

CURRICULUM, INSTRUCTION AND TEACHER EDUCATION

Ph.D. and Ed. Specialist Program Handbook

I. PROGRAM OVERVIEW 4

II. PROGRAM COMPONENTS 5

Ph.D. Emphasis Areas in Curriculum, Instruction, and Teacher Education.....	6
Teacher Education and Teacher Learning.....	8

III. ADMISSION TO THE PROGRAM: APPLICATION REVIEW CRITERIA AND PROCESS..... 9

Review Process.....	9
---------------------	---

Required Application Materials.....	10
-------------------------------------	----

Special Information for International Applicants	14
--	----

IV. ADVISORS AND GUIDANCE COMMITTEES 15

Temporary Advisors	15
--------------------------	----

Chair of Guidance Committee.....	17
----------------------------------	----

Guidance Committee.....	18
-------------------------	----

V. UNIVERSITY RESOURCES..... 19

**VI. DEPARTMENTAL POLICIES:
ACADEMIC PERFORMANCE 20**

Program Plan20

Research Practicum.....22

Academic Standards and the Annual Review of Doctoral Students24

Policy on Academic Standards24

 Academic Progress in Coursework25

 Academic Progress in Research.....26

Annual Review Procedures.....26

Preliminary Examination27

Comprehensive Examination.....28

Temporary Withdrawal, Readmission, and Time Extensions.....30

Student file30

**VII. DISSERTATION AND ORAL
EXAMINATION 31**

Publication of Dissertation.....32

Final Certification32

**VIII. FINANCIAL SUPPORT AND
WORK-RELATED POLICIES 33**

Fellowships/Funding/Financial Aid33

Graduate Student Rights and Responsibilities33

**IX. INTEGRITY AND SAFETY IN
RESEARCH AND CREATIVE
ACTIVITIES 35**

Human Research Protection Program.....	35
The Complaint Process	37
II. Composition of Department Hearing Board	37
III. Referral to a Department Hearing Board:	38
IV. Department/School Hearing Procedures:.....	39
V. Appeals	41
VI. Conflict of Interest (Student – Faculty, Student – Student).....	42

X. FORMS AND DEADLINES..... 42

Please also see.....36

[Ethical Standards of AERA](#).....36

I. Program Overview

The Ph.D. program is designed for persons who are interested in and show promise of becoming scholars and leaders in the domains of curriculum, teaching, teacher education, and educational policy at the K-12 or college level, or in local, state, regional, national, or international institutions or agencies.

Our Commitments

The doctoral program in Curriculum, Instruction, and Teacher Education draws strength from the distinctive orientation of the MSU College of Education. First and foremost, we are a *professional* college. As a professional school, we are committed to preparation of teachers, counselors, curriculum leaders, school administrators, policymakers, teacher educators, researchers, and others in the field of education. We strive to promote high-quality, equitable education and to generate a sense of professional responsibility for the improvement of education in its multiple dimensions. As all professional schools must, we attend to theory and practice equally. We carry out research, develop theory, all the while maintaining close relationships with practice.

Second, we seek both to understand and to reform education: We have an obligation to engage in meaningful research about education. But we also recognize our obligation to move beyond analysis and promote education reform, seeking to improve the conditions of teaching and learning for students and educators alike. This means looking beyond the technical concerns of teaching and learning to the broader social responsibility we bear for promoting social equity in and through education.

Third, we practice what we teach: As a College, we aim to put our theories into practice within our own classrooms and lives. This means carrying out our own teaching and service the way we teach others to do it and applying our research skills to the enhancement of the college as a scholarly community for students and faculty alike.

Finally, we are committed to creating a diverse community: We believe that diversity of background, experience, expertise, and perspective enriches our scholarship. We seek to attract and retain the best faculty and graduate students possible. Through courses, seminars, colloquia, joint projects, and other formal and informal interactions with those inside and outside the university, we draw on this diversity to inform our research, teaching, service, and outreach.

The Content and Purposes of a Doctoral Education

Doctoral education is distinct from “going to school.” While courses and mastery of predetermined content are an essential element, so too is participation in larger professional communities – through research projects, participation in professional organizations, work in schools and other relevant settings and the like. Perhaps most importantly, it is essential that students take ownership for their own learning during the course of a doctoral program, which including deciding what courses to take and what other experiences to create for one’s own development. Here we briefly sketch out the components of the PhD program in the Department of Teacher Education.

II. Program Components

Candidates for the Ph.D. degree will complete at least 15 courses. The total number of credits for each student is determined by his or her guidance committee and distributed according to the following requirements:

A two-semester **proseminar** (TE 901 and 902) taken during the first year of advanced graduate study. These two courses are designed to help build students’ academic skills and professional learning community, introduce them to big questions about education, and provide them with a preliminary look at the program’s major areas of emphasis.

At least **four** doctoral courses about **educational inquiry and research**, including: an introduction to educational inquiry; a doctoral course in statistics; a doctoral course in either qualitative or quantitative research methods; and a research practicum to be undertaken after the other research courses have been completed.

At least **three** courses offered by the Department of Teacher Education that are selected to contribute to the breadth of one’s understanding of educational issues.

At least **six** additional **courses** selected that form an area of concentration.

The university’s **residency requirement** -- defined as enrolling in six credits of coursework in two consecutive semesters -- must also be met. (Residency does not necessarily mean that a student spends full time on campus, although the program strongly encourages students to do this.)

In addition to coursework, students are required to pass a **preliminary and comprehensive examination** administered according to departmental policy. Comprehensive exams must be taken within five years from the semester the students took the first advanced graduate course to appear on the formal “program plan.” These examinations serve multiple purposes including providing students with opportunities to review and synthesize their own work, creating opportunities for students to get critical feedback on their work, and letting faculty know how students are doing. The preliminary exam (see description below) is designed to assess students’ abilities to read and write academic discourse. The comprehensive exam (see description below) is designed to assess students’ ability to conduct and write up research and inquiry.

The doctoral program culminates in the completion of the doctoral **dissertation** (24 semester credit hours of TE999). The signature feature of a Ph.D. is that it is a research degree. Thus, critical to one’s program is the completion of a scholarly project from beginning to end. This is done with the support of an advisor and guidance committee. The dissertation offers an opportunity for students to immerse themselves in previous research in a field, identify timely and important problems in the specialty area, craft an appropriate and original inquiry that meets high professional standards, and present that inquiry to faculty. The dissertation also demands integrative writing skills that convey how the investigation was conceived and carried out. The dissertation should be completed three years from the date of passing the comprehensive examinations and no longer than eight years from entry into the program

Ph.D. Emphasis Areas in Curriculum, Instruction, and Teacher Education

Faculty and doctoral students may affiliate with one or more of the department’s three emphasis areas. These emphasis-area groups are intended to serve both as scholarly communities that foster conversation and stimulate inquiry, and as vehicles for program and course planning.

Curriculum. Faculty and students associated with this emphasis area are interested in the interactive relationships among curriculum, the teaching and learning of school subjects, and ideological, social, and disciplinary contexts of teaching and learning within and across subject areas. Among the areas of central inquiry are curriculum theories, history, design, and development; relationships between disciplines and school subjects; and debates about what knowledge is of most worth, for whom, and for what purposes. The emphasis area permits specialization in curriculum and a variety of subject-oriented concentrations – history and social studies education, literacy education, mathematics education, and science education.

Curriculum questions are approached from a cross-disciplinary, critical perspective rather than from a narrow, technical interest. Study of the sociopolitical, historical, and theoretical contexts draw on diverse disciplines across the social sciences, humanities, and the arts. Curriculum study is also situated in its pragmatic context by examining the relationship of curriculum theory, policy, and practice. The knowledge, decisions, roles, experiences, and actions of teachers and teacher educators in addressing persistent curriculum issues, and their creation or mediation of curriculum with students in social context, are of fundamental interest to contemporary scholars in the field.

History and Social Studies Education. This emphasis area provides students with the opportunity to study education in its multiple relationships to power, knowledge, disciplinary content knowledge, intellectual skills, and participatory democracy, including issues of civic values, diversity, systems of social thought and belief, justice, ethics, and politics. This can be done through both a disciplinary subject matter lens (e.g., history, geography, economics, and other social science disciplines) and through a variety of theoretical lenses (e.g. technical, positivist, constructivist, critical, feminist, post-colonial, interpretive, postmodern, and post-structural—lines of inquiry reflective of our diverse faculty). In their studies, students can explore questions relating to issues such as the sociocultural, philosophical and historical aspects of education and schooling; comparative studies of history and social studies education; curriculum, instruction, and assessment in the social studies; the preparation of social studies teachers; the role of curriculum, schooling and the broader society in positioning teachers and students as citizens in a culturally diverse world; social studies in popular and high culture, museum studies; multicultural education; critical pedagogy; and international, transnational, and global education. Students also have opportunities to teach courses in social studies methods and multicultural education.

Literacy Education. This concentration provides students from such diverse backgrounds as teacher education, special education, and educational psychology opportunities to approach the study of literacy from a multidisciplinary approach. It is grounded in issues related to broader areas of inquiry that characterize the doctoral program, including reform movements, policy at the state and national levels, and the history of education. Students explore aspects of K-12 literacy education in diverse settings, including the cognitive and social bases of literacy development, the politics of literacy, and literacy for diverse learners. In developing their own research agendas, students learn about literacy scholarship through their apprenticeships in faculty projects and in teaching and supervision practica in teacher education. Students may participate with faculty in the work of the [Literacy Achievement Research Center](#), and often participate in the Literacy Colloquy, an ongoing seminar series of visiting and resident literacy scholars.

Mathematics Education. This concentration brings together faculty strengths in teacher education, educational psychology, special education, and the mathematics department. Faculty are involved in a range of issues from elementary through

college mathematics education, including: student knowledge and learning, teacher knowledge and learning, teacher preparation, professional development, curriculum, policy analysis, international mathematics education, and assessment of students and teachers. All faculty are committed to studying and promoting meaningful learning for all students. A distinctive focus at MSU is the university's investment in maintaining a close connection between university faculty and the K-12 classroom. Faculty and students are engaged in a rich spectrum of research projects and work in urban, suburban, and rural local schools. Students and faculty with these interests regularly interact with colleagues in the [Ph.D. in Mathematics Education](#) and [PRIME](#). This includes enrolling in common courses, as well as participating in the Mathematics Education Colloquium.

Science Education. This concentration blends theory, research, and practical application of science teaching, learning, and assessment. Students commonly contribute to a variety of research projects, participate in policy formation, and refine their knowledge and pedagogical skills in sustained collaborative work with faculty and students in K-12 schools, college level science educators, and informal science educators. The science educators on the faculty help students build programs of study connected to their unique interests and support students who desire to develop ties to related scholarship in the social sciences, humanities, and the scientific fields themselves.

Educational Policy and Social Analysis. Faculty and students in this emphasis area share interests in the critical analysis of educational policy. They focus on a wide range of issues including the social-historical contexts within which particular educational policies arise, the process by which they are formulated, and the effects they produce. In analyzing these issues, students and faculty in this area examine the foundations of educational institutions and practices from a variety of disciplinary perspectives, including sociological, anthropological, historical, economic, and political approaches. They also explore educational reform efforts of past and present, and they inquire into the practice of policy analysis and policy formation.

Teacher Education and Teacher Learning. This emphasis area brings together faculty and students who are concerned with the relationship between teacher education and teacher learning at the pre-service, induction, and in-service levels. They focus on the enterprise of teacher education, the practices of teacher educators, and the formal and informal learning of prospective, beginning, and experienced teachers over time and in different settings. Students gain first-hand experience in the preparation of teachers through their close involvement in the College's own teacher preparation program and its well-established relationships with area schools. In addition, students work with faculty on a variety of research projects that concern teacher induction and professional development, investigating the effects of various aspects of teacher preparation (field experience and methods classes, for example), and the variety of aspects impacting the growth and professional development of teachers throughout their careers as educators.

Other Areas of Interest. While most faculty and students focus their scholarly and professional interests in the areas mentioned above, many (often the very faculty and students working in the above mentioned areas) also, often simultaneously, have scholarly and professional interests in other areas as well. Below, we highlight some of these other areas as examples:

- * Critical Theory/Pedagogy
- * Urban Education
- * Learning technologies
- * Global, International and Comparative Studies
- * Educational Foundations: Philosophy, History, Sociology of Education
- * Media, Discourse, and Culture

Students may, of course, choose to focus their work in one or more of the above mentioned focus areas or create their own unique area of interest, as long as it is approved by the student's advisor and guidance committee and is supported by a series of courses and experiences that provide deep and substantive knowledge in this area.

III. Admission to the Program: Application

Review Criteria and Process

Review Process

Each application is reviewed by a committee of faculty members from the Department of Teacher Education. The review committee considers the following factors in assessing applicants:

- Strength of academic and professional education record.
- Potential for intellectual, educational, professional, or civic leadership.
- Fluency in oral and written expression.
- Compatibility of applicant's stated goals with the department's programs.
- Conformity with university and college admission requirements.

There are no fixed deadlines for applications. The committee reviews applications on a regular basis throughout the year. The committee may recommend acceptance or denial of admission to the program, or it may recommend holding an

application and requesting more information. If the decision is to admit the applicant, a temporary advisor will be assigned to the applicant. Applicants are notified of the department's decision by mail and e-mail as soon as possible after the review.

Although applications for admission can be reviewed at any time during the year, **it is in the best interest of students to complete their applications as early as possible in the academic year.** Anyone who wishes to qualify for one of the **competitive fellowship awards** must have a complete application on file with the university and the program secretary no later than **December 1**. Moreover, assistantships and departmental fellowship monies are awarded in early spring and it is easier to match students' interests with available opportunities if the Department knows who is in the new entering cohort earlier rather than later.

Required Application Materials

Note: All forms needed for application are linked in this document and are available on the program web page (<http://www.educ.msu.edu/te/phd/current-students/forms.asp>). Application materials can be mailed out upon request.

University Application and Fee

Those seeking admissions to an MSU graduate program for the first time must complete an application and submit an application fee. Applications are completed online at grad.msu.edu/apply.htm. As part of the university application, international students are required to submit a [statement of financial proof](#). Completed forms can be submitted via the internet or mailed in.

For applicants who have already been admitted to a graduate degree program at MSU at some point and now wish to apply/transfer to this program, no additional application fee is required. The Change of Program Status form is obtained from the college website at <http://www.educ.msu.edu/te/phd/Current-Students/forms.asp>. To expedite the application process, a copy should be sent to the Ph.D. Program Secretary, 116 Erickson Hall. If applicants were enrolled in an MSU degree program at some point but **not in the past year**, they also need to fill out an **Application for Readmission** form.

Materials to be sent by (or on behalf of) the applicant

The following materials should be either sent electronically to Vicki Adams, the Doctoral Program's secretary <adamsv@msu.edu> or mailed to her at 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI, 28824

Current Curriculum Vitae

Applicants may choose their own format of a curriculum vitae or use the format of the sample vitae provided. A copy of the CV should be either sent electronically or mailed to the Ph.D. Program Secretary (see email and mailing addresses above)

Statement of Professional Goals

Applicants also submit a statement of their professional goals. The statement should discuss their reasons for pursuing a doctoral degree. They respond to the following questions: How have their experiences and intellectual growth shaped questions that an advanced graduate program might help them to explore? What sorts of academic and professional leadership roles would the program and degree help them to assume? This statement is a very important part of the file for the review committee. Candidates should present a thoughtful and extended verbal portrait (2-3 pages long single-spaced) of their reasons for pursuing advanced graduate study, the match between their goals and the program's characteristics, and the major issues of scholarly and professional interest that they wish to explore during their graduate career. Statements should also include a discussion of any leadership roles the applicant has held as well as any professional/personal obstacles the applicant has overcome. This statement should be sent electronically or mailed to the Program Secretary (see email and mailing addresses above) along with the c.v. and the writing sample described below.

Writing Sample

Applicants submit one or more examples of academic writing (e.g., something that they have published, a master's thesis, or a paper submitted to fulfill graduate course requirements). The sample must have been authored exclusively by the applicant. The purpose is to demonstrate the candidate's ability to write academic English in order to give the review committee a clear idea of how well the candidate will be able to carry out the kind of analytical writing that is such a central component of advanced graduate study. The paper should be at least 10 pages long (double spaced). International students in particular need to see this sample as a way to demonstrate their command of English. Toward this end, a translated abstract of a master's thesis is of no help. If a student does not have an appropriate extended piece of academic work in English that can be submitted along with the application, please contact us. Copies of the writing sample(s) should be either sent electronically or mailed to the Ph.D. Program Secretary (see email and mailing addresses above)

Other materials to be submitted

Letters of Reference

Applicants should submit three letters written by those who can attest to their academic ability or their professional qualifications (e.g., professors with whom courses were taken, a master's degree advisor, or a professional supervisor). Reference writers should be given a copy of the [recommendation of admission form](#) to this form. The purpose of these letters is to elaborate the qualities the applicant brings to the program that are likely to make him or her successful in advanced

graduate study. As a result, it is most helpful to solicit letters from individuals who know the candidate's academic and professional skills. Letters from instructors who taught the candidate at the master's or undergraduate level are particularly effective for this purpose. Letters should be mailed directly by the reference writer to Vicki Adams, the Ph.D. Program Secretary, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI, 48824

Transcripts

Applicants must have one copy of their **official (sealed)** transcripts sent from all universities attended, except from MSU (we secure MSU transcripts directly from the Office of the Registrar). Transcripts should be sent to **MSU Office of Admission**, 250 Administration Building, Michigan State University, East Lansing, MI 48824

Graduate Record Examination

Applicants must take the GRE General Test as part of their application (test results are valid for five years). The GRE is administered on computer at a number of centers across the United States (including on campus at MSU) and scheduling is quite convenient. When registering to take the GRE test, please make sure you provide them with the following two codes: the MSU code is 1465. The department code is 3101. Since test results are sent directly by GRE to the program, providing GRE with the correct codes will ensure your results reach us. It normally takes 2-3 weeks for GRE to send us the results so please make sure to allow for that time in considering the timeline for your application. To expedite the review process, applicants may wish to send an unofficial copy of the GRE results to the Ph.D. Program Secretary along with application materials (or even to e-mail the numbers to her).

TOEFL

Applicants for whom English is **not** their primary language are required to submit TOEFL scores. The test must be taken **within two years** of the application. The university's minimum acceptable score is 550 (paper version) 80 (Internet-based version) or above, with all subscores above 52 (paper version) or 19 (Internet-based version). Writing section minimum score is 22 (Internet-based version). The official report must be received by the English Language Center directly from the Educational Testing Service. In order to be considered for admission, all international students must have official TOEFL scores reported to the university. International students must demonstrate adequate language proficiency for doctoral study before being admitted to the program. TOEFL results should be sent to the MSU Office of Admissions, 250 Administration Building, Michigan State University, East Lansing, MI 48824. *To expedite an application*, applicants can send copies of the results to the Ph.D. Program Secretary, 116 Erickson Hall.

If the student has completed a degree program in an English speaking country, he or she can request a waiver of the TOEFL requirement. Once the program admissions committee is convinced of the student's English language skills based on past program completion and other evidence, it will ask the university to waive the requirement. This waiver is usually granted, but the university may require the student to take the English proficiency test upon arrival at MSU.

SPEAK Test

For international students who wish to serve as teaching assistants, the English-language campus minimum proficiency score is 50 on the SPEAK test. Those individuals who need to take this test should go in person to A714 Wells Hall for information. The schedule for the SPEAK test is on the English Language Center [web site](#). Often, just as important as English language proficiency for all TAs, however, is familiarity with American K-12 education. For some entering international students as well as other students who have not taught in K-12 settings, this will mean that they should include in their first year of studies some opportunities in K-12 schools in order to become more familiar with the American institution of schooling from the perspective of a professional serving such settings. Sharon Schuille, who oversees many TA assignments for the department, is an excellent source of information about experiences for potential TAs in Teacher Education.

Provisional Acceptance To A Program

The Department reserves the right to make a provisional acceptance to the program in the case of any student whom they perceive has deficiencies that preclude an outright acceptance decision, but which are not so great that rejection would be the appropriate admissions decision. In general, the Department will not admit students who cannot eliminate deficiencies within one year of admissions to the program. At the time of provisional acceptance, how the student can meet the provisions will be spelled out in detail in the letter of provisional acceptance, including specification of a "drop dead" date, when failure to eliminate deficiencies will mean that the student cannot continue in the program.

Summary of Application Process

Fill out the university application form

Send the following to the **MSU Office of Admission**, 250 Administration Building, Michigan State University, East Lansing, MI 48824:

- Official (sealed) versions of college transcripts
- Statement of financial proof (international students only)

TOEFL scores (international students only)

Send the following to the **Ph.D. Program Secretary**, Department of Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824:

Curriculum Vitae

Goal statement

Writing sample

Reference letters (to be sent directly by reference letter writers)

Special Information for International Applicants

Application Process for International Students

The application process for international students is somewhat different:

As part of this application, you need to fill out a **statement of financial proof**. This statement must originate from your source of support and must be a certified, original statement with stamp and original signature. The university cannot accept photocopies unless notarized, signed and sealed.

Your **application fee** (\$50) should be paid by check or money order payable to Michigan State University and attached to the application form. Checks drawn outside the U.S. must be payable in U.S. funds through a U.S. bank. Checks drawn on foreign banks that do not have a correspondent U.S. bank may be returned. Applicants should not send cash or international coupons.

Applicants who are not native speakers of English and have not obtained a university degree from an English language program must submit a **TOEFL score**. This score must be 550 or higher on the paper-based version, or 80 on the Internet-based version. (See [TOEFL section above](#) for more information.)

Sources of Information for International Students

If you have questions about how to fill out the international application, please get in touch with the MSU **Office of Admissions**, 250 Administration Building or go to their web page (<http://www.msu.edu/dept/oas/>).

For questions about any of the following, please see the web page for the **Office of International Students and Scholars** (OISS) (<http://www.isp.msu.edu/OISS/>):
visa types and requirements,
travel to the U.S.,
finances for international students, and
support services.

For questions about housing, please see the web page for the **University Housing and Food Services Division** (<http://www.hfs.msu.edu/>).

Assistantship and Fellowship Support for International Applicants

For most students in the doctoral program, international and domestic, the primary source of on-campus support is graduate assistantships. These pay students for doing work as teachers in our teacher education program, for doing research in one of our research projects, or for working on departmental projects. Included in an assistantship is a salary and tuition credit (covering a maximum of 9 credits of course work for each of the fall and spring semesters that the student is employed. Five credits are covered when a student is employed during the summer). There are no guarantees about receiving this kind of support. After being admitted to the program, students should examine the assistantship opportunities that exist in the college for the following year (which are available on the College's website -- at <http://www.educ.msu.edu> and also through the [program web page](#) and apply directly to the specified employer stating your qualifications and your desire to fill the particular opening. Hiring decisions are worked out between each employer and the students who apply.

Teaching assistantship opportunities may be more limited for international students, especially at the start of their program, because these positions generally require someone who is an experienced schoolteacher fluent in English and knowledgeable about U.S. education. Research assistantships are generally more flexible about these things.

For these reasons, many international students pay for their doctoral study in other ways. The most common situation is that they receive financial support from their home government or home educational institution. A number of students also draw on their own savings or receive support from their families. Still others find alternative sources of income through assistantships elsewhere on campus (for example, a math person teaching a course for the math department).

IV. Advisors and Guidance Committees

In the letter of admission, each new student is given the name, university address, and telephone number of his/her temporary advisor and asked to contact the advisor as soon as possible. Shortly after admission, advisors receive their new advisees' application files.

Temporary Advisors

The temporary advisor discusses with the student the nature of the program and attempts to answer questions about registration for courses, opportunities for

assistantships, relocation to the East Lansing area (if necessary), institutional expectations about selecting a permanent chairperson and program committee members, and other details about the doctoral experience. New students receive some information about faculty associated with the program and their interests, but many advisees benefit from further information about faculty in the department and in other programs whose interests and commitments might connect with their own.

Temporary advisors may become the permanent chairpersons of their advisees' guidance committees. Whether they assume that eventual role or not, the temporary advisor assumes the advisor's responsibilities until a guidance committee is formally selected, in most cases for a year or more.

Temporary advising assignments should be treated by both students and faculty as just what the name suggests – temporary. Once students start taking courses, meeting faculty, and exploring their interests, it is normal that they begin developing relationships with a variety of faculty members. As soon as a student finds someone with whom she or he would like to work in developing their program plan, they should initiate a formal change of advisor. To make the change official, the student needs to have both old and new advisors sign a [change in guidance committee form](#). Although students sometimes find it awkward to shift from one advisor to another, faculty understand that this is part of our Department culture and expect and support these shifts. In fact, temporary advisors often help facilitate this process by suggesting to their advisees that they should think about making a change and which faculty might be appropriate matches.

We also note that there is nothing permanent about an advisor. It is quite normal, for example, for a student to choose a different advisor and/or dissertation director at the point when launching into a dissertation. Temporary advisor, advisor, and dissertation director are three different roles and are frequently occupied by different faculty members during the course of a student's career in the doctoral program. We consider this the norm and encourage students to exercise their choice at each of these stages. Students must officially register any changes in advisors and committee members by completing a [Change in Guidance Committee Membership form](#).

Any tenured or tenure-track faculty member of the Department of Teacher Education can serve as chair of the dissertation committee. Sometimes, faculty in other departments or colleges serve as a dissertation director. The dissertation director is normally someone whose research interests and competencies match the student's needs. Students should seek out the director who can best meet these needs. Dissertation directors and students need to submit the [Dissertation Director form](#) once these decisions are made.

Chair of Guidance Committee

Toward the end of the first year of study or early in the second year, temporary advisors and their advisees work together to identify a chair of the guidance committee and additional guidance committee members. Although the temporary advisor will have been assigned to the student, the permanent chair of the committee is selected by the student and agreed to by both parties, based upon mutual interests and commitments.

Advisor and chair are terms often used interchangeably. After the formation of a guidance committee, the advisor usually serves as chair of that committee. The guidance committee is responsible for working with the student on his or her program of study up through completion of coursework and successful completion of comprehensive examinations, events that typically occur in the third year in the program. If appropriate, a student may wish to change chairs and add or delete committee members after completing the comprehensive examinations in order to reshape the committee that will be responsible for guiding the dissertation.

To help maximize a student's academic and professional growth, the advisor/chair is responsible for the following:

- Assisting the student in selecting appropriate faculty members for the guidance committee.

Aiding the student in scheduling and preparing for the three required official meetings of the student's committee: 1) approval of the program; 2) approval of the dissertation proposal; and 3) the final oral defense of the dissertation. Three committee members must be present to constitute an official meeting.

- Coordinating the activities of the student and guidance committee as they plan the program, prepare for the comprehensive examination, develop questions for the examination, consider and revise the dissertation proposal, complete and write the dissertation, and prepare for the final oral defense.
- Resolving conflicting issues or problems that may arise between committee members and the student.
- Helping to identify and recruit new or additional guidance committee members, if necessary or appropriate.
- Helping the student to understand and fulfill all of the requirements and policies of the department, the college, and the university.
- Helping the student to prepare and file all of the forms and reports required to attain the degree.

- Preparing and filing the annual review required by the graduate school and the department for all students in the program.
- Helping the student to identify, pursue, and secure all of the academic, professional, research, and teaching opportunities that would appropriately contribute to his or her career aspirations.

A student's committee must consist of at least four Michigan State University regular faculty. When a faculty member leaves the university (retires or takes a position at another institution) s/he can no longer serve in that capacity, unless a special arrangement is made ahead of time and approved by the Department chair, College, and Graduate School (A faculty member who has taken a position at another institution may, however, serve as an additional--fifth--committee member). Emeriti faculty are always eligible to serve. Should a student's advisor leave MSU, then, important decisions need to be made. If there are extenuating circumstances or the timeline is such that the dissertation is almost complete, special permission can be granted to keep that faculty member on the committee. In all other cases, departing faculty should be replaced with regular tenure stream faculty at MSU.

Guidance Committee

The guidance committee serves the student, the program, the college, and the university in setting standards and promoting excellence in scholarship. Each member of the committee will participate actively and fully throughout a student's program, from course planning through the defense of the dissertation. This committee should be formed early in the student's second year of study.

The *MSU Faculty Handbook* (p. 124) defines a guidance committee as follows: "The guidance committee will consist of at least four Michigan State University regular faculty, at least three of whom, including the committee chairperson, possess an earned doctoral degree." Regular faculty are those in the tenure stream. The four regular faculty members need not all be from the Department of Teacher Education; indeed, faculty from other departments and colleges can provide enormous benefits to our students. If a student wants to include on the committee an MSU faculty member who is not in the tenure stream or a faculty member from another university, the committee may be *augmented* by additional faculty.

The guidance committee members should possess interests compatible with the student's, and should have strengths to contribute to the student's academic, professional, and scholarly growth. Changes in advisor or committee membership may be initiated by the student, with the concurrence of the committee members. Similarly, faculty members may be added to, or may resign from guidance committees with the acknowledgment of other committee members. The [Guidance Committee Membership form](#) should be filled out by the second year of study, and filed with the program secretary. Changes in committee membership or advisor are

recorded using the [Changes in Guidance Committee Membership form](#) and filed with the program secretary.

Often the makeup of the student's committee will change at the point of transition into dissertation work. Dissertations ordinarily benefit from specific faculty strengths (in certain methodological or substantive areas, for example), and changes in the committee are logical after the program of study and comprehensive examinations are completed. Changes to committee membership at this time are recorded using the [Changes in Guidance Committee Membership form](#) and filed with the program secretary.

V. University Resources

What makes a great university is first and foremost great people, and there are great people interested in education across this campus. A great university is also a great archive, with the library resources dedicated to education as well developed at MSU as anywhere in the world. The campus library has an impressive traditional collection of books and journals and a constantly expanding selection of electronic resources. Students can access these electronic resources any where at any time.

THE COE has knowledgeable and helpful computer and technology support staff and the department regularly hires a number of students to support instructors as they integrate new technologies in their research and teaching. In addition to the computer support personnel in the College, the [campus computer center](#) offers a range of additional services, from sales of computers and software to hardware repair facilities.

MSU is a member of the [Committee on Institutional Cooperation](#) (CIC), which is the academic side of the Big Ten (plus the University of Chicago). This permits students to take advantage of resources at other member institutions. Students may pursue opportunities to become visiting scholars for up to two semesters at another member institution, working on research projects or enrolling in classes.

MSU also regularly interacts with federal and state agencies. The long history of constructive interactions between MSU faculty and public and private schools in Michigan and across the country also creates unique opportunities. COE students have opportunities for research and practica in a variety of institutional and geographic settings, from the National Science Foundation to the Michigan Department of Education, from the Educational Testing Service to local schools and universities. Especially important is the large network of alumni from both the Department of Teacher Education and the COE more generally.

VI. Departmental Policies: Academic

Performance

Program Plan

The student, advisor/chair, and guidance committee share responsibility for planning a program of coursework that both provides the student with appropriate academic knowledge and scholarly perspectives and skills, and satisfies the program's curricular requirements.

Typically, program plans are submitted before the end of the second year of study – or at a point before the student has completed more than half of the 15 courses in his or her program. The tentative plan, which the student and advisor/chair prepare, should be reviewed by the full committee, revised if appropriate, signed by all committee members, and then forwarded to the program secretary for department approval. After signing off on the program plan, the program secretary forwards it to the Student Affairs Office for college approval.

The plan should be organized to conform to the requirements of the program:

Proseminar.

1. TE901.
2. TE902.

Research and Inquiry.

1. CEP930.
2. A doctoral course in statistics
3. Doctoral methodological course, i.e., TE931, CEP933, EAD 955B, ANP 859.
4. Research practicum, i.e. TE995

Program Selectives

To meet the selectives requirement, students are required to take three TE courses (meaning TE is the sole or lead department for the course) numbered 903 – 991 excluding the following: TE930, TE931, TE934, TE939, TE990, TE994 (except for TE994 section 001), and TE995.

- 1.
- 2.
- 3.

Program Electives (six elective courses from the concentration; may include non-TE courses).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Submission of Program Plan

The Program Plan students submit for committee approval and departmental signoff includes the following components:

1. [The Report of the Guidance Committee Form](#)

The list of courses should be organized under the headings: proseminars, research courses, selectives and electives. (See example here)

2. A written explanation of how the student's program and/or professional experiences in the program fulfill the College's Liberal Education Requirements.

To meet the college's general liberal education requirement, students must demonstrate they have basic knowledge in at least four of the following areas of general professional education: (1) administration; (2) curriculum; (3) psychological foundations; (4) research and evaluation methods; (5) social, philosophical, and historical foundations; (6) motor development and motor learning; (7) biological foundations; (8) ethical considerations; and (9) issues of diversity in education.

Please note: area (4) and area (5) are already addressed by the required department proseminars and by the required research methods sequence. Thus students need only demonstrate they have basic knowledge in two of the other areas listed. This basic knowledge can come from in or outside of the Department of Teacher Education. The student should write a memo to accompany his/her program plan that explains how his/her program provides basic knowledge in two of the other areas listed. The guidance committee will determine whether the program adequately addresses the two areas the student specifies. If the program does not, the committee will provide suggestions to the student regarding how the student can meet the requirement and the student will revise the program plan and accompanying memo until the guidance committee is satisfied that the college's general liberal requirement is met.

3. A memo defining the **overall rationale of the program plan** and an explanation of the nature of the substantial expertise that it represents.

Substantial Expertise

While the college's general liberal education requirement addresses breadth, it is also important for the students to demonstrate that his/her program plan also addresses depth. To this end, the department requires that each student develop substantial expertise in at least one area. To demonstrate this expertise, the student will write a memo to accompany his/her program plan that explains how his/her

program, studies, and professional experiences provide the opportunity to develop substantial expertise in at least one area. The guidance committee will determine whether the program adequately addresses the area the student specifies. If the program does not, the committee will provide suggestions to the student regarding how the student can meet the requirement and the student will revise the program plan and accompanying memo until the guidance committee is satisfied that the department's substantial expertise requirement is met.

The program plan is always subject to future additions, deletions, or substitutions, as long as the revisions satisfy program requirements. Students circulate proposed changes among all committee members for their consideration, using the [Changes in Program Plan](#). Any change must be approved by the student's guidance committee before the form is forwarded to the program secretary. Please note that the earliest course on the plan can be no more than eight years older than the oldest course on the plan; all courses, therefore, must be taken within an eight-year period of time.

Research Practicum

As part of the college requirement in inquiry and research, every doctoral student must complete a research practicum. The practicum should occur after completing the first two requirements in the research experience (i.e. the inquiry course, the methodology course), and preferably prior to comprehensive examinations. The practicum is designed to provide students with an opportunity to propose and engage in independent research, closely collaborating with other students and faculty, before moving on to the dissertation. The practicum generally results in a journal length research paper that is presented orally and in written form to the Practicum Committee.

Essential Features of the Practicum

The practicum is designed as a pre-dissertation research experience that would involve identifying a question or issue of interest, designing and conducting the study, and analyzing and reporting the findings. It is assumed that participation in a practicum will provide students with a range of opportunities relevant to conducting educational research. The research practicum will support students in learning to:

1. Propose a significant question or questions grounded in existing theory and building on or responding to other research in a field of interest;
2. Select, justify, and implement methods appropriate to the question(s) and research context;
3. Gather appropriate evidence/data;
4. Subject the evidence/data to careful analysis;
5. Reassess prior assumptions and conceptualizations in relation to evidence/data gathered and ongoing analysis;

6. Organize and present oral and written reports, that are cogent, focused, and logical, for a community of scholars;
7. Respond to input and critiques, and provide advice and comments for others' research; and
8. Revise the written report in response to feedback.

Practicum Committee

The practicum requires a practicum committee. It is the student's responsibility to construct this committee. The student could form this practicum committee from an already existing group or by creating one that is specific to the practicum. It must include at least one student, who has already completed the practicum, and at least two tenure-stream faculty members to direct the work. One faculty member of the practicum committee must be designated as the Practicum Director.

Practicum Credits, Enrollment, and Forms

Students must enroll in the practicum (TE995) for one to six credits. This is accomplished by completing a [Practicum Agreement Form](#) with the faculty member who is serving as Practicum Director and by submitting that form to Doctoral Program Secretary.

Two forms are to be used in the process of the practicum. The first form (The Practicum Agreement Form) is only for enrolling in the practicum. This form needs to be used to create your particular section of TE995 on the university course list, much like an independent study. The second form, the [Practicum Committee and Defense Form](#), is to be used for the remainder of the practicum. That is, the steps comprising the practicum (constructing a committee, approval of one's proposal, the oral defense, and approval of the final paper) should all be documented on this form. The same form is used throughout the practicum and should be submitted to the program secretary upon completion of the practicum.

Approval of the Practicum Proposal

A written proposal must be approved by the student's Practicum Committee and (in the event that the chair of the student's guidance committee is not part of the Practicum Committee, also by) the Chair of the student's guidance committee. The written proposal should include: (1) a rationale for the study, including a brief literature review; (2) research question(s) or purpose(s); (3) methodology and method, including plans for data analysis; and (4) a brief discussion of educational significance. The student should obtain approval of the practicum proposal and, if applicable, the Institutional Review Board (IRB) prior to beginning the practicum study.

Completion of the Practicum

Satisfactory completion of the Practicum requires a written report and an oral presentation approved by the Practicum Committee. The written report should include the following: (1) the rationale for the study, including a review of the relevant literature; (2) research question(s) or purpose(s); (3) methodology and method,

including data analysis procedures; (4) findings/presentation of analyses; and (5) a discussion, including implications and limitations. The oral presentation is to have a format similar to that of a dissertation defense, including: (1) a brief presentation of the study; and (2) substantial time to respond to questions and feedback from the Practicum Committee and, if applicable, a larger community of scholars.

All members of the Committee must approve the written and oral reports. The Practicum Director is responsible for approval of the final revisions. The Practicum Director also assigns a numerical grade or Pass/No Pass. [Please note: Currently, the Practicum is graded on a numerical scale; the TE PhD APPC has submitted a request to the College to change it to Pass/No Pass. We will notify faculty and students if this requested change is granted.

Professional standards

Students are expected to be aware of and conform to the professional standards adopted by the American Educational Research Association, as well as the organizations that serve specialty areas of teacher education that the student might participate in. Violation of AERA ethics is a serious matter that would be dealt with by referral to the Ph.D. program coordinator, who investigates and such violations and reports them to the Chair. If action is necessary, a report is made to the Associate Dean.

Academic Standards and the Annual Review of Doctoral Students

Advisors are responsible for reviewing the progress of their advisees each spring. Each year, the program coordinator will notify all students and advisors as to the timeline of the review. This review, which the Graduate School requires, provides an opportunity for students to communicate their accomplishments, express concerns about their growth and development, and discuss potential opportunities for teaching, research, and other professional activities that the advisor and student believe are important to pursue.

Policy on Academic Standards

The university policy on academic standards and evaluation states:

A 3.00 cumulative grade-point average in the degree program is the minimum University standard, but colleges, departments, or schools may establish a higher minimum standard. However, attainment of the minimum grade-point average is in itself an insufficient indicator of potential for success in other aspects of the program and in the field. The guidance committee and academic unit are jointly responsible for evaluating the student's competency (as indicated by, e.g., grades in core and other courses, research performance, and development of professional skills) and rate of progress (as indicated by, e.g., the number of courses for which grades have been

assigned or deferred). Written evaluations shall be communicated to the graduate student at least once a year, and a copy of such evaluations shall be placed in the graduate student's file. A student whose performance does not meet the standards of quality will not be permitted to continue to enroll in the degree program, and appropriate action will be taken by the college, department, or school.

In accordance with this policy, the Department Academic Program and Policy Committee for Advanced Graduate Study (APPC) developed the policy and procedures indicated below in concert with representatives of the Education Graduate Student Organization (EGSO). The annual review should be viewed as an opportunity to foster student/advisor dialogue and to help students think through where they've been during the year, where they're going next, and what they need to do to get there. The minimum academic standards and resulting consequences are provided for the rare cases in which program expectations are not being met. In such cases, the policy is designed to assure equitable consequences for all students.

Academic Progress in Coursework

The following departmental standard defines what constitutes acceptable academic progress in coursework for Ph.D. students in the Department of Teacher Education and identifies consequences for students who fail to meet the standard. Students are held accountable for meeting the standard each semester and may be subject to action at the end of any semester in which the standard is not met.

All students are expected to maintain a cumulative grade point average of 3.0 and to complete all deferred and incomplete grades in a timely manner. Only students failing to meet this standard will be designated as the focus of one of three levels of concern and may be subject to remedial actions noted in the following sections.

Level 1 Concern: Any student receiving less than a 3.0 in any course or accumulating a total of two or more incomplete/deferred grades at any point will be required to discuss his/her situation with his/her advisor. It is expected that the faculty member in whose class the student received the unacceptable grade will have some involvement in this part of the evaluation process. In order to remove the designation of Level 1 Concern, the student must satisfactorily address the conditions which occasioned the designation. In some cases, the student may be required to develop a formal plan to address the problems.

Level 2 Concern: Any student accumulating a total of two or more grades below 3.0 or three or more incomplete/deferred grades will be required to discuss the situation with his/her advisor and to have his/her case reviewed

by the APPC and representatives of the Ph.D. Program. The student will be required to develop a formal plan to address the problems. In addition, in the semester following the next semester of study, the student will not be permitted to have a combined assistantship and course load exceeding 100 percent (e.g., 6 credits and 1/2 time assistantship, 9 credits and 1/4 time assistantship) until all incomplete grades have been cleared.

Level 3 Concern -- Academic Probation: If a student accumulates a total of three or more grades below 3.0, or if the student fails to clear incomplete grades in a timely manner, the student may be subject to probation and eventual dismissal. Such circumstances will require a formal review by the APPC. During this review, the student will have the opportunity to meet with the committee, both with and without his/her advisor present.

According to university regulations, if a student's cumulative grade point average falls below 3.0, the student will be designated as being on *academic probation*. Any student so designated will be required to discuss his/her circumstances with his/her advisor and to develop a plan to address his/her academic problems. The university will remove the student from probation when his/her cumulative average rises to 3.0 or above. If the student's cumulative average does not rise to 3.0 or above within one year, he/she may be subject to dismissal. In such a case, a formal review will be required.

Academic Progress in Research

Progress in research may be demonstrated through different types of activity (e.g., assistantships, dissertation, individual efforts) in which not all students have similar experiences. Therefore, for the purposes of annual review, attention to this area is restricted to progress in dissertation research. Even so, and when possible/appropriate, all doctoral students are expected to participate in research throughout their program of study.

For students in the post-comprehensive exam phase of their programs, students and advisors should discuss progress during the annual review conference and, if necessary, generate appropriate means to further the student's progress. In rare cases when a student has not had a dissertation proposal approved within three years of passing the comprehensive examination, a formal warning will be issued by the department chairperson. Further action may be warranted if the student does not subsequently complete an acceptable dissertation proposal within an appropriate period of time.

Annual Review Procedures

Each academic year, the [annual review form](#) must be: 1) completed by the student and advisor; 2) discussed and, if needed, amended during a meeting between the students and advisor, and 3) signed by both student and advisor. The process should be completed prior to May 1. One copy of the signed form should be kept by

the student, another by the advisor. A third copy should be filed with the program secretary to be put in the student's file.

In the rare cases when there is concern about the student, or when the review is not completed, the advisor will notify the doctoral program coordinator according to the following guidelines:

Level 1 Concern: The advisor will notify the Ph.D. program coordinator in writing when the student's status has changed (i.e., when the Level 1 designation should be removed). A copy of the notification will be provided to the student.

Level 2 Concern: The advisor will provide a written report to the Ph.D. program coordinator and the APPC describing the student's situation and his/her plan to address the problems. A copy of the report will be given to the student, which he/she may amend if desired, and a copy of the report (with amendments if present) will be forwarded to the program.

Level 3 Concern: The advisor will provide a written report to the APPC and Ph.D. program coordinator, with a copy to the student. When the form is received, the program director will constitute a review committee in consultation with the student, advisor, doctoral program coordinator, and chairperson of the APPC.

Preliminary Examination

An important feature of doctoral study is peer review. The departmental review processes for students are designed to gradually socialize students into peer review processes, while also assessing students' progress in the program. The first of these departmental examinations is a preliminary exam, required after any student has completed 12 credits in the program.

For many students, this exam takes place near the end of their first year in the program, somewhere between the 12th and 14th week of the semester to allow time for faculty assessment and to avoid interference with various end of term work.

The purpose of the examination is to assess a student's capacity to critically examine educational scholarship. Each year, the Comprehensive Examinations committee selects three articles for critical review. The articles will represent the broad range of issues explored in the required proseminars. It is required that one of the articles does not require deep knowledge of the U.S. educational system.

Students will receive explicit directions about how to complete their article reviews. Each response is assessed by two faculty reviewers, one of whom is the student's temporary or permanent advisor. The Comprehensive Examinations committee examines the faculty feedback and makes a decision of strong pass, acceptable pass, revise, or fail.

Students have up to three opportunities to pass the preliminary examination. The preliminary examination must be passed before the student completes 30 credits.

Comprehensive Examination

After filing the Program Plan and completing the majority of coursework (approximately 80 percent, the next milestone in a student's progress toward the degree is the comprehensive examination. Students typically take the examination toward the end of their third year of doctoral study. Because the university requires that all requirements for the degree be completed within eight years from the date of initial program enrollment, the examination should be taken by the end of the fifth year in the program.

There are two options for comprehensive examinations.

Option 1

Part 1 of the Option 1 examination is the department level examination. Students sit for these examinations on two days. On each day, students receive 2-3 choices of common extemporaneous questions designed to address issues relevant to the doctoral program as a whole and on which all students, regardless of their emphases or concentrations, should be conversant. Each student picks one question to answer that day, answers are completed within eight hours.* The answers are evaluated by three members of the Comprehensive Examinations Committee. The Committee then considers all reviews and makes a decision of: pass, revise, fail for each of the answers.

Part 2 of the Option 1 examination consists of one individually tailored question or a scholarly assignment designed to tap the students' knowledge in their specific field of expertise. This question/assignment is designed collaboratively by the student and his/her program committee. Students have 10 days to complete their answer to the question. Responses are evaluated by the student's program committee plus one outside reviewer selected by the student. Advisors consider the faculty reviews and make a decision of pass, revise, or fail.

Option 2

Option 2 involves creating a portfolio of three artifacts of scholarly work that have been substantially reviewed and revised prior to the examination. **Part 1** of the examination consists of one piece of writing submitted for review by the

* Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Accommodations for persons with disabilities, with documentation from the MSU Resource Center for Persons with Disabilities, may be requested by contacting the faculty member in charge of comprehensive examinations at the beginning of the term one intends to take the examination.

Department's Comprehensive Examinations Committee. **Part 2** consists to two additional pieces of scholarly work that are assessed by the student's program committee.

Among the three artifacts, every student must submit one article or chapter that has the potential to be submitted for publication. The two other artifacts can be curriculum materials, course syllabi, research proposals, grants, papers presented at scholarly conferences, literature reviews, book reviews, websites, and the like. Collaborative writing is encouraged, but at least one of the submitted artifacts must be written solely by the student and at least two different types/genres of writing must be included

Responses to Part 1 of the examination are evaluated by three members of the Comprehensive Examination Committee. Reviews are considered and the Committee makes a decision pass, revise, or fail. Part II artifacts are reviewed the members of the student's guidance committee, as well as one additional reader who is selected by the student and advisor. Advisors consider reviewers' assessments; again, three results are possible: pass, revise, fail.

In order to **pass** the comprehensive examination in either Option 1 or Option 2, students must **pass both parts** (departmental and committee level) of the examination. If a student passes one part of the examination but fails the other part, the examination has not been passed. Students will be eligible to retake the part of the examination that they failed during the next administration of the examination.

In the rare case of failure, a plan of study and preparation must be developed in collaboration with the student, advisor, the student's program committee members, and the chair of the Comprehensive Examinations Committee. The plan specifically addresses the identified weaknesses in the responses submitted for the examination.

A student can take comprehensive examinations up to three times. In the unlikely event that a student fails the examination on the third attempt, she/he will be dismissed from the program.

Comprehensive examinations are administered at set times during the fall and spring terms of the academic year. Dates are posted on the [Ph.D. website](#).

Temporary Withdrawal, Readmission, and Time Extensions

For various reasons, students may need to interrupt enrollment in the program. Interruptions are often understandable, and as long as they do not seriously inhibit the completion of all degree requirements, it is not necessary to delay readmission to the program. The college's general position is that if a student has interrupted enrollment for one year or less, readmission to the program is automatic. An "Application for Readmission" form must be filled out and signed if enrollment is interrupted for even a single academic year semester, but the Student Affairs Office will automatically accept the form without faculty review. If enrollment is interrupted for more than one year, however, the Ph.D. program coordinator will review the application and decide whether or not readmission will be granted. For interruptions longer than one year, therefore, it is critical for students to answer the form's questions about the reasons for not enrolling.

In any case, students are still responsible for meeting the university's timelines for completing degree requirements. Comprehensive examinations must be passed within five years of one's first doctoral class, and all remaining requirements for the degree must be completed within eight years. Should the degree requirements not be completed within this eight-year period, doctoral comprehensive examinations must be passed again, and if program requirements have changed and/or new developments have occurred in the field, it may also be that the students is required to take additional classes.

Students needing extensions should work closely with their advisors in completing the "Request for Extension of Time to Complete Degree Requirements" form available from the Student Affairs Office. In order to gain an extension, the student and advisor must make a strong case that the student is making progress toward completion of the degree and enclose a detailed schedule that demonstrates the steps to be taken to reach completion.

Student file

The student file consists of application materials, copies of forms that pertain to the program, grades, and annual evaluations. The file also consists of all forms required for progress through the program (guidance committee membership, first year examination, dissertation director, etc.). Students wishing to access their educational records should make the request to the Ph.D. Program Coordinator, who will then schedule an appointment during which time the student can review the documents. This review will be monitored by a member of the Department's staff.

If a student believes that any part of his or her academic file is inaccurate, she/he may write the Ph.D. program coordinator who will consider the letter, act on it if appropriate, and, in any case, will place the letter in the student's academic file.

VII. Dissertation and Oral Examination

After the student has passed the comprehensive examinations, he or she draws upon prior and ongoing work to formulate a dissertation proposal. Students customarily work with their advisors and appropriate other faculty in drafting and revising their proposals before submitting a formal version to their dissertation committee for review and recommendations.

The guidance committee chair may also serve as the director of the dissertation, but this is not mandatory. Students often use the transition from coursework to dissertation to identify a dissertation director and to change members of the guidance committee. Students should secure dissertation directors who will make the most beneficial contribution to the conceptualization and writing of the dissertation. Depending on the strengths and interests of their existing program guidance committee members, students may wish to ask additional faculty to serve on their dissertation committees, or to delete some members, or to change chairs, or retain the committee chair but have another regular faculty member direct the dissertation. Changes in committee membership and appointment of dissertation directors require that forms be filled out and filed with the Ph.D. coordinator. ([Forms available here](#))

Depending on the substance and methodology, some dissertation projects will require human subjects clearance from the university. A student's advisor usually helps with the preparation of the SIRB application. Students may not serve as Primary Investigators (PIs) of their dissertation research, and typically the dissertation director serves as the PI and the student is designated as a Secondary Investigator.

The guidance committee will meet formally to discuss the proposal, ask questions, and evaluate the proposed project in terms of its quality, originality, scope, and appropriateness. The guidance committee may accept the proposal, ask for revisions, or, in rare cases, turn the proposal back to the student for considerable rethinking and rewriting (and another proposal meeting). Three committee members must be present for the proposal meeting to be valid. When they approve of the proposal, the committee members sign the appropriate [form](#) and forward it to the Ph.D. coordinator, who will file it with the Department Chair and Student Affairs Office.

Before completing the dissertation, students must have registered for at least 24 semester credits of TE999 (Dissertation Research). Once the dissertation is complete, the student and committee schedule a final oral examination (often called the dissertation defense) at a mutually acceptable time. The *University Calendar* at <http://www.reg.msu.edu/ROInfo/Calendar/Academic.asp> specifies a series of dates each semester that should be consulted when scheduling the examination,

completing revisions, and submitting the final copies of the dissertation. Not every member of the committee has to attend a defense. Sometimes a member on sabbatical, for example, will participate by speakerphone. Even if one member is unable to participate in person or by phone, the defense can still take place, as long as that committee member has given comments and a vote to the chair in advance. Students should submit final versions of their dissertations to their committee members at least two weeks prior to the final oral examination date. Note that, as with all other benchmarks in the program, students must be enrolled in the term in which they expect to defend their dissertations and submit the final version of their dissertation to the graduate school.

After the dissertation has been successfully defended, the student must secure the signatures of all committee members on the Record of Completion of Requirements for Advanced Graduate Studies. In this case, the chair can sign for that committee member in absentia. A committee member who wishes to dissent from the majority decision on the dissertation's oral defense must submit a statement explaining his or her reasons to the dean of the college.

After the final revisions are complete, the student should follow university guidelines regarding the production of the dissertation. The Graduate School provides forms and guidelines pertinent to producing the dissertation, copywriting the thesis, submitting the product to University Microfilm, and other technical matters. See *The Graduate School Guide to Master's Theses and Doctoral Dissertations*, available on both the program and graduate school web pages (<http://grad.msu.edu/graduation.htm#doctoral>).

Forms are available on the college website on the “forms” page at <http://www.educ.msu.edu/te/phd/Current-Students/forms.asp>

Publication of Dissertation

It is a University requirement that all dissertations are the required deposit with University Microfilms (UMI). It is the hope of the Department that all dissertations lead to published articles, monographs, or books. Although dissertation research is unambiguously the intellectual property of the student, the expectation is that authorship of subsequent publications will reflect who contributed to the paper (consistent with professional expectations and ethics in the field of educational research. Thus, in cases in which faculty and students worked very closely on the work, publications might include their names as co-authors.

Final Certification

After the oral examination (defense) of the dissertation has been passed, the committee chair completes final certification forms, which are sent to the Student Affairs Office. These forms certify that the student has completed all courses listed on the program plan; has enrolled for at least 24 dissertation credits; has fulfilled the

residency requirement; has completed a dissertation and has passed an oral examination based primarily on the dissertation; has completed all requirements within eight (8) years of admission to the doctoral program (or has appropriate extensions on file); and has a grade point average of no less than 3.0 in graduate courses taken at MSU.

VIII. Financial Support and Work-related

Policies

Fellowships/Funding/Financial Aid

Each year the College of Education provides in excess of \$3 million dollars in support of doctoral students. This support takes the form of fellowships (which require no work responsibilities) and assistantships in teaching and research. Current information on financial support can be view on the college website at <http://ed-web3.educ.msu.edu/infostu/finaid/finaidgrad.htm>, on the Graduate Schools website at <http://www.msu.edu/user/gradschl/current.htm#funding>, and the Financial Aid website at <http://www.finaid.msu.edu/default.asp>. The Department is committed to helping each student secure sufficient assistantships.

Graduate Student Rights and Responsibilities

Here we elaborate on the rights and responsibilities of graduate teaching and research assistants.

Graduate students have the right to work in an environment of professional and intellectual respect. The rules and regulations that govern any employment relationship also govern the teaching and research assistant-employer relationship. They also have the right to a full explanation of their duties and responsibilities. At the beginning of the employment period, each teaching and research assistant should be provided with a complete job description. This description will detail the job responsibilities, duties, and relevant time frames of the appointment, who their evaluators will be, and the evaluation criteria to be used. Graduate students have the right to just compensation for hours worked. Graduate teaching and research assistants are employed in designations of 1/4-time (10 hour) increments and they should be compensated for work beyond their appointment obligations.

Even though graduate students have obligations as employees on research projects, they have the right to attend all classes in which they are enrolled. No university employer or staff member can prohibit students from attending their classes nor advise them that their work duties preclude fulfilling their duties and obligations as students. Many assistantships, however, carry specific scheduling obligations and

expectations that should be clear to any graduate student considering whether or not to accept such an assistantship offer.

Students also have the right to an evaluation. Graduate teaching and research assistants must be evaluated prior to the end of the term of their assistantship. Each student must be aware of this evaluation and provided with a copy. Students also have the right to dispute the evaluation's accuracy. In the event of a dispute, if there is no resolution, the graduate student has the right to attach a written memorandum to the evaluation detailing points of disagreement. Furthermore, graduate assistants have the right to present their case before the appropriate departmental committee, and the right to notice in writing if the assistantship is being terminated or not renewed. Graduate assistants are employed "at will" and are therefore subject to the rules and regulations of the State of Michigan regarding their employment status. However, a notice in writing will be required for termination or renewal. This notice should be provided at least thirty days prior to the end of the employment period.

Graduate Assistant Leave and Vacation

The policies for leave for illness, injury, and pregnancy are spelled out in the University regulations (provide link). The Department and College of Education are committed to smooth leaves and the eventual return to studies and assistantships of all students who must take leaves. Students who wish to take such leave should notify the doctoral program coordinator as far in advance as possible about the proposed leave. If the student is in good standing, a leave would be granted for up to one year (two semesters and one summer session). After that, the student must apply for readmission to the program as specified in the graduate bulletin. That is, if, for any reason, a student does not enroll for one year (i.e., two semesters and one summer), the student must apply for readmission to the program. Students should keep in mind the university expectation that a doctorate will be completed within 8 years of beginning the first class of doctoral study.

There are no provisions for vacations for graduate students. Should students be away from the campus during a term when they are enrolled and/or supported by an assistantship, they should make arrangements with professors and/or supervisors to make up work and cover responsibilities. Students are always responsible to assure there is coverage of responsibilities when they must be away from the campus for professional or personal reasons. Please be aware that the [MSU Code of Teaching Responsibilities](#) stipulates that, in the event of an uncovered absence, students and faculty alike are required to inform their units.

Excessive absence or failure to cover responsibilities can carry sanctions, for example, lowered grades in courses, negative consideration for future assistantship appointments, or termination of an assistantship for extreme dereliction of duty (e.g., missing classes the TA is to teach without prior notice or arrangements).

Outside Work for Pay

Many graduate students in education will work for outside agencies as they attend MSU. The Department makes no attempt to regulate such outside work but encourages students, who do intend to work during graduate school, to seek employment that is a natural complement to their degree work (e.g., perhaps as a policy intern in a government unit, as a curriculum developer in a school district, as a principal, or as a research assistant to a national test development company). As students contemplate outside work, they should keep in mind the university expectation that a doctorate will be completed within 8 years of beginning the first class on the student's doctoral program of study.

Use of Department Resources

The Department has limited computer, office, copy machine, supplies, and communication resources. When such resources are allocated for graduate student use, the allocation must be made by the Department or a specific member of the faculty or staff, with the allocation specifying clear limits (e.g., photo-copying is to be in direct support of teaching and not to exceed a specified number of copies). The Department expects all students to honor such limits.

Students who are teaching or project assistants typically are assigned a desk or shared office space. All graduate students are assigned a mailbox in the Department. Most correspondence will also be sent to students via e-mail. Students are expected to monitor their electronic and building mail regularly.

IX. Integrity and Safety in Research and

Creative Activities

A copy of *Guidelines for Integrity in Research and Creative Activities* is Appendix 2 of this document. All graduate students and faculty are advised to read this document and commit to being in compliance with the guidelines. All students are urged to read the materials on the Human Research Protection Program (Social Science/Behavioral/Education Institution Review Board (SIRB)) web site <http://www.humanresearch.msu.edu/sirb.html> and to be in compliance with regulations. All students should take IRB training, and to update their training every year they are in our programs.

Human Research Protection Program

All faculty members advising students in research are expected to communicate with their students the importance of being in complete compliance with SIRB regulations. All faculty teaching graduate students in courses also are to emphasize complete compliance with IRB principles and policies. Faculty teaching courses are

also urged to determine when and how IRB principles can be covered in graduate courses.

No research data can be collected until a project is in complete compliance with IRB. If you are interested to conducting a research project that involves human subjects – this includes interviewing or observing teachers and students, conducting research on your own teaching, and the like – you must first apply for SIRB clearance. Until you have been approved, you cannot conduct research. Any research that is conducted by a graduate student in Teacher Education that is not in compliance with these regulations cannot be used to fulfill course or degree requirements. Should a student conduct research that is out of compliance, at a minimum, the work will have to be repeated with no adjustment for time lost in carrying out the research. A very serious violation of IRB standards by a student, or repeated violations, results in a referral to the appropriate Associate Dean of Education, who will refer the case to a College-level hearing board, as specified in University policy. Serious and/or repeated violations of IRB policies can result in sanctions, including dismissal from the graduate program.

The SIRB staff are very supportive, and any time you have a question about a particular application or a general issue related to human subjects research, please do not hesitate to speak with your advisor, another faculty member, or a staff person in the SIRB office.

Please also see [Ethical Standards of AERA](#)

Grievance Procedures for Graduate Students

The “Graduate Student Rights and Responsibilities at Michigan State University” (GSRR) document establishes the rights and responsibilities of MSU graduate students and prescribes procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the GSRR, the Department of Teacher Education, College of Education, has established the following procedures for adjudicating student academic grievances.

These grievance procedures also can be applied to hearings regarding allegations of academic dishonesty and violations of professional standards in which no disciplinary action is recommended in addition to a penalty grade of 0.0 in the course (see GSRR 5.5.1 and 5.5.2).

Note: Students may not seek redress through a grievance hearing regarding alleged incompetence of instruction (see GSRR 2.2.1, 2.2.2).

The Complaint Process

A student who believes an instructor, including a graduate teaching assistant, has violated her or his academic rights shall first attempt to resolve the dispute in an informal discussion with the instructor (see GSRR 5.3.1 and 5.3.2.)

If the dispute remains unresolved after discussion with the instructor, the student should consult the Department Chair and/or the University Ombudsman for assistance (see GSRR 5.3.2). The Department Chair may in response ask the complainant to consult initially with the relevant program coordinator. This does not preclude the student's right to consult with the Department Chair.

If the dispute remains unresolved after discussion with the Chair, degree program coordinator, or Ombudsman, the student may submit to the Chair a written, signed statement requesting a grievance hearing. The statement must (1) specify the alleged violations of academic rights to justify the hearing, (2) identify the individual(s) against whom the complaint is filed and (3) state the redress the student seeks that could be implemented by the Chair or degree program coordinator (see GSRR 5.3.2 and 5.3.6).

A request for a grievance hearing must normally be initiated no later than mid-semester following the semester in which the alleged violation of academic rights occurred (exclusive of summer semester). If the student (the "complainant") or the instructor (the "respondent") is absent from the University during that semester, or if other appropriate reasons exist, the Hearing Board may grant an extension to this deadline. If the University no longer employs the respondent before the formal grievance procedures are completed, the grievance may still proceed (see GSRR 5.3.6.1).

II. Composition of Department Hearing Board

The Department/School shall constitute a Hearing Board no later than the beginning of the fall semester of each academic year. Members shall serve one calendar year. The one-year term does not preclude reappointment of any member the following year (see GSRR 5.1.6).

The Department Hearing Board shall include three faculty members and three graduate students (i.e., doctoral students for students in the Ph.D. program, Ed.S. students for students in the Ed.S. program). The Department Hearing Board will include the Department Chair or a designee, who will vote only in the case of a tie of the other six members of the Board (three faculty and three students). The Department Chair or a designee will chair the Hearing Board. All six members of the Board will vote with a majority of four or more required for a decision (including, when necessary, the tie-breaking Chair vote) (see GSRR 5.1.2 and 5.1.5).

No one involved in the case may serve on the Hearing Board (see GSRR 5.1.2 and 5.1.7).

III. Referral to a Department Hearing Board:

Upon receipt of a written request for a grievance hearing, the Department Chair shall forward the complaint to the Department Hearing Board and to both the respondent and the complainant within 10 class days (see GSRR 5.4.3). The Department Chair shall also forward the Department's Grievance Procedures to all involved parties. In limited situations, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for a hearing to the College Hearing Board (see GSRR 5.3.6.2).

The Chair of the Department Hearing Board shall then promptly convene a meeting of the Hearing Board to review the request for a grievance hearing, for both jurisdiction and judicial merit. The Board may also request a written response from the respondent.

After considering all submitted information, the Hearing Board may:

1. Decide that sufficient reasons for a hearing do not exist and dismiss the grievance, with an explanation provided to the parties to the grievance, to the Department Chair, to the Ombudsman, and to the Dean of the Graduate School.
2. Decide that sufficient reasons for a hearing exist and accept the request, in full or in part, and proceed to schedule a formal hearing.
3. Invite the parties to meet with the Board for an informal discussion of the issues. Such a discussion shall not preclude a later hearing (see GSRR 5.4.6).

If the Department Hearing Board decides to schedule a grievance hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date with the Board members and with the parties to the grievance. An additional meeting only for the Hearing Board should also be scheduled, in the event that additional deliberations on the findings become necessary.

At least six class days before a scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the time, date and place of the hearing; the names of the parties to the grievance; the names of the Hearing Board members, including alternates; and the names of the witnesses and advisers, if any (see GSRR 5.4.7). This notification should also remind the parties to the grievance of the rights of each to challenge the membership of the Hearing Board, both for and without cause, under the rules prescribed in GSRR 5.1.7.

At its discretion, the Hearing Board may set reasonable time limits for each party to present its case and must so inform the parties in the written notification of the hearing. Should the respondent fail to acknowledge the notice of a hearing, the Hearing Board may either postpone or proceed with the hearing (see AFR 4.4.5).

If the complainant fails to appear at the hearing, the Department/School Hearing Board may either postpone the hearing or dismiss the case (see GSRR 5.4.9a). If the respondent fails to appear at the hearing, the Hearing Board may either postpone the hearing or hear the case in the respondent's absence (see GSRR 5.4.9b.)

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

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

IV. Department/School Hearing Procedures:

The Chair of the Department Hearing Board shall convene the hearing at the agreed-upon time, date and place. The Chair will ensure that a collegial atmosphere prevails (see GSRR 5.4.10). To protect confidentiality, the Chair of the Hearing Board may limit attendance at the hearing to the Hearing Board members, the complainant, the respondent, the witnesses for either party, if any, and the counsel/adviser for each party, if any (see GSRR 5.4.10, 8.1.4).

During the hearing, parties to a grievance shall have an opportunity to state their cases, present evidence, designate witnesses, ask questions and present a rebuttal (see GSRR 5.4.10.1). The Hearing Board may limit the number of witnesses. The procedures may be taped.

All witnesses shall be excluded from the proceedings except when testifying. Witnesses must confine their testimony to their own independent recollection and may not speak for others. Unless otherwise approved by the Hearing Board, counsel/adviser and witnesses shall be limited to members of the MSU community (faculty, staff or students). Involvement of a counsel/ adviser normally should not be required. Each party's counsel/adviser may assist in the presentation of all phases of the case during the hearing (see GSRR 5.4.10).

To assure orderly questioning, the Chair shall recognize individuals before they speak. All parties have the right to speak without interruption. Each party has the right to question the other party and to rebut any oral or written statements submitted

to the Hearing Board. The Chair will enforce any announced time limits on each party to present its case and, if necessary, extend equal time to each party.

C. The hearing will proceed as follows:

1. *Introductory remarks by the Chair:* The Chair introduces hearing panel members, the complainant, the respondent and the counsel/adviser(s), if any. The Chair reviews the hearing procedures, including time restraints, if any, for presentations by each party and witnesses. The Chair explains that the burden of proof rests with the complainant, with the exception of appeals of allegations of academic dishonesty, in which case the instructor bears the burden of proof, which must be met by a preponderance of the evidence. If the proceedings are being taped, the Chair must inform the parties (see GSRR 5.5.1, 8.1.16.)
2. *Presentation by the Complainant:* The complainant presents, without interruption, any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant from the Hearing Board, the respondent, and the respondent's counsel/adviser, if any.
3. *Presentation by the Complainant's Witnesses:* The chair recognizes the complainant's witness(es), if any, to present, without interruption, any statement relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's counsel/adviser, if any.
4. *Presentation by the Respondent:* The Chair recognizes the respondent to present, without interruption, any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent from the Hearing Board, the complainant, and the complainant's counsel/adviser, if any.
5. *Presentation by the Respondent's Witnesses:* The Chair recognizes the respondent's witnesses, if any, to present, without interruption, any statement relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's counsel/adviser, if any.
6. *Rebuttal and Closing Statement by Complainant:* The complainant may refute statements by the respondent and the respondent's witnesses and counsel/adviser, if any, and present a summary statement.
7. *Rebuttal and Closing Statement by Respondent:* The respondent may refute statements by the complainant and the complainant's witnesses and counsel/adviser, if any, and present a summary statement.

8. *Final questions by the Hearing Board:* The Hearing Board may ask questions of all parties.
9. *Deliberations by the Hearing Board:* The Chair will excuse all parties to the grievance and the Hearing Board will meet in executive session to determine its findings. When possible, deliberations should take place immediately following the hearing. If the Hearing Board is unable to complete its deliberations and reach a decision at the meeting, the Hearing Board should reconvene at the previously scheduled follow-up meeting.
10. *Outcome:* If a majority of the Hearing Board finds, based on a “preponderance of the evidence,” that a violation of the complainant’s academic rights has occurred and that redress is possible, it shall direct the Chair/Director of the appropriate Department/School to implement an appropriate remedy, in consultation with the Hearing Board (see GSRR 5.4.11). If the Hearing Board finds that no violation of academic rights has occurred, the case is dismissed.

In cases in which the Hearing Board is asked to resolve an allegation of academic dishonesty and finds no misconduct, the Hearing Board shall recommend to the Chair/Director that the penalty grade be removed, the written record, if any, of the allegation be removed from the student’s records and a good faith evaluation of the student’s academic performance take place.

11. *Written Report:* The Chair shall promptly prepare a written report of the Hearing Board’s findings, including redress for the complainant, if applicable. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the decision. All recipients must respect the report’s confidentiality (see GSRR 5.4.11).

The report also should inform the parties of the right to appeal within ten class days following notice of a decision (see GSRR 5.4.12 through 5.4.12.3). The Chair shall forward copies to the parties involved, the Chair of the Department, the Dean of the College, the Ombudsman, and the Dean of The Graduate School (see GSRR 5.4.11).

V. Appeals

Either party to a grievance may appeal the decision of the Department Hearing Board only to the College Hearing Board. The request for a hearing on appeal must be in writing, signed and submitted to the Dean of the College within **10** class days following notification of the Hearing Board’s decision. While under appeal,

decision of the initial Hearing Board will be held in abeyance (see GSRR 5.4.12, 5.4.12.2 and 5.4.12.3).

A request for an appeal must allege, in sufficient particularity to justify a hearing, that the initial Department Hearing Board had failed to follow applicable procedures for adjudicating the hearing or that findings of the initial Hearing Board were not supported by a preponderance of the evidence. The request also must include the redress sought. Presentation of new evidence normally is inappropriate (see GSRR 5.4.12.1 through 5.4.12.2 and 8.1.16).

A complainant or respondent may appeal an appellate decision of the College Hearing Board only to the Provost. Either party may appeal a decision of a College Hearing Board to the Graduate Student Judiciary *only if the initial hearing took place at the college level* (see GSRR 5.4.12.)

VI. Conflict of Interest (Student – Faculty, Student – Student)

Conflict of interest exists when someone has competing professional or personal obligations or personal or financial interests that would make it difficult to fulfill his duties fairly. Thus, if a student and faculty member were business partners, it would be difficult for the faculty member to serve as the student's advisor without at least the appearance of conflict of interest. Similarly, if a faculty member were to appoint a family member to a paid assistantship role, such a situation could, at a minimum, appear to involve conflict of interest. Such conflicts of interest are to be avoided. If a faculty member or student feels there is a conflict of interest involving a graduate student in the doctoral program, this should be referred to the Ph.D. coordinator, who will attempt an informal resolution, most likely in consultation with the Department Chair. If that fails, the matter will be referred to the COE Dean for resolution consistent with University policy.

X. Forms and Deadlines

<i>Form</i>	<i>When to file</i>
Admission Application	When applying to the program
Annual Evaluation Form	Prior to May of each year
Application for Readmission	When applying to the program
Changes of Program	When applying to the program

Report of the Guidance Committee (Program Plan)	End of first year or beginning of second year
Changes in Program Plan	When changes are made within the program plan
Guidance Committee Membership	Before completion of the program plan/First Guidance Committee Meeting
Changes in Guidance Committee Membership	Promptly when members are deleted or added
Dissertation Director Approval	Immediately after formation of the dissertation committees/first meeting
Dissertation Proposal Approval	Immediately after the dissertation proposal meeting with your guidance committee
Request for Extension of Time to Complete Degree Requirements	The semester before the completion of eighth year
Notice of Doctoral Dissertation Oral Examination	Two weeks prior to Oral Examination
Record of Dissertation and Oral Examination	At the time of the Oral Examination
CIC Traveling Scholar Program Application	Semester prior to class at another institution

All online forms can be secured at the following web address:

<http://www.educ.msu.edu/te/phd/Current-Students/forms.asp>

