



Department of
Community Sustainability

**Agriculture, Food and Natural
Resources Education
Master of Arts
Graduate Handbook**

NOTE:

This handbook provides the most recent policies and procedures (as of time of publication) that guide your graduate program expectations, requirements, rights, and responsibilities. They derive from a combination of Michigan State University, the MSU Graduate School, the College of Agriculture and Natural Resources, and the Department of Community Sustainability policies and practices.

You should familiarize yourself with the handbook, and use it as a resource when you have questions related to specific policies, timelines, and procedures.

AFNRE MA Graduate Handbook

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• Introduction and Overview •

Why Agriculture, Food and Natural Resources Education?

Due to changes in recent years, careers in agriculture, food and natural resources (AFNR) offer some of the most abundant opportunities for Michigan's future workforce. More than ever, several complex issues exist for agriculture and natural resources. The U.S. Department of Education aims to incorporate green- and sustainability-related knowledge and skills standards into the existing National Career Clusters including AFNR. Food safety issues such as national outbreaks of *E. coli*, concerns over food quality, transportation costs, climate change, and renewed focus on health benefits of fresh produce have led to a greater interest by the public in local and organic food systems. Wildlife-livestock disease issues such as Chronic Wasting Disease (CWD) relate to public health concerns and create new avenues for study. Finally, Michigan's agricultural lands and natural resources are vital to the economy through agritourism and natural resources-based enterprises. Sustaining these lands affects overall community well-being. MSU's teacher preparation program in Agriculture, Food and Natural Resources Education is unique in the country, with its focus on AFNR sustainability for the benefit of communities in Michigan, the U.S. and the world.

Community Sustainability Vision

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

Community Sustainability Mission

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

Community Sustainability Work

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

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

Community Sustainability Values

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

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

Scholarly Foundation

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

Department Structure and Organization

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

The mission of **MSU Extension**:

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

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

The mission of **MSU AgBioResearch** is:

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

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

The focus and mission of the **MSU College of Agriculture and Natural Resources** are

Food, Energy and Environment: The College provides students an academically challenging environment where they put their knowledge into practice on campus, in Michigan and around the globe. . .

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

To accomplish this mission, we must pursue:

- **Learning** that imbues current and future stakeholders with intellectual curiosity and offers relevant knowledge and skills,
- **Discovery** that advances knowledge and enhances productivity and sustainability, and
- **Engagement** with society that achieves social, economic, and environmental equity.

Opportunities for Student Participation in Department Life

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

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

Formal channels for providing input include:

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

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

Informal channels for providing input, or simply conversing about the work of the Department or asking questions, include open-door access to the following individuals:

- AFNRE MA Coordinator
- Associate Chairperson of the CSUS Department
- Chairperson of the CSUS Department

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

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

Diversity

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

• AFNRE Master of Arts Program Admission • (for Prospective Students)

Admissions Deadlines, Guidelines, and Materials

All AFNRE Master of Arts degree guidelines for admissions can be found on the department website, under the section for PROSPECTIVE STUDENTS: <https://www.canr.msu.edu/csus/graduate/programs/afnre>
From this page, you can link to separate sets of instructions for “domestic” and “international” applicants.

The Department of Community Sustainability AFNRE MA graduate program is a hybrid online degree program. The AFNRE MA program uses a rolling admissions procedure (applications are reviewed as they are completed). Applicants are encouraged to apply early to increase their opportunities for acceptance and funding. Application cycles can be found below for the AFNRE MA program.

- Fall applicants must submit all application items by June 15 to be considered for upcoming FALL SEMESTER ADMISSION.
- Spring applicants must submit all application items by October 15 to be considered for upcoming SPRING SEMESTER ADMISSION.
- Summer applicants must submit all application items by March 15 to be considered for upcoming SUMMER SEMESTER ADMISSION.

Application Review Process, Admissions Decisions, and Advisor Identification

FOR ALL DOMESTIC AND INTERNATIONAL APPLICANTS:

No applicant is admitted to the AFNRE MA program unless a faculty member has committed to advise the student (with or without a funding offer). Therefore, conversations between the applicant and potential faculty advisors prior to submitting an application are strongly recommended; however, these conversations or pre-application verbal agreements do not guarantee admission or funding. Before a faculty member *officially* commits to serving as a person’s advisor, the CSUS Graduate Admissions Committee first evaluates all of the required application items as a first-level review. Applications accepted by this committee then are made available for review by all faculty. This is the stage at which faculty commit to advising a student. After the process is complete, an admissions and funding decision is emailed to the applicant by the Department and forwarded by to the MSU Office of Admissions. The MSU Office of Admissions sends the final admissions decision to the applicant, based on its review.

English Language Requirements & Provisional Acceptance

All international applicants to the Department of Community Sustainability must meet minimum TOEFL (or other accepted English Language assessment) scores as required by Michigan State University. See MSU guidelines at: <https://grad.msu.edu/sites/default/files/content/apply/ENGLISH%20LANGUAGE%20PROFICIENCY.pdf>
Also see detailed instructions for Item 7 of the International Student CSUS Application guidelines: http://www.canr.msu.edu/csus/uploads/457/70249/INTERNATIONAL_APPLICATION_Dec_2016.pdf

Some specific conditions make applicants eligible for automatic waivers of English Language Proficiency scores. Also, there is limited potential for non-automatic waivers (for students meeting certain combinations of language criteria), pending an application started by the applicant’s potential advisor and approval by the Department, College, and Graduate School. See the guidelines in the CSUS application instructions.

NOTE: The Department of Community Sustainability DOES NOT ACCEPT STUDENTS PROVISIONALLY.

• AFNRE MA Graduate Program •

Introduction

The Master of Arts program in Agriculture, Food and Natural Resources Education (AFNRE) is designed principally for persons who wish to acquire advanced professional knowledge related to AFNR in educational settings. This master's program in AFNRE consists of (1) practice-centered inquiry in professional, interdisciplinary, and foundational studies of AFNR, and (2) inquiry in educational settings. The program is designed for certified teachers and other educators who wish to continue their professional studies in agriculture, food and natural resources education.

The AFNRE graduate program in the Department of Community Sustainability offer students unique experience for advanced study, allow flexibility through a hybrid-online learning experience. Students obtaining this advanced degree are expected to obtain positions in education broadly defined including: public, private non-profit, and private for-profit.

The Department of Community Sustainability offers a Master of Arts (MA) Degree in Agriculture, Food and Natural Resources Education (AFNRE) as a way for individuals to advance professional knowledge through education in the context of agriculture, food and natural resources. The AFNRE MA offers a program of study with foundational education courses in youth leadership, experiential learning, and laboratory learning in the context of agriculture, food and natural resources. Applicants must apply for the degree program using the official code, so specify this in the official MSU application: **AGFOODE_MA**: Agriculture, Food and Natural Resources Education (MA).

Objectives

Graduates of this program will be prepared to...

- **Leadership:** facilitate and evaluate experiences, grounded in leadership theory, which develop the capacities of learners to enact transformative change within communities.
- **Experiential Learning:** facilitate and evaluate experiential learning opportunities to achieve established learning objectives within diverse educational environments.
- **Interdisciplinarity:** incorporate core academic learning (i.e., literacy, science, mathematics) within diverse educational environments.
- **Inclusivity:** construct learning environments where all students, regardless of differences and abilities, can be successful.
- **Safety:** develop agriculture, food, and natural resources education programs which meet local, state, and national safety guidelines.
- **Motivation:** motivate learners to engage in agriculture, food, and natural resources education, regardless of background or previous experiences.
- **Lab Safety:** facilitate and evaluate safe learning experiences within laboratory settings (e.g., mechanics shop, greenhouse, science lab).
- **Professionalism:** build and maintain a professional and engaged identity as an agriculture, food, and natural resources educator.
- **Community:** identify community-oriented initiatives to extend the quality of experiences offered to learners as well as the diversity of learners who engage in those experiences.
- **Evaluation:** continuously and purposefully evaluate agriculture, food, and natural resources education programs and develop strategic plans based upon evaluations.

• AFNRE Master of Arts Program •

General Requirements for the AFNRE Master of Arts Degree

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

Minimum Credit Requirements: Students are required to complete a minimum of 30 semester credits.

Time for Degree Completion: Master’s programs must be completed in no more than five [5] years from semester of admission or the semester in which the first course used toward degree requirements was taken, whichever comes first. Because students are diverse, and are working within even more diverse personal and academic contexts, there is some flexibility in timing. See the table on the next page for “suggested” and “no later than” deadlines.

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

Filing Program Plan: Students should utilize the student.msu.edu system to complete their program of study. Students can find helpful information about navigating the system at sis.msu.edu/help/enrollment.html. Additionally, students can find a program plan template to assist in the development process. The template can be found at <https://www.canr.msu.edu/csus/graduate/programs/afnre>. This can be used as a planning aid for the student and his/her committee (for identifying and labeling focus area and selecting courses), however the final plan must be entered into the student.msu.edu system. The program plan must be filed **no later than the end of the student’s second semester** of their MA degree work (recommendation is by end of first semester). Students not meeting the deadline for the MA Program Plan will not be allowed to continue in the program until the program plan is on file with their committee.

MASTER’S DEGREE PROGRAM PROGRESS DEADLINES		
Action	Grad School Suggested Deadline	“No Later Than” Deadline
Form guidance committee, have first committee meeting	End of student’s first semester	End of student’s second semester
Submit Program Plan to www.student.msu.edu	End of student’s first semester	End of student’s second semester
Hold proposal presentation with committee	After program plan is submitted; end of student’s second semester	After program is plan submitted; early in student’s third semester
Submit announcement for project final defense	2 weeks before final defense	2 weeks before final defense
Hold public final presentation defense, followed by closed committee proposal defense	End of student’s second year	End of five years from the starting semester of degree program

Curriculum Requirements for the AFNRE Master of Arts Degree

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

Course Requirements for Agriculture, Food and Natural Resources Education MA Students:

Students are required to take the following courses **(12 credits)**

- CSUS 860, Youth Leadership: Theory and Practice (3 credits)
- CSUS 861, Educational Theory and Application of Experiential Learning in AFNR (3 credits)
- CSUS 863, Theory and Application of AFNR Laboratory Instruction (3 credits)
- CSUS 898, Masters Professional Project¹ (3 credits)

Minimum of 18 credits of course work in the education concentration. The following courses may be used to satisfy this concentration requirement. Note that course substitutions may be considered in consultation with the students' program advisor.

Students are required to take 18 credits from the following list of courses **(18 credits)**

- CSUS 430, Non-Profit Organizational Management for Community Sustainability (3 credits)
- CSUS 433, Grant Writing and Fund Development (3 credits)
- CSUS 445, Community-Based Environmental and Sustainability Education (3 credits)
- CSUS 817, Teaching Methods in AFNRE (3 credits)
- CSUS 818, Theory and Practice of Program Planning in AFNRE (3 credits)
- CSUS 819, Instructional Theory and Practice in AFNRE (3 credits)
- CSUS 833, Program Evaluation in Agriculture and Natural Resources (3 credits)
- CSUS 864, Theory and Application of AFNR Induction (3 credits)
- TE 801, Professional Roles and Teaching Practice (I) (3 credits)
- TE 802, Reflection and Inquiry in Teaching Practice (I) (3 credits)
- TE 803, Professional Roles and Teaching Practice (II) (3 credits)
- TE 804, Reflection and Inquiry in Teaching Practice (II) (3 credits)
- TE 807, Professional Development and Inquiry (3 credits)
- TE 818, Curriculum and Its Social Context (3 credits)
- TE 823, Learning Communities and Equity (3 credits)
- TE 825, Diverse Learners and Learning Subjects (3 credits)
- TE 831, Teaching School Subject Matter with Technology (3 credits)
- TE 843, Secondary Reading Assessment and Instruction (3 credits)
- TE 861A, Teaching Science for Understanding (3 credits)

NOTES:

400-level Courses: By MSU policy, more than half of the credits of the total (30) required for a master's degree must be taken at the 800 and 900 levels, except as specifically exempted by the college dean (College of Agriculture and Natural Resources, CANR). Courses at the 400 level may be applied to the master's degree program; however, when both 400- and 800-level courses are available that cover the same content, the 800-level course should be selected.

Transfer Credits: A maximum of 9 semester credits of graduate course work (excluding research and thesis

¹CSUS 898 credits can be deferred (DF grade) up to six [6] months from the last day of the semester in which the student was enrolled. At that time, CSUS 898 credits are automatically converted to U (Unfinished) grades. A formal request to extend the time by an additional six months is possible, but should be requested prior to "U" conversion. It is HIGHLY RECOMMENDED to enroll in CSUS 898 during your final semester, when a significant portion of your professional project and associated report have been completed.

credits) may be transferred into a 30-credit master's degree program from other accredited institutions or international institutions of similar quality, if they are appropriate to a student's program, the student receives grades of 3.0 or higher, and provided courses were completed within the time limits approved for earning the degree (five years from date of first course used for the MSU degree program). Courses used to meet requirements of another degree are not acceptable. The CSUS Graduate Program Coordinator, Department Chairperson, the CANR Dean, and the Registrar must approve use of transfer courses. After transfer credits are approved, they must be filed as part of your program plan.

AFNRE Master of Arts Guidance Committees

When appropriate, utilize the student.msu.edu system to complete the guidance committee tab within your specific profile. Students can find helpful information about navigating the system at sis.msu.edu/help/enrollment.html.

Terminology

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

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

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

Guidance Committee Chairperson: Used interchangeably with "Major Professor" and Academic Advisor

AFNRE MA Coordinator: Faculty member coordinating the AFNRE MA program. This individual will be able to answer general questions about the program or specific aspects of a student's program.

Guidance Committee: Group of regular faculty members, including your advisor, who work with you to develop your academic and curriculum plan, and one additional CSUS faculty member.

Regular Faculty: All persons appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, or instructor, and persons appointed as librarians. In addition, the principal administrative officer of each major educational and research unit of the university shall be a member of the 'regular faculty.' Non-regular faculty may apply to serve on a committee, as eligible. See details below.

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

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

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

Regular faculty members are defined as all persons appointed under the rules of tenure and holding the rank of professor, associate professor or assistant professor. Requests for non-approved faculty must be made to the AFNRE MA program coordinator. MA committees may have a maximum of 1 non-regular faculty member.

Conflict of Interest: Note that no external person will be approved as a voting committee member if they are in any way associated with funding of the student's project or research work.

We encourage you to talk personally with several potential faculty members whom you've determined as possible "good matches" for your committee, discuss their interest and willingness to serve, then talk with your advisor to discuss and finalize choices.

Students always reserve the right to change any committee member, including the advisor. This is accomplished by talking with and getting approval from both departing and incoming committee members, writing and signing a letter to the Department Chairperson and copied to the AFNRE MA Program Coordinator explaining the change request. On rare occasions, the Department may make changes – with concurrence of the student – such as in

cases when a Committee member leaves the University for any reason. Typically, the student is informed and the same procedure followed as for student-initiated changes. The Department does not simply "assign" committee members without involvement of the student.

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

Examination for AFNRE Master of Arts Program

The AFNRE MA examination will be the final oral impact project presentation/defense and will focus on the student's Professional Project.

The student's Guidance Committee will administer the Examination. An oral examination includes a public presentation by the student of their impact project. The student's Guidance Committee will decide on the specific structure to be used in examining the student, to include the balance between the public presentation, public discussion period, and closed examination portions of the session.

Project (MA) Proposal Overview

Students must prepare a project proposal in consultation with the Guidance Committee chairperson and present the proposal to the Guidance Committee. The proposal should describe, at a minimum, the purpose or objectives of the proposed research or project, a review of the relevant literature, and the proposed method(s) and/or procedures.

If appropriate, students must submit the written proposal to the Guidance Committee members **at least two weeks/14 days prior** to the oral proposal presentation.

Final Professional Impact Project Description and Final Defense (MA students)

Professional Project Overview:

A professional impact project is required for the AFNRE MA degree. Each MA student must register for 3 credits of CSUS 898 Master's Professional Project during the semester the student defends their project and prior to awarding of the degree.

Reminder: Avoid Enrolling for CSUS 898 Too Early

The student may defer receiving a grade for the 898 credits for no more than six months beyond the end of the semester for which they are enrolled. After that, the grade automatically converts to a grade of U (Unfinished). One 6-month extension may be requested PRIOR TO auto-conversion to "U." After this, a student must re-enroll (and pay again) for the CSUS 898 credits. A student may enroll for a maximum of 9 credits of CSUS 898.

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

Ideas for MA Professional Projects:

A professional project can take many forms, and should be based on the goals of the student. Ideally the project should be significant in scope and should build on the student’s scholarship and experience. Examples of projects may include the following.

- Curriculum based on current teaching practices.
- Development of a professional development opportunity in conjunction with career goals.
- An extensive literature review and an applied practicum on a new area/topic that they plan to explore and/or apply in their career.
- Instructional media resources appropriate for stakeholders or professional community.

Additional Guidelines for Project Proposal and Proposal Defense:

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

The written proposal must be provided to the Guidance Committee for review and comment. Although not required, students are strongly encouraged to present the proposal in a **public** forum in addition to the oral defense for the committee. Approval of the proposal by the committee is required before continuing with project dissemination. Summer defenses are based on mutual agreement of committee members and students as faculty may not be available during the summer months.

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

Description and Announcement of Final Project Defense and Presentation of Impact Project:

The final project defense meeting serves as the student’s final certifying examination for the MA degree. It is a public seminar that is open to attendance by faculty, staff, students, and other invited guests. The student shall notify the AFNRE MA Program Coordinator **at least two weeks/14 days in advance** of the final project defense (follow the format for final defense notification below). The AFNRE MA coordinator shall forward this notice to faculty and graduate students. Notification shall be via email, with flier attached. Students must provide Guidance Committee members with a copy of the written project (marked “DRAFT”) **at least two weeks/14 days** prior to the defense seminar.

<p>Title of Project Master of Arts Project Defense by Student FirstName LastName Day of Week, Month ##, 20## Time: #:00 a.m. (or p.m.) Room: ###, Natural Resources Building</p>
<p>Abstract Write a short abstract, approximately one or two paragraphs, that succinctly presents the proposal’s purpose, need/rationale, theoretical framework used, context, methods and/or procedures, and any other information that is relevant to help others understand your work.</p>
<p>Committee Members: Dr. McKim, Dr. McKendree, or Dr. Raven, Chairperson Other Member Other Member (If appropriate)</p>

Structure of Final Project Defense/Impact Presentation:

The student shall orally present and defend his/her final project in a public forum, using appropriate visual and other aids. This final presentation and defense shall comprise a public session that includes a 15- to 30-minute presentation and a public question-and-answer period, followed by a closed session for additional discussion with the Guidance Committee. Guidance Committee members may require corrections, revisions, clarifications, and edits before final approval of the project.

Formatting Your Master's Project:

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

Record of Completion and Submission of Project:

The student will provide copies of the final project (and project report), approved by the Guidance Committee, to the student's major advisor, to the AFNRE MA Program Coordinator, and to other Guidance Committee members. The final product will be accessible on the AFNRE MA website as a resource for others.

If the student passes the oral defense, but the written project paper still needs more than minor editing, the advisor should check "conditional pass," summarize edits needed (on the form or on an attached page). Then, after the student makes all revisions required by the committee, the advisor will sign and date the "final approval" form.

MA Examination/Defense Result Form

At the end of the project defense, the Guidance Committee will identify one of three outcomes, to be marked on the MA Examination/Defense form:

PASS: Student has passed the oral defense and the written document is approved "as is" and can be submitted according to guidelines and committee approval.

NO PASS: Student does not pass the oral defense; committee may request significant additional work be done before student attempts to defend again, or may choose to counsel student out of the program.

CONDITIONAL PASS: Student has passed the oral defense (thus, would not have to enroll for one credit in a subsequent semester if it takes beyond the end of the current semester to complete written revisions, or deadlines are missed), but revisions and/or editing are required in the written document. A summary of requested modifications can be written on the form, or a more comprehensive explanation can be provided in an attached document. Student makes revisions, as requested by the committee, and when the committee members are satisfied with the modifications, they will provide final approval. The committee chairperson will sign and date the "final approval" line (indicating conditions have been met) on the MA Examination/Defense form. Students must complete appropriate work and comments prior to the start of the next official semester.

Waiver of Summer Enrollment for Final Defense

Note: By university policy, MA students must be registered during the semester in which the final examination or evaluation (defense) is administered. This requirement may be waived if the examination is administered during the summer session immediately following a spring semester during which the student was registered and/or prior to a fall semester in which the student will be registered. This waiver is automatically approved as long as the student fits the criteria. No request is needed.

After Completing Your Degree

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

The identity of all respondents will be kept confidential; only aggregate (group) information will be made available to faculty and administrators. The students will receive an e-mail message from the Dean of the Graduate School with a link to the survey, which takes about 5-10 minutes to complete. However, students do not need to wait for that e-mail message to complete the survey after applying for graduation. Instructions and links for completing the survey are available via <https://grad.msu.edu/etd/required-paperwork-and-surveys>. The contact for issues associated with the exit survey is: exitsurvey@grd.msu.edu.

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

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

- Complete** the CSUS Exit Survey (Qualtrics survey sent via email)
- Read and comply** with MSU's Exit Check List to ensure that you have met all requirements and submitted all appropriate forms, questionnaires, and other paperwork.
- Pay** final fees.

Please keep the CSUS Department updated on your post-graduation jobs and where you are living!!!

• Additional CSUS Information & Expectations •

Professional Development, Academic Progress, and Faculty Mentoring

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

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

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

Grade Point Average Expectations and Nearing Critical Deadlines

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

Students nearing a critical deadline (5-year deadline for completing the degree for master's students) will receive written notification, plus a request for a plan for degree completion (to be developed in consultation with their advisor).

Graduate Students as Representatives of MSU

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

- When attending professional conferences or meetings, especially when funded in whole or part by University funds, you are expected to participate in the conference sessions and events (not act as though the trip is your personal vacation).
- In doing all your work, you should behave with academic and professional integrity. (Review all the Research Integrity Resources: <https://grad.msu.edu/researchintegrity>)
- When engaging in scholarly debate, treat others with respect and be an active listener.
- In making professional presentations or writing journal articles, acknowledge and cite all work and ideas of others, as they contribute to your own ideas and work. (Even paraphrased work should be cited.)

Electronic Academic Advising Files (and student access)

The CSUS Department maintains electronic academic files on each graduate student within the SLATE/SIS systems. The student may have access to all records in her/his personal file, *with the exception of letters of recommendation for which they waived their right of access and records of GACC deliberations prior to acceptance*. If a student wants to review her/his file, he/she should schedule an appointment with the AFNRE MA Graduate Coordinator. Electronic must be reviewed on site.

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

- All original application materials (application, letters of reference, former degree transcripts, academic and personal statement essays, and resumé).
- Correspondence between student and department faculty and staff
- Copies of fellowship and scholarship applications or nominations, plus award letters/forms
- Copies of all other paid work records, as relevant
- Annual written progress assessment packets (including student's written self-assessment), used as the basis for student review each calendar year
- Written plan describing how the student will address deficiencies, or improve their GPA (if it falls below 3.00), if needed as a result of the annual review (or semester GPA check resulting in a probation letter)
- Copies of critical correspondence between the University and student
- Copies of any other MSU forms submitted on behalf of the student during their study

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

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

- Cumulative Grade Point Average (GPA) falling below 3.00.
- Violation of scholarly ethics and/or University policies. (Depending on the nature of the violation, the result may be probation or dismissal from the program/University.)
- Repeated failure to make academic progress, such as expiration of University deadlines for comprehensive examinations or program completion.

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

- Meeting requirements for and submitting annual assessment documents on time (by each January 31 for previous calendar year); and
- Meeting requirements for and submitting annual RCR training documents on time (training completed and documentation submitted by December 31 each year).

Students will receive a letter from the AFNRE MA Program Coordinator and chairperson at the beginning of the first semester in which they have been placed on probation, explaining the requirements that must be met in order to return to good standing. The requirements must be met by the end of the program. If the student fails to address the deficiencies, the student's graduate program will be terminated within fourteen (14) days of the end of the semester.

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

Full-time Status Requirements

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

- Master's 9 credits per semester
- Graduate – professional level 12 credits per semester

Deviations are allowed only for summer semesters (minimum 3 credits) or final semester of student's degree program (minimum is the number of credits required to complete the degree or to meet university minimum registration requirements).

Additional enrollment status related to financial aid can be found at: <https://finaid.msu.edu/enrchr.asp>

Loan deferral status may affect credit numbers; contact the Office of Financial Aid.

• Annual Academic Performance & Progress Assessment •

As required by the MSU Graduate School, students will complete a performance and progress assessment, including a meeting with her/his academic advisor, for the preceding calendar year. (If you begin your degree during a fall semester, your first assessment will cover only that time since you began your CSUS work at MSU.) The purpose of this process is for the student and advisor to review the student's performance and progress, lay out plans for the next year, discuss ways to facilitate the student's success, and enable the student to request additional help, if needed. This process is to be initiated by the student, using the form found on the AFNRE MA section of the CSUS website (<https://www.canr.msu.edu/csus/graduate/programs/AFNRE%20Annual%20Progress%20Report.pdf>). The entire process, including your individual meeting with your advisor, should be completed no later than January 31 so that all signed forms can be completed and submitted to the AFNRE MA Program Coordinator during the first week of February. Once received by the AFNRE MA Program Coordinator, they will upload the document to your profile on the new Student Information System (SIS).

Student Assessment Process

Steps in the assessment process, which is to begin with the student, are to include the following:

- Complete the Annual Student Assessment Form
- Faculty advisor will review your report and write their assessment of your progress.
- After you receive advisor's written assessment, meet with your advisor to review the assessment.
- When student and advisor have met and understood each other's comments, both sign the signature page.
- Compile cover form, student's written assessment, advisor's written assessment, and signature page into a single document.
- Submit the entire assessment packet to the AFNRE MA Program Coordinator for review, and then placement in your permanent file.

• Conflict Resolution and Grievance Procedures •

Conflict Resolution

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

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

Office of the University Ombudsperson

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

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

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

Contact information:

Office of the University Ombudsperson
129 N. Kedzie Hall, 354 Farm Lane
(517) 353-8830
ombud@msu.edu
<https://ombud.msu.edu/>

Grievance Procedures

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

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

From CSUS Bylaws:

8. GRIEVANCE AND HEARING PROCEDURE

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

8.2. Procedures

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

8.2.2. Procedures for resolving student grievances are outlined in the University documents *Student Rights and Responsibilities* (<http://splife.studentlife.msu.edu/rights-and-responsibilities>) and *Graduate Students Rights and Responsibilities* (<https://grad.msu.edu/sites/default/files/content/gsrr/GSRR.pdf>), and in the *Bylaws of the Student Senate*. A student or students may take complaints relative to instruction directly to the Department Chairperson. If the Chairperson is unable to resolve the matter to the student's satisfaction, the Chairperson shall refer the unresolved complaints in writing to the Graduate Affairs Committee who will conduct a hearing. A hearing shall be scheduled within 2 weeks involving the student(s), the involved faculty or staff member(s), and the Graduate Affairs Committee. A written report of the action or recommendations of the Graduate Affairs Committee will be forwarded to the Dean, Department Chair, the involved faculty or staff member(s), student and university Ombudsperson within ten working days of the receipt of the complaint. Students wishing to appeal the Department's action or recommendation may do so as outlined in provisions of the above referenced documents and guidelines for procedures for resolving student grievances.

Note that, for any conflict resolution or grievance process, any faculty member simultaneously having a complaint filed against them and is in one of the involved administrative positions to address the situation, they will recuse themselves and *not* be involved in the resolution. This is true for academic as well as other issues related to grievances.

• Guidelines Involving Research and Writing •

Academic and Research Integrity

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

As is the rest of the University, CSUS is diligent in its efforts to maintain the highest levels of ethical scholarly practice. Faculty, specialists, and students are expected to adhere to the standards and processes of Michigan State University's institutional review board, the University Committee for Research Involving Human Subjects (IRB). You are required to receive IRB approval *PRIOR TO BEGINNING* any data collection. The faculty member identified as principal investigator of your research will work with you to develop and submit the required application. Detailed information regarding IRB and its procedures can be found at (<http://hrpp.msu.edu>).

"Breaches in professional ethics range from questionable research practices to misconduct . . . Integrity in research and creative activities is based not only on sound disciplinary practice, but also on a commitment to basic personal values such as fairness, equity, honesty, and respect. These guidelines are intended to promote high professional standards by everyone – faculty, staff, and students alike" (MSU, Research Integrity, *Vol. 7 No.2 Spring 2004, pg. 12*). If a student violates academic integrity and research ethics, the circumstances and actions will be reviewed. A decision will be made about whether to terminate the student, place them on probation, or permit them to continue in their program. Depending on the outcome of the review, there exists the possibility of having the case referred to the Dean of Graduate Studies for CANR. (See Grievance Procedures for guidelines for disputing a Department decision, pages 51-52.). Expectations related to academic integrity can be found in the following documents:

- **MSU Policies, Regulations, and Ordinances Regarding Academic Honesty and Integrity** (<https://www.msu.edu/unit/ombud/academic-integrity/index.html>). Topics include: a) integrity of scholarship and grades; b) general regulations; c) examinations; d) academic freedom; e) student rights and responsibilities; f) integrity in research and creative activities; g) use of *Turnitin*
- **Graduate Student Rights and Responsibilities** (<http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>). See especially Article 2, which focuses on academic rights and responsibilities for graduate students.
- **Research and Scholarly Integrity** (<https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf>). Key principles upon which integrity in academic practices is based include:
 - a) honesty in proposing, performing and reporting research;
 - b) recognition of prior work;
 - c) confidentiality in peer review;
 - d) disclosure of potential conflicts of interest;
 - e) compliance with institutional and sponsor requirements;
 - f) protection of human subjects and humane care of animals in the conduct of research;
 - g) collegiality in scholarly interactions and sharing of resources; and
 - h) adherence to fair and open relationships between senior scholars and their coworkers.
- **Academic Honesty & Integrity, FERPA and Data Integrity**
<https://ombud.msu.edu/academic-integrity/index.html>
https://ombud.msu.edu/academic-integrity/academic_dishonesty_report.html
<https://tech.msu.edu/about/guidelines-policies/msu-institutional-data-policy/>
- **MSU's Procedures Concerning Allegations of Misconduct in Research and Creative Activities**
<http://rio.msu.edu> (MSU Research Integrity Officer)

Michigan State University Guidelines on Authorship

Adopted by the Council of Research Deans

January 2013

Available at: <http://vprgs.msu.edu/michigan-state-university-guidelines-authorship>

Purpose

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

Definitions

Author: creator of and/or contributor to a research/scholarly publication or creative endeavor.

Publication: a publicly shared piece of scholarship or creative work that relates new information and knowledge. This includes books, journal articles, abstracts, websites, exhibitions and performances of works of art or any work that can be explicitly documented.

1. **Authorship:** A person shall qualify as an Author provided the following conditions are satisfied:

- Participation in conception/design of the creative work, study, review, analysis or interpretation of any data.
- Participation in the drafting of the creative work or manuscript or in the editing of the creative work or manuscript.
- Final approval of the version of the creative work or manuscript to be published.
- Ability to explain and defend appropriate portions of the work or study in public or scholarly settings.

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

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

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

4. **Accountability:** EVERY author listed on a publication or creative endeavor is responsible for:

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

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

Responsible & Ethical Conduct of Research Training

Background

To satisfy federal regulations, MSU requires that all AFNRE MA students complete training in research ethics. This training is individualized to each graduate program and needs to be documented.

Note that, ***in addition to*** these requirements, certain grants may require researchers to obtain additional training related to the responsible conduct of research. Also, anyone who conducts a study that requires Institutional Review Board (IRB) approval must meet the training requirements for human subjects' research protection offered by MSU's Human Research Protection Program (HRPP).

IRB ≠ RECR

IRB training is required by MSU before you can conduct research involving human subjects. IRB training can be used for 2 hours of your annual RCR training, but is not sufficient to meet RCR training requirements.

IRB training is required by MSU's Office of Contracts and Grants every 2 years

Note that **RCR = RECR (Name/Acronym has changed)**

RECR training is required by the MSU Graduate School (4 Modules and 6-hours of discussion-based training);

All AFNRE MA students must complete **both items below**.

- 1. Four (4) CITI Modules** - offered by MSU's Human Research Protection Program (HRPP).
<https://grad.msu.edu/researchintegrity>
- 2. Six hours of Discussion-based training** - Discussion-based training is designed to be a face-to-face discussion with program faculty members, committee members or other relevant individuals about topics of interest to students with respect to RECR. Example topics include academic research, programmatic organizational management, financial management, ethical responsibility, programmatic accountability, difficult conversations or dialogue as a mechanism of discussion. Note that this is not an exhaustive list and may include other relevant topics as the student deems appropriate based on their program.

Utilize the new Student Information System or SIS to keep track of the required modules (1) and applying for discussion-based training at the following link (student.msu.edu). Students can find helpful information about navigating the system at sis.msu.edu/help/enrollment.html.

• Appendix A •

Student Resources

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

Academic Programs Catalog	https://reg.msu.edu/AcademicPrograms/
Spartan Life Online (student handbook)	http://splife.studentlife.msu.edu/
Student Rights and Responsibilities	http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university
Graduate Student Rights & Responsibilities	http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities
MSU/Graduate Employees Union Contract	https://hr.msu.edu/contracts/documents/GEU2015-2019.pdf
Code of Teaching Responsibility	http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/code-of-teaching-responsibility
Office for International Students and Scholars	http://www.oiss.msu.edu/
Guidelines for Graduate Student Advising and Mentoring Relationships	https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf
Guidelines for Integrity in Research and Creative Activities	https://grad.msu.edu/sites/default/files/content/researchintegrity/guidelines.pdf
Policy on Relationship Violence and Sexual Misconduct	http://www.hr.msu.edu/documents/uwidepolproc/RVSM_Policy.htm
Anti-Discrimination Policy (ADP)	https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html
Active Shooter Situations	http://edwp.educ.msu.edu/ead/hale-happenings/2015/active-shooter-violence-prevention-workshop-for-msu-graduate-students-postdocs/
MSU Safety Resources	https://www.hr.msu.edu/resources-links.html
MSU Safety When Traveling/ MSU Travel Clinic	http://travelclinic.msu.edu/
Environmental Health and Safety (was ORCBS)	http://www.ehs.msu.edu
Certification in College Teaching	https://grad.msu.edu/CCTP

The Graduate School: <https://grad.msu.edu>

Resources found on this site include (though organized differently from below):

MSU Admissions Information

- * Application Information and Online Link
- * Budget Planning
- * PhD Public Information
- * International Students
- * Recruitment Awards
- * Readmission

* Teaching

Academics

- * Policies and Procedures
- * Interdisciplinary Programs
- * Theses and Dissertations
- * Research Integrity
- * Specializations and Certificates
- * Traveling Scholar
- * GradPlan (PhD students only)

Career and Professional Development Information

- * Workshops and Events
- * Career Planning
- * Research

Funding

- * External Funding
- * Assistantships
- * Fellowships
- * Research Support
- * Travel Funding
- * Funding Resources

Graduate Student Life

- * Graduate Student Organizations
- * Graduate Life and Wellness
- * AGEP Program

Support and Other Resources

- * The Counseling Center
- * MSU Employee Assistance Program
- * Health4U
- * Olin Health Center
- * Academic Women's Forum (WRC)
- * Fatherhood Forum (FRC)
- * and many more:
- * <https://grad.msu.edu/partners-in-wellness>

• Appendix B •

Guidance Committee Member Eligibility Guidelines

1. Eligibility Policy for Serving on CSUS Graduate Committees (summarized in the Table on the next page)

Committee Chair

Only **CSUS tenure-stream faculty** may serve as Chair of CSUS graduate guidance committees.

Committee Members

CSUS and other MSU tenure-stream faculty holding a Ph.D. are eligible to serve on committees.

MSU-appointed staff holding Ph.D.s outside of the tenure stream (or equivalent terminal degrees) may serve on CSUS graduate guidance committees if they have applied for and received approval from the Department, College, and the Graduate School for this status. See procedure in #2 for Non-regular Faculty.

Ph.D.s who are employed outside of MSU may serve on CSUS graduate committees if they have applied for and received approval from the Department and the Graduate School for this status. See procedure in #2 for Non-regular Faculty.

MSU staff or non-MSU staff who hold master's degrees may serve on CSUS MS committees if they have applied for and received approval from the Department, College, and the Graduate School for this status. See procedure in #2 for Non-regular Faculty.

2. Process to Gain Approval to Serve on Graduate Committees (for Non-regular Faculty Members)

For the most recent university policies/ procedures, see: <https://grad.msu.edu/non-regular-faculty-committees>

In general, no more than one (1) non-regular faculty member (voting member) may serve on a master's committee or doctoral committee. The number of non-regular faculty may not exceed the number of regular MSU faculty on the committee.

The student's committee chair or any individual wishing to serve on CSUS Graduate committees may initiate the process to add an additional non-regular committee member. Contact the GPD coordinator to initiate the process.

Summary of Eligibility to Serve on CSUS Graduate Committees

Who can serve?	Chair of Committee	Committee Member
Tenure system faculty from other departments	NO. Only CSUS tenure system faculty.	YES, already a means to do so.
Non-tenure stream Ph.D. (or equivalent terminal degree) employed at MSU	NO	YES, If application passes the CSUS, CANR and Graduate School reviews. See process above.
Ph.D.s outside of MSU	NO	YES, If application passes the CSUS, CANR and Graduate School reviews. See process above.
Person having Master's Degree	NO	YES, if application passes the CSUS, CANR and Graduate School reviews. See process above.

• Appendix C •

Advisor-Advisee Mentoring Relationship

Given the importance of the advisor-advisee relationship in the success of graduate students, as a department we expect both faculty and students to support effective mentoring. The below is a set of expectations to provide guidance in achieving an effective mentoring relationship, and a template for an agreement, to facilitate a conversation at the beginning of all new mentoring relationships but that could be repeated as activities shift. Students have the right to expect that their advisors will fulfill these expectations, and vice versa. The Conflict Resolution and Grievance Procedure section of the Handbook describes the formal process that students may engage if they believe appropriate mentoring procedures has not been followed. Faculty can record grievances in the annual review if they believe appropriate mentoring procedures has not been followed.

Expectations of Faculty

1. To enhance the supportive academic environment for the graduate studies of the advisee.
2. To facilitate the entry of the advisee into the University culture, including the structures, processes, and interpersonal climate of the University.
3. To facilitate the development of appropriate skills and approaches related to the conduct and evaluation of research and scholarship, as well as facilitating training in complementary skills needed to be a successful scholar, such as oral and written communication skills, grant writing, project management, mentoring, and professionalism.
4. To be knowledgeable of the policies, deadlines, and requirements of the AFNRE MA graduate program, the Graduate School, and the University. To comply with all institutional policies and participate in semesterly/annual evaluations and assessments.
5. To develop, with the advisee, clearly delineated and specific milestones and timelines for achieving program goals.
6. To be available for regular and frequent meetings with the advisee, and to show up on time and be prepared for meetings. Advisors should discuss with the advisee preferred styles of communication and schedule.
7. To enhance decision-making and other skills related to the advisee's career development and advancement.
8. To strive to meet deadlines and to communicate when unable to do so.
9. To be mindful of constraints on the student's time.
10. To respond to student emails promptly.
11. To provide opportunities for developing and working on mentored and independent interdisciplinary research projects.
12. To be the advisee's advocate, and to commit mentoring the student from the time they receive their letter of acceptance into CSUS, through their time in the program, and after graduation.

Expectations of Student

1. To acknowledge that the advisee has the primary responsibility for the successful completion of their graduate degree. This includes commitment to work in classrooms and independently, and maintaining high levels of professionalism, self-motivation, engagement, scholarly curiosity, and ethical standards.
2. To be knowledgeable of the policies, deadlines, and requirements of the graduate program, the graduateschool, and the university. To comply with all institutional policies and participate in semesterly/annual evaluations and assessments.

3. To develop, with the advisor, clearly delineated and specific milestones and timelines for achieving program goals.
4. To conduct regular and frequent meetings with the advisor to provide updates on progress. Advisees should use this time to communicate new ideas and challenges that they are facing – remember, the advisor cannot address or advise about issues that have not been brought to their attention. Advisees should discuss with the advisor preferred styles of communication and schedule.
5. To actively cultivate the advisee's own professional development. The advisee will share career plans with the advisor, recount initiatives on behalf of his/her professional development, ask for advice, and reflect on the advisor's observations.
6. To engage in collaborations beyond the advisor and to be a good collaborator – this requires effective and frequent communication, mutual respect, trust, and shared goals.
7. To be responsive to advice and constructive criticism.
8. To strive to meet deadlines and to communicate when unable to do so.
9. To be mindful of constraints on the advisor's time.
10. To respond to emails from the advisor promptly and to show up on time and prepared for meetings.

Advisee-Advisor Expectation Scales

To assist in creating the mentoring agreement, this worksheet lists 19 pairs of statements describing end points on a continuum. Individuals differ as to the position they take on each scale, reflecting variation in educational philosophy, personality, and the norms of their discipline. There is no 'right' answer here. Advisors and advisees will mostly likely fall at different places along these continuums, and this is perfectly acceptable as long as codes of conduct are being followed. However, these are issues about which most advisees and advisors need to reach agreement and often advisees and advisors do not directly discuss their perspective about how this matter should be resolved and why – this is an exercise to assist advisors and advisees in aligning their expectations. Making expectations explicit and having regular conversations about expectations helps to minimize misunderstandings. In many cases, the situation may change over the student's time in their graduate program.

It is important to recognize that most students do not feel comfortable asking their advisor to complete the worksheet – faculty members should initiate these conversations, exploring:

- Which items are non-negotiable?
- Which can be discussed and determined together?
- When and how should students ask for clarification of expectations?

Read each pair of statements describing end points on a continuum. Estimate your position and mark it on the scale. Students and faculty should complete the scales before coming together for a conversation to create the mentoring agreement.

Course of study and project planning			
1.	The advisor should suggest and approve which courses the student takes	1 2 3 4 5	Students should solely determine which courses they should take
2.	It is the advisor's responsibility to select a promising project topic	1 2 3 4 5	The student is solely responsibility for selecting the project topic
3.	The advisor should select the other members of the committee	1 2 3 4 5	The student should select the other members of the committee
4.	The advisor is responsible for ensuring the student follows the responsible code of conduct	1 2 3 4 5	The student is solely responsible for ensuring they follow the responsible code of conduct
Contact and involvement			
5.	The advisor should determine how often and when to meet with the student	1 2 3 4 5	The student should decide how often and when to meet with the advisor
6.	Faculty-student relationships are purely professional, and personal matters are not appropriate	1 2 3 4 5	Close personal relationships are essential for successful advising
7.	The advisor should check regularly that the student is working consistently and on task	1 2 3 4 5	Students should work independently without having to account for how they spend their time
8.	The advisor should be the first place to turn when the student has problems with the professional project	1 2 3 4 5	Students should try to resolve problems on their own, i.e., by seeking input from others, before bringing a problem to the advisor
9.	The advisor is responsible for providing emotional support and encouragement to the student	1 2 3 4 5	Emotional support and encouragement are not the responsibility of the advisor – students should look elsewhere
The project			
10.	The advisor should insist on seeing all drafts of work to ensure that the student is on the right track	1 2 3 4 5	Students should submit drafts of work only when they want input and feedback from the advisor
11.	The advisor should assist in the writing of the project, if necessary	1 2 3 4 5	The writing of the project should only ever be the student's own work
12.	The advisor should determine when and where to present or publish the research or scholarship emerging from the project	1 2 3 4 5	The student should determine when and where to present or publish the research or scholarship emerging from the project
13.	The advisor should decide when the project is ready to be defended and submitted	1 2 3 4 5	The student should decide when the project is ready to be defended and submitted
14.	The advisor has direct responsibility for the quality of the project	1 2 3 4 5	The student bears sole responsibility for the quality of the project
Support			
15.	The advisor is responsible for introducing the student to others in the field, especially at conferences	1 2 3 4 5	Students are responsible for building their networks in the field
16.	The advisor is responsible for providing career advice and preparation to the student	1 2 3 4 5	Career advice and preparation are not the responsibility of the advisor – students should look elsewhere

17.	The advisor is responsible for providing the student with opportunities to publish outside of their project work	1 2 3 4 5	Students are responsible for finding their own opportunities to publish outside of their project work
18.	The advisor is responsible for building the student's communication skills	1 2 3 4 5	The student is solely responsible for building their own communication skills

Mentoring Agreement

This agreement template is intended to serve as a guideline to facilitate communications between an advisee (i.e., AFNRE MA graduate student) and their advisor. It is suggested that the document be thoroughly reviewed and completed by the advisee and advisor individually, who should then jointly review the answers to the below questions and the expectation scales, to reach an agreement about how the mentoring relationship will proceed. The advisee should re-write the agreed upon answers before the agreement is signed and dated by each. Both the advisor and advisee are responsible for keeping the agreement – the agreement should be revisited during annual review and updated as needed. Agreements should be submitted within the annual review.

1. What type of assistance does the advisee want from the advisor in achieving their career goals over the next year? Where does the advisee hope their career will have taken them in five years?
2. What expectations does the advisor have of the advisee?
3. What expectations does the advisee have of the advisor?
4. What are the expectations for the advisee working in their assigned office?
5. What are the expectations for the maximum time period for responding to email?
6. How often will you meet?
7. When and where will you meet?
8. For how long will you meet?
9. Who will be responsible for scheduling the meetings?
10. What will meeting topics include?
11. What will be the ground rules for discussions (e.g., confidentiality, openness, candor, truthfulness etc.)?
12. If problems arise, how will they be resolved?
13. How much notice do advisors need to be given to prepare letters of reference?
14. Any additional areas/issues you want to discuss and agree to?
15. Any concerns the advisee or advisor wants discussed and resolved?
16. We have agreed that our initial meetings will focus on these three topics:

Advisee _____

Date: _____

Advisor _____

Date: _____