

GRADUATE STUDENT HANDBOOK

Doctoral Program in Criminal Justice



www.cj.msu.edu

COLLEGE OF SOCIAL SCIENCE
MICHIGAN STATE UNIVERSITY
EAST LANSING, MI

October 8, 2024

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THE SCHOOL OF CRIMINAL JUSTICE

The School of Criminal Justice was established in 1935 as an academic program providing courses for those seeking careers in law enforcement. Graduate studies in the School of Criminal Justice began in 1956 with the Master of Science degree, followed by the Interdisciplinary Doctoral Program in 1968 and the Doctorate in Criminal Justice in 2001. In 1970, the School's name was changed from the School of Police Administration and Public Safety to the School of Criminal Justice to reflect the new emphasis on the entire system of justice in the United States. Housed in the College of Social Science, the School of Criminal Justice has evolved to provide exemplary undergraduate and graduate programs in which students and faculty apply the theories and methods of science to understanding and solving critical policy issues in both the criminal justice and private security fields.

PROGRAM OVERVIEW

The Doctoral Program in Criminal Justice focuses on the study of crime, responses to crime, and justice administration while simultaneously developing a strong foundation in social science theory and research methods. It prepares students for careers in college and university teaching and research, private research firms, as well as advanced public-policy and government positions.

Each student develops a course plan of their own in consultation with their chosen guidance committee, including elective courses taken in the School of Criminal Justice and other units in the University. In addition, a sequence of advanced courses in research methodology and statistics prepares the student for the design, implementation, and interpretation of research. The program is individualized to allow the student, working with a guidance committee, to shape a program of study that is broad in scope yet consistent with specific student interests. Doctoral-level course work and professional development opportunities (e.g., brown bag seminars and the Professional Development Seminar) in the School of Criminal Justice serve to focus and synthesize these interdisciplinary components and individual experiences.

The program is designed to produce graduates who can apply a variety of research methodologies to the study of crime causation, social reactions to crime, and the criminal justice system. Throughout the program there is an emphasis on the relationship between theory and practice as well as the interconnection of the activities of the many agencies and professions involved in the administration of justice and private security. Through their research, teaching, and practice, graduates can contribute to the development of improved systems for the prevention and control of crime and delinquency.

This Handbook is intended to guide doctoral students in the School of Criminal Justice through their program of study and notify them about relevant unit and University policies that will impact this process. University policies override all inconsistent provisions of this Handbook. Please see the following links for University-level policies:

[Academic Programs Catalog](#)

[Anti-Discrimination Policy \(ADP\)](#)

[Code of Teaching Responsibilities](#)

[Digital Accessibility Policy](#)

[Disability and Reasonable Accommodation Policy](#)

[General Student Regulations](#)

[Graduate Students Rights and Responsibilities \(GSRR\)](#)

[Guidelines for Integrity in Research and Creative Activities](#)

[Integrity of Scholarship & Grades](#)

[MSU Guidelines for Graduate Student Mentoring and Advising](#)

[MSU-GEU Contract](#)

Admission Requirements

Applicants must have achieved a grade point average of at least 3.0 in prior undergraduate and/or graduate work. While formal admission to the program does not require completion of a master's degree, the screening committee looks for a strong methodological and statistical background.

In addition to all other application material, international applicants must submit TOEFL scores. Applicants must score at least 550 on the non-computer based TOEFL. Those taking the Internet TOEFL must score at least 80 overall, with no subscore below 19 for reading, listening, and speaking; no writing subscore below 22. See [MSU English Language Requirements](#) for more information. Students from primarily English-speaking countries may have this requirement waived.

Application forms and instructions can be found at <http://cj.msu.edu/programs/doctoral.html>. If admission is offered, it cannot be deferred for more than one year.

PROGRAM COMPONENTS

The program of each student shall consist of a minimum of 36 semester credits of course work and 24 credits of dissertation research totaling a minimum of 60 semester credits. The program, which should be completed within 5 years for those entering straight from an undergraduate program or 4 years for those entering with a completed master's degree, must be developed in consultation with a guidance committee and approved by the College of Social Science. Coursework should be completed within 2 academic years for those entering with a master's degree, while those entering with only a bachelor's degree should be done with coursework in 2.5 to 3 academic years.

All doctoral students are required to attend a Professional Development seminar series offered every semester and coordinated by the Ph.D. Program Director. This series typically consists of weekly or bi-weekly seminar meetings where various topics focus on preparing students for issues they will encounter during their academic and professional careers (e.g., navigating the dissertation process, how to prepare a college-level course, preparing for the job market). Some seminars will be required for all doctoral students, whereas others will be required for students in specific years of the doctoral program. The Ph.D. Program Director will set the schedule and notify students prior to each semester. Attendance at each scheduled seminar is required to maintain good standing in the doctoral program.

By the end of the student's first year of doctoral study, a guidance committee should be chosen, and the student should start his or her Grad Plan at www.gradplan.msu.edu.

The student must successfully complete two qualifying papers reviewed by separate committees. These qualifying papers should be completed by the end of their 3rd or 4th year to maintain adequate progress towards degree completion depending on whether they entered the program with a master's or bachelor's degree, respectively.

The student must submit and defend a dissertation proposal. This should be completed in the first semester of the student's 4th or 5th year of study to maintain adequate progress depending on whether they entered the program with a master's or bachelor's degree, respectively.

The student must submit and defend a dissertation reflecting original research focusing on a significant problem or issue in criminal justice. The oral defense and submission of the dissertation must be completed within 8 years from the time of first enrollment as a doctoral student.

DEGREE REQUIREMENTS

The student's program will be individually designed upon matriculation at Michigan State University under the supervision of a guidance committee. All students must complete relevant criminal justice course work, either in the doctoral program or through completion of a master's in criminal justice or criminology at an accredited institution.

The program of each student shall consist of a minimum of 36 semester credits of course work and 24 credits of dissertation research, totaling a minimum of 60 semester credits. The program must be developed in consultation with a guidance committee and approved by the College of Social Science.

Required core courses:

CJ 801 – Crime Causation, Prevention and Control
CJ 810 – Proseminar in Criminal Justice
CJ 901 – Seminar in Contemporary Criminal Justice Theory
CJ 906 – Advanced Data Analysis
CJ 909 – Advanced Research Methods
CJ 910 – Qualitative Methods

Admitted without a Master's Degree

Students admitted directly from an undergraduate program will take CJ 811 *Design and Analysis of Criminal Justice Research* and CJ 887 *Quantitative Methods* as prerequisites to CJ 906, CJ 909, and CJ 910. CJ 811 and CJ 887 may not be used toward doctoral program requirements.

Elective Courses

Students must complete 12 credits of additional courses at the 800-level or above, as approved by the student's guidance committee. Three of the core master's courses in criminal justice taught at MSU may not be used toward doctoral program requirements (CJ 811, CJ 812, CJ 887).

Online Courses

Doctoral students are prohibited from taking online courses without prior approval from the Ph.D. Program Director. In rare cases where an online class is applicable to a doctoral student's interests, the student should obtain approval from their guidance committee (if formed) and then seek approval via email from the Ph.D. Program Director.

Advanced Research Methods

Students must complete two 3-credit doctoral research methods courses in the College of Social Science as approved by the student's guidance committee. CJ 907 and CJ 909 may be repeated for credit and count toward this requirement when topics have changed.

The following courses may satisfy students' advanced research methods requirement. This is not an exhaustive list. Check the course schedule every semester for offerings in this area. These courses are not pre-approved—the student's guidance committee must approve all selections.

NOTE: Pay special attention to prerequisites. In some cases, the instructor may allow you to take the course without the exact prerequisite if you can demonstrate you have taken an equivalent course (e.g., SOC 881 and SOC 882 are similar in content to CJ 906 and CJ 907). If you must take the prerequisite, you

should only consider courses in your interest area so as not to waste time and credits.

ANP 829 Research Methods in Cultural Anthropology
ANP 833 Ethnographic Analysis
CEP 991B Special Topics in Educational Statistics and Research Design (PR: CEP 933; selected topics).
EC 820 Econometrics I (PR: EC 801 and STT 430)
EC 821 Econometrics II (PR: EC 820 and STT 442) EC 822 Econometrics III (PR: EC 820 and STT 442)
HDFS 891 SPSS and Secondary Data Analysis (PR: HDFS 880 and 881)
HDFS 982 Qualitative Research Methods (PR: HDFS 880 and 881)
HST 803 Seminar in Methods of Historical Research
LIR 832 Data Sources in Labor and Industrial Relations
PLS 900 Research Seminar in Political Methodology (PR: PLS 802)
PLS 902 Research Seminar in Evaluation Research (PR: PLS 802)
PLS 903 Policy Analysis Practicum (PR: PLS 811)
SOC 985 Qualitative Field Research (Prerequisite: SOC 881)
SOC 986 Survey Research Principles
STT: Varies
PSY 835 Research Methods: Interpersonal and Individual Behavior (PR: PSY 815)
PSY 865 Research Methods in Applied Psychology (PR: PSY 815)
PSY 872 Field Research in Psychology (PR: PSY 815)
PSY 992 Special Topics Seminars (PR: check with instructor)*

*Previously approved topics: Advanced Experimental Design, Meta Analysis, Analyzing Longitudinal Data, The General Linear Model/Regression Analysis, Concepts and Applications in Meta-Analysis, Advanced Multivariate Techniques for Psychological Research, Categorical Data Analysis, Integrating Qualitative and Quantitative Research Data/Methods.

Responsible and Ethical Conduct of Research (RECR)

Integrity is foundational to our research, scholarship, creative work, and core identity as MSU Spartans. It is not only required by rules (including federal, state, research sponsors, and MSU's [research](#) and [training](#) policies), integrity is essential for our research to have legitimacy and impact. Research integrity is so important to our development as scholars and creators that the Graduate School has developed minimum education requirements for all graduate students regarding the Responsible and Ethical Conduct of Research (RECR for short). RECR training is also a federal requirement for all graduate students and completion of the training must be tracked. The Graduate School will assign service indicators (holds) on students' records if they have not completed their annual RECR requirements.

The Graduate School changed the RECR requirements in 2023. Therefore, there are currently two sets of RECR requirements depending on students' enrollment date:

- Doctoral students who began the program prior to Fall 2022: Students must participate in 6 hours of RECR activities their first year, and three hours for each subsequent year. Information about applicable workshops, classes, activities, and reporting can be found at the [RECR page](#) from The Graduate School. Please note that students who started between spring 2017 and summer 2020 must complete their 6 hours of discussion-based training before graduation. But, those that started between Fall 2020 and Summer 2022 must complete their 6 hours of discussion-based education before comprehensive exams.
- Doctoral students who began the program in Fall 2022 or later: The RECR requirements are outlined by The Graduate School at the following link: <https://grad.msu.edu/researchintegrity>. An overview of the requirements is as follows:
 - Year 1 Requirements:

- CITI Modules:
 - Introduction to the Responsible Conduct of Research
 - Authorship
 - Plagiarism
 - Research Misconduct
- Minimum of 6 hours discussion-based education
 - Must be completed before finishing comprehensive examination and entering candidacy status, doctoral students starting in Fall 2020 or later. These hours can be completed in the following ways:
 - Completing approved coursework covering RECR relevant content. Many of our courses have already been approved by The Graduate School for a specified number of RECR hours. Students should verify completion of these hours with the SCJ Graduate Secretary and/or the Ph.D. Program Director.
 - The Graduate School also offers [workshops](#) that satisfy these RECR requirements.
 - Completing workshops offered by your academic unit.
 - Participating in group discussions with an advisor or facilitator.
- Year 2 Requirements:
 - Complete 3 of the 6 RECR Basic CITI Modules:
 - Collaborative Research
 - Conflicts of Interest
 - Data Management
 - Mentoring
 - Peer Review
 - Financial Responsibility
- Year 3 Requirements:
 - 3 hours of annual refresher education (3 hours completed every year starting the third year in the doctoral program). Refresher training can be completed in the following ways:
 - CITI modules not previously taken to fulfill Year 1 or 2 or another refresher year's requirements (i.e., repeated courses will not count toward refresher training).
 - Department/College Workshops, brown-bag luncheons, group discussions that cover RECR related topics. Again, this can include pre-approved SCJ graduate courses that cover RECR material.
 - Graduate School RECR workshops not previously taken.
 - One-on-one discussions between the student and their advisor.
 - Other RECR related courses (non-CITI modules, academic courses, etc.).

Qualifying Papers

Students will complete two qualifying papers. Qualifying papers allow for the assessment of adequate student learning in criminological or criminal justice theory and research methods in criminology and criminal justice. Students will be expected to address unique research questions in their areas of study using the appropriate methods of analysis and should be able to contribute to the literature in ways consistent with high-quality peer-reviewed publications.

Dissertation

Student must submit and defend a dissertation reflecting original research focusing on a significant problem or issue in criminal justice. The guidance committee is responsible for providing direction for the student's research. All program requirements, including oral defense and submission of the dissertation, must be completed **within 8 years from the time of the first enrollment** as a doctoral student.

Waived Credits

With approval of their guidance committee, students may waive a maximum of 6 credit hours toward CJ elective or advanced methods requirements (students must complete a minimum of 30 credit hours in the program). Students entering the program with an MA/MS may choose to waive CJ 801 and/or CJ 810 with approval from the Ph.D. Program Director (this would count against a student's ability to waive a maximum of 6 credit hours).

Dissertation Research Credits

Students must take 24 credits of CJ 999 Dissertation Research. No more than 36 are allowed by University policy. Students should seek to maximize the total number of dissertation credits, not to exceed 9 total credits in any given semester, while they are on a ½ time assistantship through the School to ensure they earn close to these 24 credits before the end of their 5th year. Otherwise, students will be responsible for paying for additional CJ 999 credits if they exceed their School funding in the program (typically 5 years of funding is provided). Requests for overrides to exceed the maximum of 36 credits of 999 must be approved by the College. Requests for overrides to exceed the maximum of 44 credits of 999 must also be approved by the Graduate School.

Dual Major Doctoral Degree

Doctoral students have the opportunity to work in conjunction with faculty mentors to develop a [dual major doctoral program](#). Such a program will reflect the required courses and standards for both of the departments with a single dissertation. A dual major doctoral program would lead to a single doctoral degree (i.e., one Ph.D. with a dual major). All dual major doctoral degrees must be approved by the Dean of the Graduate School. A request for the dual major degree must be submitted via GradPlan within one semester following its development and within the first two years of the student's enrollment at Michigan State University.

EXAMPLES OF COURSE PROGRESSION

Entering program with a Bachelor's degree

Semester 1 (FS)

CJ 801 (Theory)
CJ 810 (Prosem)
CJ 811 (Methods)

Semester 2 (SS)

CJ 901 (Sem Theory)
Elective
CJ 887 (Stats)

Semester 3 (FS)

CJ 908 (Adv. Topics)
CJ 909 (Adv. Res. Meth)
CJ 910 (Qual. Methods)

Semester 4 (SS)

Advanced Methods
Elective
CJ 906

Semester 5 (FS)

Advanced Methods
Elective
Qual. Paper Proposal

Semester 6 (SS)

CJ 999
Qualifying Paper

Semester 7 (FS)

CJ 999
Qualifying Paper

Semester 8 (SS)

CJ 999

Entering program with a Master’s degree

| | | | |
|---|---|--|--|
| <u>Semester 1 (FS)</u> CJ 801 (Theory) CJ 810 (Prosem) CJ 909 (Adv Res Meth) | <u>Semester 2 (SS)</u> CJ 901 (Sem Theory) Elective/Adv Methods CJ 906 (Adv Quant) | <u>Semester 3 (FS)</u> CJ 910 (Qual. Meth.) Elective Advanced Methods | <u>Semester 4 (SS)</u> Elective/Adv Methods Qual. Paper Proposal |
| <u>Semester 5 (FS)</u> CJ 999 Qualifying Paper | <u>Semester 6 (SS)</u> CJ 999 Qualifying Paper | <u>Semester 7 (FS)</u> CJ 999 | <u>Semester 8 (SS)</u> CJ 999 |

SUMMARY OF COURSE REQUIREMENTS

To obtain a Doctoral degree, you must complete a minimum of 60 semester hours of course work and dissertation research.

1. Core Courses* 18

 CJ 801 Crime Causation, Prevention and Control
 CJ 810 Proseminar in Criminal Justice
 CJ 901 Seminar in Contemporary Criminal Justice Theory
 CJ 906 Advanced Quantitative Methods in Criminal Justice Research
 CJ 909 Advanced Research Methods
 CJ 910 Qualitative Methods

2. Graduate Level Criminal Justice Electives12

3. Advanced Research Methods¹6

4. Dissertation Research (CJ 999).....24

With the permission of their guidance committee, students may waive a maximum of 6 credits toward elective or advanced research methods (students must complete a minimum of 30 credit hours in the program). Students entering the program with an MA/MS may choose to waive CJ 801 and/or CJ 810 with approval from the Ph.D. Program Director (this would count against a student’s ability to waive a maximum of 6 credit hours). Three of the core master’s courses in criminal justice taught at MSU will not transfer to the doctoral program (CJ 811, CJ 812, CJ 887).

*All core courses must be completed at Michigan State University.

¹ CJ 907 and CJ 909 may satisfy this requirement when topics have rotated.

TIMELINE TO COMPLETE DEGREE

Each student’s program shall consist of a minimum of 36 semester credits of course work and 24 credits of dissertation research totaling a minimum of 60 semester credits. The program, which should be completed within 5 years for those entering straight from an undergraduate program or 4 years for those entering with a completed master’s degree, must be developed in consultation with a guidance committee and approved by the College of Social Science. Coursework should be completed within 2 academic years for those entering with a master’s degree, while those entering with only a bachelor’s degree should be done with coursework in 2.5 to 3 academic years.

By the end of the student’s first year of doctoral study, a guidance committee should be chosen, and

the student should start his or her Grad Plan at <https://grad.msu.edu/gradplan>.

Students will complete two qualifying papers. Qualifying papers allow for the assessment of adequate student learning in criminological or criminal justice theory and research methods in criminology and criminal justice. Students will be expected to address unique research questions in their areas of study using the appropriate methods of analysis, and should be able to contribute to the literature in ways consistent with high-quality peer-reviewed publications.

The student must submit and defend a dissertation proposal. This should be completed in the first semester of the student's 4th or 5th year of study to maintain adequate progress depending on whether they entered the program with a master's or bachelor's degree, respectively.

The student must submit and defend a dissertation reflecting original research focusing on a significant problem or issue in criminal justice. The oral defense and submission of the dissertation must be completed within 8 years from the time of first enrollment as a doctoral student.

FORMS AND DEADLINES

In order to maintain good standing and graduate in a timely manner, the following forms should be filled out and submitted at the appropriate times.

[Grad Plan](#) lists degree requirements for the student and should be submitted by the end of the first year of doctoral study and signed by the guidance committee. Please discuss with the graduate secretary before submitting your Grad Plan.

[Responsible and Ethical Conduct of Research](#). In accordance with the Graduate School requirements, students are required to undertake training in the responsible and ethical conduct of research (RECR). The RECR requirements are listed above.

Dissertation Committee Membership and Progress Record lists the student's area of study or tentative dissertation title, and the date of the proposal defense. Once a proposal defense date is set, please provide the date and title to the graduate secretary. The graduate secretary will have the form on hand for signatures at the proposal defense.

Record of Completion of Requirements will be filled out by the graduate secretary and provided to students before they defend their dissertation. It is signed by all members of the dissertation committee and given to the graduate secretary once the student has defended his or her dissertation.

FORMATION OF THE GUIDANCE COMMITTEE

During the first semester following admission to the doctoral program, students should familiarize themselves with faculty and their areas of interest, with the goal of considering one of them as a potential guidance committee chair. Before the guidance committee is formed, any questions relating to coursework or program requirements may be directed to the Ph.D. Program Director. The guidance committee will consist of at least four regular faculty members, three of whom must be criminal justice faculty, one of whom will serve as committee chairperson. One guidance committee member must be a representative from outside the unit and is of the student's choosing. The outside committee member will read and critique the dissertation, participate in the oral part of the dissertation defense, and provide a signature on the report to the dean. The outside committee member can be either internal to MSU or from outside the University. When the member is external to MSU, they must receive approval from the unit, College of Social Science, and the Graduate School. The guidance committee chair will be responsible for assisting the student with the following:

- Help select the remainder of the committee

- Help design a timeline for the completion of degree
- Meet with student at least once a semester to evaluate the student's progress
- In consultation with the student, complete an annual progress report, which can be found at <https://grad.msu.edu/annual-evaluation-forms>. Annual reviews are required by the Graduate School and must be uploaded to the Student Information System.

Students and their guidance committee will jointly develop a program of study that fits the unique background, skills, and interests of the individual student. The Grad Plan must be completed by the close of one year of study in the doctoral program.

The program of study must be approved by the Director of the School of Criminal Justice, the College of Social Science, and the Graduate School. Any substitutions must be approved in writing by the chairperson of the committee. In addition, the College of Social Science must be notified of the approved substitutions.

On occasion, a committee member is unable to serve any longer (e.g., retires, leaves MSU) and must be replaced. The student will be responsible for notifying the graduate secretary and Ph.D. Program Director of any change in the composition of the guidance committee.

QUALIFYING PAPERS

To progress to Ph.D. candidacy, whereby students in the Ph.D. program can officially defend a dissertation proposal, students must pass the Qualifying Papers requirement defined below. The purpose of this requirement is to allow for the assessment of adequate student learning in criminological or criminal justice theory and research methods. Students will be expected to address unique research questions in their choosing for the theory and methods qualifying papers, respectively. That is, students should be able to contribute to the literature in ways consistent with high quality peer-reviewed publications.

Qualifying Papers: The papers must represent the student's independent work.

- The theory paper must focus on a theoretical issue in the field (e.g., criminological theory, criminal justice, law and society) and demonstrate both an expert level of understanding of theory along with an extension that adds substantively to this body of knowledge.
- The methods paper must address a topic distinct from the theory paper and focus on the application of an appropriate method of analysis to answer an original research question that adds substantively to the research literature.

The maximum number of pages for each paper is 45, in total, using the latest APA style guide. The papers should be double-spaced on standard-sized paper (8.5" x 11"), with 1" margins on each side, and should use 12-point Times New Roman font.

Qualifying Papers Committees

The School will have two standing three-person Qualifying Papers Committees. Committee members will be designated by the Director of the School. One committee will be known as the Theory Qualifying Papers Committee, and the other will be known as the Methods Qualifying Papers Committee. Terms on these committees will be for three years, with one person exiting and entering the committee each year to help ensure consistency in decision-making across time. Faculty may only serve on one committee at a time. This process will require shorter terms of service for two members in the first two years of operation, with one committee member serving for one year, and a second committee member serving for two years. The committees will have the charge of reviewing sole-authored manuscripts submitted by each of the Ph.D. students who are scheduled to complete their qualifying papers.

Evaluation of Qualifying Papers: The papers will be evaluated separately by the appropriate Qualifying

Paper Committee, with each receiving a unique mark (i.e., pass, revise and resubmit, and fail). The evaluation will be based upon the demonstrated comprehension of the appropriate substantive literature, the level of contribution to the field, the quality of writing and communication of ideas, and the use of appropriate data and analysis methods if called for in the paper.¹

Optional Member of the Qualifying Papers Committee: Students have the option to request that a fourth member of one or both qualifying papers committees be added to the review process in instances where they feel their area of study needs review by a subject matter expert. This request must be made as part of their qualifying papers proposal, including a full rationale for this request, a full proposal for qualifying papers, and the name(s) of those faculty members with the subject matter expertise to review their paper. The Ph.D. Program Director will consult with the Director of the School to determine whether or not to add a fourth committee member.

Steps and Timeline for Qualifying Papers

Students are required to begin the qualifying papers process in their final semester of requisite coursework as part of the Ph.D. in Criminal Justice, excluding the required number of credits for dissertation research. Students have the option to begin the qualifying papers process during the semester in which they will complete 33 credits of the 36-credit curriculum (i.e., when there is only one course remaining in their curriculum). Students who begin the process with a single course remaining will adhere to the same timeline as those who are beginning their qualifying papers as a result of completing coursework in a given semester.

Proposals

Students are encouraged to work with their guidance committee to develop their paper ideas. Before moving forward with their papers, students should provide a one-page proposal associated with each paper to the Ph.D. Program Director and the members of the respective Qualifying Papers Committees by March 15th if the student is to begin the process in the spring semester, or October 15th if the student is initiating the process in the fall semester. The proposal should include a reference page for works cited but should also include a listing of the prominent works in the area of research under study, whether or not they are referenced in the proposal submission. The Qualifying Papers Committees will complete the review process within one month of receipt of the proposal and provide written feedback to the student (i.e., by April 15th or November 15th, respectively). The student can request an in-person meeting with the committee person charged with providing written feedback to clarify any of the committee's comments. These in-person meetings should be conducted within one month of having received the committee's feedback (i.e., December 15th or May 15th, respectively). Positive feedback on the proposal does not preclude committee members from raising concerns in response to the final product, and thus should not be taken as tacit approval of the final product.

If students fail to submit a proposal to the committee within two months of completing coursework, they will not receive feedback from the Qualifying Papers Committee on their proposed plan in writing or in person. The failure to provide a proposal will not change the due date of the final draft of either qualifying paper. Ramifications stemming from the failure to provide a written proposal in a timely fashion cannot be used as a basis of appeals on the committee's ultimate decision regarding the quality of the final papers submitted.

¹ The research methods paper must include the analysis of data, although it is possible (even likely) that both papers will include data and analyses. When data is included and analyzed, the committee will evaluate the appropriateness of the methods applied along with the interpretation of study results.

Papers – First Submission

Both papers submitted as part of the qualifying papers process are due nine months following the end of the semester² in which the student began their qualifying papers process. Students who initiated the process in the spring semester must submit their papers by January 15th, while those that initiated the process in the fall semester must submit their papers by August 15th. After submission, the committees have one month to determine whether the paper is a pass or revise and resubmit (i.e, February 15th or September 15th, respectively).³ Each paper will be evaluated on its own merits by the respective Qualifying Papers Committee. This decision will come with written feedback to the student. Students may request to meet with the respective Qualifying Papers Committee to discuss the decision on their papers and ask clarifying questions. If both papers are deemed a pass the student will have fulfilled their qualifying papers requirement.

If a student submits a qualifying paper to the respective committee prior to the due date, the committee is not required to complete its review within one month of that date. Rather, the committees are required to meet the deadline specified above (i.e., either February 15th or September 15th, respectively). However, the committees may provide a decision and feedback to students prior to this deadline if they choose.

Papers – Revised Paper Submission

In the event of a revise and resubmit on one or both papers, the student will have two months from the date in which they received their written feedback to submit their revised paper(s) (i.e., the latest date for the submission of a revision would be either April 15th or November 15th, but it could be earlier if the committee provides feedback before their deadline). The respective Qualifying Papers Committees will grade all second submissions on a pass or fail basis. After submission, the committees have one month to determine whether the paper is a pass or fail (i.e, May 15th or December 15th, respectively). If the revised paper(s) is deemed a pass the student will have fulfilled their qualifying papers requirement. If the Qualifying Papers Committee deems one of the paper(s) as a fail, they will notify the student, the Director of Graduate Studies, and the Director of the School simultaneously via email. The Director of Graduate Studies, the Director of the School, and the student will then meet to discuss the student's standing in the program. Failure on a qualifying paper is grounds for dismissal from the program.

Timeline for the Completion of Qualifying Papers

| <u>Spring Semester Initiation</u> | | <u>Fall Semester Initiation</u> | |
|---|---------------|---|------------------|
| Proposal Due | March 15th | Proposal Due | October 15th |
| Proposals Reviewed and Feedback to the Student | April 15th | Proposals Reviewed and Feedback to the Student | November 15th |
| In-Person Proposal Discussion | by May 15th | In-Person Proposal Discussion | by December 15th |
| Papers Due | January 15th | Papers Due | August 15th |
| Papers Reviewed and Feedback to the Student | February 15th | Papers Reviewed and Feedback to the Student | September 15th |
| Revisions Due | April 15th | Revisions Due | November 15th |
| Final Paper(s) Reviewed and Feedback to the Student | May 15th | Final Paper(s) Reviewed and Feedback to the Student | December 15th |

² The end of spring semester is May 15th and the end of fall semester is December 15th.

³ Pass or revise and resubmit are the only outcomes during the first submission of a qualifying paper. Regardless of the level of concerns raised by a committee, students cannot fail the first submission of a qualifying paper.

Note: If any due date falls on a weekend (i.e., Saturday or Sunday) or holiday, documents are due the next business day.

Committee Decisions

Decisions for pass, revise and resubmit, and fail will be made through a consensus reached by the three-person committee charged with reviewing the qualifying paper. This means that the committee does not need to reach a unanimous decision. The consensus statement reported to the student will not include a formal vote total, but will instead include a discussion of the strengths and limitations of the paper along with the final decision.

Student Requests for Delay

Student requests to delay their progression through the qualifying exams must be made in writing to the Ph.D. Program Director who will consult with the Director of the School to determine whether a delay is granted in the situation. If a delay is granted, students should be aware that their official time in the program is not affected by this decision, and is based solely upon their official start date.

Outside Consultation

Advice from colleagues on qualifying papers is not prohibited, although the final product must represent the student's independent work. If outside consultation is utilized, the names, title, and contact information of those who have commented on the papers must be included as part of the paper submission.

Data Use Agreement

If a student garners permission to use a restricted or proprietary data source from a faculty member, it is incumbent upon the student to devise a data use agreement. The agreement should include what steps need to be taken by the student in protecting the data and provisions regarding authorship on any publications emanating from the paper(s) used as part of the comprehensive exam. All authorship agreements should be consistent with Michigan State University's Guidelines on Authorship (<https://vprgs.msu.edu/michigan-state-university-guidelines-authorship>).

DISSERTATION PROPOSAL

The dissertation proposal can be defended only after qualifying papers are successfully completed. A dissertation proposal must be approved by all members of the dissertation committee before the student executes the dissertation. The dissertation committee may be formed in part or in total from the guidance committee, or may be a totally separate body. There should be an oral defense of the proposal with the entire committee, after which the dissertation proposal form indicating members' approval or disapproval is placed in the student's file. The form is available from the graduate secretary and should be picked up before the proposal begins. All students need approval from the [Human Research Protection Program](#) (i.e., all dissertations must receive Institutional Review Board [IRB] approval). This should be completed prior to any data collection.

The dissertation proposal should be submitted to the student's dissertation committee for approval at least three weeks before the oral proposal defense is scheduled. Students should work closely with their dissertation committee chair and other committee members to establish expectations for the proposal. But, typically, proposals should include the following:

- Introduction – outlines the project and reasons for doing it

- Well-developed theoretical orientation section
- Literature review – a comprehensive review of the most important research that describes what has already been done on this topic, and how this prior research is connected with the student’s work. Identify gaps in the existing literature, and explain how the dissertation will improve the understanding of the issue.
- Methods section that describes the present study, data collection/sample, measurement of variables, and proposed statistical and/or qualitative procedures.
- Expected results
- A timeline for the completion of the research

DISSERTATION DEFENSE

The student must be enrolled in at least one credit the semester in which the dissertation is defended. The Ph.D. Program Director should be notified at least one month prior to the oral defense of the dissertation. The student must also speak to the graduate secretary regarding the scheduling of a room for the confirmed date and the required forms to be signed by committee members at the dissertation defense.

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

The student should obtain an up-to-date guide for the preparation of the dissertation from the Graduate School, 2nd floor of Chittenden Hall, or <http://grad.msu.edu/etd/>. Each semester has a firm **submission deadline** by which students must submit their thesis/dissertation to ProQuest. The document must have been successfully defended, corrections from the committee addressed and is to be a final version. After submission it may take several days for the Graduate School to review and approve the documents, especially if formatting revisions are needed. Each semester has a **final deadline** (usually 2 weeks later) by which students must have all required paperwork turned in, all milestones completed and their thesis/dissertation accepted by the Graduate School. **Be aware that a submission via ProQuest does not mean that the document has been ACCEPTED.** The review process is interactive and final approval can take anywhere from a few hours to weeks, depending upon the extent of the necessary revisions and how diligent the author is when making the necessary revisions. **Graduation on the semester of the electronic submission is only guaranteed if the document is APPROVED on or before the target date for that semester.**

In addition to the main body of a thesis or dissertation, the Graduate School now 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 approval of the thesis/dissertation committee chair on the ETD approval form.

Requests for hold/embargo on publication of documents submitted to ProQuest:

Students submitting a thesis/dissertation to ProQuest now can request a hold/embargo of publication by ProQuest by contacting the Graduate School at msuetds.approval@grd.msu.edu or calling 517-353-3220. In response to the request, the Graduate School will send directly to the student a form that needs to be completed and turned to the Graduate School prior to the document submission to ProQuest. The form needs to be signed by the student’s major professor and by the Associate Dean of Graduate Studies of the student’s college. The request for the hold/embargo may be for six months, one year or two years. Requests for a period longer than six months must include a brief justification for the length of the requested hold/embargo.

Creating an Open Researcher and Contributor ID (ORCID) at the time of submission of electronic documents to ProQuest:

At the time of submission to ProQuest, authors now can create an ORCID that provides researchers with a unique identifier for linking their research outputs and activities. An ORCID:

- Improves recognition of research contributions
- Reduces form-filling (enter data once, re-use it often)
- Works with many institutions, funders, and publishers
- Is a requirement of many journal manuscript submission systems and grant application forms

CHECKLIST FOR COMPLETION OF DEGREE

- Be enrolled in at least one credit the semester in which the dissertation is defended. Students do not need to be enrolled the semester in which they graduate.
- Apply to graduate the first week of semester in which the student intends to graduate (this may be done online at <http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp>).
- Check with the graduate secretary to make sure all requirements have been met, and that all necessary forms have been signed and forwarded to the appropriate offices. Please do this early in the semester the student plans to graduate.
- Visit <http://grad.msu.edu/etd/> for information about formatting and submitting the dissertation. Graduation and commencement information can be found at <http://commencement.msu.edu/>.
- Determine date and time of defense, and confirm with all committee members. Notify the graduate secretary so a room and any necessary equipment (laptop, LCD projector) can be reserved for the defense.
- Notify the Ph.D. Program Director of the date of defense no later than one month before the defense is scheduled.
- Defend dissertation and complete any required revisions.
- Submit dissertation electronically via ProQuest/UMI at www.etdadmin.com/grad.msu. Please see deadlines at <https://grad.msu.edu/etd/etd-deadline-dates>.

EXIT SURVEY

A short online exit survey is required of all graduating students. Only students who have applied for graduation will have access to the survey. The survey asks questions about educational experiences in MSU graduate programs, as well as about immediate professional plans. The Graduate School uses data from this survey when reviewing graduate programs and to guide decisions about services and initiatives for graduate students.

The identity of all respondents will be kept confidential and only aggregate (group) information will be made available to faculty and administrators. The students will receive an e-mail message from the dean of the graduate school with a link to the survey. However, students do not need to wait for that e-mail message to complete the survey after applying for graduation (ExitSurvey@grd.msu.edu). It takes about 5-10 minutes to complete the online survey.

DEPARTMENTAL POLICIES ON ACADEMIC PERFORMANCE

Doctoral students must maintain a GPA of at least 3.0 throughout their program of study. If a student receives less than a 3.0 in more than two semester courses (of 3 credits or more) required by the guidance committee, they may be removed from the program. Students may also be removed from the program if they are not progressing at the appropriate rate or not in good standing (e.g., failure to complete required aspects of the program).

Students may also be removed from candidacy for the degree for the following: theft or misuse of University property, insubordination, intellectual dishonesty, or violation of law and/or University rules and regulations.

Guidance committee and dissertation chairs are required to provide annual written feedback that details whether a student is meeting the School's expectations in the following areas: progress toward degree, performance in courses, teaching/research performance, professionalism, oral communications and presentations, written communication, application of knowledge and skills in field settings, and professional development. Annual review requirements can be found on page 10 of this handbook.

GRIEF ABSENCE POLICY (as approved by University Council)

<https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx>

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

PREGNANCY, CHILDBIRTH AND PREGNANCY-RELATED CONDITIONS FOR STUDENTS AND EMPLOYEES

The School of Criminal Justice follows MSU's policy on "Pregnancy, Childbirth and Pregnancy-Related Conditions for Students and Employees." A copy of the policy can be found [here](#).

HUMAN RESEARCH PROTECTION PROGRAM

The Human Research Protection Program is an Institutional Review Board (IRB). Federal and University regulations require that all research projects involving human subjects be reviewed and approved by an IRB before initiation. All thesis and dissertation projects must receive approval, even those that do not have direct contact with human subjects (such as secondary data sources). Under the regulations, research is defined as a formal investigation designed to develop or contribute to generalizable knowledge. A human subject of research 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 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 a student's thesis/dissertation by the Graduate School. Before a graduate student begins any research project, the student should consult with his or her faculty advisor or chair of the guidance committee. For more information about the review process, contact the Human Research Protection office at 517-355-2180, irb@msu.edu, or go to 202 Olds Hall. Additional information available at <https://hrpp.msu.edu/>.

INTEGRITY AND SAFETY IN RESEARCH AND CREATIVE ACTIVITIES

(an excerpt from the [Guidelines for Integrity in Research and Creative Activities](#))

The conduct of research and creative activities by faculty, staff, and students is central to the mission of Michigan State University and is an institutional priority. Faculty, staff, and students work in a rich and competitive environment for the common purpose of learning, creating new knowledge, and disseminating information and ideas for the benefit of their peers and the general public. The stature and reputation of MSU as a research university are based on the commitment of its faculty, staff, and students to excellence in scholarly and creative activities and to the highest standards of professional integrity. As a partner in scholarly endeavors, MSU is committed to creating an environment that promotes ethical conduct and integrity in research and creative activities.

Innovative ideas and advances in research and creative activities have the potential to generate professional and public recognition and, in some instances, commercial interest, and financial gain. In rare cases, such benefits may become motivating factors to violate professional ethics. Pressures to publish, to obtain research grants, or to complete academic requirements may also lead to an erosion of professional integrity.

Breaches in professional ethics range from questionable research practices to misconduct. The primary responsibility for adhering to professional standards lies with the individual scholar. It is, however, also the responsibility of advisors and of the disciplinary community at large. Passive acceptance of improper practices lowers inhibitions to violate professional ethics.

Integrity in research and creative activities is based not only on sound disciplinary practice but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone- faculty, staff, and students alike.

Integrity in research and creative activities embodies a range of practices that includes:

- Honesty in proposing, performing, and reporting research
- Recognition of prior work
- Confidentiality in peer review
- Disclosure of potential conflicts of interest
- Compliance with institutional and sponsor requirements
- Protection of human subjects and humane care of animals in the conduct of research
- Collegiality in scholarly interactions and sharing of resources
- Adherence to fair and open relationships between senior scholars and their coworkers

Please see <http://grad.msu.edu/researchintegrity/> for more information.

ACADEMIC GRIEVANCE HEARING PROCEDURES

Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties.

Within that community, the student's most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. ([GSRR](#) Article 1.2)

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

I. JURISDICTION OF THE SCHOOL OF CRIMINAL JUSTICE HEARING BOARD:

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

II. COMPOSITION OF THE HEARING BOARD:

- A. The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing Board members serve one-year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.) Faculty serving as Undergraduate Coordinator, Graduate Coordinator, Associate Director, or Director in the School of Criminal Justice are not eligible to serve on the Hearing Board.
- B. The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. The Chair of the Hearing Board will be appointed by the Director. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)
- C. The Hearing Board will consist of a minimum of 5 members (i.e., 1 faculty serving as chair, 2 faculty, 2 students).
- D. The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III. REFERRAL TO THE HEARING BOARD:

- A. After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair/Director, in consultation with the Associate Dean for Graduate Studies,

may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)

- B. At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)
- C. In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.5.7.)
- D. Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student has **10** class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)
- E. If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.3.6.1 and 5.4.9.)
- F. A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent), and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

IV. PRE-HEARING PROCEDURES

- A. After receiving a graduate student's written request for a hearing, the Chair of the Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)
- B. Within **5** class days, the Chair of the Hearing Board will:
 - 1. forward the request for a hearing to the respondent and ask for a written response;
 - 2. send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within **3** class days of this notification. In addition to conflict of interest challenges, either party can challenge two hearing board members without cause (GSRR 5.1.7.c);
 - 3. rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Associate Dean of Graduate Studies, or designee (See GSRR 5.1.7.). Decisions by the Hearing Board chair or the College Dean (or designee) on conflict of interest challenges are final;
 - 4. send the Hearing Board members a copy of the request for a hearing and the respondent's written response, and send all parties a copy of these procedures.

- C. Within **5** class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:
1. accept the request, in full or in part, and promptly schedule a hearing.
 2. reject the request and provide a written explanation to appropriate parties (e.g., lack of jurisdiction, student failure to state redress requested; student may appeal this decision)
 3. the GSRR allows the Hearing Board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not preclude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)
- D. If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliberations on the findings become necessary.
- E. At least **5** class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any challenges. (See GSRR 5.4.7.)
- F. At least **3** class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly forward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)
- G. The Chair of the Hearing Board may accept written statements from either party's witnesses at least **3** class days before the hearing. (See GSRR 5.4.9.)
- H. In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hearing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least **3** class days before the scheduled hearing. (See GSRR 5.4.9c.)
- I. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)
- J. At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Hearing Board must inform the parties of such a time limit in the written notification of the hearing.
- K. Hearings are closed unless the student requests an open hearing, which would be open to all members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality of information or to maintain order. (See GSRR 5.4.10.4.)

- L. Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4. and 5.4.11.)

V. HEARING PROCEDURES:

- A. The Hearing will proceed as follows:

1. Introductory remarks by the Chair of the Hearing Board: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:
 - In academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.
 - In hearings in which a graduate student seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.
 - All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.7.) (See GSRR 5.4.10.1 and 8.1.18, and for various other definitions, see GSRR Article 8.)
2. If the complainant fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case. (See GSRR 5.4.9a.)
3. If the respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9b.)
4. If the respondent is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)
5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)
6. Presentation by the Complainant: The Chair recognizes the complainant to present, without interruption, any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.
7. Presentation by the Complainant's Witnesses: The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions

directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.

8. Presentation by the Respondent: The Chair recognizes the respondent to present, without interruption, any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.
9. Presentation by the Respondent's Witnesses: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, any statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.
10. Rebuttal and Closing Statement by Complainant: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.
11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.
12. Final questions by the Hearing Board: The Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A. Deliberation:

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

B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board's recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within **3** class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson and the Dean of the Graduate School. (See GSRR 5.4.11.)
2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the

Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any, to the College Hearing Board within **5** class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within **5** class days. (See GSRR 5.5.2.2 and 5.4.12.3)

C. **Written Report:**

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

VII. APPEAL OF THE HEARING BOARD DECISION:

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

VIII. RECONSIDERATION:

If new evidence should arise, either party to a hearing may request the appropriate Hearing Board to reconsider the case within **30** days upon receipt of the hearing outcome. The written request

for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IX. FILE COPY:

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.1.)

CONTENTS OF ACADEMIC FILE

Students may expect the following to be included in their academic file:

- Application material
- Results of comprehensive exams
- Record of dissertation proposal

Students have access to everything in their file, other than that which they have waived access to, such as letters of recommendation submitted during the application process. Copies of University forms (Record of Comprehensive Exams, and Record of Completion of Requirements) will be provided to the students.

UNIVERSITY RESOURCES

[CAREER SERVICES NETWORK](#)

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

CSN provides walk-in advising for quick questions regarding resumes, job searches or careers at 113 Student Services. Walk-in appointments are limited to 15 minutes and available times may vary from semester to semester. Check for hours posted at 113 Student Services. Regular appointments may be made for more intensive advising on careers and job searches.

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

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

[THE CENTER FOR SERVICE-LEARNING AND CIVIC ENGAGEMENT](#)

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

health agencies, and government.

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

[OFFICE OF THE UNIVERSITY OMBUDSPERSON](#)

The Office of the University Ombudsperson offers a confidential place to discuss both academic and nonacademic concerns including administrative issues, workplace issues, or any concern that may relate to Michigan State University students. They also interpret and explain university policies and procedures. The Office of the University Ombudsperson offers an environment where students can speak with a confidential and impartial resource about a complaint, conflict or problem. The Office of the Ombudsperson is not part of any formal University process, does not take sides in disputes, and operates independently of the University. The Office of the University Ombudsperson can be reached at ombud@msu.edu or 517-353-8830.

[RESOURCE CENTER FOR PERSONS WITH DISABILITIES](#) (RCPD)

The RCPD has staff specialists responding to mobility, visual, hearing, alternative learner concerns, and other handicapped populations, thus enabling their involvement in University activities.

Graduate assistants (RAs, TAs, and TEs) are both students and employees. They are thus eligible for disability accommodations in both of these roles, and these accommodations are provided through distinct documents coordinated by RCPD: Students receive *Accommodation Letters* or *Temporary Accommodation Letters* and employees receive SEADs (Statements of Employee Accommodation Determination). Graduate assistants can register for both situations using [RCPD's MyProfile portal](#). The RCPD office is located at 120 Bessey Hall and may be reached at 353-9642 (TTY: 355-1293).

[OFFICE OF CULTURAL AND ACADEMIC TRANSITIONS](#) (OCAT)

The Office of Cultural and Academic Transitions coordinates a range of services and programs to help racial/ethnic minority students adjust and succeed at Michigan State University. They provide cultural programming, conferences, opportunities for student leadership, and student advocacy. For more information, you may visit OCAT at 338 Student Services Building, or call 353-7745.

[COUNSELING AND PSYCHIATRIC SERVICES](#) (CAPS)

The Counseling Center provides developmental and psychological counseling, including assistance in decision-making on immediate issues and long-range plans. Career, ethnic, self-management, sexual assault and substance abuse counseling are also provided. Special group counseling services are available and will be discussed during the initial meeting with the counselor. A Self-Management Laboratory provides resources for students considering self-directed behavioral changes. The Counseling Center is located at 335 Olin Health Center and can be reached at 355-8270. You will find hours of operation and information about getting started at CAPS at <https://caps.msu.edu/about-us/index.html>.

The Multi-Ethnic Counseling Center Alliance (MECCA), for minority students who wish to work with minority counselors, is located in 207 Student Services. MECCA assists students of all racial and ethnic groups who are experiencing cultural, social or personal conflicts. With MECCA, clinicians are specifically trained and committed to providing culturally competent and racially responsive mental health services and ensure that there are ethnically and racially identified clinicians to provide counseling and outreach to the students of MSU.

The [Center for Survivors](#) assists victims of rape/sexual assault and helps reduce such incidents in the University environment. An array of workshops, films and presentations are available upon request. Persons may contact the program coordinator in 207 Student Services or the office at 517-355-3551.

There is also a 24-hour crisis line available at 372-6666.

The [Testing Center](#) at 207 Student Services is not only a national test and testing information center, but also provides complete testing services for students working with counselors in the assessment of their personal attributes. Resources include interactive computer-based guidance systems that provide assistance in making informed major choices and career decisions. They can help gather information, explore options, and develop strategies for decision-making. They can be reached at 517-355-8385.

[Major and Career Counseling](#) The Career Exploration Office is located at 113 Student Services. Ph.D. and Graduate Career Services is located at 130 Chittendon Hall and can be reached at HireaPh.D.@msu.edu. Assistance from Ph.D. and Graduate Career Services is available to all Masters and Ph.D. students.

[STUDENT PARENT RESOURCE CENTER](#)

The Student Parent Resource Center offers resource and referral services to assist parents with locating quality childcare, as well as emergency backup childcare services to meet the emergency and short-term childcare needs of students, faculty, and staff, and an elder care referral service to assist individuals who are managing the care of a dependent elder. Free pre-finals childcare is offered each semester for the children of Michigan State University student parents. A Student Parent Organization ([Student Parents On a Mission](#)) offers peer support for students with children. The Student Parent Resource Center may be reached at 517-432-3745 or sprc@msu.edu.

[OFFICE FOR INTERNATIONAL STUDENTS AND SCHOLARS](#)

The Office for International Students and Scholars (OISS) provides support to Michigan State University's international students, scholars and families.

[OFFICE OF SPARTAN EXPERIENCES](#)

This office engages students in active learning, prepare students for leadership roles, enhance the educational environment, and are centered on the success of students.

[UNIVERSITY HEALTH & WELLBEING](#) (Olin Health Center)

[Link to MSU Campus Health Services.](#)

[INSTITUTIONAL DIVERSITY AND INCLUSION](#)

At Michigan State University, we believe our differences are assets. We foster a community that respects and values a broad range of backgrounds, viewpoints and experiences and encourages and creates opportunities so all Spartans can reach their full potential educationally and professionally.

MSU has always been a forerunner and innovator, leading the way for other institutions to follow. From acknowledging the ancestral and contemporary lands of Native Americans that it occupies to its early practice of educating and hiring underrepresented minorities and women.

The Office for Institutional Diversity and Inclusion, or IDI, guides and supports efforts to advance a diverse and inclusive campus community, consistent with MSU's core values.

[BURGESS INSTITUTE FOR ENTREPRENEURSHIP & INNOVATION](#)

The Burgess Institute for Entrepreneurship & Innovation empowers students to learn through action by providing programs, courses, and resources to foster an entrepreneurial mindset and create new ventures. Our program is designed to prime students to embrace failure mindfully, explore unknowns, and develop skills that set them apart in the job market.

[UNIVERSITY OUTREACH AND ENGAGEMENT](#)

The Office of University Outreach and Engagement facilitates university-wide efforts to create an ecosystem of engagement by supporting the engaged activities of faculty, staff, and students; fostering public access to university expertise and resources; and by advocating for exemplary engaged scholarship, nationally and internationally. In all of its work, UOE emphasizes university-community partnerships that are collaborative, participatory, empowering, systemic, transformative, and anchored in scholarship.

ACADEMIC IMPROVEMENT SERVICES

[THE WRITING CENTER](#)

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

[MSU LIBRARIES](#)

This link routes you to the main MSU Libraries page.

[OFFICE OF SUPPORTIVE SERVICES](#)

The Office of Supportive Services (OSS) was developed to provide academic support, tutorial services and a computer lab for students in need of additional academic support. These facilities and services are offered to students who meet eligibility requirements. The eligibility guidelines include College Achievement Admission Program students (CAAP), handicapped students, minority students, students receiving federal financial aid, and/or students who have below a 2.5 MSU grade point average.

Services available at OSS include: tutorial assistance, a computer laboratory and special computer programs, skill-enrichment programs, graduate school planning assistance, Summer Research Opportunities for Minorities Students (SROP/McNair) scholarships, and Summer University Program Encouraging Retention (SUPER) programs. For more information about any of these programs, please contact the Office of Supportive Services at 209 Bessey Hall or by calling 353-5210.

GRADUATE SCHOOL RESOURCES

[Graduate Career Development](#)

[Diversity, equity, & inclusion programs](#)

[Events](#)

[Forms](#)

[Funding](#)

[Graduate Educator Advancement and Teaching](#)

[\(GREAT\)](#)

[Graduate School Office of Well-Being \(GROW\)](#)

[Mentoring](#)

[Out-of-State tuition waivers](#)

[Policy information](#)

[Professional development](#)

[Research integrity](#)

[Traveling scholar opportunities](#)

[University Committee on Graduate Studies](#)

STUDENT LIFE & ENGAGEMENT DIVISION RESOURCES

[Student Parent Resource Center](#)

[Gender and Sexuality Campus Center](#)

[Student Veterans Resource Center](#)

[Women's Student Services](#)

GENERAL INFORMATION

Application to Graduate

Students must apply to graduate. Applications are available at 150 Hannah Administration Building or may be submitted electronically at www.reg.msu.edu under the Graduation/Honors menu. The application must be submitted by the first week of the semester in which the student plans to graduate. **Summer graduates should turn in their application by the first week of Spring semester.** If graduation is denied, the student must reapply, as the application is not automatically forwarded to the following semester.

Campus Parking

Parking on campus during the day is extremely difficult, but after 6:00 p.m., parking permits are not required and parking is more available. During the day, parking is available in a commuter lot which has bus service to campus. To use this lot, you must register your car with the Parking and Safety Bureau. You will find parking and permit information at www.dpps.msu.edu, or you may call 517-355-8440, e-mail parkinfo@dpps.msu.edu, or go to 87 Red Cedar Road.

The City of East Lansing operates a parking ramp just off Grand River, which is within walking distance of campus. Their rates are reasonable.

Change of Enrollment/Registration

Students who wish to [drop and add courses](#) after registration may do so through the fifth day of classes. To add courses after the fifth day, students must contact the department offering the course (after the fifth day, students may continue to drop courses through the middle of the semester). After mid-term, students may drop courses only with the permission of the dean of their college. Students are reminded to check the [Academic Calendar](#) on the Registrar's Office website each semester for important dates regarding dropping and adding courses. Fees charged for late enrollment and fees refunded for dropping courses are also listed on the Academic Calendar.

Correction of Grades

A student's grade may be changed only if the first grade is in error. The time limit for the correction of grades is 30 days after the start of a new semester. The Office of the Registrar reserves the right to audit student records and to correct them as necessary.

Deferred Grades

[Deferred grades](#) are issued only to graduate students who are doing satisfactory work but cannot complete requirements because of reason(s) acceptable to the instructor. The required work must be completed and a grade reported within six months, with the option of a single six-month extension. If the required work is not completed within the time limit, the DF/Deferred changes to a DF/Unfinished.

FREQUENTLY USED WEBSITES AND PHONE NUMBERS

Controllers Office (www.ctrlr.msu.edu) - Tuition and housing fees, fee payment schedule, deferred payment plan, etc. 517-355-3343 (Billing and Receivables)

Department of Police and Public Safety (www.dpps.msu.edu) - Police services, parking permits, campus crime statistics, visitor parking, etc. 517-355-8440 (Parking)

Financial Aid (www.finaid.msu.edu) - Instructions for applying for aid, forms, calendar, calculator, etc. 517-353-5940

Graduate School (www.grad.msu.edu) - Graduate education at Michigan State University, forms, assistantship information, financial aid, graduate student resources, etc. 517-355-0301

Housing (<https://grad.msu.edu/housing>) - Graduate housing, University apartments, housing rates, food service, residential rental options, etc. 517-355-9550 (University Apartments and Hall Assignments)

Office for International Students and Scholars (www.oiss.msu.edu) - Admission, travel, immigration rules and regulations, scholarship and grant information, etc. 517-353-1720

Registrar's Office (www.reg.msu.edu) - Tuition, enrollment, financial aid, schedule of courses, University calendar, student services, etc. 517-355-3300

GRADUATE ASSISTANTSHIPS

[Graduate assistantships](#) are awarded on a competitive basis for incoming Masters and doctoral students. All assistantships are dependent on the availability of funds. They may be renewed if funds are available, the student is making satisfactory progress toward the degree, and the student has received satisfactory evaluations from their supervising faculty member.

Students receiving these awards provide support for the School's teaching and research. The graduate assistant's responsibilities require 10 hours per week for a quarter-time appointment, 20 hours per week for a half-time appointment, and 30 hours per week for a three-quarter-time appointment. Graduate assistants are provided a monthly stipend, a nine-credit tuition waiver for each semester the assistantship is held (five-credit tuition waiver for summer semester), with in-state tuition rates for any credits above those waived, and student health insurance. Matriculation fees are waived.

Graduate assistants are expected to be on campus during the length of the appointment. Days off should be discussed with the student's supervisor well in advance, and makeup time scheduled. Appointment dates will be as follows:

Fall Semester – August 16 through December 31

Spring Semester – January 1 through May 15

Summer Semester – May 16 through August 15

Assignment Types

There are three primary types of graduate assistantships. The following titles are the function codes specified by the University and a general description of each positions' duties (see this [link](#)):

- 1) **Research (R)** - research, non-instructional duties only, excluded from the Graduate Employees Union collective bargaining agreement.
 - a. Most graduate assistantships in our unit fall under this classification.
- 2) **Teaching (TE)** - teaching, other instructional duties, but excluded from the collective bargaining unit based on a reason in the list of ["TE" Exclusions](#):
 - a. This assignment is what is typically referred to as a "teaching assistant." TEs are assistants who will help proctor exams, hold officer hours, and/or host study groups, to name a few examples. TEs are not expected to lead class sessions or teach new material except under rare circumstances.
- 3) **Teaching (T)** - teaching, preparing handouts, monitoring examinations, and other instructional duties. Included in the collective bargaining unit (GEU).
 - a. This assignment designation is used for graduate students who are assigned to teach their own course.
 - b. The SCJ prefers that doctoral students have completed qualifying papers prior to being assigned

a “T” to teach their own course. However, this is decided on a case-by-case basis by the Director of the SCJ and based on the needs of the unit.

Assistantship Levels

There are three graduate assistantship levels that determine stipend rates and are determined by university regulation:

- **Level I** – Graduate students with a bachelor's degree and less than one year's experience as graduate assistants or as full-support fellows. They conduct research, perform administrative tasks or other supervised duties such as reading and grading papers.
- **Level II** – Graduate students with a relevant master's degree or equivalent and/or one year's experience as graduate assistants or as full-support fellows in the appointing department or school or in a unit considered relevant by the chairperson of the appointing department or school. They conduct research, grade papers, or perform administrative tasks with moderate supervision. Advancement from Level I to Level II is usually routine.
- **Level III** – Graduate students who have successfully completed doctoral comprehensive exams (i.e., qualifying papers), as defined by the department in which the student is enrolled, and have experience as a graduate RA/TE at Michigan State University, or equivalent. The minimum number of semesters shall be four (4), five (5) or six (6). The definition of equivalent experience as an RA/TE is left to the discretion of the chairperson of the appointing unit, but it is expected that only experience in research-oriented assignments will count toward the six semesters of experience as an RA. (Consistent with current practice, 1/4 time and 3/4 time appointments count the same as 1/2 time appointments, and summer semesters count the same as fall and spring semesters.)

Checks are distributed on a biweekly basis. Changes in stipend or percentage of time become effective only at the beginning of a semester.

Support sources come in five main types:

- Teaching assistantships eligible to join the Graduate Employees Union (TA)
- Teaching assistantships not eligible to join the Graduate Employees Union (TE)
- Research assistantships (RA)
- MSU fellowships
- External fellowships

Students offered a teaching assistantship (TA) must decide whether to join the Graduate Employees Union (GEU). Please visit www.geuatmsu.org for more information about the GEU. The student will be given a card on which to indicate their decision at the beginning of the first semester in which they are eligible to join. Dues-paying TAs need only sign a GEU card once (unless they wish to change to paying fees) during their graduate careers. Fees-paying TAs need to sign a card once a year. *If a TA does not fill out a union card, the assistantship may be revoked.* TEs and RAs are not currently required to fill out this form.

Graduate assistants must be registered each semester in which they hold graduate assistantships. The minimum and maximum credit-loads are as follows:

1. For a quarter-time graduate assistant, minimum enrollment is 3 credits (including credits in CJ 999); maximum enrollment is 16 credits (excluding credits in CJ 999).
2. For a half-time graduate assistant, minimum enrollment is 3 credits (including credits in CJ 999); maximum enrollment is 12 credits (excluding credits in CJ 999).
3. For a three-quarter-time graduate assistant, minimum enrollment is 3 credits (including credits in CJ 999); maximum enrollment is 8 credits (excluding credits in CJ 999).

Faculty supervisors are required to review each of the students assigned to them as graduate assistants, and determine whether they have met the assistantship responsibilities. Each faculty provides written documentation to the Director of the School of Criminal Justice which outlines and rates student performance in dependability and punctuality, planning and organization of work schedule, ability to prioritize, demonstration of independent thinking and initiative, task completion in a timely manner, quality of work performed, oral and written communications.

A more detailed description of assistantship benefits and regulations may be found in Michigan State University's *Academic Programs*, [Financial Aid for Graduate Students](#) section, and the Graduate School website at <http://grad.msu.edu/funding/>.

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.

Those 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 \(ITAOI\)](#).

Those ITAs 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. To meet this requirement, those ITAs may use any of three options listed above. 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 of the College.

MANDATORY TRAINING - DEI

All graduate students must complete the Diversity, Equity and Inclusion (DEI) online training at <https://ora.msu.edu/train/index.html>. To enroll and complete this course, use the Ability LOGIN button at the link and visit the My Requirements tile.

MANDATORY TRAINING – RVSM

All graduate students must complete the online training about the [Relationship Violence and Sexual Misconduct Policy](#). At the beginning of each academic year, students will receive an email, sent to their MSU email account, with instructions to complete the training program. The training program is provided by MSU's vendor, Student Success. Students will use MSU's secure single sign-on to access the course, but your password and other sensitive information will not be provided to the vendor.

Graduate students who have received a notice to complete the training, but can no longer find the training notice, can access the course by navigating to [MSU's Student Success site](#). Please note, individuals who have not received a training notice will not be able to access the course.

MSU NETID

MSU students receive centrally funded NetIDs so they can utilize various electronic resources and electronic mail. Students must activate their MSU NetID in order to:

- Receive official communications from MSU that are sent to students by email only
- access public computer labs
- access electronic resources on campus

You will need your PID (Personal Identification Number) and your PAN (Personal Access Number) to activate your MSU NetID. Please visit www.netid.msu.edu for more information.

RESPONSIBLE AND ETHICAL CONDUCT OF RESEARCH (RECR)

Responsible Conduct of Research Training is required for all graduate students at Michigan State University. The School of Criminal Justice requires all graduate students to have 6 hours of in-person training in the initial year in the program and 3 hours of online or in-person training each subsequent year until graduation. In addition to the in-person trainings, all graduate students must complete four CITI online modules (Introduction to the Responsible Conduct of Research, Authorship, Plagiarism, Research Misconduct) before the end of their first year in the program.

Students should log into the ABILITY information management system at <http://ora.msu.edu/train/> to complete their online RCR training. This is the system that must be used for proper documentation of training.

STUDENT IDENTIFICATION CARD

Identification cards may be obtained in 170 International Center and will be issued following the student's initial enrollment. Picture ID is required. Library privileges, access to University buildings, facilities and classrooms, and purchase of tickets and entry into athletic and entertainment events may require the possession and presentation of the ID card upon request.

Information about the cards can be found at www.idcard.msu.edu.

Questions concerning Michigan State University ID cards should be addressed to idcard@msu.edu or 517-355-4500.

TIME LIMIT

Students must complete the doctoral degree within eight years. The semester in which the first class that can be applied to the degree is taken is considered the student's first semester in the program. See [here](#) for Time Limits in Academic Programs.

If an extension is needed, the student must meet with their advisor and any guidance committee members to explain their request, develop a new plan for completion, and receive the committee's support for the new plan.

After discussion, a form will be submitted by the student's advisor/chairperson, the graduate program administrator, or graduate secretary before the completion deadline expires. Requests submitted after the deadline has already expired will receive extra scrutiny. Extensions are normally granted for a period of up to one year. Requests for extensions beyond one year must detail why such an adjustment is necessary.

Upon submission of this form, the submitter will receive an email with their responses, and the form will automatically route first to the Graduate Program Director(s) and then to the College Associate Dean(s) of Graduate Studies. The student will then be emailed a PDF containing all relevant information and approvals. The student must then upload the PDF into Campus Solutions under "Requests." Campus Solutions will automatically route the form to the Graduate School. Upon final approval, Campus Solutions will automatically extend the student's relevant time limit for completion.

WITHDRAWAL FROM THE UNIVERSITY

A withdrawal from the University occurs when students drop all of their courses within a semester. A student may voluntarily withdraw from the University prior to the end of the twelfth week of a semester or within the first 6/7 of the duration of the student's enrollment in a non-standard term of instruction (calculated in weekdays).

Withdrawal is not permitted after these deadlines. The University's withdrawal policy can be found at this [LINK](#).

GRADUATE COURSE DESCRIPTIONS

CJ 801 CRIME CAUSATION, PREVENTION, AND CONTROL (Fall-3 credits)

Theories of crime causation. Translation of theory to policy.

CJ 802 PROSEMINAR IN LAW ENFORCEMENT INTELLIGENCE OPERATIONS (Fall, Spring-3 credits)

Law enforcement intelligence as an analytic tool for case development and resource allocation. Historical, ethical, legal, and operational issues affecting current practice.

CJ 803 FOUNDATIONS IN HOMELAND SECURITY (Fall, Spring-3 credits)

Broad overview and assessment of the contemporary homeland security program.

CJ 805 SURVEY IN FORENSIC SCIENCE (Fall-3 credits)

Scientific analysis of physical evidence. The course will cover four major aspects of physical evidence using real criminal and civil cases: generation of physical evidence by criminal activity; collection and preservation of phys. evidence; analysis of physical evidence by forensic science laboratory; presentation of scientific expert testimony in court. Open only to Forensic Science majors.

CJ 809 ISSUES IN CRIMINAL JUSTICE (Fall, Spring- 2-4 credits)

Special issues in criminal justice research and management.

CJ 810 PROSEMINAR IN CRIMINAL JUSTICE (Fall-3 credits)

Survey of classical and recent literature in criminal justice. Trends and issues that transcend the components of the criminal justice system.

CJ 811 DESIGN AND ANALYSIS IN CRIMINAL JUSTICE RESEARCH (Fall-3 credits)

Scientific methods in criminal justice research. Design of research, principles of data collection and analysis, interpretation of research findings, and ethical concerns. Computer use in data analysis.

CJ 812 CRIMINAL JUSTICE MANAGEMENT SEMINAR (Spring-3 credits)

Organization theory and behavior for the criminal justice agency. Organization and policy planning, budgeting, forecasting, human resource management and project implementation.

CJ 815 PROSEMINAR IN CRIMINAL INVESTIGATION (Spring-3 credits)

Research on the criminal justice process. Investigation and role of evidence in the administration of justice. Ethical issues.

CJ 822 COMPARATIVE CRIMINAL JUSTICE (Spring of even years-3 credits)

Globalization, crime causation, measurement, and control in comparative and cross-national contexts. Nature of policing, courts, and corrections in select countries. CJ 822 is required coursework for those pursuing an International Focus specialization.

CJ 823 GLOBALIZATION OF CRIME (Fall of even years-3 credits)

International crimes and organized crime. Trafficking in women, children, and body parts. Related problems such as firearm violence, money laundering, and corruption that transcend national boundaries. CJ 823 is required coursework for those pursuing an International Focus specialization.

CJ 830 FOUNDATIONS OF POLICE STUDIES (Spring-3 credits)

Police practice. The police role, socialization, discretion, strategies, deviance.

CJ 835 MANAGING POLICE ORGANIZATIONS (Spring odd-numbered years-3 credits)

Issues and practices in police management. Management philosophy and personnel management.

CJ 836 ASSESSMENT OF POLICE POLICIES AND OPERATIONS (Spring of even-numbered years-3 credits)
Recent policy-related research and its application to the deployment of human resources.

CJ 837 THE INTELLIGENCE PROCESS AND COUNTERTERRORISM (Fall, Spring-3 credits)
Meanings and concept of terrorism. Nature of both domestic and international terrorist threats. Integration of intelligence and terrorism to understand counterterrorism concepts.

CJ 838 TERRORISM (Spring, Summer-3 credits)
Overview of terrorism, both domestic and international. Examination of the causes and motives that drive terrorists, their methods of operation, and the impact of terrorism on the United States and abroad.

CJ 839 ANALYTIC THINKING AND INTELLIGENCE (Fall-3 credits)
Analytic processes, tools, applications and contemporary issues as applied to the intelligence function.

CJ 845 ENVIRONMENTAL RISK PERCEPTION AND DECISION-MAKING (Spring of odd years-3 credits)
Theoretical underpinnings of individual decision-making and risk perception processes. Case studies of the interplay of risk perception and decision-making in an environmental and/or criminological context.

CJ 847 GLOBAL RISKS, CONSERVATION, AND CRIMINOLOGY (Fall-3 credits)
Theories, actors, characteristics and legal instruments associated with risk, conservation, and criminology related to globalization. Current case studies in criminological conservation.

CJ 850 PRODUCT COUNTERFEITING (Fall of odd years-3 credits)
Advanced theoretical and empirical perspectives from criminology, victimology, and organizational behavior to analyze the crime of product counterfeiting.

CJ 856 ADVANCED TOPICS IN POLICING (Fall, Spring-3 credits)
Special topics on policing such as crime analysis, problem solving, police recruitment, retention and development, police behavior and ethics.

CJ 865 ADULT CORRECTIONS (Fall odd-numbered years-3 credits)
Traditional and contemporary adult correctional practices. Social, political, economic and organizational factors affecting correctional policies.

CJ 866 ADULT AND JUVENILE CORRECTIONS PROGRAMS (Fall even-numbered years-3 credits)
Adult and juvenile crime prevention and correctional programs. Application of research findings to management issues.

CJ 870 INTRODUCTION TO CRIME ANALYSIS (Fall-3 credits)
Theoretical foundations of crime analysis. Techniques and processes used by law enforcement agencies to document and respond to patterns of crime.

CJ 871 ADVANCED CRIME ANALYSIS (Spring-3 credits)
Advanced application of intelligence and crime analysis skills and techniques.

CJ 872 OPEN SOURCE INFORMATION ANALYSIS (Spring-3 credits)
Techniques for collection and intelligence analysis of open source information. Ethical issues for collection of publicly available information and validation of sources.

CJ 874 CYBERCRIME, DEVIANCE AND VIRTUAL SOCIETY (Fall-3 credits)
Emergence of cybercrime and technology-engendered deviance, and the ways that subcultures transcend virtual spaces to affect behavior on and off-line.

CJ 875 DIGITAL FORENSIC INVESTIGATIONS (Fall-3 credits)
Digital forensic analyses, including computer technology, data storage, proper search/seizure/imaging

techniques, analysis of imaged devices, and proper presentation of evidence.

CJ 876 DATA SYSTEMS/INFRASTRUCTURE (Fall-3 credits)

Networked resources that support the Internet and the basics of the Open Systems Interconnection (OSI) Model.

CJ 877 CYBER TERROR AND CYBER WARFARE (Spring-3 credits)

Use of technology and the Internet to further terror and extremism across the globe.

CJ 885 SECURITY MANAGEMENT (Fall-3 credits)

The organization and management of security operations in business, industry, and government.

CJ 886 SECURITY ADMINISTRATION (Spring-3 credits)

Administrative and quantitative techniques for security operations. Statistical analysis. Analysis of financial statements. Operations research and computer techniques.

CJ 887 QUANTITATIVE METHODS IN CJ RESEARCH (Spring-3 credits)

Descriptive and inferential statistics and computer use in criminal justice research.

CJ 890 INDEPENDENT STUDY (Fall, Spring, Summer, 1-6 credits)

Individual research and writing under faculty supervision.

CJ 899 MASTERS THESIS RESEARCH (Fall, Spring, Summer, 1-6 credits)

CJ 901 SEMINAR IN CONTEMPORARY THEORY AND CJ RESEARCH (Spring-3 credits)

Theoretical perspectives and issues in criminal justice and criminology theory.

CJ 904 CRIMINAL JUSTICE ORGANIZATIONS AND PROCESSES (Spring-3 credits)

Theoretical perspectives on organizations and processes in criminal justice. Evaluation of organizational performance in justice agencies.

CJ 905 LAW AND SOCIETY (Fall-3 credits)

Theoretical perspectives on law. Impact of law on society and the criminal justice system.

CJ 906 ADVANCED QUANTITATIVE METHODS IN CJ RESEARCH (Fall-3 credits)

Applications of quantitative techniques to criminal justice data. Use of multiple regression and SPSS.

CJ 907 ADVANCED TOPICS IN CRIMINAL JUSTICE DATA ANALYSIS (Spring-3 credits)

Advanced quantitative analysis techniques for criminal justice data (may be repeated for credit).

CJ 908 ADVANCED TOPICS IN CRIMINAL JUSTICE (Spring odd-numbered years-3)

Intensive study of one subfield of criminal justice. Critical evaluation of the literature (may be repeated for credit).

CJ 909 ADVANCED RESEARCH METHODS (Fall-3 credits)

Methodological approaches to conducting sound, ethical criminal justice and criminological research. Research ethics, study design, and data collection methods.

CJ 910 QUALITATIVE METHODS (Fall-3 credits)

Methodological approaches to conducting qualitative criminal justice and criminological research. Applications of qualitative analysis techniques to criminal justice data.

CJ 999 DOCTORAL DISSERTATION RESEARCH (Fall, Spring, Summer)

Twenty-four credits required for doctoral students. No more than 36 are permitted by University policy.

**TENURE-STREAM
FACULTY**

Joined MSU

PROFESSOR

| | | | | |
|------------------------------------|----------|------|-------------------------------------|------|
| Carter, David L. | Ph.D. | 1980 | Sam Houston State University | 1985 |
| Cobbina-Dungy, Jennifer | Ph.D. | 2009 | University of Missouri-St. Louis | 2009 |
| Chermak, Steve | Ph.D. | 1993 | State University of New York-Albany | 2005 |
| Finn, Mary | Ph.D. | 1989 | State University of New York-Albany | 2015 |
| Holt, Thomas | Ph.D. | 2005 | University of Missouri-St. Louis | 2009 |
| Hudzik, John K. | Ph.D. | 1971 | Michigan State University | 1977 |
| Kutnjak Ivkovich, Sanja | Ph.D./JD | 1995 | University of Delaware | 2007 |
| Maxwell, Christopher D. | Ph.D. | 1998 | Rutgers University | 1998 |
| McGarrell, Edmund F. (emeritus) | Ph.D. | 1986 | State University of New York-Albany | 2001 |
| Morash, Merry A. | Ph.D. | 1978 | University of Maryland-College Park | 1980 |
| Melde, Christopher | Ph.D. | 2007 | University of Missouri-St. Louis | 2007 |
| Nalla, Mahesh K. | Ph.D. | 1988 | State University of New York-Albany | 1992 |
| Smith, Christopher E. | Ph.D./JD | 1988 | University of Connecticut | 1994 |
| Smith, Ruth | Ph.D. | 2003 | University of Strathclyde | 2005 |
| Wolfe, Scott | Ph.D. | 2012 | Arizona State University | 2017 |
| Wilson, Jeremy | Ph.D. | 2008 | Ohio State University | 2008 |

ASSOCIATE PROFESSOR

| | | | | |
|---------------------------------|-------|------|-------------------------------------|------|
| Cavanagh, Caitlin | Ph.D. | 2016 | University of California Irvine | 2016 |
| Corley, Charles J. | Ph.D. | 1986 | Bowling Green State University | 1990 |
| DeJong, Christina (emeritus) | Ph.D. | 1994 | University of Maryland-College Park | 1994 |
| Gibbs, Carole | Ph.D. | 2006 | University of Maryland-College Park | 2006 |
| Hamm, Joseph | Ph.D. | 2014 | University of Nebraska-Lincoln | 2014 |
| Maxwell, Sheila R. | Ph.D. | 1994 | Rutgers University | 1994 |
| Rojek, Jeffrey | Ph.D. | 2005 | University of Missouri-St. Louis | 2018 |

ASSISTANT PROFESSOR

| | | | | |
|-----------------------|-------|------|--------------------------------------|------|
| Aranda-Hughes, Vivian | Ph.D. | 2022 | Florida State University | 2024 |
| Holt, Karen | Ph.D. | 2015 | John Jay College of Criminal Justice | 2016 |
| Krupa, Julie | Ph.D. | 2018 | University of South Florida | 2018 |
| McNealey, Rachel | Ph.D. | 2023 | Pennsylvania State University | 2023 |
| O'Neil, Meghan | Ph.D. | 2018 | State University of New York-Albany | 2024 |
| Scrivens, Ryan | Ph.D. | 2017 | Simon Fraser University | 2019 |
| Turchan, Brandon | Ph.D. | 2023 | Rutgers University | 2023 |
| Wojciechowski, Wally | Ph.D. | 2018 | University of Florida | 2024 |