



Chicano/Latino Studies Program
MICHIGAN STATE UNIVERSITY

Chicano/Latino Studies Program
Doctoral Student Handbook

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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>.

Table of Contents

| | |
|--|----|
| Section I – Program Overview | 5 |
| Section II – Admissions Guidelines | 7 |
| PhD Program | 7 |
| Applicants from Chinese Universities | 7 |
| Dual Major PhD..... | 8 |
| Section III – Program Components | 9 |
| Coursework..... | 9 |
| Language Requirement..... | 9 |
| Residence | 10 |
| Guidance Committee and Plan of Study | 10 |
| Registration Requirements for CLS 893e and CLS 894 | 10 |
| Comprehensive Examinations..... | 10 |
| Section IV – Selection of Dissertation Advisor | 13 |
| Section V – Formation of the Guidance Committee | 13 |
| Section VI – Dissertation Defense and Final Oral Examination | 14 |
| Exit Survey..... | 15 |
| Section VII – Departmental Policies: Academic Performance | 16 |
| Minimum Academic Standards..... | 16 |
| Annual Student Progress Report..... | 16 |
| Deferred Grades | 17 |
| I-Incomplete Grades | 18 |
| Student Educational Records..... | 19 |
| Grief Absence Policy (as approved by University Council)..... | 19 |
| Section VIII – Program Policies: Integrity and Safety in Research and Creative Activities | 19 |
| Human Research Protection Program | 19 |
| Guidelines for Integrity in Research and Creative Activities..... | 20 |
| Section IX – Student Conduct and Conflict Resolution | 20 |
| Section X – Work-related Policies | 21 |
| Tuition Waiver..... | 21 |

| | |
|--|-----------|
| Health Insurance | 22 |
| Expectations of Teaching Assistants | 22 |
| Expectations of Research Assistants | 22 |
| Relationship Violence and Sexual Misconduct Policy | 22 |
| English Language Proficiency for International Students..... | 23 |
| Training on Teaching | 23 |
| Section XI – University Resources | 23 |
| Office of the Ombudsperson | 23 |
| Graduate Student Life and Wellness..... | 24 |
| Leadership Institute | 24 |
| The Graduate Student Lounge | 24 |
| Center for Community Engaged Learning..... | 24 |
| The Writing Center at Michigan State University | 25 |
| Resource Center for Persons with Dissability | 25 |
| Counseling and Psychiatric Services (CAPS) | 25 |
| Center for Survivors..... | 25 |
| Student Parent Resource Center..... | 26 |
| Registered Student Organizations..... | 26 |
| Other Resources | 26 |
| Appendix 1 – CLS Responsible Conduct of Research (RCR) Training | 27 |
| Appendix 2 – CLS Program Grievance Procedure | 29 |

Section I – Program Overview

The Chicano/Latino Studies (CLS) 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/os/xs in the United States, building upon more than 30 years of scholarship in the area of Latina/o/x 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 research 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 complements 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 they 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.

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. Students are also expected to attend prospectus defenses and dissertation defenses as part of their professionalization duties. 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.

Synopsis of CLS Doctoral Program Plan

Graduate students pursuing a PhD must complete all requirements within eight years but would be well advised to complete all requirements within five years. This synopsis provides students with a general plan to complete their degree in a timely manner.

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.
5. Completion of the Report of the Guidance Committee as found on GradPlan (<https://gradplan.msu.edu/>).
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.

Section II – Admissions Guidelines

PhD Program

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 Chicano/Latino Studies 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: <https://admissions.msu.edu/gradportal/default.aspx>

Candidates must also submit the following materials:

1. The online application form to the Graduate School.
2. GRE General Test scores no more than five (5) years old, as well as two sets of official transcripts from all colleges and universities attended, to the Chicano/Latino Studies Director.
3. A statement of purpose, three letters of recommendation, and a writing sample to the Chicano/Latino Studies Director. The letters of recommendation must be submitted by the recommender directly to the Chicano/Latino Studies office.
4. Original transcripts from all colleges or universities attended sent directly from the institution to the Chicano/Latino Studies office.
5. A writing sample of the applicant's best example of written analytic and interpretative work that validates the applicant's aptitudes and abilities in research and academic writing, and their preparation for scholarly work.
6. A statement of purpose of 1000 words or less providing the applicant's explanation of why they wish to pursue a doctoral degree in Chicano/Latino Studies, outlining an area of interest in Chicano/Latino Studies, and discusses career goals.

For admission the following fall semester, all application materials **MUST BE RECEIVED NO LATER THAN DECEMBER 1.**

Applicants from Chinese Universities

MSU requires admitted Chinese students who earned bachelor's degrees in mainland China to submit a bachelor's degree conferral verification report from the China Academic Degrees and Graduate Education Development Center (DGDC) as well as a transcript verification report from

the China Higher Education Student Information and Career Center (CHESICC). Both reports must be made available electronically to MSU's Office of Admissions.

a. Application and Admission

Chinese students who earned bachelor's degrees from mainland China will need to submit ALL available official academic records (e.g., transcripts and diplomas earned, in Chinese and English, or English if issued that way) as part of their application for admission.

b. Degree Verification

Admitted MSU graduate students who completed postsecondary undergraduate degree programs in mainland China must contact the CDGDC (<http://www.chinadegrees.cn/>) and request an electronic degree verification report. This report must be 1) emailed directly to the Office of Admissions from the CDGDC or 2) the CDGDC verification report application number emailed to the Office of Admissions by the student or the CDGDC. The Office of Admissions email address is: admis@msu.edu

c. Transcript Verification

Admitted MSU students who completed postsecondary undergraduate degree programs in mainland China must contact CHESICC (<https://www.chsi.com.cn/en/>) and request an electronic transcript verification report in English. The report must include an official copy of the final transcript (in Chinese and English, or just English) along with an English version of the report, which includes all courses taken, program start and end dates, etc. This report must be sent electronically via Parchment directly to the Office of Admissions from CHESICC.

Dual Major PhD

Doctoral students at Michigan State University in Chicano/Latino Studies can develop a dual major doctoral program in Chicano/Latino Studies and another department or program. Developed in consultation with the student's guidance committee, a dual major program will include required courses and standards for both departments and result in a single dissertation. A memorandum of understanding between both units and the student will outline all the requirements and standards expected for the student.

All dual major doctoral degrees must be approved by the units, the Associate Deans of Graduate Studies for the Colleges, and the Dean of the Graduate School. A request for the dual major degree must be submitted within one semester following its development and within the first two years of the student's enrollment at Michigan State University. The dual major units and graduate student will draft a memorandum of understanding (MOU) outlining rights and responsibilities of the dual major student. A copy of the Guidance Committee report must be attached (<https://grad.msu.edu/interdisciplinaryprograms>)

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.

Section III – Program Components

Coursework

To earn the Chicano/Latino Studies Ph.D., the student must complete **30 credits of work, including:**

- A. All of the following Chicano/Latino Studies courses (minimum 15 credits required)
- CLS 810 Historiography and Social Science: Methods in Chicano/Latino Studies (3 credits)
 - CLS 811 Literary and Cultural Theory in Chicano/Latino Studies (3 credits)
 - CLS 893E Readings in Chicano/Latino Studies (1-4 credits) (Maximum 8 credits)
 - CLS 894 Fieldwork in Chicano/Latino Studies (1-4 credits) (Maximum 6 credits)
 - CLS 896 Seminar in Chicano/Latino Studies (3 credits) (Maximum of 12 credits)
- B. A minimum 3 credits in research methods in area of specialization
- C. Complete 2 credits of electives from the following: American studies, anthropology, education, English, history of art, history, music, philosophy, political science, psychology, resource development, social work, 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.

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://clstudies.msu.edu/assets/pdfs/forms/PhD-language-certification.pdf> and submit it to the CLS Office or via email to cls@msu.edu.

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.

Guidance Committee and Plan of Study

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 <https://gradplan.msu.edu>. 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. After approval from the student's guidance committee, it is sent for review and approval by the College of Social Science and the Graduate School.

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 that individual's 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://clstudies.msu.edu/forms/CLS%20893e%20Project%20Agreement%20Form.pdf>

For CLS 894, students must complete the Field Study Agreement Form available at <https://clstudies.msu.edu/forms/CLS%20894%20Project%20Agreement%20Form.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 course for you and you will then be able to enroll.

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 the individual's 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 Historiography and Social Science: Methods in Chicano/Latino Studies and CLS 811 Literary and Cultural Theory in Chicano/Latino Studies. 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 their 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/x 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 their 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 dates 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; and,
- 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 aside 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 their answers to the Graduate Secretary and to the Graduate Program Director by the deadline. The student must adhere to the CLS guidelines 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; or (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 decide 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, they 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 of submission. **The prospectus submission must be approved by the committee as "satisfactory" before the defense can be scheduled.** If 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 Comprehensive 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. Students who fail the comprehensive exams more than once will be dismissed from the program.

University policy (<https://reg.msu.edu/AcademicPrograms/Print.aspx?Section=391>) requires doctoral students to pass their General Comprehensive Examination and their Specialization Comprehensive Examinations within five years of starting their program and complete their degree within eight years of starting their program.

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:

- Assist in selecting the remainder of the committee
- Assist in designing 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
- 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 available at <https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.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 <https://gradplan.msu.edu>. 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. It is then sent for review and approval by the College of Social Science and the Graduate School.

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 <https://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. An exception may be granted by the Dean of the Graduate School to allow a non-tenure stream faculty member or an Academic Specialist to serve on a doctoral student's guidance committee as one of the four required faculty members or, in special circumstances, as the chairperson of a doctoral student's guidance committee. With the approval of the Chicano/Latino Studies Director, an exception may be granted to allow an Emeritus faculty member to serve as one of the four required faculty members on a doctoral student's guidance committee; in addition, an Emeritus faculty member may continue to serve as the chairperson of a guidance committee. More than four persons may be members of the guidance committee. Persons who are not Michigan State University regular faculty who can contribute to the student's program may serve as members of the guidance committee and assist in the work of the committee, providing that the number of such persons does not exceed the number of regular faculty on the committee. In consultation with the student, the guidance committee plans the entire program, including examinations, and thereafter supervises it, making modifications as needed until the degree is completed. Information on the process may be found at <https://grad.msu.edu/non-regular-faculty-committees>.

Before the Guidance Committee is formed, any questions relating to coursework or program requirements should be directed to the CLS 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 Program Director of the Chicano/Latino Studies Program, the College of Social Science, and the Graduate School.

Once established, the Guidance Committee assumes principal responsibility for advising the student and evaluating the student's 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. Prepare and evaluate comprehensive examinations;
3. Guide through identification of a dissertation topic;
4. Evaluate the dissertation proposal; and,
5. Oversee the successful defense of the dissertation.

Section VI – Dissertation Defense and Final Oral Examination

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 Chicana/o/x and Latina/o/x 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 chair and the Guidance Committee.

The dissertation must conform to Michigan State University requirements in graduate education. The student must be enrolled in at least one credit during the semester in which the dissertation

is defended. 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 also speak to the Chicano/Latino Studies 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 CLS Graduate Program Director must be notified one month prior to the oral defense of dissertation. 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.

For dissertations, the final oral defense/examination consist of two parts. The first is a presentation that must be open to faculty members and members of the public without a vote. Only dissertation committee members may attend the second part, which is the examination portion of the defense per individual department/program/school's guidelines (see <https://reg.msu.edu/AcademicPrograms/Print.aspx?Section=401>). 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 dissertation must be organized, typed, duplicated, and bound according to regulations prescribed in the Graduate School Guide to the Preparation of Doctoral Dissertations, available from the Office of the Graduate School. The guidelines for final submission of thesis/dissertations can be found at <https://grad.msu.edu/etd>

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 CLS 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.

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.

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.

Exit Survey

Once students apply for graduation, they will receive an Exit Survey. Students' participation is important and is greatly appreciated by the Graduate School. The survey will ask students questions about their educational experience in their graduate program. The Graduate School uses data from this survey when reviewing graduate programs and to guide decisions about services and initiatives for graduate students. For questions about the exit survey, please contact the Graduate School by email at exitsurvey@grd.msu.edu

Section VII – Departmental Policies: Academic Performance

Once a year, the Guidance Committee chair and the student will complete the Annual Progress Report form, found at <https://clstudies.msu.edu/assets/pdfs/forms/progressreportphd.pdf>. 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 Chicano/Latino Studies Program Director 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 CLS Director. The appeal will be filed with the annual progress report.

Minimum Academic Standards

CLS doctoral students are required to meet and maintain certain academic standards when enrolled in the graduate program. The standard established by the College of Social Science is that a doctoral student may earn grades below 3.0 (including N grades in the P–N grading system) in **not more than two** of the courses required by the guidance committee. In addition, graduate students in CLS may have no more than two courses with grades of 2.5 or lower, and 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.

Annual Student Progress Report

The Guidance Committee will review at least once a year the graduate student's progress in their research or creative activity as well as plans for work in the coming year. A report on the results of this review will be signed by the members of the Guidance Committee and by the graduate student. This report will be filed with the director of Chicano/Latino Studies and will be

placed in the graduate student's file, together with any response that the graduate student may attach to the report of the Guidance Committee.

Once a year, the faculty advisor and the graduate student will complete an Annual Progress Report Form (<https://clstudies.msu.edu/assets/pdfs/forms/progressreportphd.pdf>). The faculty advisor and graduate student will meet to discuss this evaluation and, if applicable, sources of funding. The faculty advisor and the graduate student will sign the completed Annual Progress Report, which will be submitted to the CLS Director or the Director of Graduate Studies and will be placed into the graduate student's file. The annual evaluation by the advisor should be coordinated with the review of the student's progress by the guidance committee; the two reports may be combined to avoid duplication. Graduate students who wish to appeal any part of the faculty advisor's evaluation may do so in writing to the CLS Director or the Director of Graduate Studies, and this appeal will be filed together with the Annual Progress Report.

The CLS Director or CLS Graduate Director will meet with each graduate student to review all aspects of the annual progress report. At this occasion, the graduate student has the opportunity to discuss with the CLS Director or, the Director of Graduate Studies any aspects of their studies that seem relevant for successful completion of the graduate program, including problems that may hinder progress, and any appeal of the faculty advisor's evaluation (see above). Recommendations based on this review will be communicated in writing to the faculty advisor and the graduate student within two weeks of the meeting, and that report will be placed in the graduate student's file.

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 grades: The required work must be completed, and a grade reported within 6 months with the option of a single six-month extension.** If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit- No Credit (CR-NC) system. This rule does not apply to 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.

I-Incomplete Grades

When special or unusual circumstances occur, the instructor can postpone assignment of the student's final grade in a course by submitting an I-Incomplete in lieu of a grade. Incomplete (I) grades are given only when **all** of the following are true:

- The student has completed at least twelve (12) weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons
- The student has done satisfactory work in the course
- In the instructor's judgment, the student can complete the required work without repeating the course.

Compelling reasons include only:

- Illness or injury that makes it impossible for the student to complete course work and are documented by a physician's written statement attesting to the serious nature of the condition
- Illness or injury of a close relative for whom the student is responsible for providing daily care and documented by physician's written statement attesting to the serious nature of the condition

Provided these conditions are met, the instructor files a Report of I-Incomplete at the time course grades are due. This specifies what the student must do and by when it must be done to remove the I-Incomplete grade. The student and instructor must complete, sign, and submit the [University Agreement for Completion of \(I\) Incomplete form](#) to graduate office staff where it will be retained for at least one year.

Removing Incomplete Grades: All required work must be completed and a grade must be reported to the Office of the Registrar no later than the middle of the student's next semester in attendance (summer session excluded) if that semester is within one calendar year following receipt of the I-Incomplete. The exception to this deadline is that an instructor can submit an Administrative Action form stating that course structure necessitates delay of make-up grading until the end of the student's next semester in attendance.

Failure to complete: Failure to complete the required work by the due date will result in a grade of I/0.0, I/NC, or I/N, depending on the grading system under which the student was enrolled. It is the student's responsibility to complete the course work and submit it to the instructor, allowing adequate time for the instructor to grade the work and submit the grade to the Registrar by the stated deadline. A student who does not register for MSU classes subsequent to the receipt of an I-Incomplete has one calendar year to complete the required work; after one year, the I-Incomplete will become U-Unfinished and will be changed to I/U on the student's academic record. The course may be completed only by re-enrollment.

Extensions: An extension of time for completion of the required work can be approved by the College offering the course only by means of an Administrative Action form documenting physician-certified illness or other extraordinary circumstances such as those for which an initial I-Incomplete grade is given as described previously. An extension of time is a formal agreement between the instructor and the student. After an extension of time has been filed, the work must

be done by the deadline determined by the instructor or the I-Incomplete will be changed to I/0.0, I/NC, or I/N depending on the grading system under which the student was enrolled.

Student Educational Records

Students have the right to access their educational records subject to Graduate Student Rights and Responsibilities (GSRR) 3.2.3. The Graduate Student Rights and Responsibilities can be found at <https://grad.msu.edu/sites/default/files/content/gsrr/GSRR.pdf> Please contact the Graduate Secretary for details.

Grief Absence Policy (as approved by University Council)

<https://reg.msu.edu/roinfo/notices/griefabsence.aspx>

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 Research Assistant or Teaching-Excluded, 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 available at <https://hr.msu.edu/contracts/documents/geu-2019-2023.pdf>. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

Section VIII – 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 <https://hrpp.msu.edu/click/index.html>

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 <https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.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 ABILITY.

ABILITY may be found at <https://ora.msu.edu/train/>. *It is the student's responsibility to document this training, which is required for completion of the degree, in ABILITY.* 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 Appendix 1 at the back of this Handbook.

Section IX – Student Conduct and Conflict Resolution

The Chicano/Latino Studies Program is administered by the College of Social Science and adheres to the College's Academic Hearing Procedures (<https://socialscience.msu.edu/assets/pdfs/AcademicHearingProcedures-CSSv11-10-11.pdf>). 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 their 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 the Chicano/Latino Studies Program.

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) (<http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities/article-2-academic-rights-and-responsibilities-for-graduate-students>) and the

“Graduate Student Rights and Responsibilities at Michigan State University” (GSRR) (<https://grad.msu.edu/sites/default/files/content/gsrr/GSRR.pdf>) 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 2 and may also be found at https://socialscience.msu.edu/_assets/pdfs/AcademicHearingProcedures-CSSv11-10-11.pdf.

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
- 4) Academic dishonesty

Section X – Work-related Policies

The University offers three different types of graduate assistantships: Teaching Assistant (TA), Research Assistant (RA), and Teaching Excluded (TE) Certain types of TAs are members of the Graduate Employees Union (GEU) and are subject to that contract. The GEU contract can be found at: <https://hr.msu.edu/contracts/documents/geu-2019-2023.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 year 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 at <https://hr.msu.edu/benefits/graduate-assistants/>.

Expectations of Teaching Assistants

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 (<https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=112#s514>). 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, the student may be appointed as a Level 2 TA. Upon completion of four semesters as a TA, the student may be appointed as a Level 3 TA.

Expectations of Research Assistants

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.

Relationship Violence and Sexual Misconduct Policy

All graduate students must complete the on-line training about the Relationship Violence and Sexual Misconduct Policy. Information about the training is available at <https://poe.msu.edu/request-training/index.html>. **If you need assistance, contact the Helpdesk at 517-355-3865 or empower@msu.edu.**

English Language Proficiency for International Students

The policy is available from: <https://grad.msu.edu/tap/speak>.

MSU candidates for TA appointments who were required to demonstrate English proficiency as a condition for regular admission to Michigan State University must also demonstrate that they meet a minimum standard of proficiency in spoken English before they can be assigned teaching work that involves oral communication with undergraduate students. International Teaching Assistants who received a waiver of the TOEFL or of other accepted tests of English proficiency for admission, must also meet the requirement of proficiency in spoken English before they are assigned to teaching work that involves oral communication with undergraduate students. International Teaching Assistants (ITAs) may meet this requirement in one of the following ways:

- Presenting a TOEFL iBT speaking section score of 27 or higher.
- Receiving a score of 50 or higher on the [MSU Speaking Test](#)
- Taking [AAE 451](#) or [AAE 452](#) (ITA language support courses) and receiving a score of 50 or higher on the ITA Oral Interaction Test (ITAOI).

Individual exceptions from these requirements (on a case-by-case basis in rare circumstances) will be considered by the Graduate School in consultation with the ELC upon the request of the department and with the endorsement of the Associate Dean for Graduate Studies in the College.

Training on Teaching

Professional development opportunities for Graduate Teaching Assistants have been organized with your GTA experience in mind. Opportunities include August orientation programs (New GTA Institute and International GTA Orientation) as well as some additional events. You can find information about the two August orientation programs within both "First-Time GTA" sections and information about additional events in all three sections as relevant. Information is available at <https://grad.msu.edu/tap>.

Section XI – 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/>

Graduate Student Life and Wellness

Graduate school can be one of the most exciting, challenging, and rewarding experiences you undertake in your life. To help you navigate your way, the Office of Graduate Student Life & Wellness and its website (<https://grad.msu.edu/wellness>) to act as a handbook to graduate student life and wellness at Michigan State University. Here you will find the tools, resources, and programs to not only help you succeed, but have a great experience overall.

Leadership Institute

The Leadership Institute at Michigan State University (<https://grad.msu.edu/leadership-institute>) exists to build a culture of leadership development among graduate students, professional students, and postdocs. The Institute wants to empower these Spartans to take a proactive approach to their leadership development so they may make a difference in the classroom, community, university, and in the world.

The Leadership Institute is comprised of three main offerings. The Leadership Summit is an intensive one-day conference held every fall semester. The Leadership Academy is an 8-week cohort style developmental experience where participants design and execute leadership projects. Leadership Development Fellows work during the school year to build community and leadership within their own colleges.

The Graduate Student Lounge

Need a quiet place to study or relax? Be sure to stop by the Graduate Student Lounge in the basement of Chittenden Hall. It is a great spot for individual or group work. Information about hours, location, and resources is available at <https://grad.msu.edu/grad-lounge>.

Center for Community Engaged Learning

In partnership with campus and community, the Center for Community Engaged Learning advances community engaged learning at Michigan State University and prepares students for

lifelong civic and social responsibility. More detailed information is available at <https://communityengagedlearning.msu.edu/>

The Writing Center at Michigan State University

The Writing Center at Michigan State University provides one-on-one and group writing consultations, various writing-specific workshops, as well as writing groups for graduate students and faculty. We have locations across MSU's campus serving the needs of all students and campus communities.

Established primarily to provide writing workshop support to students and assistance to faculty interested in using writing to engage students in active learning and thereby in improving the quality and range of their students' literacy, The Writing Center at Michigan State University conceives its task broadly. Their website is <https://writing.msu.edu/>

Resource Center for Persons with Disabilities

The RCPD (<https://www.rcpd.msu.edu/>) has staff specialists able to assist you with concerns you have regarding a disability. RCPD offers assistance for students with mobility, visual, deaf or hard of hearing disabilities, those with learning disabilities, brain injuries, psychiatric, and various chronic health conditions. The RCPD office is located at 120 Bessey Hall.

Counseling and Psychiatric Services (CAPS)

CAPS (<https://caps.msu.edu>) is the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LGBTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health concerns. Additional services are available by referral in the Neighborhood Engagement Centers, and the MSU Student Union building.

To initiate services, please go to CAPS on the third floor of Olin Health Center (463 E Circle Drive) and check-in at the desk. CAPS uses a same-day screening appointment system (rather than scheduled appointments) for your initial visit.

As resources permit, additional services (such as individual or group counseling) and/or referrals to outside resources may be provided. Most continuing counseling services are available on an appointment basis.

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

Center for Survivors

The Center for Survivors provides free individual counseling and support groups to MSU students who are survivors of sexual assault and all others who are impacted by sexual violence. **The Sexual Assault Crisis Hotline is available seven days a week 365 days a**

year at 517-372-6666. The Center also offers a variety of services and resources available at <https://centerforsurvivors.msu.edu/>.

Student Parent Resource Center

The MSU Student Parent Resource Center offers a supportive environment to obtain information and resources for all student parents and their families on and off campus. Our staff combines expertise and experience in college course instruction, academic advising, and referrals to community resources for a variety of services.

In addition, the Student Parent Organization (Student Parents On a Mission) offers peer support for students with children (<https://studentparents.msu.edu/student-parents-on-mission/>). Additional information about the Student Parent Resource Center is available at <https://studentparents.msu.edu/>.

Registered Student Organizations

Michigan State University has over 900 registered Student Organizations; there is something for everyone here at MSU.

RSOs cover a wide range of topics and interest areas, including but not limited to: academic, business, environmental, international, political, racial/ethnic, religious, women's interests, and sports and leisure. A list of RSOs and additional information can be found at <https://studentlife.msu.edu/rso-s/index.html>.

Other Resources

MSU offers many different resources for students to ensure their academic success, physical and mental health, and personal growth, among other things. A comprehensive list of these resources is listed at <https://grad.msu.edu/partners-in-wellness>.

Appendix 1 –CLS Responsible Conduct of Research (RCR) Training

Responsible Conduct of Research (RCR) Training For the 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.* <https://ora.msu.edu/>

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 (<https://www.citiprogram.org/members/index.cfm?pageID=50>)
- Two of MSU Graduate Schools' RCR Workshops (See above. <http://grad.msu.edu/rcr/>)

Documenting RCR Training

Students should log into the ABILITY information management system at <http://ora.msu.edu/train/> to complete their on-line RCR training. This system must be used for proper documentation of training. ABILITY replaced SABA effective December 2018. 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/>.

Appendix 2 – CLS Program Grievance Procedure

Graduate Student Academic Grievance Hearing Procedures

For the Chicano/Latino Studies Program

The Chicano/Latino Studies Program is administered by the College of Social Science and adheres to the College's Academic Hearing Procedures (https://socialscience.msu.edu/_assets/pdfs/AcademicHearingProcedures-CSSv11-10-11.pdf).

PREAMBLE

The College of Social Science is a community of scholars dedicated to the highest standards of personal and professional conduct in research, teaching, outreach, and engagement by faculty, graduate students, undergraduate students, and academic staff. The College of Social Science Honor Code reflects these values (<http://socialscience.msu.edu/asa/honorcode.html>). The academic hearing procedures of the College are designed to assure that those ideals are upheld for all members of our scholarly community when other efforts to resolve disputes have been exhausted. We ask that all parties to academic hearings conduct themselves in a manner that maintains the honor and integrity of the judicial process and advances the values of fairness, equity, and due process in the College.

The *Academic Freedom for Students at Michigan State University (AFR)* and the *Graduate Student Rights and Responsibilities (GSRR)* documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving charges of violations of those rights through formal grievance hearings. In accordance with the AFR and the GSRR, the College of Social Science has established the following College Hearing Board procedures for adjudicating academic grievances and complaints. (See AFR Article 6 and 7; GSRR 5.4.1.)

I. JURISDICTION OF THE COLLEGE OF SOCIAL SCIENCE HEARING BOARD:

A. The College Hearing Board serves as:

1. the appellate Board for academic grievance hearings initiated at the Department/School level by graduate students. (See GSRR 5.1.1. and 5.4.12.)
2. the initial Hearing Board for academic grievance hearings involving undergraduate and graduate students who charge violations of student academic rights OR graduate students seeking to challenge a charge of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) AND when one of the following situations occurs:
 - a. the Associate Dean for Academic and Student Affairs (undergraduate) or the Associate Dean for Graduate Studies (graduate) concurs with a request by the Chair/Director of a Department/School to waive jurisdiction. (See AFR 6.II.A and 7.IV.B; GSRR 5.3.6.2.)

- b. the Dean of the College of Social Science administers the course or program in which the alleged violation of student rights or academic integrity by a graduate student took place, including Integrative Studies in Social Science (ISS).
 - c. the Associate Provost for Undergraduate Education or the Dean of The Graduate School randomly selects the College Hearing Board to hear a case of ambiguous jurisdiction. (See AFR 6.II.A, 7.II.B; GSRR 5.5.7. See also *Integrity of Scholarship and Grades* policy, Sections 5, 8 and 9.)
3. the initial Hearing Board for academic disciplinary hearings in which the College seeks additional or alternative sanctions to a penalty grade for undergraduate or graduate students in the College accused of academic misconduct (academic dishonesty, violating professional standards or falsifying admission and academic records). The student can request this option only after meeting with the Associate Provost for Undergraduate Education or the Dean of The Graduate School. (See AFR 6.II.A.(3), GSRR 5.5 and *Integrity of Scholarship and Grades* policy, Sections 5, 8 and 9.)

B. Students may not request an academic grievance hearing based on a charge of incompetent instruction. (AFR 2.II.A-D; GSRR 2.2.2 and 2.2.4.)

II. COMPOSITION OF THE COLLEGE HEARING BOARD:

- A. The College of Social Science will constitute the College Hearing Board no later than the first day of classes of the fall semester. The College Hearing Board will serve from the second week of the fall semester through the end of the first summer term. The College Hearing Board will not convene during the second summer term. (See AFR 6.II.B, C, and D; GSRR 5.1.3 and 5.1.6.)
1. Each department and school shall be represented by one tenure-stream faculty member, one graduate student, and one undergraduate student. Units will select faculty representatives according to their own policies and procedures. Undergraduate and graduate student representatives will be selected by their respective student organizations in their department or school. In the absence of such an organization, the faculty advisory committee or equivalent body in each unit will select the student representatives according to that unit's policies and procedures. The units will submit the names of their representatives to the College no later than the first day of classes in the fall term.
- a. Each faculty Hearing Board member will be appointed to a two-year term. One half of the faculty representatives to the College Hearing Board will be appointed per academic year. Faculty can serve a maximum of two consecutive terms. In the first year under this policy, half of the faculty members will be appointed for one year and half for two years.
 - b. Each undergraduate and graduate student Hearing Board member will serve a one-year term. No undergraduate or graduate student may serve more than two terms.
 - c. In instances in which a Hearing Board member cannot serve a portion of her or his term, a substitute will be appointed by the respective unit for the duration of the absence.
 - d. Faculty selected to the College Hearing Board will serve on both undergraduate and graduate Hearing Boards. Undergraduate and graduate students will serve on Hearing Boards involving their peers.

- e. The Chair of the College of Social Science Graduate Committee will be a member of the College Hearing Board and must serve on all Hearing Boards involving graduate students.
 - f. The College Director of Student Affairs will provide clerical and administrative support to the Chair of the College Hearing Board.
 - g. The College Director of Student Affairs will sit on the Hearing Board ex officio. The Director of Student Affairs will not participate in proceedings unless given voice by the Hearing Board. The Director's remarks will be confined to matters relating to College or University policies or other procedural issues.
 - h. In the event that mid-semester openings occur or should faculty members be unable to serve during the summer, such vacancies will be filled on an interim basis by the Chair of the College Hearing Board in consultation with the appropriate unit administrator. In the case of summer vacancies, interim appointees should be drawn from a list of faculty on annual appointments or who are assigned teaching duties in the summer.
- B. The Chair of the College Hearing Board shall be a faculty Hearing Board member with tenure.
- 1. The Chair of the College Hearing Board will be elected by the full membership. The term shall be one year. The Chair must have served previously on a College Hearing Board. The Chair can serve a maximum of three consecutive terms.
 - 2. The Chair shall report to the Dean of the College (or designee). The Chair will issue a written report to the Dean at the end of the first summer session. The Dean may remove the Chair for detrimental conduct or maladministration. In the event of removal, the Chair will also be removed from the College Hearing Board.
 - 3. The Chair of the College Hearing Board is responsible for organizing individual hearings, including the selection of Hearing Board members, communication with the complainant and respondent, chairing and acting as advisor on University policy in each meeting, and issuing written rulings to the parties to the grievance and the Associate Dean for Academic and Student Affairs or the Associate Dean for Graduate Studies for undergraduate and graduate hearings, respectively.
 - 4. The files of the College Hearing Board will be maintained in a secure location in the College of Social Science Office of Student Affairs. The Chair of the College Hearing Board will be responsible for the maintenance of all Hearing Board records during her or his term, in coordination with the Director of Student Affairs.
- C. For hearings involving graduate students, the Chair of the College Hearing Board will select two faculty (including the Chair of the College Graduate Committee) and two graduate students. For hearings involving undergraduate students, the College Hearing Board shall include two faculty and two undergraduate students. For each undergraduate and graduate hearing, a list will be generated with random numbers and with this list individuals will be selected from the pool of faculty and student representatives, with the exception of the Chair of the College Graduate Committee, who will serve on all graduate Hearing Boards.
- D. All members of the College Hearing Board shall have a vote, except the Chair, who shall vote only in the event of a tie. (See AFR 6.II.C; GSRR 5.1.3, and 5.1.5.)
- E. The Chair will provide Hearing Board members with resources to familiarize them with these procedures and the applicable sections of the AFR and GSRR. (See AFR 7.IV.C; GSRR 5.1.3.)

III. REFERRAL TO COLLEGE HEARING BOARD:

A. Grievance Hearing

1. After consulting with the instructor and appropriate unit administrator, undergraduate students who remain dissatisfied with their attempt to resolve a charge of a violation of student academic rights may request an academic grievance hearing. The hearing will occur at the College level if one of the conditions outlined in 1.A.2 above exists. At any time in the grievance process, students may consult with the University Ombudsman. (See AFR 7.III.A; GSRR 5.3.)
2. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve a charge of a violation of student academic rights or academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. The hearing will occur at the College level if one of the conditions outlined in 1.A.2 above exists. At any time in the grievance process, students may consult with the University Ombudsman. (See AFR 7.III.A; GSRR 5.3.)

B. Disciplinary Hearings

1. For complaints that involve charges of academic misconduct (academic dishonesty, violations of professional standards, or falsifying academic and admission records), the complainant (instructor or unit administrator) or the Dean of the College may request an academic disciplinary hearing to impose sanctions in addition to, or other than, a penalty course grade. Undergraduate students may request an administrative hearing before the Associate Provost for Undergraduate Education or a hearing before the College Hearing Board; graduate students may request an administrative hearing before the Dean of The Graduate School or a hearing before the College Hearing Board. However, if an undergraduate or graduate student's Dean calls for an academic disciplinary hearing, the student has **10** semester class days to request an academic grievance hearing to contest the charge in the unit in which the misconduct occurred. Disciplinary hearings are held in abeyance until the conclusion of the grievance hearing, including appeals. (See AFR 7.V; GSRR 5.5. See also *Integrity of Scholarship and Grades* policy.)
 - a. If a disciplinary hearing by either the Dean of The Graduate School or the College Hearing Board is pending the outcome of a grievance hearing by a graduate student to contest a charge of academic misconduct, and the initial Hearing Board decides for the instructor, the disciplinary hearing would proceed promptly, pending an appeal, if any, within **10** semester class days by the student to the University Graduate Judiciary (UGJ). If the initial Hearing Board finds for the graduate student, the academic disciplinary hearing would be dismissed, pending an appeal, if any, by the instructor to the UGJ. (See GSRR 5.4.12.3.)
 - b. If a disciplinary hearing by either the Associate Provost for Undergraduate Education or the College Hearing Board is pending the outcome of a grievance hearing by an undergraduate student before the University Academic Integrity Hearing Board (UAIHB), and the UAIHB finds for the instructor, the academic disciplinary hearing would promptly proceed, pending an appeal, if any, within **5** semester class days by the undergraduate student to the University Academic Appeal Board (UAAB). If the UAAB finds for the student, the academic disciplinary hearing would be dismissed, pending an appeal, if any, by the instructor to the UAAB. (See AFR 7.)

- C. In cases of ambiguous jurisdiction, the Associate Provost for Undergraduate Education will select the appropriate Hearing Board for hearings involving undergraduate students and the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See AFR 7.III.B; GSRR 5.3.)
- D. The deadline for submitting the written request for a hearing is the middle of the semester following the alleged violation (excluding summer). 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 College 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 still proceed. (See AFR 7.III.C.)
- E. A written request for an academic grievance hearing must (1) specify the alleged violation(s) of academic rights in sufficient detail to justify a hearing, (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. The request must be dated, sent either by federal mail or as pdf email attachments, or hand delivered with a date- and time-stamp from the recipient. Grievances sent in email form or via campus mail will not be accepted. (See AFR 7.III.B and C; AFR footnotes 26 and 35.)

IV. PRE-ACADEMIC GRIEVANCE AND PRE-ACADEMIC DISCIPLINARY HEARING PROCEDURES

- A. Grievances will be sent to the Associate Dean for Academic Affairs (undergraduate) or Associate Dean for Graduate Studies (graduate).
- B. After receiving a student's written request for a hearing, the Associate Dean will refer the grievance to the Chair of the Hearing Board within one semester class day. (See AFR 7.IV.D.1; GSRR 5.3.2, 5.4.3.)
- C. Within **5** semester class days, the Chair of the Hearing Board will:
 - 1. forward the request for a hearing to the respondent;
 - 2. send the names of the pool of 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** semester class days of this notification;
 - 3. rule within one semester class day 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 appropriate Associate Dean; and (See AFR 7.IV.D; GSRR 5.1.7.)
 - 4. send the Hearing Board members a copy of the request for a hearing and send all parties a copy of these procedures.
 - 5. The Chair of the Hearing Board shall notify both parties of the date of the initial meeting of the Hearing Board; however, neither party shall attend.
- D. Within **5** semester class days of being established, the Hearing Board shall review the request to determine jurisdiction and judicial merit. After considering all submitted information, the Hearing Board will:
 - 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. Invite the two parties to meet together with the College Hearing Board in an informal session to try to resolve the matter. (Such a meeting does not preclude a later hearing.)

(See AFR 7.IV.D.4 and AFR footnotes 26 and 35; GSRR 5.4.6.)

- E. If the College 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 after the initial hearing, and request a reply to the grievance from the respondent. The respondent shall have no more than **3** semester class days to reply.
- F. At least **5** semester class days before the scheduled hearing, the Chair of the College 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 College Hearing Board members after any challenges. (See AFR 7.IV.D.5; GSRR 5.4.7.)
- G. At least **3** semester class days before the scheduled hearing, the parties must notify the Chair of the College Hearing Board of the names of their witnesses and advisor, if any, and, if necessary, request permission for the advisor to have voice at the hearing. The Chair will promptly forward the names given by the complainant to the respondent and vice versa. (See AFR 7.IV.D.6 and AFR footnote 37; GSRR 5.4.7.1.)
- H. The Chair of the Hearing Board may accept written statements from either party's witnesses at least **3** university semester class days before the hearing, in lieu of a personal appearance. (See AFR 7.IV.D.10) Written statements are acceptable only in exceptional circumstances when the parties cannot attend and the Hearing Board agrees to allow written statements.
- I. Only in exceptional circumstances and in lieu of a personal appearance, either party may request permission of the Hearing Board to submit a written statement to the College Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the College Hearing Board at least **3** semester class days before the scheduled hearing. (See AFR 7.IV.D.9; GSRR 5.4.9c.)
- J. Either party to the grievance hearing may request a postponement of the hearing. The College Hearing Board may either grant or deny the request. (See AFR 7.IV.D.8; GSRR 5.4.8.)
- K. At its discretion, the College Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the College Hearing Board must inform the parties of such a time limit in the written notification of the hearing. (See Section IV.E. above.)
- L. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The College Hearing Board may close a hearing to protect the confidentiality of information or to maintain order. (See AFR 7.IV.D.13; GSRR 5.4.10.4.)
- M. Members of the College Hearing Board are expected to respect the confidentiality of the hearing process. (See AFR 7.IV.D.13 and 7.IV.F.)

V. HEARING PROCEDURES:

A. The Hearing will proceed as follows:

1. Introductory remarks by the Chair of the College 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 student charges a violation of academic rights, the student bears the burden of proof.
- In hearings involving graduate students seeking to contest charges of academic misconduct, the instructor bears the burden of proof.
- In academic disciplinary hearings, the Hearing Board is asked only to determine if sanctions in addition to, or other than, a penalty grade are warranted.
- All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a preponderance of evidence.

(See AFR 7.IV.D.14 and AFR footnote 37; GSRR 5.4.10.1. For various definitions, see AFR Article 11 and GSRR Article 8.)

2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the College Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See AFR 7.IV.D.11; GSRR 5.4.9.a.)
3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the College Hearing Board may postpone the hearing, hear the case in the respondent's absence, or dismiss the case. (See AFR 7.IV.D.11; 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 AFR 7.III.C; 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 AFR 7.IV.D.16; 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 College 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 relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the College 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 College 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, any statement relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the College Hearing Board, the complainant and the complaint'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 College Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A Deliberations:

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.

B Decision:

1. In grievance (non-disciplinary) hearings involving undergraduate and graduate students in which the College Hearing Board serves as the initial hearing body, and based on a "preponderance of the evidence," a majority of the Board finds that a violation of the student's academic rights has occurred and that redress is possible, it shall direct the Dean, or designee, to implement an appropriate remedy, in consultation with the Hearing Board. If the College Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Dean, or designee. (See AFR 7.IV.D.E; GSRR 5.4.11)
2. In grievance (non-disciplinary) hearings involving graduate students in which the College Hearing Board serves as the initial hearing body to adjudicate a charge of academic dishonesty and, based on a "preponderance of the evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Dean, or designee, 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 complainant (instructor), the penalty grade shall stand and the Academic Dishonesty Report regarding the charge will remain on file.
3. In disciplinary hearings involving academic misconduct by undergraduate or graduate students in which the College Hearing Board serves as the initial hearing body and, based on a "preponderance of the evidence," finds that disciplinary action in addition to, or other than, a penalty grade is warranted, the College Hearing Board shall recommend to the Dean, or designee, an appropriate sanction. If the Hearing Board recommends no sanctions in addition to, or other than, are warranted, the Chair of the Hearing Board shall so inform the Dean, or designee. (See AFR 6.II.D. and 7.VI)

4. When acting as an appellant Board, the Hearing Board may direct the Department/School Hearing Board to rehear the initial case or reconsider or clarify its decision.

C. Written Report:

The Chair of the College Hearing Board shall prepare a written report of the Hearing Board's findings, including redress for the complainant, if applicable, or sanctions, if applicable, and forward a copy of the decision to the appropriate unit administrator within 3 semester 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 College Hearing Board's decision. The report also should inform the parties of the right to appeal within 5 semester class days following notice of the decision. The Chair shall forward copies to the parties involved, the responsible administrators, the University Ombudsman and, in hearings involving graduate students, 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 AFR 7.IV.E and F; GSRR 5.4.11.)

VII. APPEAL OF COLLEGE HEARING BOARD DECISION:

- A. In hearings involving undergraduate students, either party may appeal the decision of the College Hearing Board to the University Academic Appeal Board in cases involving (1) academic grievances charging violations of student rights, or (2) alleged violations of regulations involving academic misconduct (academic dishonesty, violations of professional standards or falsification of admission and academic records) that were referred initially to the College Hearing Board for disciplinary action. (See AFR 6.IV.A and 7.VII.)
- B. In hearings involving graduate students, either party may appeal a decision by the College Hearing Board to the University Graduate Judiciary for cases involving (1) academic grievances charging violations of student rights heard initially by the College Hearing Board and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records) that were referred initially to the College Hearing Board for disciplinary action. (See GSRR 5.4.12.)
- C. All appeals must be in writing, signed and submitted to the Chair of either the University Academic Appeal Board within 5 semester class days or the University Graduate Judiciary within 5 semester class days following notification of the College Hearing Board's decision. While under appeal, the original decision of the College Hearing Board will be held in abeyance. (See AFR 7.VII.A; GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)
- D. A request for an appeal of a College Hearing Board decision to either the University Academic Appeal Board or the University Graduate Judiciary must charge, in sufficient particularity to justify a hearing, that the Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the College Hearing Board were not supported by the "preponderance of the evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See AFR 7.VII.A and B; 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 College Hearing Board to reconsider the case within **30** days upon receipt of the written hearing outcome. “New evidence” is relevant evidence that was not available to the Grievant at the time of the hearing despite reasonable efforts by the Grievant to discover and obtain relevant evidence. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the College Hearing Board to review the new material and render a decision on a new hearing. A request for reconsideration can be made only once. (See AFR 7.IV.G; GSRR 5.4.13.)

Approved by the College of Social Science (CSS) Faculty Advisory Council 4-21-11

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