

Chicano/Latino Studies Program
Doctoral Student Handbook



2015-16

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This Graduate Student Handbook outlines the policies and procedures of the Chicano/Latino Studies Program. It supplements, but does not contradict, the policies and procedures of the University and the College of Social Science. If policies or procedures conflict, the University policy or the College of Social Science policy supersedes this Graduate Student Handbook. Additional University policies for graduate study can be found at <http://www.reg.msu.edu/AcademicPrograms/TextAll.asp?Section=111>

Section I – Program Overview

The Chicano/Latino Studies Program at Michigan State University is interdisciplinary, with foundations in the humanities and social sciences. CLS researchers examine and interpret the culture, history and status of Latinas and Latinos in the United States, building upon a more than thirty-year history of scholarship in the area of Latina/o Studies. Students are able to pursue research in health, history, gender and identity, literature, and political science, to name a few.

At Michigan State University, the Chicano/Latino Studies Program coordinates three academic programs, the Chicano/Latino Studies PhD (the CLS PhD), the CLS Graduate Certificate, and an undergraduate minor in Chicano/Latino Studies (the CLS minor). The CLS program also oversees curricular development, mentors and advises students, and promotes close faculty, staff, and student relations. In addition, CLS sponsors academic and cultural activities that benefit the University as well as the larger community in the area.

Our interdisciplinary design is structured to emphasize strong methodological skills in a chosen discipline. To this end, students must complete nine credit hours in methods, including three in a chosen disciplinary specialization. Most students enter the program with disciplinary knowledge established during their undergraduate training. Interdisciplinary graduate work in CLS enhances and complicates that knowledge with the goal of producing scholars able to launch unique investigations that can emerge only when disparate disciplines and fields of inquiry are brought into conversation.

New students should begin preparing themselves for the profession immediately upon entering the program, and consider carefully how each class, each paper and each presentation will contribute to the advancement of long-term research and career goals. The program structure is intended to urge the student towards an early refinement of general knowledge with the expectation that she be able to write and speak forcefully about a specific area of research interest by the end of the third year, when comprehensive examinations are completed.

The comprehensive examinations have two components and demonstrate the student's ability to interpret and assess research in the field, to engage original questions and to write well-researched answers. The first comprehensive examination, known as the General Comprehensive Examination, is based upon two readings lists. One reading list is compiled by the student and the other is comprised of the reading lists from the sections of CLS 810: Introduction to Chicano/Latino Studies I and CLS 811: Introduction to Chicano/Latino Studies II. The General Comprehensive is a take-home, written examination completed over 72 hours. The second comprehensive examination, known as the Specialization Examination, is made up of the dissertation proposal and the oral defense of that proposal. Students should begin as soon as possible after entering the program to develop research questions that emerge from the interaction between the specific interests brought to the program and the general knowledge base developed over the two years of coursework. The oral component of the second comprehensive examination, and the oral defense of the dissertation are two opportunities for the student to demonstrate this mastery to the broader community both in the program and across the university.

Students in the CLS PhD program are expected to be active and responsible members of the CLS community by attending program events and presenting research locally to the CLS

community and nationally at professional meetings and conferences. Additionally, students will take advantage of training and professional development opportunities provided by other units on campus, such as the Graduate School. These opportunities provide important information about the general expectations and protocols of academic culture, including specific requirements and responsibilities with relation to research and writing. Students are required to attend the Graduate School's mandatory Responsible Conduct of Research Workshop Series, offered annually, and, for teaching assistants, any teaching assistant training workshops organized by the CLS program, the College of Social Science and the Graduate School.

This handbook is your guide to policy and process and should be consulted regularly to ensure that documentation is in order and that mandatory milestones and deadlines have been met. Students should maintain regular contact with the Chicano/Latino Studies Program office, request appropriate permissions when necessary and follow established program and university policy guidelines to avoid unnecessary delays in progress towards the degree.

Section II – Program Components

Admissions Guidelines

Admission to the Doctor of Philosophy degree program in Chicano/Latino Studies is based upon evaluation of the student's academic record. To be considered for admission to the Program with regular status, applicants must have a master's degree in an appropriate field or its equivalent (at least 30 credits of approved course work beyond the bachelor's degree). Applicants without a master's degree or sufficient course work may be admitted provisionally and be required to complete a specified number of collateral courses, not to count toward the degree, before regular admission is granted.

Application forms for graduate school must be completed online (for both domestic and international students). The Graduate School website contains all the information necessary to complete the application process: <http://grad.msu.edu/apply/online.aspx>.

Candidates must also submit the following materials:

1. Completion of the online application form to the Graduate School;
2. Submission of GRE General Test scores no more than five (5) years old, as well as two sets of official transcripts from Registrar's Office of all colleges and universities attended, to the CLS Graduate Program Director;
3. Submission of the statement of purpose, three letters of recommendation, and a writing sample to the CLS Graduate Program Director.

The writing sample should be the applicant's best example of written analytic and interpretative work. This is one of the most important portions of the application as the writing sample documents the applicant's aptitudes and abilities in research and academic writing, and their preparation for scholarly work.

The statement of purpose of 1000 words or less should provide the applicant's explanation of why

s/he wishes to pursue a doctoral degree in Chicano/Latino Studies, outline an area of interest in CLS, and discuss career goals.

For admission the following fall semester, all application materials **MUST BE RECEIVED NO LATER THAN DECEMBER 30.**

Applicants from Chinese Universities

Please arrange for a verification report of your university academic records with the **China Academic Degree and Graduate Education Development Center (CDGDC)**. The report must be mailed directly to the Chicano/Latino Studies Program by the CDGDC, rather than by you or any third party.

China Academic Degree and Graduate Education Development Center

Verification Division

B-17, Tongfang Scientific Plaza

No. 1 Wangzhuang Road, Haidian District, Beijing, 100083, P.R. China

Tel: +86-10-82379480

Fax: +86-10-82378718 (24 hours)

Email: cgv@cdgdc.edu.cn

Website: www.chinadegrees.cn

Dual Majors

Doctoral students at Michigan State University in Chicano/Latino Studies have the opportunity to develop a dual major doctoral program in Chicano/Latino Studies and another department or program. Developed in consultation with the student's guidance, a dual major program will include required courses and standards for both departments and result in a single dissertation.

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

Graduate students in other MSU graduate programs applying for admission to the Chicano/Latino Studies PhD program must submit the following materials to the CLS Graduate Director:

- A letter of application, including a statement of purpose outlining the student's interest in Chicano/Latino Studies and research project;
- Current curriculum vitae and writing sample;
- Three (3) letters of recommendation;
- GRE scores no more than five (5) years old.

Section III – Degree Requirements

To earn the Chicano/Latino Studies Ph.D., the student must complete:

1. **30 credits of work, including:**

- A. Chicano/Latino Studies course (minimum 15 credits required)
 - CLS 810 Introduction to Chicano/Latino Studies I (3 credits)
 - CLS 811 Introduction to Chicano/Latino Studies II (3 credits)
 - CLS 893e Readings in Chicano/Latino Studies (1-4 credits) (Maximum 8 credits)
 - CLS 894 Field Work in Chicano/Latino Studies (1-4 credits) (maximum 6 credits)
 - CLS 896 Seminar in Chicano/Latino Studies (3 credits) (maximum of 12 credits)
- B. Additional course work (up to 15 credits)

Minimum 3 credits in research methods in area of specialization

Up to 12 credits to be selected from approved course list by guidance committee from the following: American studies, anthropology, English, history of art, history, music, resource development, sociology, and Spanish. The course work must be selected from an approved course list in consultation with the student's guidance committee.

Students are required to take at least 24 but no more than 36 credits of CLS 999. Requests for overrides to exceed the maximum of 36 (24 in the College of Education) credits of 999 must be directed to the Office of the Registrar. To do so, access the ***"Request for RNR Override" at the Registrar's Online Forms Menu at <https://www.reg.msu.edu/Forms/FormsMenu.aspx>. Select the RN override and fill in the requested information.*** Should the total number of credits go above 45 the RO will confer with the Graduate School before considering the request for an override.

2. Language Requirement

To fulfill the language requirement, the student must demonstrate advanced reading proficiency of Spanish, Nahuatl, or other appropriate Amerindian language by passing oral and written examinations.

Students may fulfill this requirement through one of three options:

1. Document the completion of two years of university-level coursework;
2. Pass a proficiency exam as supervised by the guidance committee chair or Graduate Director;
3. Be a native speaker.

The student's Guidance Committee chair will complete the Certification of Completion of Language Requirement form available at https://www.msu.edu/~cls/academic/doctorate/documents/PhDlanguagecertification_000.pdf and submit it to the CLS office.

3. Comprehensive Examinations

Graduate students must successfully complete a general comprehensive examination that demonstrates both breadth and depth of knowledge in Chicano/Latino Studies and an area of expertise. Students must also pass an oral comprehensive examination.

4. Dissertation and Oral Defense

The hallmark of the doctoral program is the completion and successful oral defense of a dissertation. The dissertation is a sustained written analysis and discussion of a significant problem or issue in Chican@ and Latin@ Studies based upon original research that makes a significant contribution to the field. The writing, submission, and defense of the dissertation is the second part of the dissertation process, occurring after the submission and oral defense of the dissertation proposal. Both parts are completed under the guidance of and must be acceptable to the student's major advisor/dissertation chairperson. The finished dissertation will conform to professional standards of the profession and demonstrate a student's mastery of the academic skills of research, argumentation and analysis presented in written form.

5. Residence

One year of residence on the campus is required. A year of residence will be made up of two consecutive semesters, involving the completion of credits at the level of full-time status of graduate work each semester.

Registration requirements for CLS 893e and CLS 894

Both CLS 893e and CLS 894 are individualized experiences intended to develop areas of interest as determined by the graduate student and his or her guidance committee chair. Before students are authorized to enroll for either of these classes, students must complete the appropriate document. For CLS 893e students must complete the Application for Independent Study available at <https://www.msu.edu/~cls/academic/doctorate/documents/fillableindependentstudyapp.pdf>

For CLS 894 students must complete the Field Study Agreement Form https://www.msu.edu/~cls/academic/doctorate/documents/CLS894ProjectAgreementForm_000.pdf

These forms must be completed and given to the Graduate Secretary prior to enrolling for the class. Once received, the Graduate Secretary will open a section of the class for you and you will then be able to enroll.

Section IV – Selection of Dissertation Advisor

Upon entering the PhD Program, the student's principal academic advisor will be the Graduate Program Director, until an appropriate advisor is chosen. During their first semester students should familiarize themselves with faculty and their areas of interest, with the view to consider one of them as a potential chair of their guidance committee. The guidance committee chair will assist the student with the following:

- Help select the remainder of the committee
- Help design a timeline for the completion of degree
- Meet with student at least once a semester to evaluate the student's progress.
- Provide advice on course work beyond the first year, including foreign language and fieldwork requirements;
- Consider graduate transfer credits
- Prepare and evaluate comprehensive examinations in collaboration with the committee
- Guide the student through identification of a dissertation topic
- Evaluate the dissertation proposal
- Guide the graduate student through the successful defense of the dissertation.

The committee chair and the student are required to follow the Guidelines for Graduate Student Advising and Mentoring Relationships (<http://grad.msu.edu/publications/docs/studentadvising.pdf>).

Section V – Formation of the Guidance Committee

With assistance and approval from the Graduate Program Director, each doctoral student is required to create a guidance committee no later than the third semester of doctoral study. Within one semester after the committee has met, the chairperson of the guidance committee shall file a guidance committee report with the dean of the college, listing all degree requirements.

The student and the guidance committee will jointly develop a program of study that fits the unique background, skills, and interests of the individual student. The Report of the Guidance Committee is initiated online by the student at gradplan.msu.edu/gradplan/default.aspx. The report is routed electronically to the CLS graduate program administration and, after approval at that level, is sent for approval to the student's guidance committee members.

In consultation with the guidance committee chair and consistent with University and College policies, the student may change the composition of the guidance committee. Substitutions are made through gradplan.msu.edu.

The guidance committee, including the guidance committee chair, must consist of at least four regular MSU faculty members, at least two of whom must be members of the CLS Program Faculty, and all must possess an earned PhD degree. The guidance committee chair must be a CLS Program Core Faculty member.

Before the guidance committee is formed, any questions relating to coursework or program requirements should be directed to the Graduate Program Director. After the guidance committee is formed, any questions relating to coursework or program requirements should be directed to the student's guidance committee chair.

The program of study must be approved by the graduate director of Chicano/Latino Studies, the College of Social Science, and the Graduate School.

Once established, the guidance committee assumes principal responsibility for advising the student and evaluating his academic progress. Specifically, the guidance committee will assist the student and

1. Provide advice on course work beyond the first year, including foreign language and fieldwork requirements;
2. Consider graduate transfer credits;
3. Prepare and evaluate comprehensive examinations;
4. Guide through identification of a dissertation topic;
5. Evaluate the dissertation proposal;
6. Oversee the successful defense of the dissertation.

Section VI – Comprehensive Examinations

The Chicano/Latino Studies graduate program comprehensive examinations consist of two parts. The first, the General Comprehensive Examination, is designed to demonstrate the student's broad knowledge of the field of Chicano/Latino Studies, and his or her ability to analyze that material through the formation of a critical question. The second comprehensive examination, the Specialization Examination, consists of the submission and oral defense of the dissertation prospectus.

The General Comprehensive Examination is a 72- hour exam based upon two reading lists. The first list is a CLS Program reading list consisting of the texts from the syllabi of CLS 810: Chicano/Latino Studies I and CLS 811: Chicano/Latino Studies II. The student will be examined over the readings assigned during the semester they were enrolled in the course. The CLS Program office will keep a record of these readings and make the lists available to students annually. The student should also retain a copy of these syllabi.

The second General Comprehensive Examination list is compiled by the student in consultation with her guidance committee and made up of approximately fifty (50) book-length titles. Should the student include a number of articles, book chapters or short creative works, the number of texts will increase proportionately. In compiling this interdisciplinary list, the student should strive for breadth, as well as depth. Additionally, the student should demonstrate a familiarity with primary texts and research relating to more than one Latina/o group in the United States.

In addition to the list, the student will develop an approximately five-page narrative rationale that unites and illuminates the composition of the list through the lens of a critical problem. In this rationale, the student should justify the selections and explain the relation between the texts. The critical problem should reflect the emergent concerns and curiosities that could form the foundations of the student's dissertation research. The purpose of this format is to encourage the process of synthesizing and concentrating the field of interest within the broader range of Chicano/Latino Studies as quickly as possible following completion of coursework. This list should not be viewed as an early version of the dissertation prospectus, nor should there be significant overlap with the bibliography for the dissertation prospectus.

Overall, although the student's guidance committee members are responsible for aiding the student in the process of compiling and approving the reading list, the General Comprehensive Examination requires conscientious and committed independent study on the part of the student. Thus, it is recommended that the student retain the syllabi, lecture notes, and assigned readings from the core CLS classes and specialization electives as they may provide valuable material as the student prepares the reading list.

The student will submit the reading list and rationale to his Guidance Committee within four months after completing course work. When the Guidance Committee has approved the list and the rationale, both will be submitted to the Graduate Committee for program approval. Copies of all reading lists will be kept on file in the CLS office and will be made available to other students as possible models for future lists.

Once the lists and rationale have been approved by the Graduate Committee, the student, in consultation with her Guidance Committee, should notify the Graduate Program Director in writing of her intent to take the examination. The student should then set an exam date with the Graduate Secretary. Students should complete the comprehensive exams no later than the end of their third year in residence, and must be registered for at least one credit hour during the semester of the exam. **Students may not schedule the examination date until after the proposal and list have been approved by the Graduate Committee.**

The student's Guidance Committee will develop the General Comprehensive Examination, and is also responsible for evaluating the exam. In particular, the comprehensive examinations will evaluate the graduate student's abilities to:

- Compare, contrast, and synthesize areas of knowledge
- Evaluate literature, research, theories, models and methodologies
- Create and critique research designs
- Identify, discuss and explain substantive issues, trends, problems in both general and specific areas of the field.
- Offer original commentary that demonstrates the ability to contribute to new knowledge in the field

The comprehensive examination may include all or any combination of the above. Therefore, it is expected that students plan ahead and set a preparation time for their examinations. For the most part, students should allow one semester to select, read, review, and reflect on their reading list material.

The Chicano/Latino Studies Program office administers the examination. . The day of the scheduled exam, the student will receive an email from the Graduate Program Director or Graduate Secretary with three questions. The student will choose and answer two out of the three questions. The student then has 72 hours, to complete two essay-length answers, and must email his or her answers to the Graduate Secretary and to the Graduate Program Director by the deadline. The student must adhere to the CLS guidelines in order to receive a passing grade. In writing exam answers, students must cite specific authors, and submit a reference page formatted in an appropriate citation style (MLA, Chicago, APA) with the completed essay. Each question is graded as a) pass with distinction; b) pass; c) not pass.

The guidance committee chair will notify the student, with a copy to the CLS Graduate Program Director and the Graduate Secretary, of the results of the examination within one month of submitting the essays. A passing grade requires a unanimous recommendation by the committee. Should the student fail the examination, the guidance committee chair, after consulting with faculty who evaluated the examination, will make a determination on whether the student should be

permitted to retake the examination and when. No student may take the examination more than twice.

Once the student has successfully passed the General Comprehensive Examination, he may begin preparing for the specialization portion of the comprehensive examination process. The Specialization Comprehensive Examination consists of the student's dissertation prospectus submission, followed by the oral defense of the prospectus within one month. In the event that the proposal is submitted too late in the semester to schedule the oral defense, the defense will be scheduled during the first month of the next semester in which the student is enrolled. Notice of the proposal defense will be given to CLS faculty and graduate students at least three weeks in advance. All CLS faculty may attend; CLS graduate students may attend with the permission of the examinee.

The Specialization examination should be scheduled in the semester following the completion of the General Comprehensive Examination. A copy of the prospectus and accompanying bibliography must be submitted to the CLS Program office prior to scheduling the examination. These will be held in the student's file and to be made available to other graduate students as potential models.

University policy requires doctoral students to complete their degree within eight years of starting their program.

Section VII – Dissertation Defense and Final Oral Examination

Each student working toward a PhD must conduct original research to be used in a dissertation that makes a significant contribution to knowledge. The research is done under the guidance of the Guidance Committee chair and the guidance committee.

The dissertation must conform to Michigan State University requirements in graduate education. The student must pass a final oral examination in defense of the dissertation.

The dissertation must be organized, typed, duplicated, and bound according to regulations prescribed in the Graduate School Guide to the Preparation of Master's Theses and Doctoral Dissertations, available from the Office of the Graduate School. The guidelines for final submission of thesis/dissertations can be found at <http://www.msu.edu/user/gradschl/current/formatfinal.pdf>.

One bound copy of the dissertation will be given to the guidance committee chair and to the CLS Program. The Program's copy will be given to the Graduate Secretary. Some funding agencies require that the student submit a copy of the dissertation resulting from the funded research; the student should check with the agencies or organizations involved. Failure to adhere to the granting agencies' requirements may result, at a minimum, in the granting agency's refusal to consider any more grant applications by that student.

The student must be enrolled in at least one credit during the semester in which the dissertation is defended. The Graduate Program Director must be notified one month prior to the oral defense of dissertation. The College of Social Science must be notified of the upcoming defense at least three weeks in advance of the scheduled date. A copy of the dissertation should be submitted to the Associate Dean (202 Berkey Hall) with the Appointment of Dean's Representative form. Please contact the Graduate Secretary to arrange this. The student must also speak to the Graduate Secretary to schedule a room for the confirmed date and the required forms to be signed by

committee members at the dissertation defense. The oral defense of the dissertation is open to the public.

The final oral examination in defense of the dissertation is conducted and evaluated by the guidance committee and, at the discretion of the dean of the college, by one appointed faculty member whose voting status is determined by the college. Other interested faculty members and members of the public may attend the presentation portion of the examination without vote. Only guidance committee members may attend the examination portion of the defense. The dissertation and the student's performance on the final oral examination must be approved by a positive vote by at least three-fourths of the voting examiners and with not more than one dissenting vote from among the Michigan State University regular faculty members of the guidance committee.

The final oral examination must be scheduled for a date not earlier than two weeks after the dissertation and abstract have been submitted to the chairperson of the guidance committee, other guidance committee members, and any appointed examiner. The student must be registered during the semester in which the final oral examination is taken.

Particular attention should be paid to the academic calendar when considering dates for the oral defense. In general, the defense should not be scheduled during the summer semester. If a student must defend at that time, he or she should obtain written consent from all committee members prior to May 1. Written consent implies that the committee members will be present at the defense.

The Graduate School permits the submission of supplementary materials to ProQuest. These supplemental materials will not be reviewed by the Graduate School for formatting requirements, but they must be acceptable by ProQuest and comply with ProQuest's criteria and storage limits. All supplementary materials need the written approval of the dissertation committee chair.

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

A public or lay audience abstract to precede the conventional disciplinary one is required. The formatting requirements for this additional abstract are identical to those for the conventional abstract.

Section VIII – Departmental Policies: Academic Performance

Once a year, the Guidance Committee chair and the student will complete the annual progress report form, found at <http://grad.msu.edu/forms/>. The Guidance Committee chair and student will meet to discuss this evaluation and, if applicable, sources of funding. The Guidance Committee chair and the student will sign the completed annual progress report, which will be submitted to the director of the Chicano/Latino Studies Program or the Graduate Program Director and will be placed in student's file. The annual evaluation by the Guidance Committee chair should be coordinated with the review of the student's progress by the Guidance Committee; the two reports may be combined to avoid duplication. Students who wish to appeal any part of the Guidance Committee chair evaluation may do so in writing to the director of the CLS Program. The appeal will be filed with the annual progress report.

Minimum Academic Standards

CLS graduate students are required to meet and maintain certain academic standards when enrolled in the graduate program. These are:

1. No more than two courses with grades of 2.5 or lower, and
2. No more than eight credits with grades of 2.5 or lower.

This policy holds for all courses the student has taken as a graduate student at MSU. The only courses that are exempt from this rule are courses below the 400 level that are not on the student's program of study. This is grounds for dismissal, and the student may be asked to withdraw immediately from the program.

Graduate students must remain in good academic standing. Good academic standing includes maintaining a minimum GPA of 3.0, as well as remaining current on Annual Progress Reports, Guidance Committee Reports, Responsible Conduct of Research training and any other documentations and certifications normally required by the unit.

Please note: A cumulative GPA of 3.0 or better is required for graduation with a graduate degree from Michigan State University.

Deferred Grades: Except in multi-term courses, graduate students are discouraged from incurring deferred grades in their courses. Deferred grades on transcripts can have adverse effects on an individual's career in several ways:

- A. **DF-Deferred grads: The required work must be completed and a grade reported within 6 months with the option of a single six-month extension.** If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit- No Credit (CR-NC) system. This rule does not apply to dissertation work. Deferred grades not removed within a year of being incurred may result in the student being denied enrollment.
- B. Deferred grades will weaken the competitive position of graduate students applying for graduate assistantships or their continuation.
- C. Students with more than eight credits of deferred grades can expect to lose any assistantships they may hold.

Students who fail the comprehensive exams more than once will be dismissed from the program.

Student Educational Records

Students have the right to access their educational records subject to Graduate Student Rights and Responsibilities (GSRR) 3.2.3. Please contact the Graduate Secretary for details.

Grief Absence Policy (as approved by University Council)

For doctoral students, it is the responsibility of the student to: a) notify their advisor/major professor and faculty of the courses in which they are enrolled of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty, and c) complete all missed work as determined in consultation with the advisor/major professor and faculty. It is the responsibility of the advisor/major professor to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) receive verification of the authenticity of a grief absence request upon the student's return, and c) make reasonable accommodations so that the student is not penalized due to a verified grief absence. If employed as a RA or TE, the graduate student must also notify their employer. Both employer and student will swiftly communicate to determine how the student's responsibilities will be covered during their absence. Graduate teaching assistants (TAs) should refer to the bereavement policy in the MSU GEU CBU Article 18. Students in the graduate professional colleges (CHM, COM, CVM, LAW) with their own grief absence policies are excluded from the above and should follow their own policies. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

Section IX – Program Policies: Integrity and Safety in Research and Creative Activities

The Chicano/Latino Studies program supports the University policies regarding integrity and safety in research.

Human Research Protection Program

From time-to-time, a graduate student's research may involve human subjects. Federal and University regulations require that all research projects involving human subjects be reviewed and approved by an Institutional Review Board (IRB) before initiation. Under the regulations, research is defined as a formal investigation designed to develop and contribute to generalizable knowledge. A human subject is an individual (1) from whom an investigator obtains data, or (2) about whom the researcher obtains confidential information.

Faculty and students must submit the proper forms when the research they will undertake will include actively gathering the data from human subjects as described above, and/or use of either current or established data of human subjects gathered at a previous time. Failure to do so could result in rejection of the dissertation by the Graduate School. Before a graduate student begins any research project, the student should consult with their advisor. More information about the protection of human research participants can be found at <http://www.humanresearch.msu.edu/>.

Guidelines for Integrity in Research and Creative Activities

Chicano/Latino Studies Program graduate students must abide by the Guidelines for Integrity in Research and Creative Activities found at

<http://grad.msu.edu/publications/docs/integrityresearch.pdf>

Failure to abide by the ethical standards may result in the student's dismissal from the program.

Additionally, all CLS graduate students are required to complete Responsible Conduct of Research training and to document that training in the MSU Research Training Tracking System (RTTS).

The RTTS may be found at <https://www.egr.msu.edu/secureresearchcourses/>. *It is the student's responsibility to document this training, which is required for completion of the degree, in the RTTS.* CLS Graduate Advisors, faculty and other Program administrators are not responsible for maintaining the currency of this information. The CLS Responsible Conduct of Research (RCR) Training is included as an addendum at the back of this Handbook.

Section X – Student Conduct and Conflict Resolution

If a student is dissatisfied with any part of their graduate program, the student should first consult with their Guidance Committee chair about the issue/problem. Because the faculty advisor-graduate student relationship is deemed so important, special attention should be given to the resolution of conflicts between a graduate student and his or her faculty advisor.

Students who find themselves in conflict with other students, course instructors, or committee members are advised to seek guidance and support from their advisor or from the Graduate Program Director. For disputes or grievances involving advisors or the Graduate Program Director, students are advised to seek counsel through the Director of Chicano/Latino Studies.

If the issue is not resolved, then the student should consult with the Graduate Program Director. In the event a conflict cannot be resolved informally between a faculty member and student, formal procedures are available. The “Academic Freedom for Students at Michigan State University” (AFR) and the “Graduate Student Rights and Responsibilities at Michigan State University” (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievances. In accordance with the AFR and the GSRR, the College of Social Science, has established the following procedures for adjudicating student academic grievances. These procedures also can be used to resolve disputes 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 AFR 2.4.4.1, 2.4.6, 2.4.6.2, 2.4.8 and 2.4.9; GSRR 5.4.1, 5.5.1 and 5.5.2.) Note: Students may not grieve dissatisfaction with the competence of instruction. (See AFR 2.2.1; GSRR 2.2.1.) Members of the Graduate Employees Union who want to file a grievance that relates to a violation of the Agreement between MSU and the GEU should follow the procedures detailed in the Agreement.

The Hearing Procedure for the Chicano/Latino Studies Program is attached in Appendix 3.

CLS has the option to dismiss students from a program. Dismissal from a program may be based on several factors including one or more of the following:

- 1) Grades below the minimum academic standards
- 2) Lack of progress towards degree
- 3) Student conduct

Section XI – Work-related Policies

The University offers three different types of graduate assistantships: Teaching Assistant (TA), Research Assistant (RA), and Graduate Assistant (GA). Certain types of TAs are members of the

Graduate Employees Union (GEU) and are subject to that contract. Details can be found at: <http://grad.msu.edu/2011-2015GEUContract.pdf>

Graduate assistantships are available only to graduate students who are actively pursuing graduate degree programs and who are making satisfactory progress toward their degrees, meeting the University and College academic standards. Graduate assistants must be registered each semester in which they hold assistantships. The minimum and maximum credits loads are as follows:

For a half-time graduate assistant, minimum enrollment is 6 credits for non-ABD doctoral students; 1 credit for ABD doctoral students (including credits in CLS 999); maximum enrollment is 12 credits (excluding credits in CLS 999).

Appointment to a graduate assistantship for all or part of a given academic does not guarantee reappointment in the future.

Tuition Waiver

A waiver of the out-of-state tuition rate is granted to out-of-state students during the semester of appointment, and for full academic year appointees, for summer session that precedes or follows an appointment for an entire academic year. A nine-credit tuition waiver is granted each semester while holding an appointment. For summer session appointments, the waiver is five credits.

Health Insurance

MSU offers graduate assistants health insurance coverage. “Student only” coverage is automatically provided at no cost to graduate assistants. Michigan State University will provide a full 12 months of coverage if your appointment is at least nine months. If you wish to enroll your legal spouse or domestic partner and/or dependent children, please contact the MSU Benefits Office.

University Expectations of TAs

As a Michigan State University teaching assistant you play a vital role in the educational mission of MSU. Subject matter knowledge and instructional skills are key requisites for being a successful teacher, but teaching assistants are also expected to conform to ethical and professional standards described in the MSU Code of Teaching Responsibility. Treat your students with respect, deal with conflict fairly, and promote a classroom atmosphere that encourages free and meaningful exchange of ideas. Familiarize yourself with the MSU Code of Teaching Responsibility as you strive to achieve educational excellence, both for yourself and your students. If you hold a ¼ time appointment you are expected to work 10 hours per week; for a ½ time appointment 20 hours per week. Please note that these are average hours and that due to the nature of teaching there may be weeks with more work and weeks with less work.

The University has three levels of TA. Generally, all new TAs will start as a Level 1 TA. After two semesters as a TA, he or she may be appointed as a Level 2 TA. Upon completion of four semesters as a TA, he or she may be appointed as a Level 3 TA.

All TAs must complete the on-line training about the Relationship Violence and Sexual

Misconduct Policy. To Access the training, login to the ORA training website at: <http://goo.gl/pLh01o>. Click **"Register," "Complete Registration" and then "Launch" to begin the Relationship Violence and Sexual Misconduct (RVSM) Policy - Faculty, Staff Training.** (If it indicates that you have already registered, use **"In Progress Training", then "Launch."**). You will want to reserve approximately 30 minutes to complete all assignments. If you need assistance, contact the Helpdesk at 517-884-4600 or train@ora.msu.edu.

University Expectations of RAs

As a Michigan State University research assistant you play a vital role in the research and outreach missions of MSU. Disciplinary knowledge and research skills are key requisites for conducting research, but research assistants are also expected to conform to ethical and professional standards described in the MSU Faculty Handbook Section IV: Research and Creative Endeavors. This section includes information on working with human subjects and adherence to federal guidelines on data generation, management, and control. Sections of the Academic Freedom Report for MSU Students and the Graduate Student Rights and Responsibilities document also contain valuable information as you strive to achieve research excellence. If you hold a ¼ time appointment you are expected to work 10 hours per week; for a ½ time appointment 20 hours per week. Please note that these are average hours and that due to the nature of research there may be weeks with more work and weeks with less work.

All RAs must complete the on-line training about the Relationship Violence and Sexual Misconduct Policy. To Access the training, login to the ORA training website at: <http://goo.gl/pLh01o>. Click **"Register," "Complete Registration" and then "Launch" to begin the Relationship Violence and Sexual Misconduct (RVSM) Policy - Faculty, Staff Training.** (If it indicates that you have already registered, use **"In Progress Training", then "Launch."**). You will want to reserve approximately 30 minutes to complete all assignments. If you need assistance, contact the Helpdesk at 517-884-4600 or train@ora.msu.edu.

English Language Proficiency for International Students

Please consult Academic Programs for university requirements for English Language Proficiency for International Students seeking employment as teaching assistants at <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

Online Workshops about Teaching

Both faculty and graduate students can access nine online modules on improving your classroom teaching. The Graduate School purchased access from Epigeum for high-quality interactive modules on a variety of topics relating to teaching and learning. For more information and to access the modules visit: <http://tap.msu.edu/teche/>

Section XII – University Resources

Office of the University Ombudsperson

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

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

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

Contact information:

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

Placement Services

Career Services and Placement (CSP), located in the Student Services Building, includes the Career Development Center and the Student Employment Office. CSP provides assistance to students and alumni planning careers and seeking jobs in business, industry, government, social services, and education. CSP conducts workshops on constructing resumes, interviewing, conducting job campaigns and related topics each week throughout the semester for students and alumni. A number of career fairs are sponsored during the year. A Summer Employment Fair is usually held in February. For information on these career fairs, check with Career Development Center staff in Room 6, Student Services Building. CSP provides walk-in advising for quick questions regarding resumes, job searches, or careers at 113 Student Services.

Walk-in appointments are limited to 15 minutes and available times may vary from semester to semester. Check for hours posted at 113 Student Services. Regular appointments may be made for more intensive advising on careers and job searches.

Student Employment Office staff help students find part-time and summer jobs on and off campus. All work-study positions are obtained through the Student Employment Office at 110 Student Services. Students must qualify for work-study through the Financial Aid Office before seeking work-study positions.

Registration with Career Development and Placement Service is encouraged for all graduating students. It is particularly important for those seeking employment or planning to continue their education. Students should register for job referrals and on-campus interviewing at the CSP website, www.msu.edu/csp/. Internet access and instructions for accessing the CSP website should be available in any campus computer lab.

Service Learning Center

The Service Learning Center (SLC) provides opportunities for students to integrate academic work with meaningful community service. There are over thirty programs and more than 500 positions available to students. These positions help to meet established community needs in human service agencies, schools, health agencies, and government.

Students interested in gaining career-related experience through volunteering may contact SLC, complete an application, and interview for a position. Records of students' placements are maintained to verify students' experience. Students may request an SLC transcript. For more information, students should pick up a reference handbook available in Room 26, Student Services Building.

The Writing Center

The Writing Center at 300 Bessey Hall can provide assistance with any writing project at any stage. Writing Center consultants can assist with selecting a topic, organizing ideas, editing a rough draft, or proofreading a final draft. Call 432-3610 for an appointment.

Resource Center for Persons with Disabilities

The RCPD has staff specialists responding to mobility, visual, hearing, alternative learner concerns, and other handicapper populations, thus enabling their involvement in University activities. The RCPD office is located at 120 Bessey Hall and may be reached at 353-9642 (TTY: 355-1293).

Services available are:

- Volunteer Reading Services
- Oral/Sign Interpreters
- Taped Library
- Transport Service (on-campus transport)
- Optical to Tactile Converter
- Environment Accommodation Info or Assistance
- Talking Computer Terminal
- Assistance in Housing Accommodations
- TV Magnifiers
- Personal Assistant Referral System
- Enlarger/Copier
- Student/Faculty Consultation
- Kurzweil Reading Machine
- Registration Assistance
- Telecommunication Device for the Deaf

- Campus Orientation

Counseling Services

The Counseling Center provides developmental and psychological counseling, including assistance in decision making on immediate issues and long-range plans. Career, ethnic, self-management, sexual assault and substance abuse counseling are also provided. Special group counseling services are available and will be discussed during the initial meeting with the counselor. A Self-Management Laboratory provides resources for students considering self-directed behavioral changes. The Counseling Center has two locations on campus: one at 207 Student Services Building and one at 335 Olin Health Center. The respective telephone numbers are 355-8270 and 355-2310. Regular office hours are 8 a.m. to noon and 1- 5 p.m., Monday through Friday at both locations. Walk-ins are seen for crisis counseling on Wednesdays, 10 to 11 a.m. and 2 to 4 p.m.

The Multi-Ethnic Counseling Center Alliance (MECCA), for minority students who wish to work with minority counselors, is located in 207 Student Services. MECCA assists students of all racial and ethnic groups who are experiencing cultural, social or personal conflicts.

The Sexual Assault Crisis and Safety Education program assists victims of rape/sexual assault and helps reduce such incidents in the University environment. An array of workshops, films and presentations are available upon request.

Persons may contact the program coordinator in 207 Student Services. There is also a 24-hour crisis line available at 372-6666.

The Testing Office at 207 Student Services is not only a national test and testing information center, but also provides complete testing services for students working with counselors in the assessment of their personal attributes. Resources include interactive computer-based guidance systems that provide assistance in making informed major choices and career decisions. They can help gather information, explore options, and develop strategies for decisionmaking.

Major and Career Counseling with trained staff is available at both 207 Student Services and 335 Olin Health Center. Counselors assist in dealing with such issues as family pressures, issues of inadequacy, motivation, uncertainty concerning aptitudes and interests, or generalized problems in decision-making. Computer-based guidance systems are available on an appointment basis in these locations:

- Career Development Center – 6 Student Services, 355-9510 ext. 335
- Learning Resources Center – 204 Bessey Hall, 353-9089
- Adult Services, Office of the Vice Provost for University Outreach
- 22 Kellogg Center, 353-0971
- 229 East Akers Hall, 353-6387
- 204 Bessey Hall, 353-9089
- Counseling Center Self-Management Lab, 355-8270
- Olin Counseling Center – 345 Olin Health Center, 353-5310
- Main Library – Career Collection, no appointment necessary

Family Resource Center

The Family Resource Center offers resource and referral services to assist parents with locating quality childcare, as well as emergency backup childcare services to meet the emergency and short-term child care needs of students, faculty, and staff, and an elder care referral service to assist individuals who are managing the care of a dependent elder. Free pre-finals childcare is offered each semester for the children of Michigan State University student parents.

A Student Parent Organization (Student Parents On a Mission) offers peer support for students with children (<http://www.msu.edu/user/studentp>). The FRC may be reached at 517-432-3745 ext. 146, and additional information is available at <http://www.frc.msu.edu>.

Appendix 1
Synopsis of CLS Doctoral Program Plan

First Year

1. Completion of first-year courses chosen in consultation with Graduate Program Director.
2. Selection of guidance committee chair.
3. Selection of guidance committee
4. Initial guidance committee meeting. Must be held within 21 months after entering PhD program, in which complete course program will be decided.
5. Completion of the Report of the Guidance Committee as found on GradPlan.
6. Complete the Annual Progress Report with the Graduate Director.

Second Year

1. Enrollment in courses prescribed by the guidance committee.
2. Complete the student's Annual Progress Report with the student's Guidance Committee chair.

Third Year

1. Enrollment in courses prescribed by the guidance committee.
2. Satisfactory completion of the written General Comprehensive Examination.
3. Satisfactory completion of the doctoral dissertation proposal, which comprises the written portion of the specialization comprehensive examination.
4. Oral defense of the doctoral dissertation proposal, which comprises the oral component of the specialization comprehensive examination.
5. Program approval of doctoral dissertation proposal.
6. Completion of language requirements.
7. Complete the student's Annual Progress Report with the student's Guidance Committee chair.

Each subsequent year

1. Dissertation research and/or writing.
2. Complete the student's Annual Progress Report with the student's Guidance Committee chair.

Final Semester

1. Final oral examination in defense of dissertation.
2. Submission of dissertation as outlined in this document.

Appendix 2 – CLS Faculty

Core Faculty

Isabel Ayala – Sociology
Kristine Byron – Romance and Classical Studies
Miguel Cabañas – Romance and Classical Studies
Manuel Chávez – Journalism
Sheila Contreras – English
Higinio Dominguez – Teacher Education
Ramona Fernandez – WRAC
Yomaira Figueroa -- English
Hector Gonzalez – Epidemiology and Biostatistics
Joseph Guzman – Human Resources and Labor Relations
Linda Hunt – Anthropology
Eric Gonzalez Juenke – Political Science
Patricia Marin – Educational Administration
Diana Rivera – Libraries
Diego Rivera – Music
René Rosenbaum – Community Sustainability
Riyad Shahjahan – Educational Administration

Affiliated Faculty

Steve Gold – Sociology
Pilar Horner – Social Work
Danny Méndez – Romance and Classical Studies
Danny Vélez Ortiz – Social Work

Graduate Student Academic Grievance Hearing Procedures

For the Chicano/Latino Studies Program

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

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

I. JURISDICTION OF THE CHICANO/LATINO STUDIES PROGRAM PROGRAM HEARING BOARD:

- A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving graduate students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)
- B. Students may not request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

II. COMPOSITION OF THE HEARING BOARD:

- A. The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing Board members serve one year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)
- B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall

include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)

- C. The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III. REFERRAL TO THE HEARING BOARD:

- A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)
- B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)
- C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)
- D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student has **10** class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)
- E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)
- F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

IV. PRE-HEARING PROCEDURES

- A. After receiving a graduate student's written request for a hearing, the Chair of the Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)
- B. Within **5** class days, the Chair of the Hearing Board will:

1. forward the request for a hearing to the respondent and ask for a written response;
 2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within **3** class days of this notification. In addition to conflict of interest challenges, either party can challenge two hearing board members without cause (GSRR 5.1.7.c);
 3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee (See GSRR 5.1.7.). Decisions by the Hearing Board chair or the College Dean (or designee) on conflict of interest challenges are final;
 4. send the Hearing Board members a copy of the request for a hearing and the respondent's written response, and send all parties a copy of these procedures.
- C. Within **5** class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:
1. accept the request, in full or in part, and promptly schedule a hearing.
 2. reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)
 3. the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)
- D. If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary, and request a written response to the grievance from the respondent.
- E. At least **5** class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any challenges. (See GSRR 5.4.7.)
- F. At least **3** class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)

- G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least **3** class days before the hearing. (See GSRR 5.4.9.)
- H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least **3** class days before the scheduled hearing. (See GSRR 5.4.9c.)
- I. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)
- J. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Hearing Board must inform the parties of such a time limit in the written notification of the hearing.
- K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)
- L. Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4.and 5.4.11.)

V. HEARING PROCEDURES:

- A. The Hearing will proceed as follows:
 - 1. Introductory remarks by the Chair of the Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:
 - In academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.
 - In hearings in which a graduate students seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.
 - All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

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

2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)
3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9-b.)
4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)
5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)
6. Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.
7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.
8. Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.
9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.
10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.

11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.
12. Final questions by the Hearing Board: The Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board's recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within **3** class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)
2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any to the College Hearing Board within **5** class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within **5** class days. (See GSRR 5.5.2.2 and 5.4.12.3)

C. Written Report:

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

VII. APPEAL OF THE HEARING BOARD DECISION:

- A. Either party may appeal a decision by the Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records.) (See GSRR 5.4.12.)
- B. All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within **5** class days following notification of the Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)
- C. A request for an appeal of a Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by "clear and convincing evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII. RECONSIDERATION:

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

IX. FILE COPY:

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

Appendix 4

Responsible Conduct of Research (RCR) Training

Chicano/Latino Studies Program

Initial Education [5 hours annually]

Students may choose one of two options to fulfill their initial RCR education requirement.

Option 1:

1) HRPP Initial Training (2-3 hour tutorial) *Note: completion of this tutorial will also satisfy the initial education requirement for requesting IRB approval.*

<http://www.humanresearch.msu.edu/requiredtraining.html>

2) CLS students must attend at least *two* RCR workshops from the following four sessions offered by the Graduate School. The sessions must be completed during their first year in the program (<http://grad.msu.edu/rcr/>):

Workshop 1: Being an Early Career Scholar

Workshop 3: Crediting the Works of Others and Avoiding Plagiarism

Workshop 4: Record-keeping, data management, and Sharing of Information

Workshop 7: Conflict of Interest, Peer review, and Collaboration/Teamwork

Option 2:

CLS students must attend at least *four* RCR workshops from the following seven sessions offered by the Graduate School. The sessions must be completed during their first year in the program (<http://grad.msu.edu/rcr/>):

Workshop 1: Being an Early Career Scholar

Workshop 2: Scientific Communications, Rights to data, and Authorship

Workshop 3: Crediting the Works of Others and Avoiding Plagiarism

Workshop 4: Record-keeping, data management, and Sharing of Information

Workshop 5: Misconduct in Research and Creative Activities

Workshop 6A: Protecting Human Research Participants

Workshop 7: Conflict of Interest, Peer review, and Collaboration/Teamwork

Refresher Training [3 hours annually]

CLS graduate students may choose any combination of the following training resources totaling a minimum of 3 hours.

- CITI Modules approved by advisor or Graduate Director (<http://www.humanresearch.msu.edu/onlinetraining.html>)
- Two of MSU Graduate Schools' RCR Workshops (See above. <http://grad.msu.edu/rcr/>)

Documenting RCR Training

Students are responsible for documenting their RCR training through the Graduate School's RTTS System (Research Training Tracking System). Only the student can enter this information; faculty, staff and administrators are not able to record this information for the student. The Chicano/Latino Studies Program graduate committee will use RTTS to determine graduate student compliance with the above training requirements. This information will be part of the committee's annual assessment/review of graduate students and will also be kept on file with the Director of Graduate Studies. Additional instructions may be found on the Graduate School RCR webpage: <http://grad.msu.edu/rcr/>.