes and that represent the teaching, research, and outreach interests of the Community Sustainability Department, but they do not have to fall *within* a single theme. Rather, students are encouraged to self-define and self-name their degree program focus areas, based on their own academic and professional goals and needs that also reflect the integration of themes within the department. Concepts of sustainability and community engagement are woven throughout all thematic areas of study.

COMMUNITY FOOD & AGRICULTURAL SYSTEMS

This thematic area addresses issues related to the sustainability and democratization of food and farming. Courses and research opportunities prepare students to support civically-focused efforts that revitalize our food systems and define a more public role for agriculture through education, cooperation, and citizen engagement. This area seeks to integrate social and community concerns into production agriculture and to link agriculture to the issues of health, recreation, natural resource management, community development, ethnics, and public policy.

EDUCATION & CIVIC ENGAGEMENT

This thematic area concentrates on developing scholar-practitioners interested in engaging and enhancing educational practices within schools and in the community. This area addresses agriculture and natural resource issues in educational practice, theory, research, and policy. Outreach opportunities are available to partner with a network of schools, community residents, local government agencies, nonprofit organizations, and Michigan Extension to design and implement appropriate educational programs.

NATURAL RESOURCES & THE ENVIRONMENT

This thematic area links the social and physical sciences with planning, management, and policy issues associated with the use of natural resources and the environment, particularly land and water. Examples include multiple resource needs and uses: stakeholder perceptions and decision-making; and social, economic, and environmental impacts of alternative policy or management options. Research is used to inform decisions made by public, private, and non-profit groups and to develop formal and non-formal environmental education efforts. Coursework, research, and outreach address local, regional, national, and international issues.

TOURISM & RECREATION SYSTEMS

Graduate work in this thematic area focuses on understanding recreation and tourism as integral parts of communities, economies, and natural environments. Coursework, research and outreach in this area address the motivations, preferences, and participation patterns of tourists and recreationists; the role of business, government, and non-government organizations that comprise and service tourism systems; the role of tourism in community development (domestically and internationally); and the interaction between tourism and recreation activities and the natural, agricultural, historic, and cultural resources.

INTERNATIONAL DEVELOPMENT

Many faculty and students in Community Sustainability conduct research related to international development, often applying the ideas associated with the other thematic areas to developing country contexts. Additional departmental work in international development addresses agricultural technology adoption, nutrition-agriculture linkages, and collective action to manage commonly held natural resources. Participatory research and mixed methods research approaches are used extensively. The Peace Corps Master's International (PCMI) option is part of the department's international development focus.

• Master of Science Programs •

The Master of Science (MS) programs in the Department of Community Sustainability provide students with opportunities to engage in integrated and applied research and acquire professional skills. Applicants may choose one of two degree programs: "Community Sustainability" or "Sustainable Tourism and Protected Area Management." Within the chosen degree program, students may apply for one of two MS degree types:

MS-Plan A (research-focused degree for which a thesis is required), or

MS-Plan B (a professional degree, for which a professional project is required).

Additionally, students may choose a special version of a Masters program:

Peace Corps Master's International (PCMI) option (can be MS-B or MS-A, although MS-B is encouraged).

Applicants should indicate their preferences, as related to personal professional goals, in their application materials. Each of the two degree programs has its own official code, so specify this in the official MSU application:

5389: Community Sustainability (for all MS degree types)

5376: Sustainable Tourism and Protected Area Management (for all MS degree types)

Applicants should indicate their preferred degree type (MS-A or MS-B) in the Academic Statement and cover letter to the CSUS Department. Additionally, if a student is applying for the Peace Corps Master's International option, they should specify this in their Academic and Personal Statements and cover letter.

General Requirements for the Master of Science Degree

In addition to meeting the requirements of the University and of the College of Agriculture and Natural Resources (CANR), students must meet the requirements specified below.

Selection of Plan A or Plan B: Student must select either Plan A (research-based, with thesis) or Plan B (professional practice/management, with professional project). Plan A emphasizes integrated and applied research. Plan B focuses on acquisition of well-defined professional skills. Applicants who choose the PCMI option should identify this in their application materials. PCMI students may choose either the MS-A or MS-B degree type, buts are encouraged to choose the MS-B. Their choice will guide which set of requirements the student will use in developing their Program of Study.

Minimum Credit Requirements: Students in both the Plan A and Plan B MS programs are required to complete a minimum of 30 semester credits.

Time for Degree Completion: Master's programs must be completed in no more than five [5] years from semester of admission or the semester in which the first course used toward degree requirements was taken, whichever comes first.

GPA Expectations: A minimum 3.00 cumulative grade-point average is required for graduation by both University and Department policies. Grades are reviewed at the end of each semester by the Graduate Program Coordinator. If a student's overall GPA falls below 3.00, the student is placed on probation. They will be notified by mail and/or email, and should schedule an appointment immediately with their major professor to discuss their academic progress. Under such conditions, the student will receive counseling, remediation recommendations, or other actions deemed appropriate to assist the student in achieving success. In consultation with their advisor, the student should develop a written plan to address deficiencies; the plan will be placed in student's permanent file. Students placed on GPA-based probation will have a maximum of two semesters to raise their GPA to at least 3.00. If this minimum is not achieved, the student is counseled by their major professor and may be required to withdraw from the MS program.

Filing Program Plan: Students should complete the relevant CSUS *MS Program Planning and Program of Study* form: as a planning aid for the student and his/her committee (for identifying and labeling focus area and selecting courses), as a formal record of Program of Study agreement, and to assist with final degree certification. After a committee meeting during which the Program of Study is finalized, a *MS Program Planning and Program of Study* form must be completed, approved/signed, and filed no later than the end of the student's second semester of their MS degree work. Students must use the CSUS form, see Appendix A of this handbook and use the fillable form on the CSUS website, Forms section: http://www.csus.msu.edu/graduate/current_students/forms . The signed original form will be filed in the student's permanent academic file. We strongly suggest that each student keep a copy of this and all "degree progress" forms. If changes of any kind are made later, complete and submit the *Change of Program* form.

Curriculum Requirements for the Master of Science Degree: Community Sustainability (except PCMI[1])

The student's program of study must be developed in cooperation with and approved by the student's Guidance Committee and must include the requirements specified below.

NOTE: Collateral courses to overcome deficiencies may be required in addition to the requirements for the CSUS master's degree. Collateral course work **will not** count toward the minimum requirements for the master's degree.

Course Requirements for all CSUS Plan A and Plan B students:

Both of the following courses are required and should be taken during the student's first fall semester: **(6 credits)**
- CSUS 800, Foundations of Community Sustainability *(3 credits)*
- CSUS 802, Survey of Research Methods *(3 credits)*

Minimum of 15 credits of course work in a focus area (mirroring one of the five CSUS theme areas, or **(15 credits)** created in consultation with committee and within the scope/philosophy of the CSUS Department): At least 6 credits of this focus area must be selected from Community Sustainability courses having alpha codes of CSUS.

Additional Plan A Requirements:	Additional Plan B Requirements:
Quantitative or qualitative methods, **(min. of 3 credits)**	Techniques or skill-building course **(min. of 3 credits)** relevant to student's academic & career goals
CSUS 899, thesis/research credits **(min. of 6 credits)** *(maximum of 18 credits)*	Both of the following courses: **(6 credits)** • CSUS 895, Case Studies in CSUS *(3 credits)* • CSUS 898,[2] Master's Professional Project *(3 credits)* *(maximum of 9 credits)*
Formal public presentation and approval of thesis proposal	Written plan for & defense of Professional Project with rationale linked to professional goals *(public proposal defense is optional)*
Completion, public presentation, and formal defense of master's thesis (certifying exam)	Completion, public presentation, and formal defense of a project/report based on master's professional project/ experience (certifying exam)

NOTES:

400-level Courses: By MSU policy, more than half of the credits of the total required for a master's degree must be taken at the 800 and 900 levels, except as specifically exempted by the college dean (College of Agriculture and Natural Resources, CANR). Courses at the 400 level may be applied to the master's degree program; however, when both a 400- and 800-level course are available and cover the same content, the 800-level course should be selected.

Transfer Credits: A maximum of 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, the student receives grades of 3.0 or higher, and provided courses were completed within the time limits approved for earning the degree (five years from date of first course used for the MSU degree program). Courses used to meet requirements of another degree are not acceptable. The CSUS Graduate Program Coordinator, Department Chairperson, the CANR Dean, and the Registrar must approve use of transfer courses. After transfer credits are approved, they must be filed as part of your program plan.

Focus Area Option: Some students pursue specializations or certifications as all or part of the focus area. Specializations or certifications also may be taken above and beyond degree requirements, and need not appear on *Program Plans.*)

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[1] For PCMI information, see pages 12-14.

[2] **CSUS 898 credits** can be deferred (DF grade) up to six [6] months from the last day of the semester in which the student was enrolled. At that time, CSUS 898 credits are automatically converted to U (Unfinished) grades. A formal request to extend the time by an additional six months is possible, but should be requested prior to "U" conversion. It is HIGHLY RECOMMENDED to enroll in CSUS 898 during your final semester, when a significant portion of your professional project and associated report has been completed.

Curriculum Requirements for the Master of Science Degree: Sustainable Tourism and Protected Area Management (except PCMI[3])

The student's program of study must be developed in cooperation with and approved by the student's Guidance Committee and must include the requirements specified below.

NOTE: Collateral courses to overcome deficiencies may be required in addition to the requirements for the STPAM master's degree. Collateral course work **will not** count toward the minimum requirements for the master's degree.

Course Requirements for all STPAM Plan A and Plan B students:

All of the following courses are required and the first two should be taken during the student's first fall semester	**(9 credits)**
• CSUS 800, Foundations of Community Sustainability	*(3 credits)*
• CSUS 802, Survey of Research Methods	*(3 credits)*
• CSUS 814, Sustainable Tourism & Protected Area Management: Theories & Applications	*(3 credits)*
Minimum of 12 additional credits of course work in a focus area relevant to tourism or protected area management, created in consultation with committee and within the scope/philosophy of the CSUS Department). At least 6 credits of this focus area must be selected from Community Sustainability courses having alpha codes of CSUS.	**(12 credits)**

Additional Plan A Requirements:	Additional Plan B Requirements:
Quantitative or qualitative methods, **(min. of 3 credits)**	Techniques or skill-building course **(min. of 3 credits)** relevant to student's academic & career goals
CSUS 899, thesis/research credits **(min. of 6 credits)** *(maximum of 18 credits)*	Both of the following courses: **(6 credits)** • CSUS 895, Case Studies in CSUS *(3 credits)* • CSUS 898,[4] Master's Professional Project *(3 credits)* *(maximum of 9 credits)*
Formal public presentation and approval of thesis proposal	Written plan for & defense of Professional Project with rationale linked to professional goals *(public proposal defense is optional)*
Completion, public presentation, and formal defense of master's thesis (certifying exam)	Completion, public presentation, and formal defense of a project/report based on the master's professional project/experience (certifying exam)

NOTES:

400-level Courses: By MSU policy, more than half of the credits of the total required for a master's degree must be taken at the 800 and 900 levels, except as specifically exempted by the college dean (College of Agriculture and Natural Resources, CANR). Courses at the 400 level may be applied to the master's degree program; however, when both a 400- and 800-level course are available and cover the same content, the 800-level course should be selected.

Transfer Credits: A maximum of 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, the student receives grades of 3.0 or higher, and provided courses were completed within the time limits approved for earning the degree (five years from date of first course used for the MSU degree program). Courses used to meet requirements of another degree are not acceptable. The CSUS Graduate Program Coordinator, Department Chairperson, the CANR Dean, and the Registrar must approve use of transfer courses. After transfer credits are approved, they must be filed as part of your program plan.

Focus Area Option: Some students pursue specializations or certifications as all or part of the focus area. Specializations or certifications also may be taken above and beyond degree requirements, and need not appear on *Program Plans.*)

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[3] For PCMI information, see pages 12-14.

[4] **CSUS 898 credits** can be deferred (DF grade) up to six [6] months from the last day of the semester in which the student was enrolled. At that time, CSUS 898 credits are automatically converted to U (Unfinished) grades. A formal request to extend the time by an additional six months is possible, but should be requested prior to "U" conversion. It is HIGHLY RECOMMENDED to enroll in CSUS 898 during your final semester, when a significant portion of your professional project and associated report has been completed.

Curriculum Requirements for Master of Science Peace Corps Master's International (PCMI) Option

Overview

This Peace Corps Master's International (PCMI) option in CSUS focuses on the acquisition of well-defined professional skills that are responsive to community needs and interests. To this end, students accepted into this program will integrate their Peace Corps experiences into their own degree program, either "Community Sustainability" or "Sustainable Tourism and Protected Areas Management." Students are strongly encouraged to follow the Plan B Master's program that emphasizes professional practice/management, with a professional project, experience, or combination of the two forming the basis of a Plan B capstone project and associated report.

The **Plan B program (professionally-based project rather than research-based thesis)** allows students to draw on their Peace Corps field experience as well as their coursework to prepare a Plan B capstone project and associated report (CSUS 898). Plan B students may count their Peace Corps training and service (register for special course) as their required "techniques" course. The suggested option is to enroll for CSUS 894 (after the field experience), although other relevant techniques or skill-building courses could be selected.

A **Plan A program (**research-based thesis) option is possible, though not strongly recommended. Based on the Department's commitment to the principles of participatory, community-based research, the Department requires that Plan A thesis research carried out as part of the Peace Corps service be oriented toward serving the objectives of the student's Peace Corps work. Research that informs practice is acceptable, but research that potentially distracts from the student's Peace Corps work would not be accepted. Alternatively, a PCMI student could do Plan A research that is separate from the Peace Corps experience. Students who intend to conduct Plan A research should work with their advisor to ensure they have taken appropriate coursework in research methods and theory, and have obtained IRB approval, before collecting data. It is to the student's benefit to have defended the research proposal prior to departure for the Peace Corps field placement.

Applying for the Peace Corps Master's International Program

Students interested in this option are required to apply specifically for the Peace Corps Master's International Program option when applying to one of the Department's graduate programs (applicants should reflect this intent in their "Personal Statement" essays [that includes a "key experience" discussion] and "Academic Statement," and specify their interest in the Plan B or Plan A track). Applicants must apply for and be accepted into the CSUS program *prior to* applying for the Peace Corps program. The deadline for Peace Corps Master's International Program applicants is March 1 of the calendar year in which the expected academic program start date is the following fall semester. Students apply to CSUS, following the guidelines for all CSUS applicants, and indicate their specific interest in the Peace Corps Master's International Program. Applications will be reviewed as for any other CSUS MS applicant. Should the student subsequently not be accepted by the Peace Corps into this program (a separate application; may not be submitted until one year or less prior to Peace Corps deployment), the student may choose to continue to pursue a CSUS or STPAM degree, following the requirements and course sequencing required by the regular programs.

Note: This program is **not** for students who have completed Peace Corps service prior to beginning the CSUS or STPAM master's degree.

Note: PCMI students will have to apply for readmission to MSU prior to their return from their field sites. The MSU policy for Readmission to the Original Program is as follows:

Graduate students whose enrollment at Michigan State University is interrupted for any reason so that they have not been enrolled for three consecutive semesters, including the summer Sessions, must apply for readmission via the web at www.reg.msu.edu at least two months prior to the first day of registration for the semester in which the student expects to resume graduate studies. Faculty will evaluate the application to determine admission.

See: https://reg.msu.edu/StuForms/ReAdmission/ReAdmission.aspx

PCMI Course Requirements

A minimum of 30 credits is required for either degree type (Plan B or Plan A), and in either degree program (CSUS or STPAM):

Required Courses (9 credits for CSUS degree, 6 of which are required of all CSUS MS students; 12 credits for STPAM degree, 9 of which are required of all STPAM MS students):

> CSUS 800, Foundations of Community Sustainability (3 credits); to be taken prior to Peace Corps service
>
> CSUS 802, Survey of Research Methods (3 credits); to be taken prior to Peace Corps service
>
> CSUS 848, Community-based Natural Resources Development (3 credits)
>
> *CSUS 814, Sustainable Tourism and Protected Area Management: Theories and Applications (3 credits): for STPAM students only, and recommended to be taken prior to Peace Corps service*

Degree Focus Area:

> The student's **focus area** (15 credits total), to include:
>> for CSUS students: CSUS 848 identified above, plus 12 additional credits;
>> for STPAM students: CSUS 848, plus CSUS 814, plus 9 additional credits
>
> The focus area is developed in consultation with the student's advisor to meet student's personal and professional goals.
>
> Focus Area courses *could* be in one of three graduate specializations:
>> International Development
>> Ethics and Development *(in moratorium Summer through Fall 2015; a proposal is being developed for a future specialization in "Engaged Philosophy")*
>> Gender, Justice, and Environmental Change (GJEC).

Courses taken should be consistent with the requirements of the specialization selected as the focus area. Note that, depending on the requirements of a specialization, the student choosing to complete a specialization may need more than the required 30 credits minimum for completion of a CSUS/STPAM master's degree. Use the *Specialization* form.

Note that, although CSUS 894 is specified as the required "skills/techniques" course for Plan B PCMI students, it also can be selected by Plan A students as part of their degree focus area.

Additional Courses (for Plan B students):	**Additional Courses** (for Plan A students):
Relevant "techniques or skill-building" course *(3 credits)* NOTE: One option is CSUS 894, Field Practicum in Sustainability Studies. Students may enroll in up to 3 credits of this course for skills or techniques acquired during Peace Corps training and/or service. Students shall keep a written record of training and service activities and a journal of skills acquired and lessons learned. The course will be graded as Pass/No Pass. s	Relevant research methods course *(3 credits)* CSUS 899, Master's Thesis *(6 credits)*
CSUS 895, Case Studies in Community Sustainability *(3 credits)*	
CSUS 898, Master's Professional Project *(3 credits)* (capstone project and report based on Peace Corps service)	

NOTE: A sample degree plan showing a sample structure for taking courses for the PCMI MS-B degree plan is presented on the next page.

Sample Peace Corps degree plan schedule (for a Plan B student*) in CSUS

Year One: Fall Semester

COURSE	CREDITS
CSUS 800 Foundations of Community Sustainability	3
CSUS 802 Survey of Research Methods	3
ZZZ ### Focus Area Course #1 *(choose in consultation with advisor)*	3

Year One: Spring Semester

COURSE	CREDITS
CSUS 848 Community-based Natural Resource Management *(Focus Area Course #2)*	3
ZZZ ### Focus Area Course #3 *(choose in consultation with advisor)*	3

Years Two and Three

COURSE	CREDITS

Peace Corps Service (and training)
    (complete field work portion of CSUS 898 professional project *[enroll later; see Year 4 Spring below]*)
    (complete work to fulfill requirements for "techniques/skill-building" course, such as CSUS 894 *[talk with PCMI coordinator about in-country course expectations, but enroll later; see Year 4 Fall below]*); OR another "regular" techniques course could be taken Yr 1 or 4	

Year Four: Fall Semester

COURSE	CREDITS
CSUS 894 Techniques/skill-building course *(work done during field experience; graded this term)*	3
ZZZ ### Focus Area Course #4 *(choose in consultation with advisor)*	3
CSUS 895 Case Studies in Community Sustainability (required for Plan B)	3

Year Four: Spring Semester

COURSE	CREDITS
ZZZ ### Focus Area Course #5	3
CSUS 898 Master's Professional Project	3

- Plan A (research-based thesis option) students should talk with their advisor or contact the CSUS Department through the PCMI Coordinator, Robert Richardson (rbr@msu.edu) or the Graduate Program Coordinator, Gail Vander Stoep (vanders1@msu.edu).
* Plan A students must take a 3-credit research methods course (in place of a techniques course) and 6 credits of CSUS 899 thesis research (in place of CSUS 895 and 3 credits of CSUS 898). Thus, one of the Focal Area Courses for a Plan A student could be CSUS 894.

For ideas about potential focus area courses, explore other CSUS courses as well as lists of courses under the following specializations, even if you do not choose to do a specialization.
> For the International Development Specialization, see:
> > http://casid.isp.msu.edu/academic/graduate_specialization.htm .

> For the Ethics and Development Specialization**, see:
> > ***in moratorium as of Summer 2015; proposal being developed for specialization in "Engaged Philosophy"*

> For the Gender, Justice, and Environmental Change (GJEC) Specialization, see:
> > http://gjec.isp.msu.edu/requirements.htm

NOTE: Students are strongly encouraged to take at least 15 credits during the first two semesters (prior to Peace Corps service) unless selected courses are not offered during those semesters. Also note that, although Peace Corps training and service for CSUS 894 (techniques course) are completed during the two-year Peace Corps experience, it is recommended that enrollment be during Year 4, as best fits with the individual student's program plan.

NOTE: The PCMI student's official *MS Planning and Program of Study Form* should be completed, signed, and submitted **prior to** the two-year Peace Corps fieldwork.

Master of Science Guidance Committees

> **Terminology**
>
> **Initial Advisor**: Advisor first assigned to applicants based on a match in interests and faculty member's capacity to accept new students. This person usually becomes the student's major professor (confirmed at the time of filing of official *Program of Study*), but the student has the right to identify a different major professor if they find someone more appropriate. A change can be made only if the newly identified faculty member agrees and has the capacity to accept another student.
>
> **Major Professor**: Faculty member who serves as a student's primary advisor and mentor throughout the academic career at MSU.
>
> **(Academic) Advisor**: Used interchangeably with "Major Professor" or "Guidance Committee Chairperson"
>
> **Guidance Committee Chairperson**: Used interchangeably with "Major Professor"
>
> **Thesis Advisor**: Usually your major professor, but under some circumstances it may be more appropriate for another faculty member (committee member) to serve as the thesis advisor.
>
> **Guidance Committee**: Group of regular faculty members, including your advisor, who work with you to develop your academic and curriculum plan, mentor you, and who comprise your Thesis or Project Final Examination committee (thesis or project defense). Requirements: Minimum of two members for MS-B; minimum of three members for MS-A.
>
> **Regular Faculty**: 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. In addition, the principal administrative officer of each major educational and research unit of the university shall be a member of the 'regular faculty.'

Guidance Committee Composition: Master of Science degree Guidance Committees must consist of MSU regular faculty members and (optionally) others having Graduate School faculty status.

A minimum of two (2) CSUS regular faculty members is required for all Master's committees.

Plan A Master's Committees must have at least three (3) members, of which at least two (2) must be from the CSUS Department.

Plan B Master's Committees must have at least two (2) members from the CSUS faculty (optional additional committee members may come from inside or outside of CSUS).

Regular faculty members are defined as all persons appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, instructor, or persons appointed as librarians. A list of approved non-regular committee members is available in GradInfo and can be checked for you by the Graduate Program Coordinator or the Graduate Secretary. Requested exemptions for others *not* on the approved list must be nominated, reviewed, and accepted in accordance with University and College of Agriculture and Natural Resources guidelines (see http://grad.msu.edu/forms/docs/Guidance committees NON reg faculty.pdf **.**

We encourage you to talk personally with several potential faculty members whom you've determined as possible "good matches" for your committee, discuss their interest and willingness to serve, then work with your advisor to discuss and finalize choices. The composition of your Guidance Committee is checked for compliance by the Graduate Program Coordinator and/or Graduate Secretary, and is submitted for approval by the CSUS Graduate Program Coordinator, CSUS Department Chairperson, and the CANR Associate Dean, as indicated through their signatures on the *MS Planning and Program of Study* form. Students always reserve the right to change any committee member. This is accomplished by talking with and getting approval from both departing and incoming committee members, writing a letter to the Department Chairperson and copied to the Graduate Program Coordinator (submitted via the Graduate Secretary) explaining the change request, and being signed by the student. (This letter will be attached to the *Change in Program Plan* form, to be signed by the student, the departing committee member, and the incoming committee member.) On rare occasions, the Department may make changes – with concurrence of the student – such as in cases when a Committee member leaves the University for any reason. Typically, the student is informed and the same procedure followed as for student-initiated changes. The Department does not simply "assign" committee members without involvement of the student.

After Guidance Committee members have been finalized, the student should schedule a committee meeting to discuss professional and academic goals, finalize the Program of Study (using the relevant CSUS *MS Planning and Program of Study* form, available on the CSUS Graduate Forms web page), and begin preliminary discussions about the thesis or professional project.

Once designated, the Guidance Committee has the responsibility to meet periodically to oversee the student's progress as long as the student continues in good standing. Any desired or required changes in the membership of the Guidance Committee may be made by the graduate student with concurrence of the unit chairperson/ director or designated representative, or by the unit with the concurrence of the graduate student, in accordance with University, college, and unit policy. The Guidance Committee, with concurrence of the graduate student, may form a thesis/dissertation committee to supersede or supplement the Guidance Committee. Committee or thesis/dissertation chairpersons on leave shall provide for the necessary guidance of their advisees during their absence.

To make any committee or program changes, regardless of reason, use the *Change in Program Plan* form located at http://www.csus.msu.edu/graduate/current_students/forms . Refer to the G.S.R.R. 2.4 (Graduate Students Rights and Responsibilities) for more information on MSU policies related to guidance committees (http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities)

Examination for Master of Science (for all MS degree programs in CSUS and STPAM)

• The Plan A examination will be the student's final thesis defense, and will focus on the student's research.
• The Plan B examination will be the final oral project defense, and will focus on the student's Professional Project.

The student's Guidance Committee will administer the Examination. Both will be oral examinations that include a public presentation by the student of his/her thesis or project. The student's Guidance Committee will decide on the specific structure to be used in examining the student, to include the balance between the public presentation and closed examination portions of the session.

Project (MS-B) or Thesis (MS-A) Proposal and Proposal Defense

Students must prepare a written proposal in consultation with the Guidance Committee chairperson and present the proposal to the Guidance Committee. The oral public forum proposal is required for MS-A students and optional for MS-B students. The proposal should describe, at a minimum, the purpose or objectives of the proposed research or project, a review of the relevant literature, and the proposed method(s) and/or procedures.

Students must submit the written proposal to the Guidance Committee members *at least two weeks prior* to the oral proposal presentation and defense. All public forums should be scheduled and announced to faculty and graduate students in advance, with promotional materials submitted to the Graduate Secretary for electronic distribution and CSUS website posting (and bulletin board posting, if desired) at least two weeks before the scheduled defense. At a minimum, the announcement should include: student's name; degree program and type; proposal title; committee member names (with chairperson identified); date, time, and location of the proposal defense; and abstract. See example on the next page.

Title of the Thesis or Project
Degree Type (Master's Thesis, Master's Project) Proposal Defense

by
Student FirstName LastName
Day of Week, Month ##, 20##
Time: #:00 a.m. (or p.m.)
Room: ###, Natural Resources Building

Abstract
Write a short abstract, approximately one paragraph, that succinctly presents the proposal's purpose, need/rationale, context, methods and/or procedures, and any other information that is relevant to help others understand your work.

Committee Members:
Dr. Aaaa Bbbbbb, Chairperson
Dr. Cccccc Dddddddd
Dr. Eeeeeee Fffffff

If you choose also to create a flier for hallway posting, feel free to add some design elements (such as a relevant photo or other graphic representing your proposal topic or context). However, the information in the box above should be submitted to the Graduate Secretary for email distribution and forwarding to our CSUS IT person who will post the defense announcement in the Events section on the CSUS website homepage.

After the public proposal, and in a closed session, members of the Guidance Committee will discuss the suitability of the proposal and indicate their approval on the relevant *Thesis* or *MS-B Project Proposal Approval* form (see Appendix A) or the CSUS Graduate Forms website. This form must be signed by the student, the Guidance Committee members, the Graduate Program Coordinator, and the Department Chairperson before being forwarded to the CANR Assistant Dean.

Students conducting research as part of their work must ensure compliance with the university requirements and guidelines pertaining to use of human subjects and vertebrate animals in research, and to safe use of hazardous materials. The necessary forms to secure approval from the Institutional Review Boards (IRB) may be obtained from the Human Research Protection Program (http://hrpp.msu.edu). A thesis is required for the MS-A degree. According to University regulations, each MS-A student must register for a minimum of 6 credits of CSUS 899 Thesis Research prior to awarding of the degree.

Students are required to write an acceptable thesis containing a contribution to knowledge, conforming to professional standards of evidence and argument, and using clear and correct language.

Final Thesis Defense and Thesis Submission (for MS-A students)
Purpose of Thesis Defense:
The thesis defense is a public seminar that is open to attendance by faculty, staff, students, and other invited guests. Seminar announcements should be made *at least two weeks* prior to the seminar. Guidelines for content, format, and timing of announcements should follow those for the proposal defense, as described above, but labeled "Thesis Final Defense" rather than "Thesis Proposal Defense."

Students must provide Guidance Committee members with a copy of the thesis (marked "DRAFT") *at least two weeks* prior to the defense seminar.

Structure of Thesis Defense:
The thesis should be presented using appropriate visual and other aids. Time should be allotted for questions from and discussion with the Guidance Committee and other audience members. Following the public seminar, guests will be excused and the student and Guidance Committee will continue in a closed session for additional discussion and Guidance Committee presentation of clarifications and suggested modifications. Guidance Committee members may require corrections or revisions before final approval of the thesis or project.

Formatting Your Master's Thesis:
Prepare your Master's Thesis following the specific instructions in the Graduate School Formatting Guide (find appropriate links via: http://grad.msu.edu/etd/). This Formatting Guide sets forth the thesis and dissertation requirements established by Michigan State University for required electronic submission. The thesis should be prepared in accordance with the instructions of this guide. PDF copies must be provided to the Department (via the Graduate Secretary) after final revisions have been made and approved by the Graduate School. Check with Guidance Committee members about their preference of personal copy type (digital or hard copy, bound or unbound).

Record of Completion and Submission of Thesis:
After Guidance Committee members have assessed the acceptability of the thesis and defense, and agreed on approval of the thesis, the committee members should sign the *Report on Master's Plan A Thesis Final Examination* (http://www.csus.msu.edu/graduate/current_students/forms), which should be pre-filled (except results and signatures) by the student prior to the defense. It will then be submitted to the Graduate Secretary, who will forward the form for additional signatures and will confirm successful completion with the Graduate School.

Michigan State University now accepts electronic submissions of theses only via ProQuest ETD Administrator at www.etdadmin.com/grad.msu. The Graduate School staff reviews only the PDFs that are uploaded through ProQuest. **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED.** The review process is interactive and can take from a few hours to multiple weeks, depending upon the extent of the necessary revisions and how diligent the author is when making the necessary revisions.

Note that the Graduate School now permits submission of supplementary materials to ProQuest. Such materials will not be reviewed for formatting requirements, but must be acceptable by ProQuest and comply with ProQuest's critera and stoarage limits. All supplementary materials need the written approval of the thesis/dissertation committee chairperson. Their initials must appear on the MSU form *Theses/Dissertation & Institutional Review Board Approval* (available on the CSUS graduate forms website: http://www.csus.msu.edu/graduate/current_students/forms)

Also note that the MSU Library *may* accept supplementary materials approved by the thesis/dissertation committee chairperson per their collection criteria. These are not reviewed by the Graduate School. Questions about submission of these materials to the library should be directed to the Assistant Director for Digital Information Services, currently Shawn Nicholson (nicho147@mail.lib.msu.edu).

Final Professional Project Defense and Associated Report Submission (for MS-B students)

A professional capstone project and associated report is required for the MS-B degree. Each MS-B student must register for 3 credits of CSUS 898 Master's Professional Project prior to awarding of the degree. (Reminder: the student may defer receiving a grade for the 898 credits for no more than six months beyond the end of the semester for which they are enrolled. After that, the grade automatically converts to a grade of U (Unfinished). One 6-month extension may be requested PRIOR TO auto-conversion to "U." After this, a student must re-enroll (and pay again) for the CSUS 898 credits. (A student may enroll for a maximum of 9 credits of CSUS 898.)

Because the Plan B emphasizes professional development, the student designs and completes a significant project that helps to further his/her professional goals. Because this project is for an advanced degree at an academic institution, the project must be *informed by the current literature* as this will: 1) ensure that the work is current, and 2) help students learn how to conduct their professional work as *scholar* practitioners. The project should be an important training experience and should contribute to developing specific professional skills and knowledge. Although the project may have practical research applications, the applicability of the results is likely to be local and targeted (e.g., to the organization, the location, or a particular situation) rather than general or generalizable (e.g., contribute to the literature or theory-building).

Format:
A Plan B project can take many forms, and should be based on the goals of the student. Ideally the Plan B project should be significant in scope and should build on the student's experience. Examples of Plan B projects follow.

- The student does an internship with a community organization and takes the lead on authoring a large grant proposal on behalf of (but in collaboration with) the organization.

- The student conducts an applied research project for a community organization and writes it up and presents it to the community.

- The student works in classrooms with children and develops or adapts a curriculum for a specific audience.

- The student writes an extensive literature review and does an applied practicum on a new area/topic that they plan to move into for their career.
- The student does a piece of applied research and writes the results into a professional bulletin or other outlet that is useful to a practitioner community, or develops a museum program/plan, or creates another useful project.
- The student prepares instructional media resources appropriate for stakeholders or professional community.

> *Note*: The above are simply examples. Other students have completed projects such as: doing planning/design work for interpretive projects, developing practical tools and/or handbooks for a target client group, planning and implementing a resource management project, conducting background literature on and proposing curricula and associated evaluation procedures or tools for a community program.

Project Proposal and Proposal Defense:
The student shall prepare, present, and defend a Plan B project proposal to their Guidance Committee prior to beginning any work on the project itself. The project should be laid out via a written proposal before it is begun. Generally, the proposal should consist of: 1) a statement of professional and learning goals; 2) a statement indicating how the Plan B project is designed to address professional and learning goals; 3) a narrative about how the project is informed by current literature or state-of-the-art practice in terms of subject matter, techniques, or practice; and 4) an outline detailing proposed procedures, products, and potential significance and application of the project results.

The written proposal must be provided to the Guidance Committee at least two weeks in advance of the scheduled proposal date. Approval of the proposal by the committee is required before field data collection, project-associated "internship," or production work begins.

> *Note*: If the project will involve any research using human subjects or laboratory animals, an IRB application should be submitted to the appropriate university review board after Guidance Committee review of the project proposal. The application *must* be approved by the review board before any data collection begins.

Structure of Final Project Defense:
Upon conclusion of the project and completion of the selected product, the student shall present and defend his/her final project. The final defense meeting serves as the student's final certifying examination. This final presentation and defense shall be public and done under the basic format of a brief public session that includes a 15- to 30-minute presentation and a 15- to 30-minute public question-and-answer period followed by a private session with the Guidance Committee. The project defense should be presented using appropriate visual and other aids.

The Plan B final project defense shall be open to the public. The student shall notify the Graduate Secretary at least 14 days in advance of the final project defense (follow the format for proposal defense notification, page 17, but clearly state "final defense" rather than "proposal defense"). Accompanying this notice can be a flier announcing the final defense that has been developed by the student in consultation with her/his academic advisor. The Graduate Studies Secretary shall forward this notice to faculty and graduate students. Notification shall be via email, with flier attached, and submitted by the Graduate Secretary to the IT team for website posting in *Events* on the CSUS website homepage; printed fliers will be posted on the Graduate Studies bulletin board and other locations by the Graduate Secretary.

Formatting Your Master's Project:
As illustrated in the project description above, the actual final project can take many forms. The Guidance Committee will determine if a separate final report is necessary in addition to the product (sometimes some type of report or other written document already is included in the project format, so another one is not necessary). If necessary, however, the Guidance Committee will determine the format and content. Committees often include a requirement for a "student's lessons learned" reflective piece to supplement the actual project and (if required) report.

Record of Completion and Submission of Project:
The student will provide copies of the final project (and project report), approved by the Guidance Committee, to the student's major advisor, to the CSUS Department via the Graduate Secretary, and to other Guidance Committee members. The department requires that a PDF document of the final report, plus a copy of the product, be sent to the Graduate Secretary for inclusion in the departmental library. (Plan B degrees are not monitored by, nor are Plan B projects submitted to, the MSU Graduate School.)

After Guidance Committee members have assessed the acceptability of the project, associated report, and defense, and agreed on approval of the project, the committee members should sign the *Report of Master's Plan B Project Final Examination* form that has been pre-prepared by the student prior to the defense. Forms are found on the CSUS Graduate Forms web page: (: http://www.csus.msu.edu/graduate/current_students/forms). The completed and signed form will be submitted to the Graduate Secretary, to be forwarded for additional signatures.

> *Note*: By university policy, both **Plan A** and **Plan B** students must be registered during the semester in which the examination or evaluation is administered. This requirement may be waived if the examination is administered during the summer session immediately following a spring semester during which the student was registered and/or prior to a fall semester in which the student will be registered. This waiver is automatic as long as the student fits the criteria.

MSU Teacher Certification Internship Year

Students participating in MSU's Teacher Certification Internship Year are asked to enter the CSUS graduate program after their internship year is completed. Students taking this option should review the advising note written specifically for Agriculture, Food and Natural Resource Educators (see Appendix B for details). This note is meant to clarify the policy on the use of TE courses in the CSUS graduate program.

Master of Science (MS-A and MS-B[5]) Degree Calendar & Progress Checklist

Name: _____

Advisor: _____

First semester of
degree program: _____

Prior to Attending the First Semester of Classes

❏ **Attend** the required CSUS Department graduate student orientation (usually scheduled on the Monday prior to the first day of fall semester classes). Students are encouraged to participate in orientation activities offered by the Graduate School (and for international students, by the Office of International Students and Scholars).

❏ **Contact** your initial academic advisor when you arrive in East Lansing to discuss degree requirements, to plan your courses (especially those for the first semester), and to discuss other student-related concerns.

❏ **Formalize** assistantship expectations and paperwork (if you have an assistantship), including the following forms:
    Payroll/W-2, Federal W-4, Direct Deposit: at e-Payroll, https://login.msu.edu/?App=E01
    I-9 instructions and forms: http://www.hr.msu.edu/i9/
    GA Appointment Forms: available through CSUS Graduate Secretary

    If you have been awarded an assistantship or are otherwise employed on campus, contact your supervisor immediately to complete employment paperwork, discuss your assignment and schedule, and address any issues related to your employment. Note the dates of work for each semester as identified below:
        Fall semester appointments: August 16 - December 31
        Spring semester appointments: January 1 - May 15
        Summer appointments: May 16 - August 15

❏ **Register** for classes.
- Master's students must be registered for a minimum of 9 credits per semester (6 if hired as a graduate assistant) to be considered "full time."
- Master's students must register for both CSUS 800 and CSUS 802 during their first fall semester.

Each Semester (as relevant)

❏ **Complete** or update assistantship or other wage forms, as relevant to your individual work pattern. See CSUS accountants. Be sure you have completed an "assistantship assessment" each semester prior to reappointment.

First Semester

❏ **Take** CSUS 800 and CSUS 802, the two required core CSUS courses (offered fall semester).

❏ **Begin** RCR training (foundational materials presented in core courses; see RCR materials for other sources for training, review the RCR Record of Training that must be submitted no later than February 1 of the next year, along with your annual assessment materials). Initial year RCR requirements are incorporated into CSUS 800.

❏ **Begin talking with** potential faculty committee members so that you can identify your committee members and plan your program during the second semester. The *MS Planning and Program of Study* forms are available at http://www.csus.msu.edu/graduate/current_students/forms

Second Semester

❏ **Select** Guidance Committee members in consultation with your advisor.

If, as you move through your program, you change your interest area, or as you become more familiar with the faculty and their interest areas, you may – upon mutual agreement – change academic advisor to better meet your academic and professional development goals. Use the *Change in Program Plan* form available on the CSUS website (http://www.csus.msu.edu/graduate/current_students/forms) or page 104 of this handbook.

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[5] NOTE: PCMI master's students' schedule will be different. See sample on page 14.

❏ **Complete** a draft of the relevant *MS Planning and Program of Study* form, on which you identify the courses selected to meet specific requirements for your degree. This form helps assure that requirements relevant to *your* degree are met. The final signed version of this form constitutes your official *Program of Study* plan, which ultimately helps with the final certification process of your degree. Forms are accessible on the CSUS website (http://www.csus.msu.edu/graduate/current_students/forms) and in Appendix A of this handbook. Choose the form appropriate for your degree program (CSUS, STPAM) and degree type (MS-A or MS-B). If you are a PCMI MS student, indicate that on the form.

❏ **Schedule** and **hold** an official meeting with your Guidance Committee to discuss your academic and professional goals and the courses you intend to take, as presented on the relevant *MS Planning and Program of Study*. You may wish to discuss preliminary ideas for a Plan A Thesis or Plan B Professional Project.

> *HELPFUL HINT*: It is the student's responsibility to find a date appropriate for all Guidance Committee members, to schedule a room, prepare an agenda (in consultation with Advisor), and prepare the room, as needed (suggestions include providing appropriate audio-visual aids, written agenda, preparing relevant written plans and forms [as appropriate to the meeting agenda]).

> *HELPFUL HINT*: Many faculty members are on Academic Appointments (9-month) rather than Annual Appointments (all year), so be sure to schedule committee meetings and other committee activities (including reading of proposals and thesis/project drafts) when they are officially on duty. Exceptions can be made with the approval of all committee members; however, you should plan your work with respect for faculty appointments. Often they are involved in field research, study abroad programs, or otherwise away from the University during the time outside of their appointments. Most often this is during the summer; however, some faculty have non-traditional schedules. Be sure to find out official appointment types and schedules of your Guidance Committee members.

❏ **Finalize** your program plan; complete and submit the appropriate MS-A or MS-B *Planning and Program of Study* form with appropriate signatures.
Forms are available on the CSUS (http://www.csus.msu.edu/graduate/current_students/forms) website. A copy of your completed, approved form will be placed in your permanent academic file.

Second or Third Semester

❏ **Prepare** a written draft of your Plan A Thesis or Plan B Professional Project proposal. Discuss it with your advisor and secure his/her approval prior to submitting it to your Guidance Committee.

❏ **Revise** your proposal based on your advisor's feedback. Provide each Guidance Committee member with a copy of your proposal at least two weeks/14 days prior to the committee meeting/proposal defense.

> *HELPFUL HINT*: Students should have peers (and, if needed, professional editors) review and provide editorial recommendations for the thesis/project proposal (and final thesis/project report) prior to submission to your Advisor and Guidance Committee. Take advantage of resources at the Writing Center.

❏ **Schedule, submit notification of,** and **hold** an official meeting of your Guidance Committee, to include a public proposal defense, to present, discuss, and approve your proposal, and review progress on your academic program. Prepare required forms, available at: http://www.csus.msu.edu/graduate/current_students/forms
See guidelines on page 17 for developing proposal defense notification materials, to be submitted to the Graduate Secretary at least 14 days prior to the defense.

❏ **Secure** approval from the Institutional Review Board (IRB), as appropriate to your research/project. Instructions and application templates are available online at: http://hrpp.msu.edu

❏ **Submit** your approved, signed *Thesis* or *Project Proposal Approval* form to the Graduate Secretary (available at http://www.csus.msu.edu/graduate/current_students/forms) (You must indicate on your form the date when your proposal and IRB application was submitted to the IRB. No work on the thesis or project can begin until approval is received.)

Final Semester

Preparing for Thesis Defense/Professional Project Examination

❑ **Check** deadline dates for your planned final semester, as they pertain to completing the MS degree, at: http://grad.msu.edu/etd/dates.aspx   Dates also are shown in the "box" on the next page.

❑ **Enroll** for a minimum of one (1) credit in the semester in which you plan to defend your thesis/project. You do not have to request a waiver of the required one credit of enrollment during semester of your final defense/ examination if it is administered during the summer session immediately following a spring semester during which your were registered and/or prior to a fall semester in which you will be registered.

❑ **Check** StuInfo to be sure all DFs (deferred grades) have been converted to grades and that your GPA is at least 3.00. You cannot graduate unless these two conditions have been met.

❑ **Complete** and **submit** the on-line Application for Graduation by the end of the first week of the semester of planned graduation (first week of spring semester for summer graduation): http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp You must apply for graduation even if you do not plan to attend the ceremony so that final paperwork can be sent to and certified by the departmental Graduate Secretary and Program Coordinator. If you apply for graduation and do not finish in that semester, simply reapply at the beginning of the next semester.

❑ **Review** the Graduate School's electronic submission guidelines (for MS-A theses) at http://grad.msu.edu/etd/

❑ **Prepare** for commencement; see guidelines and checklist provided by the University: http://commencement.msu.edu/

Completing Your Thesis/Professional Professional Project

❑ **Work** with your advisor/committee chairperson to write and edit a draft of your Thesis/Professional Project.

❑ **Submit** the draft of your Thesis or Professional Project to your advisor and Guidance Committee members at least two weeks/14 days prior to your scheduled Final Defense date.

❑ **Schedul**e a final defense/examination date/time with your Guidance Committee for presenting and defending your work. This seminar is a public session to which CSUS students, faculty, and others are invited.

❑ **Develop and submit** notification materials for your Thesis/Professional Project defense to the Graduate Secretary at least two weeks prior to the defense seminar (clearly marked as *final* defense). The Secretary will send email notifications, post the flier in the building, and submit for posting on the CSUS website homepage.

❑ **Present** and **defend** your Thesis or Professional Project at the seminar.

❑ **Edit** your draft, as needed and requested by your committee. MS-Plan A students should refer to http://grad.msu.edu/etd/   for format guidelines.
Plan B projects are not monitored by the Graduate School. Plan B students should work with Committee members to finalize their project/report.

❑ **Prepare the form** (prior to your final defense) and **obtain signatures** from the members of your Guidance Committee on the *Report of Master's Plan A Thesis Final Examination* or *Report of Master's Plan B Project Final Examination*, then submit to the Graduate Secretary who will forward or additional signatures.

❑ If Plan A, **Prepare** the final copy of your thesis according to the Graduate School Guidelines for electronic submission (see http://grad.msu.edu/etd/).

❑ If Plan A, **prepare** an abstract of your thesis and an abstract title page, to be filed with "Dissertation/Thesis Abstracts."

❑ If Plan A**, Electronically submit** your thesis to the Graduate School (see box on the next page).

Plan B students completing a Professional Project DO NOT submit a copy of their project to the Graduate School. Rather, submit an electronic copy (PDF) of the project and report to the CSUS Department via the Graduate Secretary.

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ELECTRONIC SUBMISSION OF THESES*

MSU accepts *only* electronic theses and dissertations submitted electronically via ProQuest. Instructions are available at http://grad.msu.edu/etd/   Submit via ProQuest at http://www.etdadmin.com/cgi-bin/school?siteId=295   A fee is charged by ProQuest-UMI if the thesis is to be copyrighted.

Target dates for **FINAL APPROVAL** of an electronic Thesis or Dissertation to the Graduate School for graduating the semester of that submission are below. **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED.** The review process is interactive and iterative. Final approval can take from a few hours to a few weeks, depending on the extent of the necessary revisions and how diligent the author is when making the necessary revisions.

Electronic Submission's Approval Target Dates:

Fall 2015:	December 16, 2015	Fall 2017:	December 20, 2017
Spring 2016:	May 11, 2016	Spring 2018:	May 9, 2018
Summer 2016:	August 24, 2016	Summer 2018:	August 21, 2018
Fall 2016:	December 14, 2016	Fall 2018:	December 19, 2018
Spring 2017:	May 10, 2017	Spring 2019:	May 8, 2019
Summer 2017:	August 22, 2017		

NOTE: If you intend to graduate in the current semester, your document must be accepted and delivered to the publisher, ProQuest, by 5:00 p.m. on the deadline date. This means that your document has been submitted via the ProQuest website, reviewed by a Graduate School ETD Administrator for formatting, has been deemed to be formatted correctly and all necessary paperwork has been turned in to the Graduate School. **The deadline date is not simply the last date to submit your document to the Graduate School via the ProQuest website. Make sure you are aware of the deadline dates.**
NOT required for MS-B projects

</div>

❏ **Provide** a PDF file of your thesis or project/project report to the department Graduate Secretary and hard-bound copies to your Advisor and Guidance Committee members. (Individual committee members may request an alternative format, such as soft-bound, unbound, or digital copy.)

After Completing Your Degree

❏ **Complete** a short online MSU exit survey (required for all students graduating with a Plan A or Plan B master's degree, or with a Doctoral degree). Only students who have applied for graduation have access to the survey. The survey asks questions about educational experiences in MSU graduate programs as well as about immediate professional plans. The Graduate School uses data from this survey when reviewing graduate programs, and to guide decisions about services and initiatives for graduate students.

The identity of all respondents will be kept confidential; only aggregate (group) information will be made available to faculty and administrators. The students will receive an e-mail message from the Dean of the Graduate School with a link to the survey, which takes about 5-10 minutes to complete. However, students do not need to wait for that e-mail message to complete the survey after applying for graduation. Instructions and links for completing the survey are available via http://grad.msu.edu/etd/ ; see #3, link to appropriate survey.

Instructions for students:
- Master's Students should access the following website: https://www.egr.msu.edu/masters/survey/
- Enter your MSU NetID (Login Name) and Password
- Complete all the items on the survey. When finished, click SUBMIT**.**

If you cannot open this survey, contact Katey Smagur by email at exitsurvey@grd.msu.edu; include your name, PID, degree level (Ph.D., MA/MS), semester of graduation. You will be notified when to complete the survey.

❏ **Complete** the CSUS Exit Survey and Exit Interview.

❏ **Read** and **comply** with MSU's Exit Check List to ensure that you have met all requirements and submitted all appropriate forms, questionnaires, and other paperwork.

❏ **Pay** final fees.

• Doctor of Philosophy Programs •

The Doctor of Philosophy (Ph.D.) programs in the Department of Community Sustainability are designed to enable students to generate new knowledge and learn to apply their scholarship to practice in complementary fields responsive to rapidly changing social, natural, and agricultural conditions. Applicants may choose one of two degree programs: "Community Sustainability" or "Sustainable Tourism and Protected Area Management."

Applicants should indicate their preference, as related to personal professional goals, in their application materials. Each of the two degree programs has its own official code, so specify this in the official MSU application:

     5390:   Community Sustainability
     5377:   Sustainable Tourism and Protected Area Management

General Requirements for the Doctor of Philosophy Degree

In addition to meeting the requirements of the University and the College of Agriculture and Natural Resources (CANR), Ph.D. students in the Department of CSUS must meet the requirements described below.

Minimum Credit Requirements: Doctoral students in CSUS and STPAM programs are required to complete a minimum of 60 semester credits, 24 of which are allocated to dissertation research.

Time for Degree Completion: Doctoral programs must be completed in no more than eight (8) years from the semester of admission or semester in which the first course used toward degree requirements was taken, whichever comes first.

GPA Expectations: A minimum 3.00 cumulative grade point average is required for graduation by both University and Department policies. Grades are reviewed at the end of each semester by the Graduate Program Coordinator. If a student's overall GPA falls below 3.00, the student is placed on probation. They will be notified by mail and/or email, and should schedule an appointment immediately with their major professor to discuss their academic progress. Under such conditions, the student will receive counseling, remediation recommendations, or other actions deemed appropriate to assist the student in achieving success. In consultation with their advisor, the student should develop a written plan to address deficiencies to be placed in student's permanent file. Students placed on GPA-based probation will have a maximum of two semesters to raise their GPA to at least 3.00. If this minimum is not achieved, the student is counseled by their major professor and may be required to withdraw from the Ph.D. program.

Program Planning and Use of GradPlan (http://gradplan.msu.edu): A student's program of study is developed in cooperation with the Guidance Committee chairperson and Guidance Committee. The Guidance Committee should be formed within the first two semesters of the doctoral program, and the degree plan filed within one semester of when the committee is formed.

Each doctoral student (beginning with the Fall 2013 cohort) is required to maintain her/his own academic records in GradPlan, which replaces the formerly used Report of the Guidance Committee. GradPlan is a web-interactive program for Ph.D. students to create and store their Ph.D. Degree Plans and track degree progress. However, use of this tool does not remove the responsibilities of students, faculty, and committees to work closely with each other in developing the degree Program Plan. To aid in the process of identifying and labeling focus areas and selecting courses, and to assist with final degree certification, *Ph.D. Program Planning* forms are available on the CSUS website. The student's committee should meet to discuss the planned program, and the student should complete and submit the advisor-signed relevant CSUS or STPAM *Ph.D. Program Planning* Form prior to the program plan information being entered into GradPlan for review and digital approval by all committee members.

Filing of Program of Study: After completing the relevant department *Ph.D. Program Planning Form*, the degree plan has been agreed upon among committee members, and the relevant signatures obtained (student, advisor, Graduate Program Coordinator), the student should fill in all the information in GradPlan, then submit for official approvals. This official Program of Study must be completed, approved, and filed via GradPlan no later than one semester after forming the Guidance Committee, and the recommendation is to file no later than the beginning of the student's third semester. Reminder: Doctoral students are required to form their Guidance Committee no later than the end of their second semester of degree work. The CSUS and STPAM Program Planning forms are available in the Appendices of this handbook and on the CSUS website (Forms section, available at: http://www.csus.msu.edu/graduate/forms . The signed *Ph.D. Program Planning Form* will be filed in the student's permanent academic file in the CSUS Department. The official

Program Plan will be filed via GradPlan. Only doctoral students have access to GradPlan. The student's committee members will be able to view the degree plan information via the Forms Tracking Utility (FTU).

Before a Ph.D. Degree Plan becomes official, the Graduate Secretary and Graduate Program Coordinator (who have the role of "**Form Checker**") will review the plans for essential elements and compare them with the department *Ph.D. Program Planning Form* to assure that the respective degree plan requirements are included.

The program of study can be amended later by first submitting a *Change of Program Plan* (see Appendix A or CSUS website http://www.csus.msu.edu/graduate/forms) within the CSUS Department; then, after receiving committee approvals, the changes can be submitted via GradPlan.

NOTE: If additional lines for courses are needed, or a student is pursuing one or more specializations or certifications, he/she should append the *Specialization* form, which is the second page of the Program Planning Form.

> *NOTE:* . **GradPlan is the only way final degree certification/degree audits will be conducted beginning in Fall 2016**. 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. http://grad.msu.edu/gradplan/Default.aspx

Curriculum Requirements for the Doctor of Philosophy Degree: Community Sustainability

The student's program of study, developed in cooperation with and approved by the student's Guidance Committee, must include the requirements specified below.

Required core course (should be taken during the student's first fall semester)   ***(3 credits)***
    CSUS 800, Foundations of Community Sustainability

> *Note: Ph.D. students who completed ACR 800 as part of their MS degree may submit a course waiver proposal to be approved by the student's Guidance Committee. . In its place, they should add another relevant course to one of the focus areas or another research course.*

Research Methods   ***(9 credits)***
    Students must complete nine (9) credits of course work in advanced research methods, to be selected in consultation with the student's Guidance Committee, including at least three (3) credits each of quantitative and qualitative research methods. The research methods course requirements cannot be waived.

> *Note: Ph.D. students having minimal research background should consider taking CSUS 802 as a foundation for advanced research methods courses.*

Focus Areas (2)   ***(24 credits)***
    Focus areas are self-defined and designed to meet students' professional goals and scholarly interests. They should be developed in consultation with the student's Guidance Committee and should be consistent with and complementary to the mission and philosophy of the Department of CSUS. Focus areas may be developed around one or more of the five CSUS themes below, or be completely self-defined (and titled).
1. Community Food and Agricultural Systems
2. Education and Civic Engagement
3. Natural Resources and the Environment
4. Recreation and Tourism Systems
5. International Development

Students must complete a minimum of 24 credits of coursework across two self-defined focus areas, including at least 9 credits in each focus area. At least one course in each focus area must be from CSUS courses (CSUS alpha codes). The other 6 credits may be associated with either of the focus areas, or split across the two focus areas. (Some students pursue specializations or certifications as all or part of one or both of their focus areas. Specialization or certification courses also may be taken above and beyond degree requirements, and need not appear on *Program Plans.*)

Dissertation Research   ***(24 credits)***
    CSUS 999, Doctoral Dissertation Research
    Students must complete a minimum of 24 credits and **no more than 36 credits** of CSUS 999 .

Doctoral students are expected to select 800- and 900-level courses, but may take 400-level courses when no comparable courses exist at the 800 or 900 levels. However, it is suggested that no more than nine (9) credits of 400-level courses be taken as part of the Ph.D. curriculum requirements; 300-level courses are not allowed in a Ph.D. program.

Graduate credits may be transferred from other accredited institutions or international institutions of similar quality if they are appropriate to a student's program of study. Transfer credits must have a grade of 3.0 or higher (or equivalent) and must have been completed within the time limits for earning the MSU Ph.D. degree (no more than eight years). The Department Chairperson and CANR Associate Dean must approve the use of transfer credits for the Ph.D. program. Courses applied toward any previously earned degree may not be used as transfer credits for the Ph.D. program.

> **NOTE:** Collateral courses to overcome deficiencies may be required in addition to the requirements for the CSUS doctoral degree. Collateral course work ***will not*** count toward the minimum requirements for the doctoral degree.

Curriculum Requirements for the Doctor of Philosophy Degree: Sustainable Tourism and Protected Area Management

The student's program of study, developed in cooperation with and approved by the student's Guidance Committee, must include the requirements specified below.

Required core courses *(6 credits)*

CSUS 800, Foundations of Community Sustainability (taken during student's first fall semester)

Note: Ph.D. students who completed ACR 800 as part of their MS degree may submit a course waiver proposal to be approved by the student's Guidance Committee. In its place, they should add another relevant course to one of the focus areas or another research course.

CSUS 814, Sustainable Tourism & Protected Area Management: Theories & Applications

Note: Ph.D. students who completed ACR 814 as part of their MS degree may submit a course waiver proposal to be approved by the student's Guidance Committee. In its place, they should add another relevant course to one of the focus areas or another research course.

Research Methods *(9 credits)*

Students must complete nine (9) credits of course work in advanced research methods, to be selected in consultation with the student's Guidance Committee, including at least three (3) credits each of quantitative and qualitative research methods. The research methods course requirements cannot be waived.

Note: Ph.D. students having minimal research background should consider taking CSUS 802 as a foundation for advanced research methods courses.

Focus Areas (2) *(21 credits)*

Focus areas are self-defined and designed to meet students' professional goals and scholarly interests. They should be developed in consultation with the student's Guidance Committee and should be consistent with and complementary to the mission and philosophy of the Department of CSUS. Additionally, focus areas should be developed around areas of sustainable tourism, protected areas, recreation, or complementary areas (self-defined and self-titled).

Students must complete a minimum of 21 credits of course work across two focus areas, including at least 9 credits in each focus area. At least one course in each focus area must be selected from CSUS courses (CSUS alpha codes). The other three credits may be associated with either one of the focus areas, or split across the two focus areas. (If CSUS 814 was taken as part of a former degree program, an additional three credits should be added to a focus area or research methods, as best serves the student).

Dissertation Research *(24 credits)*

CSUS 999, Doctoral Dissertation Research
Students must complete a minimum of 24 credits and **no more than 36 credits** of CSUS 999 .

Doctoral students are expected to select 800- and 900-level courses, but may take 400-level courses when no comparable courses exist at the 800 or 900 levels. However, it is suggested that no more than nine (9) credits of 400-level courses be taken as part of the Ph.D. curriculum requirements; 300-level courses are not allowed in a Ph.D. program.

Graduate credits may be transferred from other accredited institutions or international institutions of similar quality if they are appropriate to a student's program of study. Transfer credits must have a grade of 3.0 or higher (or equivalent) and must have been completed within the time limits for earning the Ph.D. degree (no more than eight). The Department Chairperson and CANR Associate Dean must approve the use of transfer credits for the Ph.D. program. Courses applied toward any previously earned degree may not be used as transfer credits for the Ph.D. program.

> **NOTE:** Collateral courses to overcome deficiencies may be required in addition to the requirements for the CSUS doctoral degree. Collateral course work **will not** count toward the minimum requirements for the doctoral degree.

Doctor of Philosophy Guidance Committees

Terminology

Initial Advisor: Advisor first assigned to applicants based on a match in interests and faculty member's capacity to accept new students. This person usually becomes the student's major professor (confirmed at the time of filing of official *Program of Study*), but the student has the right to identify a different major professor if they find someone more appropriate. A change can be made only if the newly identified faculty member agrees and has the capacity to accept another student.

Major Professor: Faculty member who serves as a student's primary advisor and mentor throughout the academic career at MSU.

(Academic) Advisor: Used interchangeably with "Major Professor" or "Guidance Committee Chairperson"

Guidance Committee Chairperson: Used interchangeably with "Major Professor"

Dissertation Advisor: Usually your major professor, but under some circumstances it may be more appropriate for another faculty member (committee member) to serve as the dissertation advisor. One example is students using a Hospitality Business faculty member as the dissertation advisor, even though the degree is in the CSUS Department.

Guidance Committee: Group of four regular faculty members, including your advisor, who work with you to develop your academic and curriculum plan, mentor you, and who comprise your Doctoral Final Examination committee (dissertation defense).

Regular Faculty: 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. In addition, the principal administrative officer of each major educational and research unit of the university shall be a member of the 'regular faculty.'

Guidance Committee Composition and Formation Deadline: Doctoral degree Guidance Committees will consist of a minimum of four (4) MSU regular faculty members. Two of these members, including the Guidance Committee chairperson, must be CSUS regular faculty members. The third member must be a regular faculty member from another academic unit. The fourth member must also be a regular faculty member, but may be from either within or outside the CSUS Department. At least three Committee members must have an earned Ph.D., preferably in a field related to those of the student's interests/focus areas. The Guidance Committee also will serve as the student's examination committee. Requested exemptions for non-regular committee members must be in accordance with University and College of Agriculture and Natural Resources guidelines (see http://grad.msu.edu/forms/docs/Guidance%20committees%20NON%20reg%20faculty.pdf).

The committee must be formed *within the first two semesters* of the student's degree program (see GSSR 2.4.1). The student should make an effort to identify, talk with, and take classes from other faculty members to help get to know and identify potential members of the Guidance Committee. The student's major professor may offer suggestions, but ultimately it is the student's responsibility to identify other committee members (based on match of interests and expertise with student's goals, and who can assist with various components of the graduate experience), talk with them and ask if the other faculty members are willing to serve on the committee. After the Guidance Committee members have been finalized, the student should schedule a committee meeting to discuss professional and academic goals, finalize the official *Program of Study* (to be submitted within one semester after formation of the Guidance Committee, see GSSR 2.1.4), and begin preliminary discussions about the dissertation research.

We encourage you to talk personally with several potential faculty members whom you've determined as possible "good matches" for your committee, discuss their interest and willingness to serve, then work with your advisor to discuss and finalize choices. The composition of your Guidance Committee is checked for compliance by the Graduate Secretary and/or Graduate Program Coordinator, then approved by the CSUS Department Chairperson and the CANR Dean, as indicated through their electronic signatures on the formal Program of Study (which is completed through GradPlan, available online at http://gradplan.msu.edu). However, prior to finalizing the online Program of Study and submitting it for approvals, the student should complete the relevant CSUS or STPAM *Ph.D. Program Planning* Form, to be used for discussion and approval by committee members during the committee meeting.

Students always reserve the right to change any committee member. This is done by talking with (and getting approval from) both the departing and incoming committee members, writing a letter to the Department Chairperson, and copied to the Graduate Program Coordinator (submitted via the Graduate Secretary) explaining the change request, and being signed by the student, the departing committee member, and the incoming committee member. (This letter will be attached to the *Change in Program Plan* form.) On rare occasions, the Department may make changes – with concurrence of the student – such as in cases when a Committee member leaves the University for any reason. Typically, the student is informed and the same procedure followed as for student-initiated changes. The Department does not simply "assign" a committee member.

Once designated, the Guidance Committee has the responsibility to meet periodically to oversee the graduate student's progress as long as the graduate student continues in good standing. Any desired or required changes in the membership of the Guidance Committee may be made by the graduate student with the concurrence of the CSUS Chairperson, or by the unit with the concurrence of the graduate student, in accordance with University, College, and Department policy.

The Guidance Committee, with the concurrence of the graduate student, may form a dissertation committee to supersede or supplement the Guidance Committee. Committee or dissertation chairpersons on leave shall provide for the necessary guidance of their advisees during their absence.

To make any committee or program changes, use the *Change in Program Plan* form located at http://www.csus.msu.edu/graduate/current_students/forms . Refer to the G.S.R.R. 2.4 (Graduate Students Rights and Responsibilities) for more information on MSU policies related to Guidance Committees ((http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities)

Additional Ph.D. Requirements (for both degree programs, CSUS and STPAM)

Comprehensive Program Statement

The Comprehensive Program Statement (CPS) is a scholarly document that is used to prepare students and their Guidance Committees for the comprehensive examination. The Comprehensive Program Statement presents an integrated description of a student's educational and professional background, motivation for pursuing the Ph.D. degree, curriculum program plan, research interests, and scholarly areas of focus. The process of developing the Comprehensive Program Statement helps students and their committees develop a common understanding of the scholarly basis of students' focal areas.

Contents:
The Comprehensive Program Statement must include the following components:

1. Personal Statement: a personal statement describing the student's prior academic and professional background and rationale for pursuing a Ph.D. degree in CSUS

2. Goals: a discussion of the student's academic and professional goals, with emphasis on the connection to the vision, mission, and philosophical foundations of the Department of CSUS

3. Research Interests: a description and discussion of the student's research interests, with emphasis on the rationale for the two chosen focus areas and how they support the student's academic and professional goals

4. Description of Focus Area 1: a description and discussion of the student's intellectual interests in the focus area, including the theories, empirical models, and research methods related to the focus area; references to publications should be cited and listed in a readings list

5. Description of Focus Area 2: a description and discussion of the student's intellectual interests in a second focus area, including the components listed above for Focus Area 1

6. Program Plan: an outline of the student's curricular program plan, including required core courses, research methods, focus areas, and dissertation course credits; may include information about additional certifications and specializations, as relevant to the individual student

7. Curriculum vita or resumé

8. Proposed plan for the comprehensive exam: a brief outline of the organization, nature, and scope of the comprehensive exam

Procedures and Timeline:
The Comprehensive Program Statement may be prepared and submitted at any time during a student's academic program. However, the program statement must be approved by the student's Guidance Committee no fewer than 30 calendar days prior to the date of the first day of the written comprehensive examination. Additional time may be allowed if the Guidance Committee believes the student needs extra time to study and to supplement their reading list. Guidance Committee members confirm their approval of the Comprehensive Program Statement by signing the completed Comprehensive Program Statement Approval Form. *Upon approval by the Guidance Committee, the Comprehensive Program Statement will be submitted to the Graduate Secretary and retained in the student's file in the department office.*

It is expected that the student's Academic Advisor will provide guidance to the student for development of and revisions/additions to the Comprehensive Program Statement (CPS) prior to a full draft being distributed to the student's full Guidance Committee. This draft should be sent to the student's Committee at least 60 days prior to the start of the written comprehensive exam so that any committee member recommendations for additional readings or modifications to the CPS can be sent to the student no fewer than 45 days prior to the scheduled first day of the written comprehensive exam. This gives the student time to make such revisions prior to final approval. Final approval of the CPS must be made no later than 30 days prior to the beginning of the first day of the written comprehensive examination.

Upon final approval of the CPS by members of the Guidance Committee, the committee chairperson will send by electronic mail the Comprehensive Program Statement to all CSUS faculty, as a courtesy and to strengthen collegiality and sharing of student work. The approved Comprehensive Program Statement should be distributed to all CSUS faculty by the student's committee chairperson no fewer than 30 days before the first day of the written comprehensive examination, and immediately after the student's Guidance Committee gives final approval of the CPS. If a faculty member would like to share ideas or comments (advisory), they should send them to the student's advisor no more than 14 days after receiving the CPS.

Note that the student's Guidance Committee may recommend a longer time for any stage, as deemed necessary for the student to prepare, but the student should have a minimum of 30 days for final preparation for the comprehensive exam.

Comprehensive Examination

Comprehensive examinations are tailored to match the unique scholarly interests of each student as described in the Comprehensive Program Statement. Guidance Committee members will use the theories, methods, and readings cited in the Comprehensive Program Statement to design questions for the comprehensive examination. The comprehensive examination will be conducted in both written and oral formats.

Purpose:
The comprehensive examination is designed to test a student's ability to synthesize, apply, and coherently discuss the multidisciplinary nature of their studies. Students must provide evidence of independent scholarly analysis of the literature in the selected focus areas as well as knowledge of research, principles, and methods presented in the department core curriculum.

The successful completion of a specialization or certification may require separate and additional examination requirements.

Timing:
The comprehensive examination may be taken at any time after prescribed course work is substantially complete as defined by the guidance committee (historically, this has been at least 80%), excluding CSUS 999 credits. However, the comprehensive examination will be administered no fewer than 30 calendar days from the date of approval of the Comprehensive Program Statement by the Guidance Committee. The written examination must be completed within five (5) years of the first course used to meet the Ph.D. degree course requirements, and students must be enrolled for at least one credit during the semester in which the examination is taken. This requirement may be waived if the examination is administered during the summer session immediately following a spring semester during which the student was registered and/or prior to a fall semester in which the student will be registered. No special waiver request is needed if the student meets these conditions.

The comprehensive examination must be completed successfully before the dissertation proposal defense can be scheduled.

Procedure:
The written component of the comprehensive examination must be completed within a period of five (5) consecutive days. Reference materials may be used, but all responses must be written without assistance from others. The exam responses may not be corrected or edited by anyone other than the student. The Guidance Committee and the student will agree on the structure and other procedures for completing the written examination prior to administration of the exam.

Content:
Based on the Comprehensive Program Statement, the Guidance Committee will define the scope of the written examination, to include the following:
- Principles and foundations of multidisciplinary studies in community sustainability
- Research methods
- Theory and practice in the student's two (2) focus areas

Oral Comprehensive Examination:
The oral examination must be scheduled before the written examination is administered, and is intended to offer an opportunity for the student to supplement, clarify, and/or elaborate upon the written examination responses. The oral examination must be held within 14 calendar days of completion of the written examination and is closed to the public.

Assessment of Comprehensive Examination:
The Guidance Committee members must report their preliminary assessment of the written portion of the exam to the Guidance Committee chairperson at least 24 hours before the oral exam.

Following the oral exam, the Committee members will offer their assessment of the student's performance on the comprehensive exam as a whole: "pass" or "not pass." There is no "pass with conditions."

If there is a unanimous "pass," the committee chairperson will complete the Record of Comprehensive Exam Form, obtain signatures from the Committee members showing PASS, and inform the student about the results of the written comprehensive exam. The committee chairperson will then submit the executed Record of Comprehensive Exam Form (see Appendix A or http://www.csus.msu.edu/graduate/current_students/forms), together with a brief supporting memorandum and hard copies of the exam questions and the student's answers, to the department chairperson for his/her signature.

Retaking the Comprehensive Examination
If there is no unanimous "pass" or the student does "not pass" part of the exam, the student is entitled to retake the exam one time. The student and the Guidance Committee Chairperson (in consultation with the Committee members) must jointly decide how to proceed to give the student a reasonable and fair opportunity to pass on the second attempt (e.g., by strengthening his/her understanding of key areas, adjusting the focal areas, etc.). The student must wait a minimum of 45 days and a maximum of 120 days after the previous examination before re-taking the examination. If this calendar is not followed, a student may be asked to withdraw from the program.

Assessing the Second Attempt at the Comprehensive Examination
The second attempt at the exam proceeds in the same way as the first – a written exam followed by an oral exam. After the oral portion of the exam, if there is a unanimous "pass" on the entirety of the second comprehensive exam, the student passes; the committee chairperson will then submit the executed Record of Comprehensive Exam Form (see Appendix A or http://www.csus.msu.edu/graduate/current_students/forms), together with a brief supporting memorandum, to the department chairperson for his/her signature.

In the event there is not a unanimous pass or disagreement exists among the committee members after assessment of the second comprehensive exam, the exam results are considered to be "in dispute." In this case, the Guidance Committee Chairperson will send an "exam results dispute" memorandum to the Department Chairperson. This memorandum should summarize the entire comprehensive exam process, explain the results of the first and second

comprehensive exams, describe the dispute, and request external readers of the student's comprehensive exam. The Department Chairperson will select two external readers, who will remain confidential. The two readers will submit their separate evaluations of the student's comprehensive exam, including a "pass" or "not pass" recommendation to the Department Chairperson. The Department Chairperson will share the results of the external readers with the student's Guidance Committee Chairperson and the Graduate Program Coordinator. The Department Chairperson, in collaboration with the Graduate Program Coordinator and the student's Guidance Committee Chairperson, will decide how to reconcile the dispute, i.e., determine whether or not the student passed the comprehensive exam on the second try.

If the doctoral student does not pass the comprehensive exam on the second attempt, s/he will be withdrawn from the program. A PhD student who does not pass the comprehensive exam may be eligible to earn a masters degree in the unit. Such students may be able to work with a faculty member to complete the requirements for a Masters Plan B, including the preparation of an appropriate project, registering for Plan B credits, and submitting the requisite paperwork and documentation.

Per MSU guidelines, all comprehensive exams (with answers and committee decision) will be kept in student's permanent file in the Graduate Secretary's office for at least three (3) years.

Dissertation Proposal

Students must prepare a written dissertation proposal in consultation with the Guidance Committee chairperson and present the proposal to the Guidance Committee in a public forum. The dissertation proposal may be scheduled, prepared, and presented only after successful completion of the comprehensive examination. The proposal should describe the purpose and objective(s) of the proposed research, a review of the relevant literature, and the proposed method(s) of data collection and analysis.

Students must submit the proposal to the Guidance Committee members *at least two weeks prior* to the public forum. The forum should be scheduled and announced to faculty and graduate students in advance, with promotional materials submitted to the Graduate Secretary for electronic distribution, CSUS website posting (and bulletin board posting, if desired) *at least two weeks/14 days before* the scheduled defense. At a minimum, the announcement should include: student's name; degree program and type; dissertation proposal title; committee member names (with chairperson identified); date, time, and location of the proposal defense; and abstract. See example in the box below:

Title of the Dissertation
Dissertation Proposal Defense

by
Student FirstName LastName
Day, Month ##, 20##
Time: #:00 a.m. (or p.m.)
Room: ###, Natural Resources Building

Abstract
Write a short abstract, approximately one paragraph, here that succinctly presents the proposal's purpose, need/rationale, context, methods and/or procedures, and any other information that is relevant to help others understand your work.

Committee Members:
Dr. Aaaa Bbbbbb, Chairperson
Dr. Ccccccc Ddddddd
Dr. Eeeeeee Fffffff
Dr. Ggggggggg Hhh

If you choose also to create a flier for hallway posting, feel free to add some design elements to the flier (such as a relevant photo or other graphic representing your proposal topic or context). However, the above information should be

submitted to the Graduate Secretary for email distribution and forwarding to the IT person who will post the defense announcement in the Events section on the CSUS website homepage.

After the public presentation and in a closed session, members of the Guidance Committee will discuss the suitability of the proposal and indicate their approval on the *Dissertation Proposal Approval* form (see http://www.csus.msu.edu/graduate/current_students/forms or Appendix A). This form must be signed by the student, Guidance Committee members, Graduate Program Coordinator, and the Department Chairperson.

Students must ensure compliance with the university requirements and guidelines pertaining to use of human subjects and vertebrate animals in research, and to safe use of hazardous materials. The necessary forms to secure approval from the Institutional Review Boards (IRB) may be obtained from the Human Research Protection Program (http://hrpp.msu.edu).

Dissertation

A doctoral dissertation is required for the Ph.D. degree. According to University regulation, each student must register for a minimum of 24 credits (and a maximum of 36 credits) in CSUS 999 Doctoral Dissertation Research prior to awarding of the degree.

Students are required to write an acceptable dissertation containing a contribution to knowledge, conforming to professional standards of evidence and argument, and using clear and correct language. The Guidance Committee and student have wide latitude in determining the design and format of the dissertation, but the dissertation should be designed so as to facilitate publication of the results. One common alternative to the conventional dissertation format is a set of related papers written in a format and style that is acceptable for publication in peer-reviewed journals. The papers may be combined in one volume, with an introduction and conclusion that highlight the papers' common research focus and principal findings. Papers that the student has co-authored while in the doctoral program may be included as long as the articles have been certified by the major professor as being substantially the work of the student.

For a dissertation consisting of one or more chapters that are already published papers: a) These chapters must be introduced with the list of all authors, citation for the publication, and include a copy or notation of the written permission from the publisher (who generally holds the copyright) to reprint the article. b) If multiple articles make up the document, these must be "tied together" with a required general introduction and summary/ discussion. The dissertation/guidance committee chair will decide any further requirements.

Dissertation Defense

Purpose:
The dissertation defense is a public seminar that is open to attendance by faculty, staff, students, and other invited guests. Seminar announcements should be made *at least two weeks prior* to the seminar. (Follow the same format and procedures as for the proposal defense, but title it "Final Defense" rather than "Proposal Defense"; See p. 33.)

Doctoral students must provide Guidance Committee members with a copy of the dissertation (marked "DRAFT") *at least two weeks prior* to the defense seminar.

Structure of Dissertation Defense:
The dissertation should be presented using appropriate visual and other aids. Time should be allotted for questions and discussion from the Guidance Committee and other audience members. **The student's Guidance Committee will decide on the specific format to be used in examining the student, to include the balance between the public presentation and closed examination portions of the session**. Following the public presentation, guests will be excused and the student and Guidance Committee will continue in a closed session for additional discussion and Guidance Committee presentation of clarifications and suggested modifications. Guidance Committee members may require corrections or revisions before final approval.

Formatting and Filing Your Doctoral Dissertation

Formatting Your Dissertation:
Prepare your Dissertation following the specific instructions in Michigan State University Formatting Guide (link in #1 on http://grad.msu.edu/etd/). This Formatting Guide sets forth dissertation requirements established by Michigan State University for required electronic submission. The dissertation should be prepared in accordance with the instructions of

this guide. PDF copies must be provided to the Department (via the Graduate Secretary). Check with Guidance Committee members about their preference of copy type (digital or hard copy, bound or unbound).

Michigan State University now accepts electronic submissions only via ProQuest at http://www.etdadmin.com/grad.msu . The Graduate School staff reviews only the PDFs that are uploaded through ProQuest. **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED.** The review process is interactive and 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.

Note that the Graduate School now permits submission of supplementary materials to ProQuest. Such materials will not be reviewed for formatting requirements, but must be acceptable by ProQuest and comply with ProQuest's critera and stoarage limits. All supplementary materials need the written approval of the dissertation committee chairperson.

Also note that the MSU Library *may* accept supplementary materials approved by the dissertation committee chairperson per their collection criteria. These are not reviewed by the Graduate School. Questions about submission of these materials to the library should be directed to the Assistant Director for Digital Information, currently Shawn Nicholson (nicho147@mail.lib.msu.edu).

Record of Completion and Submission of Dissertation:
The Guidance Committee members will assess the acceptability of the dissertation and defense and indicate their approval on the *Record of Dissertation and Oral Examination Requirements for Doctoral Degree Candidate* form that has been pre-prepared by the student prior to the defense (see Appendix A or http://www.csus.msu.edu/graduate/current_students/forms) for in-department filing. Results then will be submitted to GradPlan for routing for official signatures.

Doctor of Philosophy Degree Calendar & Progress Checklist

Name: _____

Advisor: _____

First semester of
degree program: _____

Prior to Attending the First Semester of Classes

❏ **Attend** the required CSUS Department graduate student orientation (usually scheduled on the Monday prior to the first day of fall semester classes). Students are encouraged to participate in orientation activities offered by the Graduate School (and for international students, by the Office of International Students and Scholars).

❏ **Contact** your initial academic advisor when you arrive in East Lansing to discuss degree requirements, to plan your courses (especially those for the first semester), and to discuss other student-related concerns.

❏ **Formalize** assistantship expectations and paperwork (if your have an assistantship), including the following forms:

    Payroll/W-2, Federal W-4, Direct Deposit: at e-Payroll, https://login.msu.edu/?App=E01
    I-9 instructions and forms: http://www.hr.msu.edu/hiring/I9Information.htm
    GA Appointment Forms: available through CSUS Graduate Secretary

If you have been awarded an assistantship or are otherwise employed on campus, contact your supervisor immediately to complete employment paperwork, discuss your assignment and schedule, and address any issues related to your employment. Note the dates of work for each semester as identified below:

    Fall semester appointments: August 16 - December 31
    Spring semester appointments: January 1 - May 15
    Summer appointments: May 16 - August 15

❏ **Register** for classes.

- Doctoral students must be registered for a minimum of 6 credits per semester to be considered "full time." (After the student has completed his/her comprehensive exam(s), he/she may be considered "full time" with 1 credit as long as he/she has informed the Registrar's Office of her/his status and intent.)

- Doctoral students must register for CSUS 800 during their first Fall semester.

Each Semester (as relevant)

❏ **Complete** or update assistantship or other wage forms, as relevant to your individual work pattern. See CSUS accountants. Be sure you have completed an "assistantship assessment" each semester prior to reappointment.

First Semester

❏ **Take** CSUS 800, the required core CSUS course (offered fall semester). *Students having limited research background and experience should consider enrolling in CSUS 800.*

❏ **Begin** RCR training (foundational materials presented in core courses; see RCR materials for other sources for training, review the RCR Record of Training that must be submitted no later than February 1 of the next year, along with your annual assessment materials). Initial year RCR requirements are incorporated into CSUS 800.

❏ **Begin talking with** potential faculty committee members so that you can create your committee and program plan during the second semester. The doctoral *Program Planning Forms* are available at: http://www.csus.msu.edu/graduate/current_students/forms

Second Semester

❑ **Select** Guidance Committee members in consultation with your advisor.

If, as you move through your program, you change your interest area, or as you become more familiar with the faculty and their interest areas, you may – upon mutual agreement – change academic advisor to better meet your academic and professional development goals. Use the *Change in Program Plan* form available on the CSUS website (http://www.csus.msu.edu/graduate/current_students/forms) or page 79 of this handbook.

❑ **Draft** a potential degree plan, working with the relevant *Ph.D. Program Planning* Form, on which you identify which courses you want to select to meet specific requirements for your degree. Working with this form helps assure that requirements relevant to *your* degree are met and, when submitted to the Graduate Secretary along with your formal Program Plan, ultimately helps with the final certification process of your degree. Forms are accessible on the CSUS website (http://www.csus.msu.edu/graduate/current_students/forms) and in Appendix A of this handbook. Choose the form appropriate for your degree program (CSUS, STPAM) and degree type (Ph.D.)

Second or Third Semester

❑ **Schedule** and **hold** an official meeting with your Guidance Committee to discuss your academic and professional goals and the courses you intend to take, as presented on the relevant *Ph.D. Program Planning* Form. You may also wish to discuss preliminary dissertation topics with your committee at this time.

> **HELPFUL HINT**: It is the student's responsibility to find a date appropriate for all Guidance Committee members, to schedule a room, prepare an agenda (in consultation with Advisor), and prepare the room, as needed (suggestions include providing appropriate audio-visual aids, written agenda, preparing relevant written plans and forms [as appropriate to the meeting agenda]).

> **HELPFUL HINT**: Many faculty members are on Academic Appointments (9-month) rather than Annual Appointments (all year), so be sure to schedule committee meetings and other committee activities (including reading of proposals and dissertation drafts) when they are officially on duty. Exceptions can be made with the approval of all committee members; however, you should plan your work with respect for faculty appointments. Often they are involved in field research, study abroad programs, or otherwise away from the University during the time outside of their appointments. Most often this is during the summer; however, some faculty have non-traditional schedules. Be sure to find out appointments and schedules of your Guidance Committee members.

❑ **Finalize** your program plan, using the relevant *Ph.D. Program Planning* form and getting the requested signatures (submit to the Graduate Secretary); then enter all the approved information (committee members, course selections, proposed dissertation idea) in GradPlan. A copy of your completed, approved form will be placed in your permanent academic file.

Third Semester and Forward

(schedule varies by individual from here forward, because students move through the program at different rates, depending on their personal circumstances)

As you approach 80% of your coursework

❑ **Meet** with your Academic Advisor to discuss procedures for and scope of your Comprehensive Program Statement and the comprehensive examination. Note that you should be working toward writing your Comprehensive Program Statement from the day you begin your program, by reading and annotating relevant literature, and thinking about the integration of diverse literature.
(See pp. 30-32 for detailed description.)

After 80% of coursework has been completed

❏ **Prepare and submit** your Comprehensive Program Statement to your Academic Advisor. *(See pp. 30-32 for detailed description.)* Be prepared to make revisions based upon feedback.

❏ **Submit** your Comprehensive Program Statement to your Guidance Committee for approval. Be prepared to make revisions according to their feedback.

❏ **Secure** the approval of your Comprehensive Program Statement by your Guidance Committee no less than 60 days before the date of the comprehensive examination. Your Advisor will subsequently send it to the department faculty for review and comment. After the Comprehensive Program Statement (CPS) has been approved by all Guidance Committee members, submit the CPS signature cover page with a copy of the CPS to the Graduate Secretary.

❏ **Schedule** your written and oral comprehensive examinations with your Guidance Committee. The oral examination (scheduled prior to taking the written exam) should be held within 14 days of completion of the written comprehensive examination.

❏ **Complete** your comprehensive examination no less than 60 days after final approval of your Comprehensive Program Statement. Submit a signed *Record of Comprehensive Examination* form to the Graduate Secretary. http://www.csus.msu.edu/graduate/current_students/forms . Results also will be entered into GradPlan.

Dissertation Proposal

❏ **Prepare** a written draft of your dissertation proposal. Discuss it with your Advisor, revise/edit and secure his/her approval prior to submitting it to your Guidance Committee.

❏ **Make** necessary corrections in your proposal (based on the feedback from your Advisor, and Committee members, as they elect to be involved)

❏ **Provide** each member of your Guidance Committee with a copy of your draft proposal *at least two weeks/14 days prior* to the proposal defense.

❏ **Schedule** and **submit notification of** a public presentation and defense of your proposal with your Guidance Committee. Prepare required forms, available at: http://www.csus.msu.edu/graduate/current_students/forms See guidelines on page 33 for developing proposal defense notification materials, to be submitted to the Graduate Secretary *at least 14 days* prior to the defense.

❏ **Present** your dissertation proposal, to be followed by a closed meeting in which Guidance Committee members will review and assess the proposal.

❏ **Obtain** signatures of the members of your Guidance Committee on the *Dissertation Proposal Approval* form. (You must indicate on this form the date when your proposal and IRB application was submitted to the IRB. No work on the dissertation can begin until approval is received.)

❏ **Secure** approval from the Institutional Review Boards (IRB), as appropriate to your research. Instructions and application templates are available on-line: http://hrpp.msu.edu

> *HELPFUL HINT*: Students should have peers (and, if needed, professional editors) review and provide editorial recommendations for your dissertation proposal (and dissertation defense) prior to submission to your Advisor and Guidance Committee. Also take advantage of resources at the Writing Center.

Final Semester

Preparing for Dissertation Defense

❏ **Check** deadline dates for your planned final semester, as they pertain to completing the Ph.D. degree, at: http://grad.msu.edu/etd/dates.aspx   Dates also are included in the "box" on the page 39.

❏ **Enroll** for a minimum of one (1) credit in the semester in which you plan to defend your dissertation.

❏ **Check** StuInfo to be sure all DFs (deferred grades) have been converted to grades and that your GPA is at least 3.00. You cannot graduate unless these two conditions have been met.

❏ **Complete** and **submit** the on-line Application for Graduation by the end of the first week of the semester of planned graduation (first week of spring semester for summer graduation): http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp You must apply for graduation even if you do not plan to attend the ceremony so that final paperwork can be sent to and certified by the departmental Graduate Secretary.

❏ **Review** the Graduate School's electronic submission guidelines (for MS-A theses) at http://grad.msu.edu/etd/

❏ **Prepare** for commencement; see guidelines and checklist provided by the University: http://commencement.msu.edu/

Completing Your Dissertation

❏ **Work** with your advisor/committee chairperson to write and edit a draft of your dissertation.

❏ **Submit** a draft of your dissertation to your Advisor and Guidance Committee members *at least two weeks/14 days* prior to your scheduled Final Defense date

❏ **Edit** your draft, as needed and requested by your committee. Doctoral students should refer to link in #1 on http://grad.msu.edu/etd/ for format guidelines.

❏ **Schedul**e your final dissertation defense date/time with your Guidance Committee for presenting and defending your work. This seminar is an open session to which students and faculty in the CSUS Department are invited.

❏ **Develop and submit** notification materials for your dissertation defense to the Graduate Secretary at least two weeks prior to the seminar (clearly marked as *final* defense). The Secretary will send email notifications, post the flier on the graduate bulletin board, and submit for posting on the CSUS website homepage.

❏ **Present** and **defend** your dissertation at the seminar.

❏ **Edit** your dissertation draft as required by your Guidance Committee.

❏ **Prepare the form** (prior to your final defense) and **obtain signatures** from the members of your *Guidance Committee on the Record of Dissertation and Oral Examination Requirements for Doctoral Degree Candidate* form (see http://www.csus.msu.edu/graduate/current_students/forms and Appendix A). Approvals also will be entered in GradPlan.

❏ **Prepare** the final copy of your dissertation according to the Graduate School Formatting Guidelines (see link in #1 on http://grad.msu.edu/etd/ for format guidelines).

❏ **Prepare** an abstract of your Ph.D. dissertation to be filed with "Dissertation Abstracts."

❏ **Electronically submit** your dissertation to the Graduate School using instructions on their website: http://grad.msu.edu/etd/ and submitting via ProQuest at http://www.etdadmin.com/cgi-bin/school?siteId=295

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ELECTRONIC SUBMISSION OF THESES

MSU accepts *only* electronic theses and dissertations submitted electronically via ProQuest. Instructions are available at http://grad.msu.edu/etd/ Submit via ProQuest at http://www.etdadmin.com/cgi-bin/school?siteId=295 A fee is charged by ProQuest-UMI if the thesis is to be copyrighted.

Target dates for **FINAL APPROVAL** of an electronic Thesis or Dissertation to the Graduate School for graduating the semester of that submission are below. **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED.** The review process is interactive and iterative. Final approval can take from a few hours to a few weeks, depending on the extent of the necessary revisions and how diligent the author is when making the necessary revisions.

Electronic Submission's Approval Target Dates:

Fall 2015:	December 16, 2015	Fall 2017:	December 20, 2017
Spring 2016:	May 11, 2016	Spring 2018:	May 9, 2018
Summer 2016:	August 24, 2016	Summer 2018:	August 21, 2018
Fall 2016:	December 14, 2016	Fall 2018:	December 19, 2018
Spring 2017:	May 10, 2017	Spring 2019:	May 8, 2019
Summer 2017:	August 22, 2017		

NOTE: If you intend to graduate in the current semester, your document must be accepted and delivered to the publisher, ProQuest, by 5:00 p.m. on the deadline date. This means that your document has been submitted via the ProQuest website, reviewed by a Graduate School ETD Administrator for formatting, has been deemed to be formatted correctly and all necessary paperwork has been turned in to the Graduate School. **The deadline date is not simply the last date to submit your document to the Graduate School via the ProQuest website. Make sure you are aware of the deadline dates.**
***NOT required for MS-B projects**

</div>

❑ **Provide** a PDF file of your dissertation to the department Graduate Secretary and hard-bound copies of your dissertation to your Advisor and Guidance Committee members. (Individual committee members may request an alternative format, such as soft-bound, unbound, or digital copy.)

After Completing Your Degree

❑ **Complete** a short online MSU exit survey (required for all students graduating with a Plan A or Plan B master's degree, or with a Doctoral degree, beginning May 2011). Only students who have applied for graduation have access to the survey. The survey asks questions about educational experiences in MSU graduate programs as well as about immediate professional plans. The Graduate School uses data from this survey when reviewing graduate programs, and to guide decisions about services and initiatives for graduate students.

The identity of all respondents will be kept confidential; only aggregate (group) information will be available to faculty and administrators. The students will receive an e-mail message from the Dean of the Graduate School with a link to the survey, which takes about 5-10 minutes to complete. However, students do not need to wait for that e-mail message to complete the survey after applying for graduation. Instructions and links for completing the survey are available via http://grad.msu.edu/etd/ ; see #3, then link to the appropriate survey.

Instructions for students:
• Doctoral Students should access the following website: https://www.egr.msu.edu/doctoral/survey/
• Enter your MSU NetID (Login Name) and Password
• Complete all the items on the survey. When finished, click **Submit.**

If you cannot open this survey, contact Katey Smagur by email at smagurka@msu.edu, and include your name, student ID #, degree level (Ph.D., MA/MS) and semester of graduation. You will then be notified when you are able to complete the survey.

❑ **Complete** the CSUS Exit Survey and Exit Interview.

❑ **Read** and **comply** with MSU's Exit Check List to ensure that you have met all requirements and submitted all appropriate forms, questionnaires, and other paperwork.

❑ **Pay** final fees.

• Additional CSUS Information & Expectations •

Professional Development, Academic Progress, and Faculty Mentoring

Upon the student's arrival at MSU, the student and advisor should devise a plan for regular meetings. The frequency and format will vary by student, faculty, and across the academic career of the student. The plan should meet the needs of both parties. The Major Professor's role is to serve as mentor for graduate students as well as to serve as their academic advisor. Students also have a lot to share with each other, as well as with faculty. A student's graduate experience is much more than "taking courses," and students are encouraged to make their graduate experience as rich as possible. Students are strongly encouraged to attend seminars, engage in active scholarly debate outside the classroom, read broadly, get involved in research and outreach activities (paid or volunteer), participate in professional conferences, and (when ready) begin writing professional articles for submission to professional magazines and journals.

In their role as mentors, faculty should model and provide encouragement for working as scholar-practitioners; discuss the nature and practicalities of research ethics and academic integrity; discuss University policies and procedures; involve students in extracurricular professional activities; review Department expectations; and discuss professional ethics and responsibilities.

Note that most faculty in the Department of CSUS have "academic year" appointments (9 months) rather than calendar year appointments. Most have their non-work time during the summer, but a few have negotiated other time blocks during the year. Also, most faculty are engaged in out-of-state and international travel for conferences, research, and outreach work at various times throughout the year. Discuss your advisor's and committee members' schedules with them so that you know when they will be available to you. Scheduling for committee meetings should be done well in advance to maximize the potential for finding common dates of availability across your diverse committee members.

Grade Point Average Expectations

As stated in the degree description sections of this handbook, graduate students must maintain a 3.0 cumulative grade-point average out of a possible 4.0 to remain in good standing. All student GPAs will be reviewed each semester. Students whose GPA falls below 3.00 will receive notification of such, indicating that they have been placed on probation. The student should schedule an appointment with their advisor immediately to discuss the probationary status and to make plans to raise the GPA.

Graduate Students as Representatives of MSU

Graduate students engaged in professional activities – whether at the University, working with communities, engaged in international travel and work, participating in professional conferences, attending meetings and public hearings, or other relevant scholarly or practitioner activities – are representatives of Michigan State University. Consequently, as a MSU student, you are expected to behave in a professional manner. Some examples (provided only as examples, not intended to be comprehensive) of appropriate behavior are:

- When attending professional conferences or meetings, especially when funded in whole or part by University funds, you are expected to participate in the conference sessions and events (not act as though the trip is your personal vacation).

- In doing all your work, you should behave with academic and professional integrity. (See Guidelines for Integrity in Research and Creative Activities: http://grad.msu.edu/researchintegrity/docs/guidelines.pdf)

- When engaging in scholarly debate, treat others with respect and be an active listener.

- In making professional presentations or writing journal articles, acknowledge and cite all work and ideas of others, as they contribute to your own ideas and work. (Even paraphrased work should be cited.)

Permanent Academic Advising Files (and student access)

The CSUS Department maintains a permanent academic file on each graduate student in the Graduate Secretary's office. The student may have access to all records in her/his personal file, *with the exception of letters of recommendation for which they waived their right of access* and *records of GACC deliberations prior to acceptance.* If a student wants to review her/his file, he/she should schedule an appointment with the Graduate Secretary. Files must be reviewed in the Graduate Secretary's office and may not be removed from that location. None of the file contents may be removed by the student.

If the student wishes to challenge the validity of any of the records, they may present a written challenge explaining the perceived inaccuracies, along with supporting documentation. The written challenge should be submitted to the Graduate Program Coordinator of CSUS, who will review the challenge and the file. The Graduate Program Coordinator may consult with the Graduate Secretary, the student's major professor, and the Chair of the Graduate Affairs and Curriculum Committee. The Graduate Program Coordinator will provide a written response to the student's challenge. If the student does not believe the issue has been resolved appropriately, they may file an official Grievance. *(See separate Conflict and Grievances section of this Handbook.)*

- All original application materials (application, test scores, letters of reference, former degree transcripts, academic and personal statement essays, and resumé).
- Grade Reports each semester
- Correspondence between student and department faculty and staff
- Copies of fellowship and scholarship applications or nominations, plus award letters/forms
- Copies of all assistantship or other paid work records, as relevant
- Copies of written assistantship reviews
- Copy of approved Proposed Program of Study (plus documentation of any changes in courses and/or committee members)
- Annual written progress assessment packets (including student's written self-assessment), used as the basis for student review each year
- For doctoral students: Comprehensive Exam (written portion, kept for a minimum of 3 years)
- For doctoral students: Summary written results of the comprehensive exam, plus (if needed) a written plan to address deficiencies, or a schedule and plan for re-taking the exam
- Written plan describing how the student will address deficiencies, or improve their GPA (if it falls below 3.00), if needed as a result of the annual review (or semester GPA check)
- Copies of all correspondence between the University and student
- Copies of any other MSU forms submitted on behalf of the student during their study

Student Status: "Good Standing," Probation, and Termination of Program

Students not making adequate progress, or earning a cumulative GPA of less than 3.00, or engaging in unethical behavior may be placed on probation. Such a determination can be made after an unacceptable annual review, after a semester-by-semester review of GPAs, expiration of University deadlines, or violation of University standards of academic integrity. Specific examples of conditions or actions that may result in probation are:

- Cumulative Grade Point Average (GPA) falling below 3.00.

- Violation of scholarly ethics and/or University policies. (Depending on the nature of the violation, the result may be probation or dismissal from the program/University.)

- Repeated failure to make academic progress, such as expiration of University deadlines for comprehensive examinations or program completion.

Additional conditions for being in "good standing" (as related to eligibility for special funding or awards) include:

- Meeting requirements for and submitting annual assessment documents on time;

- Meeting requirements for and submitting annual RCR training documents on time; and

- Submitting in a timely manner required post-event/funding use reports for things such as GOF funds, fellowships, and scholarships (as relevant to your situation).

Students will receive a letter from the Department chairperson at the beginning of the first semester in which they have been placed on probation, explaining the requirements that must be met in order to return to good standing. The requirements must be met by the end of the semester. If the student fails to address the deficiencies, the student's graduate program will be terminated within fourteen (14) days of the end of the semester. Students on probation are not eligible to apply for department fellowships.

If the student does not agree with the decision of the Department, they may file an official grievance in accordance with the University's Grievance Procedures. *(See separate Conflict and Grievances section of this Handbook.)*

Full-time Status Requirements

International students on F and J visas are required to have full-time status. Domestic students may have other reasons for needing full-time status (insurance eligibility; eligibility for certain financial aid, scholarships, fellowships; etc.) MSU requires the following minimum enrollments to attain full-time status:

- Master's without assistantship .... 9 credits per semester
- Master's with assistantship .... 6 credits per semester
- Doctoral without assistantship .... 6 credits per semester
- Doctoral with assistantship .... 3 credits per semester
- Doctoral students who have passed comprehensive exam .... 1 credit per semester

Full-time status related to assistantships, as presented in the Assistantship Brochure, can be found on page 2 of the brochure, available from the first link at: http://grad.msu.edu/assistantships/

Loan deferral status is based on slightly different credit numbers, which can be found at: http://grad.msu.edu/assistantships/loans.aspx

Academic Performance and Progress Assessment (Annual Review)

Each year, in January, each student will engage in a progress assessment process with her/his academic advisor for the preceding calendar year. (If you begin your degree during the fall semester, your first annual assessment will cover only that time since you began your work at MSU in the CSUS Department.) The purpose of this process is for the student and advisor to review the student's progress, plans for the next year, to discuss ways to facilitate the student's success, and provide an opportunity for the student to request additional help, if needed. See the separate section on Annual Academic Progress Assessments for details (pp. 44-45).

• Annual Academic Performance & Progress Assessment •

As required by the MSU Graduate School, each year during January each student will complete a performance and progress assessment, including a meeting with her/his academic advisor, for the preceding calendar year. (If you begin your degree during a fall semester, your first assessment will cover only that time since you began your CSUS work at MSU.) The purpose of this process is for the student and advisor to review the student's performance and progress, lay out plans for the next year, discuss ways to facilitate the student's success, and enable the student to request additional help, if needed. This process is to be initiated by the student, following the guidelines below and using the forms found in the Graduate Forms section of the CSUS website and in Appendix A of this handbook. The entire process, including your individual meeting with your advisor, should be completed no later than January 31 so that all signed forms can be completed and submitted to the Graduate Secretary during the first week of February. Note that completing this annual assessment process and submitting associated documentation is part of maintaining "academic good standing."

Student Assessment Process

Steps in the assessment process, which is to begin with the student, are to include the following:
- Complete the Annual Student Assessment Cover Form
- In a separate report, address item #s 1-4 in Section I-A below *(#4 should be on a separate page, without your name).*
- Add your completed RCR form and "proof of completion" documents to the packet of materials (Section I-B).
- Faculty advisor will review your report & attached materials, then write his/her assessment of your progress (Section II).
- After you receive advisor's written assessment, meet with your advisor to review the assessment.
- When student and advisor have met and understood each other's comments, both sign the signature page (Sect. III).
- Compile cover form, student's written assessment, RCR form, Degree Progress Report, advisor's written assessment, and signature form.
- Submit the entire assessment packet to the Graduate Secretary, to be placed in your permanent file.

Assessment Cover Form

Prior to meeting with your advisor, you (student) will complete the Annual *CSUS Graduate Student Assessment* cover form http://www.csus.msu.edu/graduate/current_students/forms (available as a "fillable PDF" form), on which you describe the academic progress you have made in the preceding year, to include:
- current GPA *(at the end of the calendar year being assessed)*
- status of submission of *Program Planning Form/Program Plan (yes or no, plus date if submitted)*
- list of courses completed during that academic year *(only alpha codes/numbers needed; no titles)*
- identification of incomplete or deferred courses *(if any)*
- challenges in scheduling preferred courses, particularly as listed on your degree plan *(list of potential alternative courses)*
- description and assessment of performance and learning in assistantship or other paid professional experience; include experiences gained and skills learned
- Identification of any fellowship/scholarship funds received this year

Section I-A: Student Self-Assessment Essay

Additionally, prior to meeting with your advisor, you will write a self-reflective assessment essay in which you reflect on the past year and look forward to the next academic year:
Reflecting on the past year:
1   Describe your personal and professional goals, then describe how your studies relate to them.
2.   List and describe the following, as completed during the year assessed:
- Professional or academic presentations
- Supplemental professional reading
- Attendance at seminars, presentations or training (on or off campus)
- Writing and submission of professional or research articles
- Community outreach activities related to your professional goals
- Unpaid research/experiences relevant to your professional goals
- Any other activities supportive of your scholarly academic and professional development

Looking forward *(recommendations written in two separate sections, each labeled with subheading):*
3. Provide recommendations for how your *academic advisor* and your committee can help you address any concerns you may have, or facilitate your degree progress.
      (This section is to be used by you and your advisor.)
4. ON A SEPARATE PAGE, titled "Concerns and/or Recommendations for CSUS and GACC," describe how the *CSUS Department and/or the CSUS Graduate Affairs and Curriculum Committee* can help you address any concerns you may have, or facilitate your degree progress.
      (Do not *put your name on this page. This section will be pulled from your report, compiled with comments from all other graduate students, and used as input to help improve the graduate experience. Your name will* **not** *be associated with your comments This part will* **be reviewed by the Graduate Program Coordinator, GACC, and the Department Chairperson to assist with developing action plans to improve the graduate experience.)*

Section I-B: Responsible Conduct of Research (RCR) Form

Complete and attach your RCR *(Responsible Conduct of Research)* form for this year, plus "proof of completion" documentation, as relevant.
A description of the RCR requirements and options are described in more detail in the Responsible Conduct of Research section of this handbook and in the guidelines accompanying the form in the Appendices.
The "fillable" form can be found on the CSUS Graduate Forms webpage, at
   http://www.csus.msu.edu/graduate/current_students/forms

Section II: Faculty Advisor's Student Assessment Report

After you have compiled your Annual Assessment Packet (cover form plus Sections Ii-A and I-B items above), submit them to your faculty advisor and schedule a time to meet with them to review your assessments of your progress.

After your faculty advisor reviews this packet, they will write their annual assessment of your academic progress, accomplishments, and ongoing work toward completing your degree. Additionally, they will provide recommendations, as needed, to assist you in your progress.

Section III (Signatures) and Student/Advisor Meeting

During a pre-scheduled meeting, the student and advisor will discuss the entire annual assessment packet. After both have a clear understanding of each other's comments and have discussed plans for moving forward, both will sign the signature page, attach it to the packet, then submit the original to the Graduate Secretary.

The complete Assessment Packet shall contain: student's assessment cover form, student's self-assessment essay, student's RCR report, advisor's student assessment report, and the signed/dated signature form.

You may choose to make photocopies for both the student and advisor. "Face-to-face" meetings and "real" signatures are preferred. However, sometimes there are cases when this is not possible (e.g., the student is in the field, away from MSU, working on projects or research; the advisor is out of country or on sabbatical). In these cases, you may complete and share the forms and essays electronically, and use digital signatures. In such cases, you may choose to conduct your "assessment meeting" via Skype.

> ***NOTE:*** If you have an assistantship (with your Academic Advisor or another supervisor), make sure that you schedule an assistantship review discussion with your supervisor about mid-semester EACH semester of employment. This is particularly important if you plan to be re-hired for the subsequent semester, as the assessment form is required before reappointment papers are submitted. The form (Graduate Assistantship Developmental Review & Discussion Form) can be found in Appendix A of this handbook and on the CSUS website in the forms section.)

• Conflict Resolution and Grievance Procedures •

Conflict Resolution

To assist students and faculty confronting issues of conflict, the University has developed a program of support. The Conflict Resolution Program (http://grad.msu.edu/conflictresolution/) provides tools that aid in preventing and resolving interpersonal conflict. Periodically workshops in conflict resolution are offered.

The CSUS Department Chairperson, Associate Chairperson, and Graduate Program Coordinator also are available to consult with students who need assistance in resolving conflicts.

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/

Grievance Procedures

If you have an issue that rises to the level of formal grievance, the University and Department provide procedures for this. Resolution of cases involving graduate student rights and responsibilities will be carried out according to Article 5 of the Graduate Student Rights and Responsibilities (G.S.R.R.) document ((http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities). Follow the link to access the MSU grievance guidelines, which describe judicial procedures at the College and University levels. You may also find information via https://www.msu.edu/~ombud/grievance-procedures/index.html

Prior to initiating the College and University grievance procedures, students should explore all channels and grievance procedures within their home department for resolving grievance issues. The CSUS Department procedures (informal and formal) are outlined on the next page, as specified in the Department's Bylaws.

From CSUS Bylaws:

8.   GRIEVANCE AND HEARING PROCEDURE

8.1. Preamble. All faculty and students shall have the right to due process in settling grievances that may arise (CANR Bylaws 7.1.).

8.2. Procedures

8.2.1   Procedures for resolving faculty grievances may be found in appendix D of the CANR Bylaws as well as in the Faculty Grievance Procedure in the Faculty Handbook. The practices followed by the Department will be those set forth in the document "Model Academic Unit Grievance Procedure," approved by the University Council for Faculty Affairs, 30 April 1991 (appended).

8.2.2.   Procedures for resolving student grievances are outlined in the University documents *Academic Freedom Report for Students at Michigan State University (http://www.vps.msu.edu/SPLife/acfree.htm*) and *Graduate Students Rights and Responsibilities (*(http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities *)_*, and in the *Bylaws of the Student Senate*. A student or students may take complaints relative to instruction directly to the Department Chairperson. If the Chairperson is unable to resolve the matter to the student's satisfaction, the Chairperson shall refer the unresolved complaints in writing to either the Undergraduate Affairs Committee or Graduate Affairs Committee who will conduct a hearing. A hearing shall be scheduled within 2 weeks involving the student(s), the involved faculty or staff member(s), and the Undergraduate/ Graduate Affairs Committee. A written report of the action or recommendations of the Undergraduate/ Graduate Affairs Committee will be forwarded to the Dean, Department Chair, the involved faculty or staff member(s), student and university Ombudsman within ten working days of the receipt of the complaint. Students wishing to appeal the Department's action or recommendation may do so as outlined in provisions of the above referenced documents and guidelines for procedures for resolving student grievances.

• Guidelines Involving Research and Writing •

Academic and Research Integrity

Academic integrity is a strong value adhered to by the University, and all students and faculty members are expected to behave and conduct their work with integrity, adhering to general professional ethical standards and University policies and guidelines. Students may be dismissed from the CSUS Graduate Program for violating University academic integrity and research ethics. (GSRR)

As is the rest of the University, CSUS is diligent in its efforts to maintain the highest levels of ethical scholarly practice. Faculty, specialists and students are expected to adhere to the standards and processes of Michigan State University's institutional review board, University Committee and Research Involving Human Subjects (IRB).

You are required to receive IRB approval *PRIOR TO BEGINNING* any data collection. The faculty member identified as principal investigator of your research will work with you to develop and submit the required application. Detailed information regarding IRB and its procedures can be found at (http://hrpp.msu.edu).

"Breaches in professional ethics range from questionable research practices to misconduct . . . Integrity in research and creative activities is based not only on sound disciplinary practice, but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone – faculty, staff, and students alike." (MSU, Research Integrity, *Vol. 7 No.2 Spring 2004, pg. 12)* If a student violates academic integrity and research ethics, the circumstances and actions will be reviewed. A decision will be made about whether to terminate the student, place them on probation, or permit them to continue in their program. Depending on the outcome of the review, there exists the possibility of having the case referred to the Dean of Graduate Studies for CANR. (See Grievance Procedures for guidelines, page 34, for disputing a Department decision.)

Expectations related to academic integrity can be found in the following documents:

• **MSU Policies, Regulations, and Ordinances Regarding Academic Honesty and Integrity**
(https://www.msu.edu/unit/ombud/academic-integrity/index.html).
Topics include: a) integrity of scholarship and grades; b) general regulations; c) examinations; d) academic freedom; e) student rights and responsibilities; f) integrity in research and creative activities; g) use of Turnitin

• **Graduate Student Rights and Responsibilities** http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities
See especially Article 2, which focuses on academic rights and responsibilities for graduate students.

• **Research and Scholarly Integrity** http://grad.msu.edu/researchintegrity/
Key principles upon which integrity in academic practices is based include:
a) honesty in proposing, performing and reporting research;
b) recognition of prior work;
c) confidentiality in peer review;
d) disclosure of potential conflicts of interest;
e) compliance with institutional and sponsor requirements;
f) protection of human subjects and humane care of animals in the conduct of research;
g) collegiality in scholarly interactions and sharing of resources; and
h) adherence to fair and open relationships between senior scholars and their coworkers.

http://grad.msu.edu/researchintegrity/docs/guidelines.pdf, p. 7

• **Academic Honesty, FERPA, and Copyright** http://learndat.tech.msu.edu/teach/academic-honesty-and-integrity

Michigan State University Guidelines on Authorship

Adopted by the Council of Research Deans   January 2013
Available at: http://vprgs.msu.edu/michigan-state-university-guidelines-authorship

Purpose

All MSU researchers are encouraged to share their work in the form accepted within their discipline. The intent of this document is to serve as a general guideline for consideration of important issues surrounding authorship as scholars construct a piece of work for public distribution.

Definitions

Author: creator of and/or contributor to a research/scholarly publication or creative endeavor.
Publication: a publically shared piece of scholarship or creative work that relates new information and knowledge. This includes books, journal articles, abstracts, websites, exhibitions and performances of works of art or any work that can be explicitly documented.

1. **Authorship:** A person shall qualify as an Author provided the following conditions are satisfied:
   - Participation in conception/design of the creative work, study, review, analysis or interpretation of any data.
   - Participation in the drafting of the creative work or manuscript or in the editing of the creative work or manuscript.
   - Final approval of the version of the creative work or manuscript to be published.
   - Ability to explain and defend appropriate portions of the work or study in public or scholarly settings.

   Most journals or sites of publications state criteria for authorship, and the journal/group to which one intends to submit their work should take precedence over the MSU criteria. Potential authors should check with the journal-specific criteria with respect to all aspects relevant to publication, including appropriate approval for animal use, human use, exports, material transfer agreements, etc. For example, when considering scientific publications, the MSU criteria follow the International Committee of Medical Journal Editors (www.icmje.org) but are not limited to Biomedical Journals.

2. **Acknowledgements:** Contributions that do not justify authorship should be acknowledged separately in accordance with disciplinary standards. For example, consult the specific journal or placement of scholarly piece for requirements of acknowledgement. Contributions to a work that do not constitute authorship can include, for example, technical support or assistance in obtaining funding.

3. **Lead Author and Order of Authors:** The Lead author is defined as the person who leads a research/scholarly effort or creative work and makes a major contribution to a multi-authored work. The Lead author is also responsible for gathering the appropriate consents necessary (animal, human use) and for validating the integrity of the work. The Lead author takes the lead of discussing the contributions, recognition and order of all authors that participate in the study. All authors, regardless of position, have a voice in this discussion. Ideally, author arrangement is agreed to proactively, formally, and in writing prior to the initiation of the study. A sample agreement that allows for formal recognition and agreement on authorship can be found as an appendix to this policy. As the study evolves, agreements regarding authorship may need to be further discussed. Most journals and other scholarly outlets do not include statements on author order, so the Lead Author should guide this process and adhere to the norm of the discipline.

4. **Accountability:** EVERY author listed on a publication or creative endeavor is responsible for:
   1) approving the final version of the manuscript, including designation of the Lead Author and order of authors;
   2) verifying the integrity of the research/scholarly/creative work performed. In cases of alleged research misconduct, ALL authors are considered responsible for the integrity of the research or creative endeavor. Thus, every author must strive to hold him/herself accountable.

5. **Disputes over authorship:** If disagreements over authorship occur (e.g., who has a right to be an author, the order of authors), it is the initial duty of the Lead author to find a resolution in consultation with the other participating authors. If resolution within the immediate author group cannot occur, any concerned party from the group is encouraged to contact a disinterested third party acceptable to all authors. At MSU, this can be resolved by the Research Integrity Officer (RIO) (or http://rio.msu.edu/), and these discussions are confidential. During the process of resolution, all interested parties should refrain from unilateral actions that may damage the authorship interests and rights of authors.

Responsible Conduct of Research and Scholarship (RCRS) Training (for CSUS)

Background

To satisfy federal regulations, MSU requires that all graduate students and postdocs complete training in research ethics. This training is individualized to each graduate program and needs to be documented. The Association of American Universities (AAU) has recommended five hours in the first year of a person's research career and three hours annually thereafter, or as required by a specific funding agency, whichever is more. MSU has endorsed this time standard in its implementation of RCR training.

Note that, *in addition to* these requirements, certain grants may require researchers to obtain additional training related to the responsible conduct of research. Also, anyone who conducts a study that requires Institutional Review Board (IRB) approval must meet the training requirements for human subjects' research protection offered by MSU's Human Research Protection Program (HRPP). As of the writing of this document, HRPP requirements include an "initial educational requirement" that involves a 2- to 3-hour online tutorial *(see Additional Option #1 below)*. This training is valid for two years, after which the training must be renewed by completing online refresher modules. Note that, even though this HRPP/IRB update training is required only every two years, the RCR program requires *annual* updating.

Who

All graduate students and post-doctoral fellows are required to follow MSU policies and guideline for Responsible Conduct of Research (RCR). Graduate students, including those who work on an hourly basis, and postdoctoral fellows are required to comply with RCR requirements.

Record-keeping and Accountability

In CSUS, the Graduate Affairs and Curriculum Committee (GACC) recommends that each faculty advisor ensures her/his students complete the RCR compliance and validation process by participating in the programs outlined on the next page (and in the 'instructions' accompanying the form in Appendix A). Students should complete their annual training and record it on the CSUS *Annual RCR Training Record* Form (available on the CSUS Graduate Forms website at http://www.csus.msu.edu/graduate/current_students/forms), have it signed/confirmed by their advisor, and submitted with their *Annual Academic Progress Assessment* in the first week of February of each year. Students should be sure to provide written documentation to support the listed training (certificates of completion, quiz scores, etc.).

Requirements

All CSUS graduate students (MS Plan A, MS Plan B, and Ph.D.) must complete **five hours** of Initial RCR education by the time of their first annual academic progress assessment (which occurs in January of each year). Additionally, after the initial RCR education, all graduate students must complete **three hours** of refresher training each calendar year.

Note that completing this annual RCR training process and submitting associated documentation is part of maintaining "academic good standing."

(See the next page for a list and description of options.)

INITIAL RCR TRAINING IN YEAR ONE (minimum of 5 hours total)

All CSUS graduate students must complete **five hours of initial RCR training** by the end of their first fall semester (prior to their first annual assessment, completed in January).

Because all new CSUS graduate students (M.S. Plan A, M.S. Plan B, and Ph.D.) are required to take CSUS 800 during their first fall semester, the first year requirements are covered during that course, via some training during course sessions (of course, you must participate in those class days/sessions during which RCR is covered) and via required initial IRB training.

Initial IRB Training (via MSU's HRPP website): protection offered by MSU's Human Research Protection Program (HRPP). HRPP/IRB Certification can be achieved through the Saba training system by completing both the "Overview of Human Research Protection at MSU" and "Ethical and Regulatory Considerations" online modules. This training is valid for two years, after which the training must be renewed by completing online refresher modules (see Saba options on the HRPP website, with Saba log-in and help links on the left navigation bar: https://hrpp.msu.edu/required-training)

REFRESHER RCR TRAINING – ANNUALLY AFTER YEAR ONE (minimum of 3 hours annually)

All CSUS graduate students must complete three hours of RCR refresher training annually. Select (in consultation with your advisor and/or project Principle Investigator [P.I.]) three hours from the following options. Be sure to document completion of your selected options in *writing.* Student may choose any combination of the following training resources totaling a minimum of 3 hours.

- **Saba Training:** MSU guidelines, training, and personal training tracking can be found via a link found on the HRPP website*:* https://hrpp.msu.edu/required-training
  The direct Saba link is: https://train.ora.msu.edu/Saba/Web/Main

- **RCR Workshops – Individual Workshops or Certificate (all):** Offered by the Graduate School (*must register ahead of time; space is limited; to receive Certificate of Attendance, must participate in all seven 1.5-hour workshops and complete the associated work*): http://grad.msu.edu/rcr/

- 1-hour blocks of **readings and/or PPT reviews plus discussion** with Advisor or PI (based on selected readings, PowerPoints, other resources from RCR website: http://grad.msu.edu/researchintegrity/resources/

> Track your training via the Research Training Tracking System:
> https://www.egr.msu.edu/secureresearchcourses/

> *Note* that the above requirements are only *minimum* requirements for RCR training. Students interested in learning more about the responsible conduct of research are encouraged to take advantage of the many resources available from the graduate school, the Human Research Protection Program and Office of Research Integrity. These include workshops, online tutorials and readings.

> *REMINDER:*
> *Upon completion of the initial training, students must complete the Responsible Conduct of Research and Scholarship (RCRS) Certification Form (see Appendix A) and submit it to Graduate Secretary. The Graduate Secretary will maintain the* Annual RCR Training Record *Forms along with completed* Annual Graduate Student Assessments. *Proof of RCR completion is* ***due the end of January of each year with Annual Academic Performance and Progress Assessment, both of which are based on academic work and training in the previous CALENDAR YEAR.***

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• Work-related Policies and Graduate Assistantships •

Graduate Assistantships – Eligibility, Policies, and Contract Guidelines

Assistantships may be granted to CSUS graduate students in good standing (GPA of at least 3.00, full-time status), when funds are available and student skills match the needs of the grant/faculty employer. Students may apply for assistantships both within and outside the CSUS Department. The most common assistantships within CSUS are those related to research or outreach grants (very few teaching assistantships have been available in recent years). As such, they are under the control and management of individual faculty and/or staff rather than the Department. Thus, announcements, recruitment, hiring, and supervision are done by individual faculty members.

Most assistantships typically are targeted as recruitment and retention tools rather than offered on a competitive basis. However, you can enhance your chances for being hired as a graduate assistant by actively getting to know faculty and their work. Students are encouraged to meet various faculty members, familiarize themselves with the research and outreach interests of faculty, and to let faculty know their strengths related to potential projects/assistantships. Volunteering to work on a project may help faculty understand your strengths (potentially leading to a future assistantship) as well as providing a professional development opportunity for you. (If you volunteer to work on some project, be sure you are familiar with Union guidelines that protect paid assistantship students.) Applicants are assessed based on their professional interests, stated goals, and competence in required skill sets. Assistantships are viewed as part of the student's education program. Additionally, students who apply for a teaching assistantship (when available – they are rare in CSUS) must meet the University's SPEAK requirements (see http://grad.msu.edu/tap for details).

> Basic English Language Policy:
> At MSU, International Teaching Assistants (ITAs) who are not native speakers of English are required to demonstrate that they meet a minimum standard of fluency in spoken English before they can be assigned teaching work that involves oral communication with undergraduate students. ITAs may meet this requirement by:
> - getting a score of 50 or higher on SPEAK, given by the English Language Center (ELC), or
> - taking English 097 (the TA Speaking and Listening Class) and getting a score of 50 or higher on the ITA Oral Interview (ITAOI). The ITAOI is given by the ELC.

Terms, conditions, and expectations of graduate assistantships are guided by:
- The Graduate School policy on Graduate Assistantships – First link at the top of the Graduate School website: http://grad.msu.edu/assistantships/ , and
- the Agreement "Michigan State University and the Graduate Employees Union MFT & SRP/AFT/AFL-CIO"

CSUS is guided in its relationship with employed students by the Graduate Assistantship policies established by the University. Refer to the Michigan State University and the Graduate Employees Union Contract from the link on http://geuatmsu.org/geu-proposals/full-contract/ and the Graduate Student Rights and Responsibilities Article 4 (4.21-4.2.8) (http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities).

Work Terms for Graduate Assistantships

Most research assistantships in CSUS are either quarter time (requiring 10 hours of work per week) or half time (20 hours of work per week). Fellowships are different from research assistantships in that there is no work requirement associated with the receipt of a fellowship. If you have a research assistantship, you are expected, on average, to work the requisite number of hours per week. You also are responsible for working during the entire term of your appointment, although efforts should be made to *not* have assistants work on designated University holidays. Your supervisor *may* be flexible in helping you work around periods when you have heavy academic obligations, and workflow may be heavier during some weeks than others. However, you should assume that your total commitment of assistantship hours is equal to the "number of hours/week x number of weeks in the term. We suggest that you have a frank discussion with your supervisor at the beginning of your assistantship term to work out expectations regarding where you will do your work, how your duties will be communicated and determined, hours per week expected, prioritization of work tasks, modes of communication, and other issues.

Fall semester appointments:	August 16 - December 31
Spring semester appointments:	January 1 - May 15
Summer appointments:	May 16 - August 15

Each graduate assistant, when hired, will be provided with a written explanation of task expectations and terms of the assistantship (terms can be modified by mutual agreement between student and supervising faculty/staff member).

Renewal and termination are based on performance assessments and availability of funds.

If you have been awarded an assistantship or are otherwise employed on campus, contact your supervisor immediately to complete appropriate paperwork, discuss your assignment and schedule, and address any issues related to your employment.

Assistantship Paperwork and Paychecks

You will work with the department Graduate Secretary to complete all the appropriate paperwork. These include (most forms available via: http://hr.msu.edu/hiring/studentemployment/index.htm):

- *Graduate Assistant Appointment Form (accessible only by the Graduate Secretary, Maggie Tatro)*
- *Departmental Letter of Agreement*
- *Criminal Background Check (beginning May 1st, 2011)*
- *INS I-9 Form (two forms of identification and original Social Security card)*
- *Federal W-4 form*
- *State of Michigan and Local Tax W-4 Forms*
- *MSU W-2 Wage and Tax Statement*
- *Payroll W-2 Address Form*
- *Direct Deposit Form*

Students are paid every two weeks. Paychecks are distributed by Sue Chatterley. Payroll statements for direct deposits are available online through EBS.

If you have an **assistantship**, you will develop a plan for recording your work hours with your supervising faculty member. If you are an **hourly wage earner**, you will record your hours on a Microsoft Excel spreadsheet that will be sent to you by Sue Chatterley.

Assistantship Performance Assessment

Your supervisor will engage with you once each semester of an assistantship, soon after mid-semester, in a Graduate Assistantship Developmental Review and Discussion. (This should be completed prior to reappointment paperwork being submitted.) Your discussion and review will be based on the expectations and tasks identified in the Scope of Work, as well as on factors such as timeliness of task completion, quality of work, and responsibility in performing tasks. Copies of your performance assessments will be placed in your permanent academic file. Renewal of an assistantship may be contingent on the outcome of your evaluation. (See *Annual Academic Performance and Progress Assessment* section of this handbook, page 45 and in Appendix A, for the discussion guidelines and form).

Paid Work Outside of Assistantship Responsibilities

Students are permitted to work at other paid jobs as long as their doing so does not interfere with their work schedule or quality of work associated with the assistantship. Students on F-1 and J-1 visas are required to be full-time students and may work ONLY on campus, except in rare cases of economic hardship, OR in the "training" options listed on the ISP website (see link below). Such work permission on campus is limited to 20 hours per week while school is in session, although students may work full-time during vacations (Winter break, Spring break, and Summer vacation). (See http://www.isp.msu.edu/oiss for more information.)

Use of Department Resources

Department and University resources (e.g., computers, photocopy machines, paper, office supplies, telephones, and other equipment) are to be used only to fulfill the responsibilities of University projects to which the student is assigned. Personal or other business use is prohibited. Department and University graduate student computer labs are available for doing personal and class work.

• Appendices •

• Appendix A •

Forms for Graduate Programs

> *To use ALL forms included here, use the "fillable" web-based forms on the CSUS website. Note that we encourage digital signatures be used whenever possible.*

PROGRAM PLANNING FORMS

NOTE: Each program planning form on the web contains an optional Page 2, which facilitates identification of Specializations, Certifications, "Extra" Program of Study Courses (that do not fit on Page 1)

DEGREE PROGRESS FORMS

OTHER FORMS (for all graduate students)

Community Sustainability

MS-A Planning and Program of Study Form
Community Sustainability (5389)

_____
Name of Student

_____
Student Number (PID)

PCMI? ☐ Yes
       ☐ No

_____
Student-developed short label for degree focus

Note: Equivalent ACR courses will meet the CSUS course requirements.

Required Common Courses:

Course #	Course Name	# Credits
CSUS/ACR 800	Foundations of Community Sustainability	3
CSUS/ACR 802	Survey of Research Methods	3

Required Research Course: Minimum of 3 credits of quantitative or qualitative methods (selected in consultation with student's guidance committee)

Course #	Course Name	# Credits

Focus Area Courses: Minimum of 15 credits in the focus area, selected in consultation with student's guidance committee and based on student's academic goals; at least 6 credits must be CSUS/ACR courses.

Course #	Course Name	# Credits
CSUS/ACR ____		
CSUS/ACR ____		

Thesis Research Credits: Minimum of 6 credits required; maximum of 18 credits allowed

Course #	Course Name	# Credits
CSUS/ACR 899	Master's Thesis Research	6

Successful Proposal Defense, Completion and Final Defense of Master's Thesis

----

Confirmation of Agreement between Student and Committee Members

	Name	Signature	Date
Student:			
Advisor/Chair:			
Member 2:			
Member 3:			
Grad Prog Coord:	Gail A. Vander Stoep		
CSUS Chairperson:	Michael Kaplowitz		
CANR Asst. Dean:	Richard Brandenburg		

Department of Community Sustainability

MS-A Planning and Program of Study Form
Sustainable Tourism & Protected Area Management (5376)

_____   _____
Name of Student   Student Number (PID)

_____
Student-developed short label for degree focus

PCMI? ☐ Yes   *Note: Equivalent ACR courses will meet the CSUS course requirements.*
       ☐ No

Required Common Courses:

Course #	Course Name	# Credits
CSUS/ACR 800	Foundations of Community Sustainability	3
CSUS/ACR 802	Survey of Research Methods	3

Required Research Course: Minimum of 3 credits of quantitative or qualitative methods (selected in consultation with student's guidance committee)

Course #	Course Name	# Credits

Focus Area Courses: Minimum of 15 credits in the STPAM focus area selected in consultation with student's guidance committee and based on student's STPAM-related academic goals; one course must be CSUS 814; at least 6 additional credits must be STPAM-related CSUS courses.

Course #	Course Name	# Credits
CSUS/ACR 814	Sustainable Tourism & Protected Area Management: Theories & Applications	3
CSUS/ACR		
CSUS/ACR		

Thesis Research Credits: Minimum of 6 credits required; maximum of 18 credits allowed

Course #	Course Name	# Credits
CSUS 899	Master's Thesis Research	6

Successful Completion and Defense of Master's Thesis

Confirmation of Agreement between Student and Committee Members

	Name	Signature	Date
Student:			
Advisor/Chair:			
Member 2:			
Member 3:			
Grad Prog Coord:	Gail A. Vander Stoep		
CSUS Chairperson:	Michael Kaplowitz		
CANR Asst. Dean:	Richard Brandenburg		

MSU is an Affirmative-Action, Equal-Opportunity Employer   *Created 9/5/13, CSUS revised 8/27/15*

See separate "page 2" for listing additional courses, specializations, certificates (page 62)

Department of Community Sustainability

MS-B Planning and Program of Study Form
Community Sustainability (5389)

_____   _____
Name of Student   Student Number (PID)

_____
Student-developed short label for degree focus

PCMI? ☐ Yes
         ☐ No

Note: Equivalent ACR courses will meet the CSUS course requirements.

Required Common Courses:

Course #	Course Name	# Credits
CSUS/ACR 800	Foundations of Community Sustainability	3
CSUS/ACR 802	Survey of Research Methods	3

Techniques or Skills-building Course: Minimum of 3 credits of techniques or skill-building course relevant to academic and career goals (selected in consultation with student's guidance committee)

Course #	Course Name	# Credits

Focus Area Courses: Minimum of 15 credits in the focus area, selected in consultation with student's guidance committee and based on student's academic goals; at least 6 credits must be in CSUS courses.

Course #	Course Name	# Credits
CSUS/ACR _____		
CSUS/ACR _____		

Program Synthesis Credits (case studies plus professional project): Minimum of 6 credits

Course #	Course Name	Credits
CSUS 895	Case Studies in Community Sustainability	3

Note: if CSUS 895 not offered, cross out by hand and fill in alternate below.

Alt: _____

CSUS 898	Master's Professional Project	3

Note: a maximum of 9 credits of CSUS 898 can be taken. Must be completed within 6 months of end of semester for which enrolled.

Successful Proposal Defense, Completion & Final Defense of a Master's Professional Project/Paper

----

Confirmation of Agreement between Student and Committee Members

	Name	Signature	Date
Student:			
Advisor/Chair:			
Member 2:			
Member 3 (opt):			
Grad Prog Coord:	Gail A. Vander Stoep		
CSUS Chairperson:	Michael Kaplowitz		
CANR Asst. Dean:	Richard Brandenburg		

Created 9/5/13, CSUS revised 8/27/15

Department of **Community Sustainability**

MS-B Planning and Program of Study Form
Sustainable Tourism and Protected Area Management *(5376)*

Name of Student   Student Number (PID)

Student-developed short label for degree focus

PCMI? ☐ Yes ☐ No

Note: Equivalent ACR courses will meet the CSUS course requirements.

Required Common Courses:

Course #	Course Name	# Credits
CSUS/ACR 800	Foundations of Community Sustainability	3
CSUS/ACR 802	Survey of Research Methods	3

Techniques or Skills-building Course: Minimum of 3 credits of techniques or skill-building course relevant to academic and career goals (selected in consultation with student's guidance committee)

Course #	Course Name	# Credits

Focus Area Courses: Minimum of 15 credits in the STPAM focus area selected in consultation with student's guidance committee and based on student's STPAM-related academic goals; one course must be CSUS 814; at least 6 additional credits must be in STPAM-related CSUS courses.

Course #	Course Name	# Credits
CSUS/ACR 814	Sustainable Tourism & Protected Area Management: Theories & Applications	3
CSUS/ACR		
CSUS/ACR		

Program Synthesis Credits (case studies plus professional project): Minimum of 6 credits

Course #	Course Name	Credits
CSUS 895	Case Studies in Community Sustainability	3

Note: if CSUS 895 not offered, cross out by hand and fill in alternate below.

Alt: _____

| CSUS 898 | Master's Professional Project | 3 |

Note: a maximum of 9 credits of CSUS 898 can be taken. Must be completed within 6 months of end of semester for which enrolled.

Successful Proposal Defense, Completion & Final Defense of Master's Professional Project/Paper

Confirmation of Agreement between Student and Committee Members

	Name	Signature	Date
Student:			
Advisor/Chair:			
Member 2:			
Member 3 (opt):			
Grad Prog Coord:	Gail A. Vander Stoep		
CSUS Chair:	Michael Kaplowitz		
CANR Asst Dean:	Richard Brandenburg		

     Created 9/5/13, CSUS revised 8/27/15

Department of
Community Sustainability

Ph.D. Program Planning Form
Community Sustainability (5390)

_____   _____
Name of Student   Student Number (PID)

Note: Equivalent ACR courses will meet the CSUS course requirements.

Required Common Core Course:

Course #	*Course Name*	*# Credits*
CSUS/ACR 800	Foundations of Community Sustainability	3

☐ *CSUS 800 can be waived if taken as part of MS in CARRS or CSUS. Replace w/ other relevant course. (check box for waiver and identify replacement course below):*

_____

Required Research Courses: Minimum of 9 credits of *advanced* research methods *(CSUS 802 not eligible)*, to include at least 3 credits *each* of quantitative & qualitative methods (selected in consultation with guidance committee)

Course #	*Course Name*	*# Credits*

Focus Area Courses: Minimum of 24 credits across two focus areas (each with a minimum of 9 credits) developed to support student's academic and career goals (at least 9 credits in total, and at least 3 in each focus area must be CSUS courses), selected in consultation with student's guidance committee.

FOCUS AREA ONE: _____

Course #	*Course Name*	*# Credits*
CSUS/ACR _____		

FOCUS AREA TWO: _____

Course #	*Course Name*	*# Credits*
CSUS/ACR _____		

Dissertation Research Credits: Minimum of 24 credits required; maximum of 36 credits allowed

Course #	*Course Name*	*# Credits*
CSUS/ACR 999	Doctoral Dissertation Research	24

Successful Completion of the Comprehensive Exam Package and Comprehensive Exam
Successful Proposal Defense, Completion and Defense of Doctoral Dissertation

----

Confirmation of Agreement between Student and Committee (after approved, enter in GradPlan)

	Name	*Signature*	*Date*
Student:			
Committee Chairperson:			
Grad Program Coord:	Gail A. Vander Stoep		

MSU is an Affirmative-Action, Equal-Opportunity Employer   *Created 9/5/13, CSUS revised 9/3/15*

See separate "page 2" for listing additional courses, specializations, certificates (page 62)

Department of
Community Sustainability

Ph.D. Program Planning Form
Sustainable Tourism & Protected Area Management *(5377)*

_____   _____
Name of Student   Student Number (PID)

Note: Equivalent ACR courses will meet the CSUS course requirements.

Required Common Core Courses:

Course #	Course Name	Credits
CSUS/ACR 800	Foundations of Community Sustainability	3

☐ *CSUS 800 can be waived if taken as part of MS in CARRS or CSUS. Replace w/ other relevant course. (check box for waiver and identify replacement course below):*

Course #	Course Name	Credits
CSUS/ACR 814	Sustainable Tourism & Protected Area Management: Theories & Applications	3

☐ *CSUS 814 can be waived if it or a similar course was taken as part of MS in STPAM or other comparable degree. Replace w/ other STPAM course (check box for waiver and identify replacement course below):*

Required Research Courses: Minimum of 9 credits of *advanced* research methods *(CSUS 802 not eligible)*, to include at least 3 credits *each* of quantitative & qualitative methods (selected in consultation with guidance committee)

Course #	Course Name	# Credits

Focus Area Courses: Minimum of 21 credits across two focus areas (each with a minimum of 9 credits) developed to support STPAM (at least 9 credits in total, and at least 3 in each focus area must be STPAM-related CSUS courses unless student has completed MS in STPAM), selected in consultation with student's guidance committee.

FOCUS AREA ONE: _____

Course #	Course Name	# Credits
CSUS/ACR _____		

FOCUS AREA TWO: _____

Course #	Course Name	# Credits
CSUS/ACR _____		

Dissertation Research Credits: Minimum of 24 credits required; maximum of 36 credits allowed

Course #	Course Name	# Credits
CSUS/ACR 999	Doctoral Dissertation Research	24

Successful Completion of the Comprehensive Exam Package and Comprehensive Exam
Successful Proposal Defense, Completion and Defense of Doctoral Dissertation

- -
Confirmation of Agreement between Student and Committee (after approved, enter in GradPlan)

	Name	Signature	Date
Student:			
Committee Chairperson:			
Grad Program Coord:	Gail A. Vander Stoep		

See separate "page 2" for listing additional courses, specializations, certificates (page 62)

Department of
Community Sustainability

PAGE 2: Specializations, Certifications, Other "Extra" Program Courses

Name of Student _____   Student Number (PID) _____

Degree Type *(MS-A, MS-B, PhD)* _____

Degree Program *(CARRS, CSUS, STPAM)* _____

This form is intended as an "add-on" program planning form on which students who choose to complete one or more specializations, certifications, or other special program elements to plan and track their progress. In many cases, a specialization or certification is simply incorporated as all or part of one (or more) focus areas in the official Program of Study. Other students may choose to ADD a specialization or certification on top of their official Program of Study. In other cases, some program requirement courses fulfill part of a specialization, yet additional courses beyond the Program of Study are needed to complete a specialization or certification. Thus, use this form for planning purposes. Use as many extra pages as needed.

It is recommended that any courses NOT needed as part of the official Program of Study (30 credits for MS and 60 credits for PhD degrees) not be included on the official Program of Study. Rather, they can be tracked on this form. The reason is that, should students change course choices for specializations/certifications or later decide to NOT complete one, they do not have to complete a Change of Program Plan form or complete a new Program Plan/Planning Form.

Name of Specialization
or Certification #1 _____

Course #	Course Title	# Credits	Part of Official Program of Study?	
			Yes	No

Name of Specialization
or Certification #2 _____

Course #	Course Title	# Credits	Part of Official Program of Study?	
			Yes	No

Additional Program Plan Courses – Requirement Category: _____

Course #	Course Title	# Credits

Department of
Community Sustainability

Thesis & Dissertation Proposal Approval

Submit to CSUS Graduate Secretary, MSU, 480 Wilson Rd., Room 130, East Lansing, MI 48824-1222
NOTE: Do not submit this form until the proposal and supporting materials have been submitted for
human subjects review, if required for your research.

☐ MS-A: Thesis Proposal   ☐ Ph.D.: Dissertation Proposal

_____   _____
Name of Student (full name)   Student Number (PID)

Title of Thesis or Dissertation *(may be tentative, but should be descriptive and accurately reflect your research):*

Anticipated Completion Date *(final defense):* _____
                                                                    Month, Date, Year

IRB: Federal and University regulations require that all proposed research projects involving
human subjects be reviewed and approved by the MSU Institutional Review Board (IRB).

Will your research involve human subjects?   ☐ YES   ☐ NO

If yes, when was your proposal submitted to IRB? _____
                                                                          Month, Date, Year

---

*I, the undersigned student, understand that I may not begin my research until the IRB
grants its approval and I have complete the required HRPP tutorial on the IRB website.*

Required Signatures *(type names, sign original or digital, date):*

	Name	Signature	Date
Student:	_____	_____	_____
Guidance Committee Chairperson:	_____	_____	_____
Guidance Committee Members:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Grad Program Coordinator:	Gail A. Vander Stoep	_____	_____
CSUS Chairperson:	Michael Kaplowitz	_____	_____
CANR Asst. Dean:	Richard Brandenburg	_____	_____

Department of
Community Sustainability

MS-B Project Proposal Approval

Submit to CSUS Graduate Secretary, MSU, 480 Wilson Rd., Room 130, East Lansing, MI 48824-1222
NOTE: Do not submit this form until the proposal and supporting materials have been submitted for human subjects review, if required for your research.

_____   _____
Name of Student (full name)   Student Number (PID)

Title and Brief Description of MS-B Project:

Anticipated Completion Date *(of final defense):* _____
                                                                                    Month, Date, Year

IRB: Occasionally, but not always, MS-B projects involve research. Federal and University regulations require that all proposed research projects involving human subjects be reviewed and approved by the MSU Institutional Review Board (IRB).

Does your MS-B project involve research?   ☐ YES   ☐ NO

   If yes, will your research involve human subjects?   ☐ YES   ☐ NO

   If yes, when was your proposal submitted to IRB?   _____
                                                                                 Month, Date, Year

---

I, the undersigned student, understand that I may not begin my research until the IRB grants its approval and I have completed the required HRPP tutorial on the IRB website.

Required Signatures *(type names, sign original or digital, date):*

	Name	*Signature*	*Date*
Student:			
Guidance Committee Chairperson:			
Guidance Committee Member 2:			
Guidance Committee Member 3 *(optional)*:			
Grad Program Coordinator:	Gail A. Vander Stoep		
CSUS Chairperson:	Michael Kaplowitz		
CANR Asst. Dean:	Richard Brandenburg		

Department of Community Sustainability

Report of Master's Plan A Thesis Final Examination

_____   _____
Name of Student (full name)   Student Number (PID)

Date of Defense/Examination: _____
                             Month, Date, Year

Title of Thesis *(attach abstract to this form):*

_____

Examination Result   ☐ PASS   ☐ NO PASS   ☐ CONDITIONAL PASS
                                              (for final submission of thesis)

Committee comments *(optional for "pass;" required as brief explanation of "no pass" or description of conditions/revisions to be met/made before changing "conditional pass" to "final pass.")*

Final Approval Signature of Advisor after Conditions Met

_____

Recommendation for doctoral program: ☐ Strongly Recommend

                                        ☐ Recommend

                                        ☐ Do Not Recommend at this time

Committee recommendations explanation *(optional):*

Signatures and Votes of Committee Members *(type names, sign original or digital, date, and individually indicate Pass/No Pass):*

	Name	*Signature*	*Date*	*Pass/No Pass/ Cond. Pass*
Student:	_____	_____	_____	
Guidance Committee Chairperson:	_____	_____	_____	_____
Committee Member 2:	_____	_____	_____	_____
Committee Member 3:	_____	_____	_____	_____
Grad Program Coordinator:	Gail A. Vander Stoep	_____	_____	
CSUS Chairperson:	Michael Kaplowitz	_____	_____	
CANR Asst. Dean:	Richard Brandenburg	_____	_____	

MICHIGAN STATE
U N I V E R S I T Y

APPROVAL FORM

THESES/DISSERTATION and INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the document entitled:

presented by

has been accepted towards fulfillment of the requirements for the degree in

This form is not considered complete until: a box (yes or no) has been checked in ALL sections regardless of the use of human or animal subjects, the professor and student have filled out their information and signed the form, and the supplemental files section is completely filled out.

University and federal policies and procedures require that all <u>research involving human or animal subjects</u> receive **prior approval** from the appropriate review board. [See Faculty Handbook (http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/index.htm) and the Academic Programs book (http://www.reg.msu.edu/AcademicPrograms/].

HUMAN SUBJECTS	ANIMAL SUBJECTS
Does the thesis or dissertation you are submitting include research involving human subjects or materials of human origin? (Research involving human subjects includes surveys and telephone interviews used for research; materials of human origin include human blood and /or tissue.)	Does the thesis or dissertation you are submitting include research involving vertebrate animals in any way?

Yes **IRB Log Number:**_____

No

Yes **AUF Number:**_____

No

If yes, indicate Institutional Review Board (IRB) log number for the **approved** protocol and attach the Institutional Review Board **approval** letter for that protocol to this form. The student's name listed above must appear on the IRB approval letter.

If yes, and an animal use form was submitted to the Institutional Animal Care & Use Committee (IACUC), please list the **approval** number below and attach a copy of the IACUC **approval** letter to this form.

If yes, but your project did not need an animal use form, provide a copy of the letter from the IACUC which cites the relevant exclusionary policy.

This thesis/dissertation and the information presented above
are approved by the faculty advisor/major professor.   Yes   No

Student's Name (print): _____   Major Prof. Name (print): _____

Student's Signature: _____   Major Prof. Signature: _____

Date (mm/dd/yyyy): _____   Date (mm/dd/yyyy): _____

Email: _____   Email: _____

Supplemental files associated with the electronic version of this thesis/dissertation are approved
by the faculty advisor/major professor.   Yes   No   N/A   _____

Major Prof initials/date

The major professor must initial and date in this section regardless of which box is checked.

The Graduate School · Michigan State University · 466 W. Circle Drive, 2nd Floor, Chittenden Hall, East Lansing, MI 48824
Phone: 517-355-0301   Fax: 517-353-3355

Revised 6/2015

Department of
Community Sustainability

Report of Master's Plan B Project Final Examination

_____   _____
Name of Student (full name)   Student Number (PID)

Date of Defense/Examination: _____

Month, Date, Year

Title of Project *(attach abstract to this form):*

Examination Result	☐ PASS	☐ NO PASS	☐ CONDITIONAL PASS

(for final submission of project paper)

Committee comments *(optional for "pass;" required as brief explanation of "no pass" or description of conditions/revisions to be met/made before changing "conditional pass" to "final pass.")*

Final Approval Signature of Advisor after Conditions Met

_____

Signatures and Votes of Committee Members *(type names, sign original or digital, date, and individually indicate Pass/No Pass)*:

	Name	*Signature*	*Date*	*Pass/ No Pass*
Guidance Committee Chairperson:	_____	_____	_____	_____
Committee Member 2:	_____	_____	_____	_____
Committee Member 3 *(opt.)*:	_____	_____	_____	_____
Grad Program Coordinator:	Gail A. Vander Stoep	_____	_____	
CSUS Chairperson:	Michael Kaplowitz	_____	_____	
CANR Asst. Dean:	Richard Brandenburg	_____	_____	

Department of
Community Sustainability

Comprehensive Program Statement Approval

Submit to CSUS Graduate Secretary, MSU, 480 Wilson Road, Room 130, East Lansing, MI 48824
NOTE: Submit this signature form along with a copy of the final version of the Comprehensive Program Statement and approvals of each committee member (indicated either by original or digital signature on this form or, if needed, via notifications sent by email that are printed and attached to this form).

_____   _____
Name of Student (typed full name)   Student Number (PID)

This signed form indicates committee approval of the above-named student's Comprehensive Program Statement (CPS) no fewer than 30 days prior to the beginning of the written comprehensive examination. This assumes that drafts have been reviewed prior to this approval date, and all recommendations for revisions of the CPS provided to the student at least 45 days prior to the first day of the written comprehensive exam (to allow the student the opportunity to respond). This final, approved version of the CPS will be sent, as a courtesy, to all CSUS faculty members at least 30 days prior to the exam (as soon as the CPS is approved by the committee).

CPS first submitted to full Guidance Committee*:*   _____
(submit at least 60 days before first day of written comprehensive exam)   *Month, Date, Year*

Guidance Committee recommendations given to student*:*   _____
(submit at least 45 days before first day of written comprehensive exam)   *Month, Date, Year*

IF NEEDED: *Recommended CPS modifications, additional readings, etc. (use extra page, if needed):*

CPS is approved by student's committee*:*   _____
(This approved CPS is then submitted to CSUS faculty)
(approve & submit at least 30 days before first day of written comprehensive exam)   *Month, Date, Year*

Scheduled dates of written comprehensive exam*:*   _____
                                                                        Month, Dates [5 days], Year

CPS Approval Signatures *(type names, sign [can be original or digital signature; or attached copy of email approval], and date):*

	Name	*Signature*	*Date*
Guidance Committee Chairperson:	_____	_____	_____
Comm Member 2:	_____	_____	_____
Comm Member 3:	_____	_____	_____
Comm Member 4:	_____	_____	_____
Comm Member 5:	_____	_____	_____
Grad Prog Coord:	Gail A. Vander Stoep	_____	_____
CSUS Chairperson:	Michael Kaplowitz	_____	_____
CANR Asst. Dean:	Richard Brandenburg	_____	_____

MSU is an Affirmative-Action, Equal-Opportunity Employer   *Created 9/7/14, revised October 2015*

MICHIGAN STATE
U N I V E R S I T Y

RECORD OF COMPREHENSIVE EXAMINATIONS
for
DOCTORAL DEGREE AND EDUCATIONAL
SPECIALIST DEGREE CANDIDATES

☐   **Check if this is a re-examination because of expired time limits.**

Department of _____

Student's Name _____   **Student Number** _____
Last, First Middle Initial

Term and Year of First Course Counted towards this Degree _____

Result of Written Comprehensive Examinations:

		Examination Date	
Field	**Examiner(s)**	**(MM-DD-YY)**	**Passed or Failed**

Result of Oral Comprehensive Examinations:

		Examination Date	
Field	**Examiner(s)**	**(MM-DD-YY)**	**Passed or Failed**

OVERALL PASS or FAIL? _____

Signed _____   _____
Chairperson of Examination Committee   Date

Signed _____   _____
Chairperson of Department   Date

Signed _____   _____
Dean of College   Date

MSU is an Affirmative Action/Equal Opportunity Employer.   *08/09*

Department of
Community Sustainability

Thesis & Dissertation Proposal Approval

Submit to CSUS Graduate Secretary, MSU, 480 Wilson Rd., Room 130, East Lansing, MI 48824-1222
NOTE: Do not submit this form until the proposal and supporting materials have been submitted for human subjects review, if required for your research.

☐ MS-A: Thesis Proposal   ☐ Ph.D.: Dissertation Proposal

_____   _____
Name of Student (full name)   Student Number (PID)

Title of Thesis or Dissertation *(may be tentative, but should be descriptive and accurately reflect your research):*

Anticipated Completion Date *(final defense):* _____
                                                                                Month, Date, Year

IRB: Federal and University regulations require that all proposed research projects involving human subjects be reviewed and approved by the MSU Institutional Review Board (IRB).

Will your research involve human subjects?   ☐ YES   ☐ NO

If yes, when was your proposal submitted to IRB? _____
                                                                                    Month, Date, Year

---

I, the undersigned student, understand that I may not begin my research until the IRB grants its approval and I have complete the required HRPP tutorial on the IRB website.

Required Signatures *(type names, sign original or digital, date):*

	Name	*Signature*	*Date*
Student:	_____	_____	_____
Guidance Committee Chairperson:	_____	_____	_____
Guidance Committee Members:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Grad Program Coordinator:	Gail A. Vander Stoep	_____	_____
CSUS Chairperson:	Michael Kaplowitz	_____	_____
CANR Asst. Dean:	Richard Brandenburg	_____	_____

RECORD OF DISSERTATION AND ORAL EXAMINATION
REQUIREMENTS FOR DOCTORAL DEGREE CANDIDATE

Department of: _____

Student's Name: _____ **Student Number:** _____

1. **Dissertation Title:**

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

3. **Oral examination in defense of the dissertation was conducted on:** _____

    Date

    The student ☐ **Passed**

    ☐ **Failed** **Reason:**

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

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

    ☐ **Philosophy** ☐ **Education** ☐ **Musical Arts**

Signatures of Guidance Committee Members: **Printed names of Guidance Committee Members:**

_____ _____ _____

Chairperson of Guidance Committee Date

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

6. **Major revisions required:**

7. **Revisions, if any, approved:** _____

    Chairperson of Guidance Committee Date

Approved: **Department Chairperson:** _____

Associate/Assistant Dean: _____

MSU is an affirmative action/ equal opportunity employer.

APPROVAL FORM

THESES/DISSERTATION and INSTITUTIONAL REVIEW BOARD APPROVAL

This is to certify that the document entitled:

presented by

has been accepted towards fulfillment of the requirements for the degree in

This form is not considered complete until: a box (yes or no) has been checked in ALL sections regardless of the use of human or animal subjects, the professor and student have filled out their information and signed the form, and the supplemental files section is completely filled out.

University and federal policies and procedures require that all research involving human or animal subjects receive **prior approval** from the appropriate review board. [See Faculty Handbook (http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/index.htm) and the Academic Programs book (http://www.reg.msu.edu/AcademicPrograms/].

HUMAN SUBJECTS	ANIMAL SUBJECTS
Does the thesis or dissertation you are submitting include research involving human subjects or materials of human origin? (Research involving human subjects includes surveys and telephone interviews used for research; materials of human origin include human blood and /or tissue.)	Does the thesis or dissertation you are submitting include research involving vertebrate animals in any way?

Yes **AUF Number:**_____

No

Yes **IRB Log Number:**_____

No

If yes, indicate Institutional Review Board (IRB) log number for the **approved** protocol and attach the Institutional Review Board **approval** letter for that protocol to this form. The student's name listed above must appear on the IRB approval letter.

If yes, and an animal use form was submitted to the Institutional Animal Care & Use Committee (IACUC), please list the **approval** number below and attach a copy of the IACUC **approval** letter to this form.

If yes, but your project did not need an animal use form, provide a copy of the letter from the IACUC which cites the relevant exclusionary policy.

This thesis/dissertation and the information presented above are approved by the faculty advisor/major professor.   Yes   No

Student's Name (print): _____   Major Prof. Name (print): _____

Student's Signature: _____   Major Prof. Signature: _____

Date (mm/dd/yyyy): _____   Date (mm/dd/yyyy): _____

Email: _____   Email: _____

Supplemental files associated with the electronic version of this thesis/dissertation are approved by the faculty advisor/major professor.   Yes   No   N/A   _____

Major Prof initials/date

The major professor must initial and date in this section regardless of which box is checked.

Department of Community Sustainability

Calendar Year Assessed: _____

Section I *(to be completed by student)*

Date of Student Report: _____

Name: _____   PID: _____

Degree Sought:
☐ MS-A
☐ MS-B
☐ PhD

Semester/Year Started: _____

Expected Semester/Year of Graduation: _____

Current GPA: _____

Degree Plan Submitted: ☐ NO   ☐ YES

Courses completed this calendar year: _____
(alpha-numeric codes only; titles not needed)

Any incomplete courses?

☐ NO   ☐ YES

If YES, describe plan to complete:

Any courses on your degree plan that are not offered when you need them?

☐ NO   ☐ YES

If YES, list alternatives available:

Did you receive assistantship or hourly pay at MSU for semesters during this year?

☐ NO   ☐ YES   If yes, complete the table below.

		ASSISTANTSHIP	HOURLY
FALL	# hours/week	1/4 1/2 3/4	
	Supervisor's last name		
	Type (research, teaching, outreach)		
SUMMER	# hours/week	1/4 1/2 3/4	
	Supervisor's last name		
	Type (research, teaching, outreach)		
SPRING	# hours/week	1/4 1/2 3/4	
	Supervisor's last name		
	Type (research, teaching, outreach)		

Summarize experiences gained & skills learned during assistantship/hourly work *(max 700 characters)*

Did you receive any fellowship/scholarship $$$ this year?   ☐ NO   ☐ YES

If yes, indicate type and amount: _____

Guidelines are presented on the next page.

Section I (*cont.*) Student Assessment

- In a separate report, address #s 1-4 below. Submit with completed form to your faculty advisor.

- Faculty advisor will review your report, then write his/her assessment of your progress *(Section II)*.

- After you receive advisor's assessment, meet with your advisor to review the assessment, then both sign this signature form *(Section III)*.

- Compile cover form, student written assessment, advisor written assessment, and signature form. Submit entire assessment packet to the Graduate Secretary, to be placed in your permanent file.

   Reflecting on the past year (assessment)
   1. Describe your personal and professional goals and describe how your studies relate to them.
   2. List and describe the following, as pursued during the past calendar year:
      - Professional or academic professional presentations
      - Supplemental professional reading
      - Attendance at seminars, presentations or training (on or off campus)
      - Writing and submission of professional or research articles
      - Community outreach activities related to your professional goals
      - Unpaid research/experiences relevant to your professional goals
      - Any other activities supportive of your scholarly academic and professional development

   Looking forward (recommendations written in two separate sections, each labeled with subheading)
   3. Provide recommendations for how your academic advisor and your committee can help you address any concerns you may have, or facilitate your degree progress.
      (This section is to be used by you and your advisor.)
   4. Provide recommendations for how the Graduate Affairs and Curriculum Committee and/or the Department can help you address any concerns you may have, or facilitate your degree progress.
      *(This section will be pulled from your report, compiled with comments from all other graduate students, and used as input to help improve the graduate experience. Your name will **not** be associated with your comments.)*

Section II *(to be completed by faculty advisor)*   Date of Faculty Report: _____

Faculty report *(attach to assessment form and student's self-assessment report)*:

After reviewing the student's report, write your annual assessment of the student's progress, accomplishments and ongoing work toward completing their degree. Provide recommendations, as needed, to assist student in their progress.

Section III -- Signatures *(to be signed after student/advisor meeting to discuss the progress assessment)*

_____   _____
Student Signature   Date

_____   _____
Faculty Advisor Signature   Date

Original to: Graduate Student File *(via Graduate Secretary)*
Copies to: Graduate Assistant File *(if relevant)*
                  Student
                  Faculty Advisor
                  Department Chairperson *(during faculty member's annual review)*

Responsible Conduct of Research (RCR) Training
Implementation Plan

Background

To satisfy federal regulations, MSU requires that all graduate students and postdocs complete training in research ethics. This training is individualized to each graduate program and must be documented. The Association of American Universities (AAU) has recommended **five hours in the first year** of a person's research career and **three years annually thereafter**, or as required by a specific funding agency, whichever is greater. MSU has endorsed this time standard in its RCR training implementation.

This document covers the Responsible Conduct of Research (RCR) requirements for all graduate student and postdocs in the Department of CSUS. Please note that, in addition to these requirements, certain grants may require researchers to obtain additional training related to the responsible conduct of research. Additionally, anyone who conducts a study that requires Institutional Review Board (IRB) approval must meet the training requirements for human subjects' research protection offered by MSU's Human Research Protection Program (HRPP). HRPP/IRB Certification can be achieved through the Saba training system by completing both the "Overview of Human Research Protection at MSU" and "Ethical and Regulatory Considerations" online modules (approximately 2- to 3-hours online tutorials). This training is valid for two years, after which the training must be renewed by completing online refresher modules (see Saba options on the HRPP website, with Saba log-in and help links on the left navigation bar: https://hrpp.msu.edu/required-training) Note that RCR and IRB requirements are different from each other, but initial IRB training can count toward your first-year RCR requirement.

RCR Requirements for ALL CSUS Graduate Students

To comply with MSU's requirements for training in the responsible conduct of research, all CSUS graduate students (M.S. Plan A, M.S. Plan B, and Ph.D.) must complete **five hours of Initial RCR education** by the time of their first yearly assessment (January each year). Additionally, after initial RCR education, all graduate students must complete **three hours of refresher training each calendar year.** To show compliance with these requirements, students must provide their advisors with written documentation of their training during their yearly assessment meeting (in January of each year for which ever part of the preceding calendar year the student was studying in CSUS). Advisors must confirm/sign the RCR Training Requirement Form for each of their graduate student advisees and submit with student's Annual Progress Report paperwork. *(See specific requirements on next page.)*

> *Upon completion of the initial training, students must complete the Responsible Conduct of Research and Scholarship (RCRS) Certification Form (see Appendix A of the handbook and found in the FORMS section of the CSUS graduate website) and submit it to Graduate Secretary. The Graduate Secretary will maintain the* Annual RCR Training Record *Forms along with completed* Annual Graduate Student Assessments. *Proof of RCR completion is **due the end of January of each year with Annual Academic Performance and Progress Assessment.***

Initial RCR Education *(5 hours in first calendar year of CSUS Graduate Work)*

All CSUS graduate students must complete **five hours of initial RCR training** by the end of their first fall semester (prior to their first annual assessment, completed in January).

Because all new CSUS graduate students (M.S. Plan A, M.S. Plan B, and Ph.D.) are required to take CSUS 800 during their first fall semester, the first year requirements are covered during that course, via some training during course sessions (of course, you must participate in those class days/sessions during which RCR is covered) and via required initial IRB training.

Initial IRB Training (via MSU's HRPP website): protection offered by MSU's Human Research Protection Program (HRPP). HRPP/IRB Certification can be achieved through the Saba training system by completing both the "Overview of Human Research Protection at MSU" and "Ethical and Regulatory Considerations" online modules. This training is valid for two years, after which the training must be renewed by completing online refresher modules (see Saba options on the HRPP website, with Saba log-in and help links on the left navigation bar: https://hrpp.msu.edu/required-training)

Refresher Training *(3 hours each calendar year after first year of CSUS Graduate Work)*

All CSUS graduate students must complete three hours of RCR refresher training annually. Select (in consultation with your advisor and/or project Principle Investigator [P.I.]) three hours from the following options. Be sure to document completion of your selected options in *writing.* Student may choose any combination of the following training resources totaling a minimum of 3 hours.

- **Saba Training:** MSU guidelines, training, and personal training tracking can be found via a link found on the HRPP website*:* https://hrpp.msu.edu/required-training
  The direct Saba link is: https://train.ora.msu.edu/Saba/Web/Main
- **RCR Workshops – Individual Workshops or Certificate (all):** Offered by the Graduate School (*must register ahead of time; space is limited; to receive Certificate of Attendance, must participate in all seven 1.5-hour workshops and complete the associated work*): http://grad.msu.edu/rcr/
- 1-hour blocks of **readings and/or PPT reviews plus discussion** with Advisor or PI (based on selected readings, PowerPoints, other resources from RCR website:
  http://grad.msu.edu/researchintegrity/resources/

Track your training via the Research Training Tracking System:
https://www.egr.msu.edu/secureresearchcourses/

Please note that the above requirements are only *minimum* requirements for RCR training. Students interested in learning more about the responsible conduct of research are encouraged to take advantage of the many resources available from the Graduate School, the Human Research Protection Program, and Office of Research Integrity. These include workshops, online tutorials and readings.

(approved for CARRS implementation February 2012; revised annually for CSUS, most recently August 2015)

Responsible Conduct of Research (RCR) Training
Tracking Form

Student, with review of/approval by their advisor, will complete this form as part of the CSUS requirement for graduate student RCR training. **Initial training** must be completed by the end of the student's first fall semester in CSUS. Three hours of **refresher training** must be completed each calendar year thereafter. Complete appropriate section *(check box)*.

Note: Student must provide advisor with documented evidence of training (e.g., certificate of HRPP tutorial completion or RCR Workshop Certificate of Attendance) before advisor will sign this form.

Student
Name: _____

Year for Which
Submitted: _____

Faculty
Name: _____

☐   **Initial RCR Education** *(5 hours in first calendar year of CSUS Graduate Work)*

If this is your first year in CSUS, use this section to indicate the training type, specific module/workshop/topic (as relevant), number of hours for each option used to satisfy the minimum **5 hours** of initial RCR training.
(See CSUS RCR Implementation Plan for information on options.)

Training Type *(800, HRPP, Saba, RCR Wkshp, Read/Discuss)*	Title *(of Module, Workshop, Article[s], etc.)*	Date Completed *(mm/dd/yyyy)*	# hours
CSUS 800			
CSUS 800			
CSUS 800			

☐   **Refresher Training** *(3 hours each calendar year after first year of CSUS Graduate Work)*

All CSUS graduate students must complete three hours of RCR refresher training annually. Indicate the option type, specific module/workshop/topic (as relevant) the option used to complete a minimum of **3 hours** of RCR training *(See CSUS RCR Implementation Plan for information on options and web links.)*

Training Type *(800, HRPP, Saba, RCR Wkshp, Read/Discuss)*	Title *(of Module, Workshop, Article[s], etc.)*	Date Completed *(mm/dd/yyyy)*	# hours

Student
Signature: _____

Date
Signed: _____

Faculty
Signature: _____

Date
Signed: _____

Department of
Community Sustainability

Date Received
by GPC Office:

Graduate Assistantship Developmental Review & Discussion Form
(per request of the Provost, to be completed each semester of an assistantship)

NOTE: If completed digitally, form can be saved only in full Adobe Acrobat program, not in "Acrobat Reader." Thus, OPEN form from within Acrobat software; then save the file with a new name that includes student's last name and the relevant semester/year. Alternatively, print the form and complete by hand.
SUBMIT TO: *Graduate Program Coordinator.*

This form is to document that the following topics have been discussed between a graduate assistant and the supervising faculty member **each semester** of a student's graduate assistantship. This form must be submitted prior to requesting a re-appointment of a student for the following semester.

Graduate Assistant's Name: _____   PID: _____

Faculty Supervisor's Name: _____   Sem'r & Year Rvwd: _____

Assistantship Type: ☐ ¼-time   ☐ ½-time   ☐ ¾-time   Date of Review: _____

Brief Assistantship Description: _____

	Check after Discussed
Discuss quality of assistantship work, based on previously laid out expectations, priorities, and responsibilities of the assistantship	☐
Discuss timeliness of assistantship work, based on previously laid out expectations, priorities, and responsibilities of the assistantship	☐
Discuss adequacy of the amount of work/number of hours worked, as associated with the type (¼ , ½, ¾) of assistantship	☐
Discuss graduate assistant's strengths	☐
Discuss graduate assistant's areas for growth	☐
Discuss ways to improve the working relationship, communication, etc. (if needed)	☐

Overall, Graduate Assistant meets or exceeds current expectations: ☐ Yes   ☐ No

Supervisor's Comments/Recommendations/Opportunities for Reappointment (or reasons for non-reappointment) *(attach separate sheet, if needed)*:

Signatures indicate all topics have been discussed:

Graduate Assistant's Signature: _____   Date: _____

Supervisor's Signature: _____   Date: _____

MSU is an Affirmative-Action, Equal-Opportunity Employer   *Created 11/12/14; rev 3/12/15*

Department of
Community Sustainability

Change in Program Plan – Graduate Studies

_____   _____
Name of Student   Student Number (PID)

Note: Beginning in Fall 2014, all new doctoral student records must be recorded in GradPlan (optional for other PhD students). However, the within-CSUS personal communication process remains in place prior to completing records within GradPlan.

ATTACH REVISED PROGRAM PLAN if making more than one 1-for-1 course change.
If you have more than 2 course adds/drops, use a 2nd sheet. Only first form needs signatures.

Changes in Program Plan Courses (if additional space is needed, use/attach an additional form page):
Add:

Course #	Course Name	Credits
_____	_____	_____
_____	_____	_____

Delete:

Course #	Course Name	Credits
_____	_____	_____
_____	_____	_____

- -

Change in Program/Program Name (must meet requirements of new program; attach new program planning form):

Change from this program (check one "from" and one "to" degree program):

☐ CARRS MS *(5208)*   ☐ CARRS PhD *(5209)*   ☐ OTHER _____

   to

☐ CSUS MS *(5389)*   ☐ CSUS PhD *(5390)*   ☐ STPAM MS *(5376)*   ☐ STPAM PhD *(5377)*

- -

Changes in Chairperson or Committee Members: (first talk with each faculty; attach brief written request)

Add: _____   _____
             (Name)   *(Signature)*

Delete: _____   _____
             (Name)   *(Signature)*

- -

Required signatures for the above actions:

	Name	Signature	Date
Student:	_____	_____	_____
Guidance Committee Chairperson:	_____	_____	_____
Guidance Committee Members:	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
Program Coordinator:	Gail A. Vander Stoep	_____	_____
CSUS Chairperson:	Michael Kaplowitz	_____	_____
CANR Asst. Dean:	Richard Brandenburg	_____	_____

MICHIGAN STATE UNIVERSITY

GUIDELINES AND APPLICATION
FOR INDEPENDENT STUDY

DEFINITION

At Michigan State University, Independent Study is planned study, highly individualized, not addressable through any other course format, proposed in writing by the student on a standard form, accepted for supervision by a faculty member, and approved by the student's academic adviser and the teaching unit at the beginning of the semester.

GUIDELINES

Independent Study should:

1. Consist of work not described in the University catalog in any other format;

2. Be taken under a course number commensurate with the student's class level, major field, and experience;

3. Relate to a subject for which the student has adequate preparation;

4. Be directed by a faculty member with whom there is a periodic contact and consultation throughout the study;

5. Not exceed eight semester hours of credit in a single semester;

6. Not exceed 10% of the credits earned in a bachelor's program;

7. Be applied for on the form provided by the University, or any equivalent departmental or College form;

8. Be approved on this form before the student enrolls for the course.

APPLICATION AND ENROLLMENT

Please complete the form on the reverse side, obtaining indicated approvals and necessary overrides before enrollment for the course:

MICHIGAN STATE UNIVERSITY

APPLICATION FOR INDEPENDENT STUDY

PLEASE READ THE GUIDELINES BEFORE COMPLETING THIS FORM.
ALL ITEMS MUST BE COMPLETED BEFORE APPROVAL SIGNATURES ARE OBTAINED.

Please Type or Print

NAME: _____ DATE: _____

Last   First   Middle Initial   CUMULATIVE GRADE -

PID: _____ LEVEL: _____ CLASS: _____ MAJOR: _____ POINT AVERAGE: _____

COURSE ALPHA CODE AND NUMBER _____ CREDITS _____ SEMESTER _____ 20 ____

SECTION NUMBER _____

Number of <u>other</u> Independent Study   Total of <u>prior</u> Independent Study
credits to be earned the same semester _____   credits in semester credit equivalents: _____

1. DESCRIPTION (Subject matter, purpose, methods) _____

_____

_____

_____

2. RATIONALE (Why independent study rather than regular course?) _____

_____

_____

3. PREPARATION (Relevant course work, reading, work experience, etc.) _____

_____

_____

4. WORK TO BE COMPLETED
   (a) Type and amount of reading, writing, lab work, etc. _____

_____

_____

_____

   (b) Estimated contact hours per week   (c) Deadline for submitting work
       with   instructor: _____   for final evaluation: _____

   (d) Evaluation procedure _____

STUDENT'S SIGNATURE _____ PHONE _____

APPROVALS

_____ /_____   _____ /_____
Instructor Signature   **Date**   Academic Adviser   **Date**

_____ /_____
Instructor Name - Printed   Chairperson, Department Offering Course   **Date**

DISTRIBUTION (By Department Offering Course)   Photocopies should be sent, per College preference, to:
Chairperson, Dept. Offering Course   Asst. Dean, Student's College
Student   Adviser
Instructor

(left margin, rotated) PID · Middle Initial · First · Last · PLEASE PRINT YOUR NAME:

• Appendix B •

Policy on Transfer Credits from the Teaching Certification Internship Year

(for Agriculture, Food and Natural Resource Educators)

With the approval of their committees, CSUS MS students who matriculate (after summer semester 2008) will be permitted to apply up to 9 credits of 800-level Teacher Education (TE) course credits (those that are earned as part of MSU's Teacher Certification Internship Year) toward the fulfillment of their MS degree in CSUS.

Specifically,

6 credits of TE 802 and 804 may accepted as part of the student's 15 "focus area" credits, provided the focus area is conceptually defined to include the material covered in these courses. Examples of such focal areas include Education and Community Engagement, Community Food and Agriculture, or any number of individually-designed focal areas such as Natural Resource Education and Management (see example below). Focal areas must be developed to include a coherent selection of courses that represents a particular area of specialization. They also must include at least 6 additional credits of CSUS courses.

3 credits of TE 801 or 803 may be accepted to fulfill the "techniques/professional skills" requirement for the MS-B program. TE 801 or 803 may or may not be accepted to fulfill requirements for the MS-A program and will depend on the fit to the student's program goals as well as approval of the Guidance Committee.

Example Program Plan for an Agriculture, Food and Natural Resource Educator Working Toward an MS-B in CSUS using TE Credits

1. **Required Courses –12 credits**

CSUS 800: Foundations in CSUS	3 credits
CSUS 802: Survey of Research Methods	3 credits
CSUS 895: Case Studies	3 credits
CSUS 898: Plan B Project	3 credits

2. **Focus Area Courses --15 credits**

   Example Focal Area: Natural Resource Education & Management

TE 802: Reflections & Inquiry in Teaching Practice I	3 credits
TE 804: Reflections & Inquiry in Teaching Practice II	3 credits

   Additional Focal Area Courses *(at least 6 credits must be CSUS credits)*

CSUS 811: Community Food and Agriculture: A Survey	3 credits
CSUS 841: Building and Implementing Watershed Plans	3 credits
FW 869: Community and Conservation	3 credits

3. **Techniques or professional skills**

TE 801, TE 803, or other approved professional skills class	3 credits

TOTAL CREDITS   **30 credits**

• Appendix C •

Specializations and Certificate Programs

In addition to the graduate degree programs offered by individual departments within the university, Michigan State also offers many programs that combine the research facilities and faculty of different departments and colleges. In many cases, a specialization or certification is simply incorporated as all or part of one (or more) focus areas in the official Program of Study. Some students choose to ADD a specialization or certification on top of their official Program of Study. In other cases, some program requirement courses fulfill part of a specialization (and vice versa); yet additional courses beyond the official Program of Study are needed to complete a specialization or certification.

It is suggested that any courses NOT needed as part of the official Program of Study (30 credits for MS and 60 credits for Ph.D. degrees) not be included on the official Program of Study. Rather, they can be tracked on this form. The reason is that, should students change course choices for specializations/certifications or later decide to NOT complete one, they do not have to complete a Change of Program Plan form or complete a new Program Plan/Planning Form.

> **Note:** If you plan to incorporate (or add) a specialization into your Program of Study, use the additional form available on the CSUS Graduate Forms page (also see p. 80 of this handbook).

Below are some potentially relevant specializations for CSUS or STPAM students. Find direct links to these specializations and more from: http://www.reg.msu.edu/academicprograms/Programs.asp?PType=SPCG

SPECIALIZATIONS

Animal Studies: Social Science and Humanities Perspective (MS and Ph.D.)

Business Concepts for Environmental Sustainability and Conservation (MS and Ph.D.)

Ecological Food and Farming Systems (MS and Ph.D.)

Environmental Policy (MS and Ph.D.)

Environmental Science and Policy (Ph.D.)

Environmental Toxicology (MS)

Ethics and Development (MS and Ph.D.) *(in moratorium as of Summer 2015; proposal being developed for a specialization in "Engaged Philosophy")*

Fish and Wildlife Disease Ecology and Conservation (MS and Ph.D.)

Food Safety (MS)

Gender, Justice, and Environmental Change (MS and Ph.D.)

Global Urban Studies (Ph.D.)

International Development (MS and Ph.D.)

Management of Information Technology (MS)

INTERDEPARTMENTAL SPECIALIZATIONS

Ecology, Evolutionary Biology and Behavior (MS)

Environmental and Resource Economics (MS and Ph.D.)

Hospitality Business (MS and Ph.D.)

Infancy and Early Childhood (MS and Ph.D.)

Media and Information Studies (MS and Ph.D.)

Women's and Gender Studies (MS and Ph.D.)

Below are some potentially relevant certificate programs for CSUS or STPAM students. Find direct links to these certificates and more from: https://www.reg.msu.edu/academicprograms/Programs.asp?PType=GC

CERTIFICATES

African Studies (Ph.D.) http://africa.isp.msu.edu/students/certificationrequirements.htm

Chicano/Latino Studies: https://reg.msu.edu/academicprograms/ProgramDetail.asp?Program=7720

Community Engagement: http://gradcert.outreach.msu.edu/

Digital Humanities: http://dh.cal.msu.edu/graduate-curriculum/certificate/

International Public Health (online) http://msustatewide.msu.edu/Programs/Details/3101

Journalism: http://cas.msu.edu/places/departments/school-of-journalism/programs/the-graduate-certificate-in-journalism/

Leadership and Managing Teams: https://reg.msu.edu/academicprograms/ProgramDetail.asp?Program=6064

Latin American and Caribbean Studies (Ph.D.) http://latinamerica.isp.msu.edu/academic/graduate.htm

Museum Studies: https://reg.msu.edu/academicprograms/ProgramDetail.asp?Program=5759

Watershed Management (MS and Ph.D., online) http://www.iwr.msu.edu/vu/watershed.html

Youth Development (online): https://reg.msu.edu/academicprograms/ProgramDetail.asp?Program=7694

• Appendix D •

CSUS Graduate Courses

Following is a list of graduate courses currently taught by CSUS faculty, or courses that are jointly administered with other departments. The courses are listed in numerical order.

University 400-level undergraduate courses also may be used in a graduate program. Graduate students are advised to discuss this option with their advisor and/or committee. Also see Guidelines for use of 400-level courses in this handbook (pages 10, 11 and 27, 28).

CSUS Courses – Community Sustainability (applicable for both CSUS and STPAM degrees)

For details about the following courses (e.g., number of credits, cross-listings, and semester offered), see the listings on the MSU Description of Courses (or link from the list on the CSUS website: http://www.csus.msu.edu/graduate/current_students/graduate_courses)

CSUS 800	Foundations of CSUS		CSUS 843	Legal, Financial, & Institutional Frameworks in Watershed Management
CSUS 802	Survey of Research Methods			
CSUS 811	Community, Food, & Agriculture: A Survey		CSUS 848	Community-based Natural Resource Management in International Development
CSUS 814	Sustainable Tourism & Protected Area Management: Theories & Applications			
			CSUS 851	Modeling Natural Resource Systems
CSUS 816	Environmental Design Theory *(offered through LandArch as LA 816)*		CSUS 858	Gender, Justice, & Environmental Change: Issues & Concepts
CSUS 823	Contemporary Issues in Animal-Human Relationships		CSUS 865	Facilitative Leadership
			CSUS 873	Culture, Communities, & Tourism
CSUS 824	Sustainable Development: Measuring Socioeconomic Well-being		CSUS 890	Independent Study in Community Sustainability
CSUS 826	International Development Theory and Practice		CSUS 891	Selected Topics in Community Sustainability
CSUS 829	Economics of Environmental Resources *(offered through AFRE as AFRE 829)*		CSUS 891B	Advanced Topics in Community, Food & Agriculture
CSUS 831	Foundations of Qualitative Research		CSUS 894	Field Practicum in Community Sustainability
CSUS 833	Program Evaluation in Agriculture & Natural Resources			
CSUS 838	Participatory Modes of Inquiry		CSUS 895	Case Studies in Community Sustainability
CSUS 841	Building & Implementing Watershed Management Plans		CSUS 898	Master's Professional Project
			CSUS 899	Master's Thesis Research
CSUS 842	Watershed Assessment Tools		CSUS 999	Doctoral Dissertation Research

• Appendix E •

Student Resources

Following is a list of websites that graduate students may find useful as they pursue their graduate education:

Academic Programs Catalog http://www.reg.msu.edu/UCC/AcademicPrograms.asp

Spartan Life (student handbook) http://splife.studentlife.msu.edu/

Academic Freedom for Students http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university

Graduate Student Rights & Responsibilities http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities

Office for International Students and Scholars http://www.oiss.msu.edu/

Guidelines for Graduate Student Advising and Mentoring Relationships http://grad.msu.edu/researchintegrity/docs/guidelines.pdf

Guidelines for Integrity in Research and Creative Activities http://grad.msu.edu/researchintegrity/docs/guidelines.pdf

Code of Teaching Responsibility http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/code-of-teaching-responsibility

Graduate Employees Union/MSU Contract: http://geuatmsu.org/?page_id=49

The Graduate School: http://www.grad.msu.edu/

Resources found on this site include (though organized differently from below):

MSU Application Information
*   Application and Program Information
*   Research Centers and Groups

General Information
*   Thesis/Dissertation Requirements
*   Graduation/Commencement
*   Progress Reports
*   Teaching Assistant Program
*   Residence Hall-related assistantships

Career and Professional Development Information
*   Career and Professional Development Series
*   Career Resources
*   Conflict Resolution
*   Responsible Conduct of Research

Hints for Improving Your Graduate Program
*   Graduate Handbook Template
*   Graduate Post

Research and Mentoring Information
*   Guidelines for Graduate Student Advising and Mentoring Relationships
*   Guidelines for Integrity in Research and Creative Activities

Other Resources
*   GEU/MSU Contract
*   TA Employing Units
*   University Forms

• Appendix F •

Projects by Master of Science Plan B Students
Department of Community Sustainability (CSUS)
(and Predecessor Department of Community, Agriculture, Recreation & Resource Studies)

2015

Exploring the Potential of Volunteer Tourism as a Means of Development for the Batwa of Kanungu District, Uganda (Plan B)
> Dobbrastine, Eric J., 2015

A Manual on Community-Based Ecotourism Development for Peace Corps Volunteers Using the Case Study of Mount Hualcan and Lake 513 in the Cordillera Blanca, Peru (Plan B)
> Guel, Anel, 2015

2014

The Nature of Play: Designing a Nature Play Area to Encourage Outdoor Free Play at a Mid-Michigan Nature Center (Plan B)
> Rustem, Stephanie, 2014

Addressing Dog Aggression Through the Use of Community Forums (Plan B)
> Tamulevich, Molly, 2014

2013

Community Adoption of Transportation Innovation: Case Study of the Little Traverse Wheel Way and the Electric Cycle (Plan B)
> Allen, Renee, 2013

Developing a School Garden-based Nutrition Education Curriculum for Northwest Initiatives (Plan B)
> Bogart, Terra, 2013

The Evolution of Michigan's Definition of the Reasonable Use of Groundwater (Plan B)
> Lautenberger, Mathew, 2013

HIV in Zambia: Selected issues in Smallholder Livelihood Systems in Northern Province (Plan B)
> Mwanakaoma, Angela B., 2013

Food Processing and Preservation Technology and Education Pilot Project, Liberia: A Proposal (Plan B)
> Payne, Edwin, 2013

Food Insecurity and Gender Inequality in Mali, West Africa: Socio-cultural Dimensions and Programmatic Recommendations (Plan B)
> Reiersgaard, Emily M., 2013

A Taste of What Is to Come: Recommendations to Increase Learning Potential for the Next Generation of Wine Consumers (Plan B)
> Schultz, Makena, 2013

Program Perspectives from Community Partners of Michigan's Brownfield Redevelopment Assessment Program (Plan B)
        Spielberg, John E., 2013

Enhancing the Learning Experience: The Development of a Distance Education and Experiential Learning Model (Plan B)
        Walters, Alyssa, 2013

Understanding Perceptions of EBT at Non-participating Farmers Markets: Communicating Findings to Diverse Audiences (Plan B)
        Way, Lindsay E., 2013

2012

The Establishment of a Sahelian Garden Space through Capacity Building Exercises: A Report on Peace Corps/ Senegal's Food Security Projects in Senegal's "Peanut Basin" (Plan B)
        Gardine, Matthew, 2012

The Role of Environmental Management Practices in Tourism and Hospitality Industries (Plan B)
        Kang, Sanghoon, 2012

Citizen and Consumer: The Dual Role of the Individual in a Taiwanese Consumer Food Cooperative (Plan B)
        Tsai, Yue-Mi, 2012

Using Appreciative Inquiry in a Strategic Planning Session with the West Baltimore Farmers' Market (Plan B)
        White, Shelley, 2012

2011

Agri-sensing: Biotechnology Curriculum for High Schools (Plan B)
        Bosch, Erin, 2011

Ascertaining Effects of a Community-Based Ecotourism Project on Residents in Chi Phat, Cambodia (Plan B)
        Hewlett, Tamara R.O., 2011

Incorporating Innovative Environmental Regulatory Tools into Michigan's Leaking Underground Storage Tank Program (Plan B)
        Merchant, Jaclyn, 2011

The Cooperative Creation and Management of Edgewood Village Community and Children's Gardens: A Participatory Action Research Case Study (Plan B)
        Miller-Porter, Angela, 2011

Assessing Program Evaluation Competencies of Agricultural Extension Agents in Chana (Plan B)
        Tagoe, Ruth Ayikaikai, 2011

2010

Living the Life: A Professional Work Experience (Plan B)
        Danforth, Karl, 2010

Beliefs and Intentions of MSU Students toward Disc Golf Participation (Plan B)
        Huang, Huan-Sheng, 2010

Connecting with the Past: Creating a Self-guided Walking Tour of the Shipwrecks of Au Sable Point and The Au Sable Light Station (Plan B)
        Minor, Karena, 2010

2009

Literacy Training in Rural Ghana: The Nkwantakese Project (Plan B)
        Adler, Aaron, 2009

A Qualitative Study of Program Development at Environmental Education Centers in Michigan (Plan B)
        Coombs, John A., 2009

A Comprehensive View of the Future – Five-year Plan for the Charles L. Bowers School Farm, Bloomfield Hills School District (Plan B)
        Glomski, Holly, 2009

Biofuels Lesson Plans (Plan B)
        Miller, Leyna Dussel, 2009

Improving Watershed Education Programs to Preserve Water Quality (Plan B)
        Otto, Christopher John, 2009

Application of Structured Decision Making to Environmental and Natural Resource Management in Michigan (Plan B)
        Sims, Julie Ann, 2009

2007 Evaluation of the Michigan State University Extension Sugarbeet Advancement Program (Plan B)
        ZumBrunnen, Mary, 2009

2008

Educational Marketing Plan for the Webberville High School/Capital Area Career Center Agriscience and Natural Resources Program (Plan B)
        Benjamin, Loretta, 2008

Are We Making Better Environmental Decisions? (Plan B)
        Cole, Catherine, 2008

Getting Back to Our Roots: Finding a Common Interest in Nature to Improve the Human Lifestyle (Plan B)
        Dexter, Heather, 2008

Detroit Greenways Investigating the Benefits of Improved Collaboration (Plan B)
        Lott, Melissa, 2008

Developing a Dairy Skill-A-Thon to be Used by the Youth of Michigan (Plan B)
        Miller, Joshua D, 2008

Local Government Perspectives on the Integration of Natural Resource Information in Land Use Planning and Zoning: A Michigan Case Study (Plan B)
        Olson, Jennifer, 2008

Dairy Judging 101—An Interactive Learning Resource (Plan B)
        Styes, Emily, 2008

2007

Binary Choice Analysis in Great Lake Wetland Conservation – Restoration Programs (Plan B)
        Arreola, Oscar, 2007

More than Playing With Children, Painting and Picking Up Trash: Purposeful Planning of the Mexico for Credit Program (Plan B)
        Barnes, Krystal, 2007

Integrated Resource Management Planning Survey of Grand Traverse Band Membership (Plan B)
        Clark, Robin McCoy, 2007

FFA Program of Activities: A model for Agriscience Programs in Michigan State University (Plan B)
        Confer, Elizabeth A., 2007

Transferable Development Rights in Michigan State University (Plan B)
        Fancher, Darlene, 2007

Stone Weir Fishing Tourism Experience in Penghu, Taiwan: Is It An Example of Ecotourism? (Plan B)
        Kao, Gilda Chieh, 2007

Enhancement of Science Education Using Veterinary Science in the Secondary Classroom (Plan B)
        Klockziem, Melinda, 2007

Minobimadiziwin: The Anishinaabeg Concept of "The Good Life" (Plan B)
        McCoy, Amy, 2007

The Development of a Manual for Instructors of Conservation Stewards Workshops (Plan B)
        Riley, Mary J., 2007

A Case Study of Michigan State Game Area Parking Conditions (Plan B)
        Steffey, Eric, 2007

2006

Leadership Development Programs and Ongoing Support Venues (Plan B)
        Chamberlain, Lori, 2006

Professional Word Experience Evaluation (Plan B)
        Egeler, Christine, 2006

Land Lab Implementation and Utilization in Secondary Agriscience and Natural Resources Programs in Michigan State University (Plan B)
        Finch, Lora Sommers, 2006

A Census Study of Secondary Michigan Agriscience and Natural Resources Educators' Perceptions of Multicultural Education (Plan B)
        Flournoy, Corey, 2006

Public Agencies, Participation, and Power: A Case Study of Public Participation in Economic Development (Plan B)
        Hansen, Lexine T., 2006

Agriculture and Animal Welfare in the United States Examining the Welfare of Beef Cattle in Industrial Agriculture (Plan B)
        Hartner, Noelle Elizabeth, 2006

Educational and Managerial Roles of 4-H Volunteers in Youth Exchange Programs (Plan B)
        Kala, Ashley Roseberry, 2006

A Plan for Marketing All Natural Soybean Oil in Michigan State University (Plan B)
        Kilbourn, Suzanne, 2006

Development of the Online Course "Career Opportunities in Agriculture, Natural Resources, and the Environment" (Plan B)
        Merrill, Megan, 2006

Beal City Wood Lot – Building a Community Experiential Learning Center   (Plan B)
        Spry, Jessica, 2006

2005

Ghana Kwame Nkrumah's University of Science and Technology (KNUST) Agricultural Science Students' Perceptions of Bioengineered Food Innovations (Plan B)
        Adovor, Doe, 2005

Wetland Mitigation Banking: A Banker's Perspective (Plan B)
        Bailey, Deborah, 2005

Home Ownership and Fire in the Wildland-Urban Interface: A Study of Permanent and Seasonal Homeowners (Plan B)
        Cindrity, Stanley Janos, 2005

Agricultural Literacy in Elementary Students (Plan B)
        Couch, Jessica, 2005

Experiential Environmental Science Education (Plan B)
        Drougel, Marc, 2005

International Developmentalism and an Interpretation of Chaos and Quantum Theories: An Episystemic Inquiry (Plan B)
        Egger, Christine, 2005

Montague Agriscience Community Center (MACC): Linking Outreach Efforts and Learning Objectives through Collaborate Service (Plan B)
        Fiebig, Kyle, 2005

Tittabawassee River Watershed; Priority Conservation Lands Assessment (Plan B)
        Jarosz, Jonathan, 2005

CARRS Credit Equivalencies from Other Institutions to MSU (Plan B)
        Osentoski, Leigh Fluegge, 2005

Evaluating School Garden Nutrition Programs: Practitioners' Perspectives, Processes and Tools (Plan B)
        Rauscher, Anne, 2005

Engaging Youth in Community Decision-Making: Michigan Youth Councils (Plan B)
        Rinck, Ellen, 2005

Outcomes of a Nutrition and Gardening Education Program (Plan B)
        Townsend, Charissa, 2005

• Appendix G •

Theses by Master of Science Plan A Students
Department of Community Sustainability (CSUS)
(and Predecessor Department of Community, Agriculture, Recreation & Resource Studies)

2015

Incorporation of Climate Change Learning into Michigan K-12 Science and Great Lakes Stewardship Education: Teachers' Perspectives (Plan A)
> Batanian, Jessica, 2015

Michigan School Based Agriculture Educators: Determining Ecological Paradigm, Agricultural Paradigm, Knowledge of Sustainable Agriculture, and Prioritizing Instructional Needs of Sustainable Agricultural Practices (Plan A)
> Wittman, Rebecca, 2015

2014

Investigation and Analysis of Food Hub Operations (Plan A)
> Fischer, Micaela, 2014

What Agricultural Practices Are Considered Natural? Consumer Perceptions of Bird Damage Control Methods Used On Fruit (Plan A)
> Herrnstadt, Zachary, 2014

They Say Wealth Is In The Soil: Local Knowledge and Agricultural Experimentation among Smallholder Farmers In Central Malawi (Plan A)
> Hockett, Michele, 2014

The Role Of Values In Food Hub Sourcing and Distributing Practices (Plan A)
> Koch, Kaitlin, 2014

The Impacts of Film-Motivated Tourism Upon the Experiences Provided by Heritage Guides: The Case of Burghley House, England (Plan A)
> Smith, Louise E.J., 2014

2013

Zoo Visitor Satisfaction with Animal Visibility (Plan A)
> Couch, Ashley S., 2013

Living the Tame Life in Wicked Times – Environmental and Natural Resource Management in a Rapidly Changing World (Plan A)
> McKay, Patricia, 2013

An Exploratory Study of Collaboration among Farmers and Farmers' Market Managers (Plan A)
> Miller, Crystal, 2013

Using Appreciative Inquiry to Build Agricultural Stakeholder Collaboration in Watershed Management Planning: A Case Study (Plan A)
>Nye, Kalie, 2013

Understanding the Push and Pull Motivations and Itinerary Patterns of Wine Tourists (Plan A)
>Popp, Leanna, 2013

Michigan Black Farm Owners Perceptions about Farm Ownership Credit Acquisition: A Critical Race Analysis (Plan A)
>Tyler, Shakara, 2013

2012

Down on the Farm: A Qualitative Study of Sustainable Agriculture and Food Systems Education at Liberal arts Colleges and Universities (Plan A)
>Gardner, Levi, 2012

Gender and Diet Changes in the Central Himalaya (Plan A)
>Iyer, Deepa, 2012

Assessing the Nature of Participation in a Farmer Research Group: The Case of Ecuador's Participatory Bean Improvement Program (Plan A)
>Jablonski, Sara E., 2012

Feeding the Modern Dog: An Examination of the History of the Commercial Dog Food Industry and Popular Perceptions of Canine Dietary patterns (Plan A)
>Kelly, Rachel E., 2012

Residents; Environmentally Responsible Behavior and the Concepts of Connectedness to Coastal Resources (Plan A)
>Lee, Jenni, 2012

Farmer Responses to a Climate Change-driven Fertilizer Offsets Program: Economic Incentives, Worldviews and Operational Constraints (Plan A)
>McDermott, Matthew, 2012

A Look from the Inside: Market Perspectives on the Expansion of Food Assistance Programs at Michigan Farmers Markets (Plan A)
>Mino, Rebecca A., 2012

2011

The Experience Sampling Method, Apple iPhones, and the Relationship between Values, Subjective Wellbeing, and Pro-environmental Behavior (Plan A)
>Bessette, Douglas L., 2011

Scaling Up "Buy Local, Sell Fresh: Lessons from Michigan Growers, Suppliers, and Sysco" (Plan A)
>Falat, Stacia, 2011

Scaling Up and Preserving Local Food Values: A Value Chain Analysis of Local Food Procurement in a Metropolitan Public School System (Plan A)
>George, Val, 2011

Constraints to Adoption of Conservation Agriculture in the Angonia Highlands of Mozambique: Perspectives from Smallholder Hand-hoe Farmers (Plan A)
>Grabowski, Philip, 2011

Wind Farm Development: An Analysis of Factors Influencing Residents' Perceptions of Wind Turbines (Plan A)
        Groth, Theresa, 2011

Mining in the Caraga Region, Philippines: Insiders' Perspectives on Emergent Social and Environmental Problems (Plan A)
        Herbst, Sarah, 2011

Trends in Michigan Soybean Production Practices: Soybean 2010 (Plan A)
        Hobson, Angela Lea, 2011

Multi-species Pasture Rotation Systems: An Examination of the Acreage and Farm Requirements to Feed Michigan (Plan A)
        Meeh, Daimon, 2011

Civic Agriculture In Grand Rapids, Michigan During the Progressive Era: The Establishment of Retail Farmers Markets (Plan A)
        Otto, Jayson, 2011

Self-Enhancing and Self-Transcendent Values Underlying Preferences for Emergent Food Ecolabels: A Study of Food Cooperative Members and Natural Food Store Consumers in Michigan (Plan A)
        Spaniolo, Lia, 2011

Walking the Walk: Active Environmentalism and Views of the World (Plan A)
        Suffron, Heather K., 2011

Participation, Power, Positionality and the Poor: An Autoethnographic Study from the Southern Highlands of Tanzania (Plan A)
        Zeigler, Brianna, 2011

2010

Is Organic Coffee an Alternative Livelihood for Small Farmers in Nepal? (Plan A)
        Aoki, Kana, 2010

Interpreting the Farm as a System: Differences in Worldviews among Large-scale Non-organic and Organic Farmers in Michigan's Thumb Region (Plan A)
        Atwood, Lesley, 2010

Living the Life: A Professional Work Experience (Plan A)
        Danforth, Karl, 2010

Using the Internet for Public Participation in Natural Resource Decision Making: U.S. Army Corps of Engineers and the McNary Shoreline Management Plan (Plan A)
        Dilworth, David, 2010

Engaging Youth in a Food Environments Community of Practice: An Action Research Study on Facilitating Participation and Sociocultural Learning (Plan A)
        Nault, Katherine, 2010

Supporting International Development Decisions: Integrating Insights from Risk Communication and Decision Aiding for Household Water Tfeatment in East Africa (Plan A)
        Post, Kristianna, 2010

2009

Attributes of Place Associated with School Quality: A Michigan Case Study (Plan A)
    Borowy, Tyler, 2009

Growing Food in the City: Two Approaches to Exploring Scaling Up Urban Agriculture in Detroit (Plan A)
    Colasanti, Kathryn, 2009

Alternative Food and Animal Geographies in the Newsprint Media & Discourse Analysis of Urban Chicken in the US (Plan A)
    Fitzpatrick, Margaret, 2009

Cost-Benefit Analysis of Mei-Nong Dam Project: A Case Study (Plan A)
    Lee, Yuan Yao, 2009

Visions for Detroit Food System Improvement: Citizen, Activist and Professional Perspectives (Plan A)
    Litjens, Charlotte, 2009

Communicating with Stakeholders and Properly Accounting for their Worldviews in Promoting Sustainability at Michigan State University (Plan A)
    Yeboah, Felix Kwame, 2009

2008

Evaluating the Learning Outcomes Youth Receive by Participating in a Farm Market Stand through a Youth Group (Plan A)
    Brander, Ashley, 2008

Evaluating the Impacts of Residential Use on the Lapeer State Game Area (Plan A)
    Clark, Eric M., 2008

Self-Help Groups as a Strategy for Rural Development in Western Kenya: An Exploratory Study in Butere-Mumins District (Plan A)
    Halter, Sarah, 2008

Promoting Sustainability: Mental Models Research to Inform the Design of a Campus Recycling Program (Plan A)
    Olson, Lauren, 2008

A Tool for Assessing Citizen Deliberative Decisions about Contaminated Sites (Plan A)
    Ostrand, Monica Day, 2008

2006

Determinants and Impacts of Collective Water Management in Kenya's Lower Nyando Basin (Plan A)
    Vardhan, Mamta, 2006

2005

Exploring the Role and Importance of Historical Authenticity in Heritage Tourism Development: A Case Study Analysis of Manistee and Ludington, Michigan (Plan A)
    Wiles, Craig, 2005

Community-based Natural Resource Management: Where Western Science and Anishinaabe Traditions Meet (Plan A)
McCoy, Robin, 2004

• Appendix H •

Dissertations by Doctor of Philosophy Students
Department of Community Sustainability (CSUS)
(and Predecessor Department of Community, Agriculture, Recreation & Resource Studies)

2015

Learning from Theories and Practice of Sustainability: In Search of Cohesion
> Arreola, Oscar G., 2015

Promotion and Adoption of Conservation Agriculture in Mozambique and Zambia
> Grabowski, Philip P., 2015

2014

Sport Event Attendees' Pro-environmental Behavior in Daily Life versus in a Tourism Context
> Han, Ju Hyoung, 2014

Host Community Resident Stress and Coping with Tourism Development
> Jordan, Evan J., 2014

Constructs and Mechanisms of Personally-delivered Interpretive Programs that Lead to Mindfulness and Meaning-making
> Noh, Eun Jeong, 2014

Understanding How Consumers and Producers Evaluate Tradeoffs Related to Food and Agriculture Using Experimental Actions
> Waldman, Kurt B., 2014

2013

Artisan Food Processing and Food Safety Regulation in Michigan: An Actor-Network Study of Interactions, Economic Interests and Fluid Boundaries
> Buckley, Jenifer, 2013

Measuring "Flow" in Michigan Youth Firearm Deer Hunters and Implications for Hunter Recruitment
> Everett, Michael W., 2013

Construction of Children's Canine Care and Welfare Knowledge Scale: Understanding the Link between Children's Perceptions of Dogfighting and their Level of Canine Care and Welfare Knowledge to Inform Humane Education Interventions
> Iliopoulou, Maria Andromachi DVM, 2013

Factors Influencing Success in Community Change Teams: A Theoretical and Observational Analysis
> Ivan, David J., 2013

Ecotourism Cultural Impact Analysis
> Liou, Gwo-Bao, 2013

Determinants that Influence College Students in Choosing Hospitality Business as their Major: A New Model
        Tkach, Julie L., 2013

A Case Study of Emotional Engagement in a Natural Area with College Sport and Recreation Student Participants
        Washington, Dwight, 2013

2012

Importance of Sociopolitical Control, Sense of Community and Citizen Participation in Tourism Promotion and Policy
        Jeong, Eunseong, 2012

Using the Leisure Constraints Negotiation Process to Understand Participants' Leisure Involvement and Benefit Realization
        Lyu, Seong Ok, 2012

Residents' Attitudes toward Tourism, Focusing on Ecocentric Attitudes and Perceptions of Economic Costs: The Case of Iriomote Island, Japan
        Miyakuni, Kaoruko, 2012

Sustaining Farmers Markets in Low-Income, Urban Areas: Exploring Farmers' Perspectives on Participation
        Montri, Dru Nicole, 2012

2011

Incorporating Environmental Concerns into Decisions about Food: Contributions from Research on Decision-making
        Campbell-Arvai, Victoria, 2011

Assessing Marketing Needs and Strategies for Small-Scale Farmers: The Case of Hispanic Farmers in Michigan
        Martinez, Lourdes, 2011

Implications of Incentive-based Conservation Programs for Governance, Gender and Collective Action in the Uluguru Mountains, Tanzania
        Vardhan, Mamta, 2011

2010

Irrigation and Transboundary Water Management in the Lower Colorado River: The Changing Role of Agriculturists in the Mexicali Valley, Mexico
        Cortez-Lara, Alfonso, 2010

The Role of Household Physical, Human, Network and Environmental Assets in Small Farmer Access to Markets: Guatemalan Lettuce Growers Experiences with Modern Market Channels
        Flores, Luis, 2010

On the Road to Sustainability: From Vision to Action in the Sustainability Transition
        Grogan, Richard, 2010

Bridging Community Development and Environmental Education: Rural Water Conservation Programs in Jordan
        Hansen, Lexine, 2010

Roles of Motivations, Past Experience, Perceptions of Service Quality, Value and Satisfaction in Museum Visitors' Loyalty
        Hsieh, Chi-Ming, 2010

Economics of Payments for Environmental Services: Three Essays on Kenya, Tanzania, and Mozambique
        Jindal, Rohit, 2010

Resource Management in a Developing Country Context: Improving Decisions by Confronting Difficult Tradeoffs in Costa Rica
        Kellon, Delanie, 2010

The Importance of Customer Satisfaction and Delight on Loyalty in the Tourism and Hospitality Industry
        Kim, Mi-Ran, 2010

Territorialisation, Resistance and Democratic Spaces in Forested Landscapes of Orissa, India
        Kumar, Kundan, 2010

An Analysis of the Performing Arts Consumer: Developing Market Segments by Using Chi-Squared Automatic Interaction Detection (CHAID)
        Park, Sung Hee, 2010

Adoption of Organic Vegetable Production Practices in West Java and Bali, Indonesia
        Takagi, Chifumi, 2010

2009

A Spatial Model for Estimating Recreational Boat Ownership in Florida
        Cui, Yue, 2009

Measuring Indirect Benefits of Brownfield Redevelopment Using the Hedonic Price Method: The Case of Lansing, Michigan
        Kim, Young-Tae, 2009

Assessing the Impact of Weather Variability on Travel Activity Using Michigan Highway Traffic
        Shih, Charles, 2009

Student's Perspectives on the Undergraduate Education in the College of Agriculture and Natural Resources at Michigan State University
        Shrestha, Krishna Mohan, 2009

Environmentality, Democratic Assertions and Reimagination of Forest and Forest Governance in Orissa, India
        Singh, Neera Mendiratta, 2009

The Connection Between Leisure Participation and Public Engagement
        Van der Woud, Afke Moufakkir, 2009

Changes in Pesticide Use and Dietary Risk in the USA Since the Passage of the Food Quality Protection Act (FQPA) in 1996
        Viray, Faye Aquino, 2009

Perceptions of MSUE County Extension Directors and Extension Educators of the Use of Technology in Their Work
        Wells, Elizabeth, 2009

Activity-based Market Segmentation in a Rural Tourism Destination: A Case Study of West-Central Michigan
Yang, Nai-Kuan, 2009

2008

Food Safety Standards as Corporate Social Responsibility: A Case Study of Infant Food Companies
DeKryger, Todd Alan, 2008

Farm to School Programs in Public K-12 Schools in the United States: Perspectives of Farmers, Food Service Professionals, and Food Distributors
Izumi, Betty Tomoko, 2008

The Influence of Perceived Loyalty Program Value on Satisfaction, Switching Costs, and Attitudinal and Behavioral Loyalty: An Empirical Investigation of a Casino Loyalty
Jeon, Sang-Mi, ???

Factors Influencing Residents' Attitudes Toward Tourism Marketing As a Development Strategy
Kwon, Jeamok, 2008

An Examination of Factors Predicting Residents' Support of Tourism Development
Latkova, Pavlina, 2008

Travel by People with Disabilities: A Diffusion Study Focused on Opinion Leadership
Rummel, Annette, 2008

Relations among Leisure as Time, Activity, and Experience in After-School Programs: Individual and Programmatic Factors
Wu, Heng-Chieh, 2008

2007

Developing Institutional Options for Watershed Management: The Sixaola Binational Watershed and La Amistad Bioshphere Reserve
Babladelis, Paul G., 2007

Farmers' Attitudes and Adoption of Improved Maize Varieties and Chemical Fertilizers in the Manica District, Mozambique
Cavane, Eunice Paula Armando, 2007

Distance Education at Bay Mills Community, College
Jonaitis, Simone, 2007

Understanding Travelers' Information Sources and Technology Uses across Vacation Stages
Kah, Junghye Angela, 2007

A Case Study of Hispanic Farmers in Four Southwestern Michigan Counties
Lopez Ariza, Bernardo, 2007

Motivational Change: An Examination of Long-term Michigan 4-H Volunteers
Wagester, Jennifer Ann, 2007

2006

Agriculture Diversification – A Successful Strategy?
        Barbieri, Carla, 2006

A Study of Changes in Patterns of Travel Behavior Over Time: A Cohort Analysis Approach
        Huh, Chang, 2006

The Impact of Sport Tourism Event Image on Destination Image and Intentions to Travel: A Structural Equation Modeling Analysis
        Kaplanidou, Kyriaki, 2006

Resolving High Capacity Groundwater Withdrawal Conflicts in the Great Lakes Basin
        Kettren, Leroy, 2006

Travel Behaviors of U.S. University Students: Travel Involvement, Push Motivations, Pull Motivations, Satisfaction, and Destination Loyalty
        Kim, Kakyom, 2006

Application of the Conversion and Tracking Models in Measuring the Effectiveness of Travel Michigan's 2003 Travel Advertising Campaign
        Maumbe, Kudzayi, 2006

Americans' Intentions to Vacation in East Asia: An Empirical Investigation of the Relationships among Information Source Usage: Destination Image, Perceived Risks, and Intention to Visit
        Noh, Jeonghee, 2006

2005

Dioxins in the Tittabawassee: Citizen Competence in Deliberative Democracy
        Diebel, Alice, 2005

Developing Eyes to See: A Study of a Multi-Congregational Anti-Racism Initiative
        Heffner, Gail Gunst, 2005

Determinants of Rural Tourism and Modeling Rural Tourism Demand in Korea
        Kim, Mi-Kyung, 2005

Nontraditional Women Persisting in Community College to Meet their Educational Goals
        Lutes, Charlene A., 2005

Zapotec Use of E-Commerce: The Portrait of Tetitlan Del Valle, Mexico
        Rivers, Deanna, 2005

An Input-Output Model with Varying Job and Income Ratios for Service Industries: An Application of the Analysis of Leisure Experience and Subjective Wellbeing
        Rodriguez, Ariel, 2005

A Systems Approach to Risk Assessment and Disaster Recovery: The Montserrat Case
        Rozdilsky, Jack Lewis, 2005

The Promises and Challenges of Community-Oriented Conservation: the Case of Greenways in Detroit
        Salazar, Maite, 2005

"Doubling Tourist Arrivals Plan" in Taiwan
      Sun, Ya-Yen, 2005

An Evaluation of Leisure Agriculture Policy Utilizing the Analytic Hierarchy Process (AHP)
      Yen, Hung-Hsu, 2005

• Appendix I •

Guidance Committee Member Eligibility Guidelines

1. **Eligibility Policy for Serving on CSUS Graduate Committees** (summarized in the Table on the next page)

    Committee Chair
    Only *CSUS tenure-stream faculty* may serve as Chair of CSUS graduate guidance committees.

    Committee Members
    CSUS and other MSU tenure-stream faculty holding a Ph.D. are eligible to serve on committees.

    MSU-appointed staff holding Ph.D.s outside of the tenure stream (or equivalent terminal degrees) may serve on CSUS graduate guidance committees if they have applied for and received approval from the Department and the Graduate School for this status.

    Ph.D.s who are employed outside of MSU may serve on CSUS graduate committees if they have applied for and received approval from the Department and the Graduate School for this status.

    MSU staff or non-MSU staff who hold master's degrees may serve on CSUS MS committees if they have applied for and received approval from the Department and the Graduate School for this status.

2. **Process to Gain Approval to Serve on Graduate Committees**

    The student's committee chair or any individual wishing to serve on CSUS Graduate committees may complete the following process to be assessed for guidance committee eligibility:

    2.1 The proposed committee member compiles the information requested in the Graduate School's "Procedure to have non-tenure faculty and academic specialists Serve on Graduate Student Committee." Specifically, this requires:

    * A letter from the individual summarizing his/her background and qualifications to serve as a member of a graduate student committee
    * A copy of the individual's vita
    * Individual's email address
    * Two letters of reference that speak to the person's qualifications to serve on graduate student committees. One letter may be from an MSU faculty, *but at least one letter must be from an external source.*

    2.2 The student's committee chair reviews these materials and attaches a cover memo that explains if the application applies to i) all future graduate committees ("standing eligibility"); or ii) a specific student's committee ("specific eligibility").

    * If the application is for standing eligibility: explain how this person's expertise is pertinent to the multiple focal areas or themes within CSUS.
    * If the application is for specific eligibility: explain 1) the role this individual is expected to play on this student's committee; and 2) the nature of this individual's expertise and how it meets the needs required of the committee.

    3.1. In the case that a particular individual seeks this status on their own behalf (i.e., without being associated with a particular graduate committee), he/she would submit a coversheet that provides the information requested in 2.1 as well as the materials requested in 2.2 above.

3.2. The complete application is submitted to the Department Chair.

At the discretion of the Chair, the GACC or any other standing or ad hoc committee reviews the application and makes a recommendation to the Department Chair. The committee's responsibility is to determine that 1) the application is substantively complete; and 2) the application has been made for the correct status (standing or specific eligibility). The standard of requirement for the former will be higher. Specifically,

3.5.1. **Applications for standing eligibility** must demonstrate that the individual is engaged in active scholarship in at least one focal area identified within the CSUS graduate program. Active scholarship means that the person is engaged with, has an active publication record in, and conducts research in the field in which they claim specialization.

3.5.2. **Applications for specific eligibility** must make the case for a particular expertise on a committee as well the ability of this person to provide such expertise.

3.3. The Department Chair reviews the application and GACC's recommendation and forwards the application to the Graduate School if deemed appropriate.

3.4. The Graduate School evaluates the file and notifies the Department Chair of the decision. The Chair notifies GACC and the committee chair (or individual) who submitted the application of the final decision.

Summary of Eligibility to Serve on CSUS Graduate Committees

Who can serve?	Chair of Committee	Committee Member
Tenure steam faculty from other departments	NO. Only CSUS tenure stream faculty	YES, already a means to do so
Non-tenure stream Ph.D. (or equivalent terminal degree) employed at MSU	NO	YES, If application passes both the CSUS and Graduate School reviews. See process above.
Ph.D.s outside of MSU	NO	YES, If application passes both the CSUS and Graduate School reviews. See process above.
Person having Master's Degree	NO	NO for Ph.D. committees; YES for MS committees, if application passes both the CSUS and Graduate School reviews. See process above.

In general, no more than one non-regular faculty member may serve on a Master's committee, and no more than two on a doctoral committee. *(from* http://grad.msu.edu/forms/docs/Guidance%20committees%20NON%20reg%20faculty.pdf *)*