

Graduate Handbook

**Department
of
Community, Agriculture,
Recreation and Resource Studies**

2010-2011

Department of Community, Agriculture, Recreation and Resource Studies

CARRS Graduate Handbook
• Table of Contents •

Introduction and Overview 1

Vision 1

Mission 1

Our Work 1

Our Values 1

Scholarly Foundation 1

Department Structure and Organization 2

Diagram of Organizational Structure that Serves Students 3

Opportunities for Student Participation in Department life 4

Graduate Programs 5

Introduction 5

Rationale 5

Objectives 5

Conceptual Framework for Curriculum 6

Primary Research and Outreach Themes (Focus Areas) 8

 Community Food and Agricultural Systems 8

 Education and Civic Engagement 8

 Natural Resources and the Environment 8

 Recreation and Tourism Systems 8

Master of Science Programs

General Requirements for the Master of Science Degree 9

Curriculum Requirements for the Master of Science Degree 10

Master of Science Guidance Committees 11

Certifying Examination for Master of Science 11

MSU Teaching Certification Internship Year 11

Master of Science Peace Corps International Option Program 12

Master of Science Degree Calendar and Progress Checklist 13

Doctor of Philosophy Program

General Requirements for Doctor of Philosophy Degree 16

Curriculum Requirement 16

Comprehensive Program Statement 17

Guidance Committee Composition 19

Comprehensive Examination 20

Dissertation Proposal 21

Dissertation 21

Dissertation Defense 22

Doctor of Philosophy Degree Calendar and Progress Checklist 23

Doctor of Philosophy Forms and Timeline Checklist 26

Example Doctoral Program of Study 28

Program Guidelines	29
Professional Development, Academic Progress and Faculty Mentoring	29
Grade Point Average Expectations	29
Academic Performance and Progress Assessment (Annual Review)	29
Student Status: “Good Standing,” Probation and Dismissal	30
Permanent Academic Advising Files	31
Conflict Resolution	31
Full-time Status Requirements	31
Grievance Procedures	32
Graduate Students as Representatives of MSU	32
Research Guidelines	33
Academic and Research Integrity	33
Michigan State University Guidelines on Authorship	34
Responsible Conduct of Research and Scholarship (RCRS) Training	35
Graduate Assistantships	36
Graduate Assistantships – Eligibility, Policies, and Contract Guidelines	36
Work Terms for Graduate Assistantships	36
Assistantship Paperwork and Paychecks	37
Assistantship Performance Assessment	37
Paid Work Outside of Assistantship Responsibilities	37
Use of Department Resources	37
Graduate Application and Admissions Process	38
Appendices	41
Appendix A: Forms for Graduate Programs	42
Appendix B: Inter-departmental Specializations & Certificates	54
Appendix C: List of CARRS Graduate Courses	55
Appendix D: Student Resources	56
Appendix E: Titles of Masters Theses and Projects and Doctoral Dissertations	57
Appendix F: Eligibility to Chair and Serve on CARRS Graduate Committees	64
Appendix G: Policy on Transfer Credits from Teacher Certification Internship Year to the CARRS Masters Program.	66

• Introduction and Overview •

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.

Mission

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

Our Work

As scholar-practitioners, and as a multidisciplinary department within the College of Agriculture and Natural Resources, we address critical issues at the interfaces of agriculture, natural resources, recreation 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 while not compromising future generations. We seek to help people understand the dynamic interactions in their communities, ecosystems, and the world, as well as opportunities 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.

Our Values

The faculty, staff and students of the Department of Community, Agriculture, Recreation and Resource Studies 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 the 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;
- 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 in order 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 for problem solving and emerging issues in community, agriculture, recreation and resource areas.
- The faculty employs a holistic, interdisciplinary approach to understand and address such 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 the 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 13 in the College of Agriculture and Natural Resources. As a unit in this College, the faculty and staff are linked directly with the Michigan Agricultural Experiment Station 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 – 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 through an educational process that applies knowledge to critical issues, needs and opportunities

The mission of Michigan Agricultural Experiment Station:

The Michigan Agricultural Experiment Station generates knowledge through strategic research to enhance agriculture, natural resources and families and communities in Michigan.

The mission of the MSU College of Agriculture and Natural Resources is

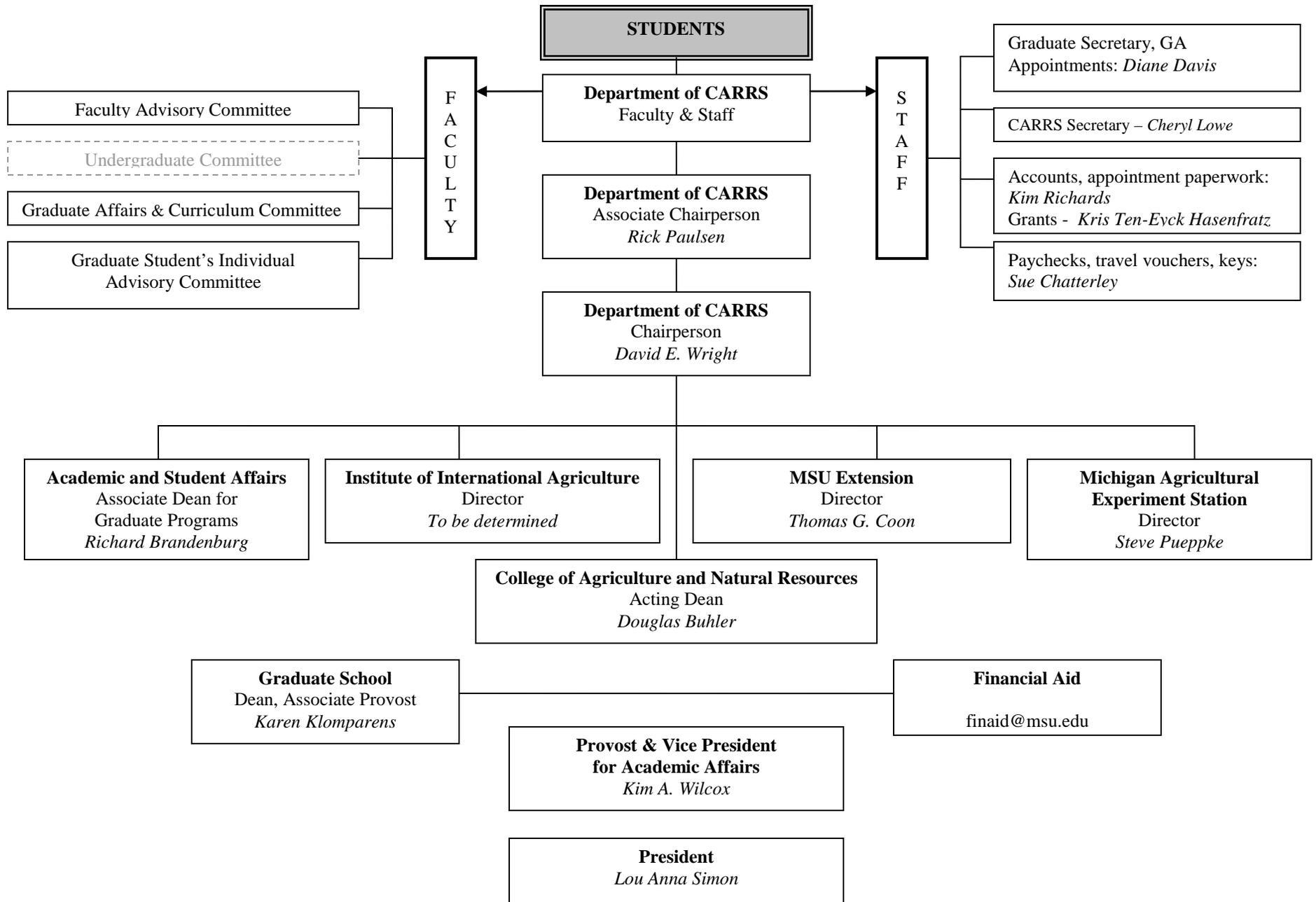
. . . to enhance the quality of life for the people of Michigan and the world by advancing knowledge for the management of communities and agricultural, natural resource and food systems to meet diverse human needs in a sustainable manner.

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.

The organizational structure of the Department is illustrated on the next page.

Community, Agriculture, Recreation & Resource Studies Graduate Students are served by . . .



Opportunities for Student Participation in Department Life

An additional value and policy of the Department of Community, Agriculture, Recreation and Resource Studies is to provide regular opportunities for graduate students to participate in all 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 to be as critical a component of graduate education and professional development as are courses and 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, Agriculture, Recreation and Resource Studies is a young department, the result of blending and re-conceptualizing the former Departments of: (1) Agricultural and Extension Education, (2) Park, Recreation and Tourism Resources; and (3) Resource Development. 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 Representative to the Department's Faculty Advisory Committee (FAC)
- Graduate Representative to the Department's Graduate Affairs and Curriculum Committee (GACC)
- Formal grievance procedures.

Graduate student representatives also are included in time-bounded task forces, faculty recruitment committees, and other task-specific committees, as needed. Additionally, other opportunities for graduate student involvement exist at the University level (see the Graduate School web site or talk with the current CARRS GSO president).

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:

- Chairperson of the Graduate Affairs and Curriculum Committee Dr. Murari Suvedi
- Associate Chairperson of the CARRS Department Dr. Richard Paulsen
(responsible for CARRS student programs/services)
- Graduate Secretary Diane Davis
- Chairperson of the CARRS Department Dr. David E. Wright
- Student's individual major professor/advisor (varies)

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 to talk with you.

Diversity

The Department of Community, Agriculture, Recreation and Resource Studies 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 CARRS 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. Everyone has knowledge, experiences and perspectives to share with each other.

• Graduate Programs •

Introduction

The graduate program in Community, Agriculture, Recreation and Resource Studies offers students a unique course of advanced study, allows flexibility within an interdisciplinary approach, and results in strong and marketable advanced degrees. Students are expected to obtain positions or create professional careers across all three sectors: public, private non-profit, and private for-profit. Some doctoral students will seek faculty positions and join the academy, both in the United States and abroad. Others will seek research positions with governmental organizations, non-governmental organizations (NGOs), or within the private sector. Others may provide leadership in a variety of domestic or international non-profit organizations dedicated to community development and/or resource management. Others may go into private business or may choose to work as consultants. Many international students return to their home country to serve in government, academia, NGOs and the private sector.

Rationale

Rapidly changing conditions and contexts (political, economic, cultural, social) impacting our natural environment, agricultural systems and communities leave citizens concerned and confused about a wide range of contentious issues that cannot be addressed from within the disciplinary boundaries recognized by the academy. Our graduate program addresses such issues in four ways.

- First, the program is founded on a set of integrated research, teaching, and service activities that embody the ethos and skills of community engagement.
- Second, the program brings together an interdisciplinary faculty clustered around issues rather than disciplines.
- Third, the program attracts students having diverse educational backgrounds and experiences who recognize the need to acquire the understanding and skills that emphasize scholarship, practice, and participatory approaches in applied research, teaching, and outreach.
- Fourth, the program recognizes the value of diversity among students, faculty and practitioners and seeks to draw from unique perspectives to enhance professional development and relationships.

Objectives

The objectives of the Department - across applications in teaching, research and outreach - are to:

- create a scholarly community characterized by lifelong learning and transformational education;
- provide students with opportunities to engage in integrative, applied research that is grounded in contemporary scholarship as well as engagement with communities; and
- support awareness of the values, operating assumptions and their influence on each student's scholarship and professional decision making.

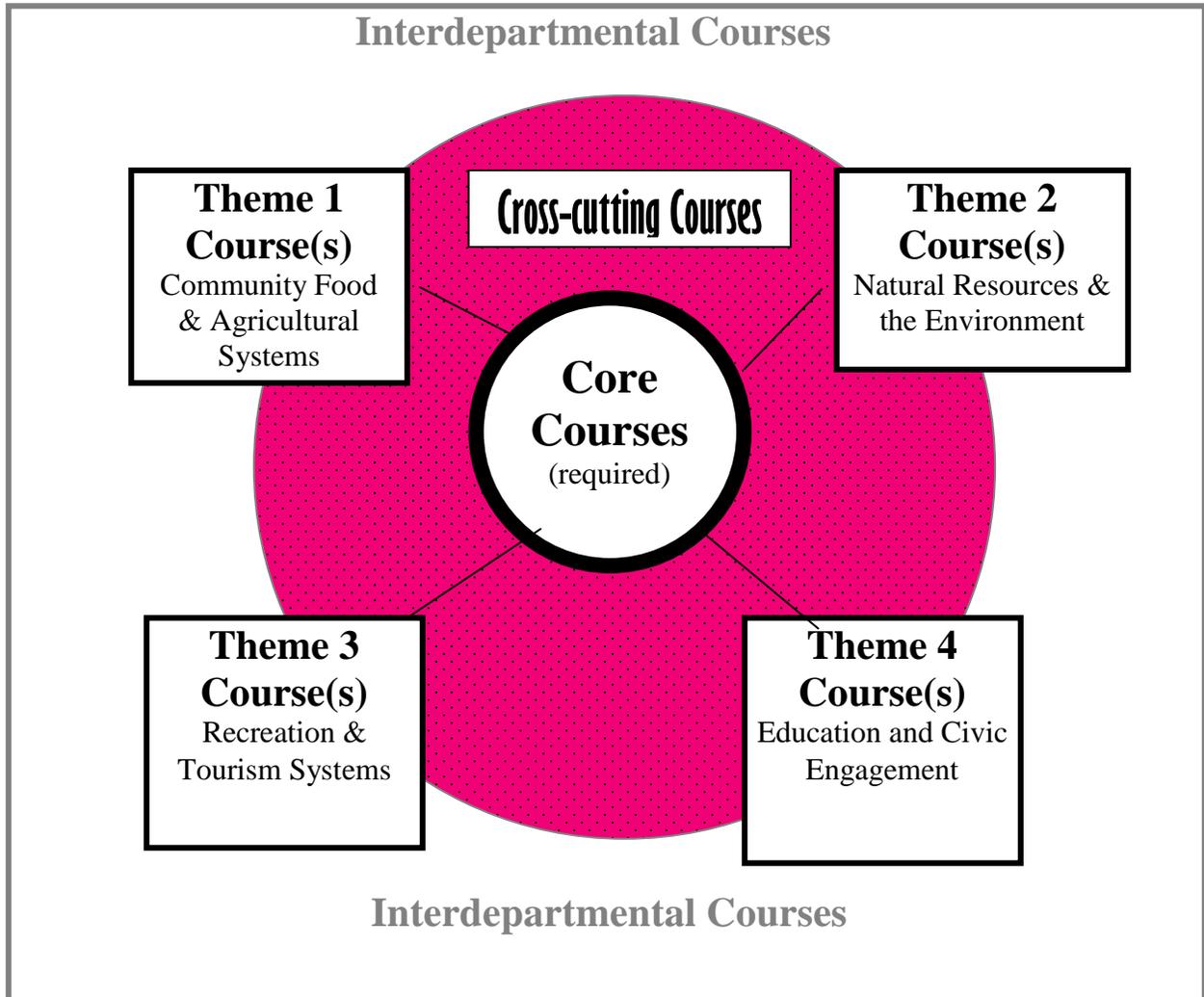
To achieve these objectives, the graduate program in Community, Agriculture, Recreation, and Resource Studies provides students the opportunity to create individualized programs that draw from several complementary areas of scholarship. These broad areas include community, food and agriculture; natural resources and the environment; recreation and tourism systems; and education & community engagement. Courses are designed to help students become solidly grounded in integrative applied research approaches based on multiple paradigms, disciplines, and methods. This multiple paradigm, holistic and systemic research approach underpins a wide range of management, development, outreach, and policy applications. The multidisciplinary approach provides a scholarly foundation from which graduates may address the complex and uncertain challenges posed by changes in communities, natural resource and environmental systems, and innovations in the agricultural and food sectors.

Graduate students have the option of defining their program of study in terms of the following four thematic areas that represent the teaching, research and outreach interest of CARRS faculty:

- Community Food and Agricultural Systems
- Recreation and Tourism Systems
- Natural Resources and the Environment
- Education and Civic Engagement

Conceptual Framework for Curriculum

Although four thematic focus areas of study are identified, a systems approach for linking and integrating content and decision-making across all four is strongly encouraged. To reinforce this systemic approach, the curriculum is deliberately designed to include integrative and cross-cutting courses. The conceptual framework for the curriculum model is illustrated below:



Core Courses: These courses are the department-wide required core courses (e.g., ACR 800, ACR 802; ACR 899 [MS-A], ACR 895 and ACR 898 [MS-B]). The Graduate Program for CARRS includes a set of required core courses (they vary by degree sought). The two core courses for all master's students (ACR 800 and 802) are offered during the fall semester. Doctoral students also are required to take ACR 800. See individual degree program requirements for additional information

Theme Courses (focus areas): These courses are specialized departmental courses developed specifically around research and outreach themes. Theme courses currently are under development. Curriculum needs specific to theme areas are being identified by self-identified teams of faculty having interest and expertise in the theme areas. The number and identity of these areas may evolve over time. Some courses in the theme areas may be modifications of courses previously taught under AEE, RD, and PRR course codes.

Cross-cutting Courses: These courses are departmental courses that integrate content across two or more of the themes. These courses are departmental courses that deliberately integrate content across two or more of the theme areas and are to be developed by self-identified teams or individual faculty. These also will reflect the CARRS foundational concepts.

Interdepartmental Courses: These courses are those available in other departments, especially units with whom CARRS has or is developing intentional partnerships. Courses could be joint-listed courses or those offered as part of a graduate specialization. These courses are identified and developed in many ways. Sometimes they are part of an interdisciplinary specialization or certification. Other times, they are simply courses that are relevant to more than one department. Sometimes they are cross-listed (overtly identifying the relevance to more than one discipline); other times they are not cross-listed.

Primary Research & Outreach Themes (Focal Areas)

Thematic Areas

Graduate students have the option of defining their program of study in terms of the following four thematic areas that represent the teaching, research and outreach interest of the CARRS faculty.

COMMUNITY FOOD & AGRICULTURAL SYSTEMS

This thematic area addresses issues related to the sustainability and democratization of food and farming. Courses and research opportunities prepare students to support civically-focused efforts that revitalize our food systems and define a more public role for agriculture through education, cooperation, and citizen engagement. This area seeks to integrate social and community concerns into production agriculture and to link agriculture to the issues of health, recreation, natural resource management, community development, ethnics, and public policy.

EDUCATION AND CIVIC ENGAGEMENT

This thematic area concentrates on developing scholar-practitioners interested in engaging and enhancing educational practices, within schools and in the community. This area addresses agriculture and natural resource issues in educational practice, theory, research, and policy. Outreach opportunities are available to partner with a network of schools, community residents, local government agencies, nonprofit organizations, and Michigan Extension to design and implement appropriate educational programs.

NATURAL RESOURCES & THE ENVIRONMENT

This thematic area links the social and physical sciences with planning, management and policy issues associated with the use of natural resources and the environment, particularly land and water. Examples include multiple resource needs and uses: stakeholder perceptions and decision-making; and social, economic, and environmental impacts of alternative policy or management options. Research is used to inform decisions made by public, private, and non-profit groups and to develop formal and non-formal environmental education efforts. Coursework, research, and outreach address local, regional, national, and international issues.

RECREATION & TOURISM SYSTEMS

Graduate work in this thematic area focuses on understanding recreation and tourism as integral parts of communities, economies, and natural environments. Coursework, research and outreach in this area address the motivations, preferences, and participation patterns of tourists and recreationists; the role of business, government, and non-government organizations that comprise and service tourism systems; and the interaction between tourism and recreation activities and the natural, agricultural, and cultural resources.

• Master of Science Programs •

The Master of Science (MS) in Community, Agriculture, Recreation and Resource Studies provides students with opportunities to engage in integrated and applied research and acquire professional skills. Applicants may choose one of three MS degree options: MS-Plan A (research-focused degree for which a thesis is required), or MS-Plan B (a professional degree, for which a professional project is required) or the Masters International (Peace Corps option). They should indicate their preference, as related to personal professional goals, in their application materials.

General Requirements for the Master of Science 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.

Selection of Plan A or Plan B: Student must select either Plan A (research-based, with thesis) or Plan B (professional practice/management, with professional project). Plan A emphasizes integrated and applied research. Plan B focuses on the acquisition of well-defined professional skills. Their choice will guide which set of requirements the student will use in developing their Program of Study.

Minimum Credit Requirements: Students in both the Plan A and Plan B MS programs are required to complete a minimum of 30 semester credits.

Time for Degree Completion: Masters programs must be completed in no more than five [5] years from the semester of admission or the semester in which the first class used towards degree was taken, whichever comes first.

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 advisor. 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 to 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 may be required to withdraw from the MS program.

Filing of Program of Study: A written Formal Program of Study must be completed, approved and filed no later than the first half of the student's second semester of their MS degree work. Students must use the official MSU Program of Study form, see Appendix A. The signed original form will be filed in the student's permanent academic file.

Curriculum Requirements for the Master of Science Degree

The student's program of study must be developed in cooperation with and approved by the student's Guidance Committee and must include the requirements specified below.

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

Course Requirements for all Plan A and Plan B students:

Both of the following courses are required and should be taken during the student's first semester **(6 credits)**

- ACR 800, Foundations of Community, Agriculture, Recreation and Resource Studies *(3 credits)*
- ACR 802, Survey of Research Methods *(3 credits)*

Minimum of 15 credits of course work in a focus area (mirroring one of the four CARRS theme areas, or created in consultation with committee with scope/philosophy of the CARRS program) **(15 credits)**

At least 6 credits of this focus area must be selected from Community, Agriculture, Recreation and Resource Studies courses (courses with alpha codes of ACR, AEE, PRR, or RD).

Additional Plan A Requirements:	Additional Plan B Requirements:
Quantitative or qualitative methods, <i>(min. of 3 credits)</i>	Techniques or skill-building <i>(min. of 3 credits)</i> course relevant to the student's academic and career goals.
ACR 899, thesis/research credits <i>(min. of 6 credits)</i>	Both of the following courses: (6 credits) <ul style="list-style-type: none"> • ACR 895, Case Studies in CARRS <i>(3 credits)</i> • ACR 898,¹ Master's Professional Project <i>(3 credits)</i>
Presentation and approval of thesis proposal.	Written plan for Professional Project with rationale linked to professional goals
Completion and defense of master's thesis (certifying exam).	Completion and defense of a paper based on the master's professional project/experience (certifying exam).

NOTES:

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

Transfer Credits: A maximum of 9 semester credits of graduate course work (excluding research and thesis 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 received 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 degree program). Courses used to meet requirements of another degree are not acceptable. The CARRS Department chairperson, the CANR Dean and the Registrar must approve use of transfer courses. Once transfer credits are approved they must be filed as part of your program plan.

¹ ACR 898 credits can be deferred (DF grade) only up to six months. After that, ACR 898 credits are automatically converted to U (Unfinished) grades. It is **HIGHLY RECOMMENDED** to enroll in ACR 898 during your final semester with a significant portion of your professional project completed.

Master of Science Guidance Committees

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 but the student has the right to identify a different major professor 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.

Major Professor/ Guidance Committee Chairperson: Faculty member who serves as your primary advisor and mentor throughout your academic career at MSU

Thesis Advisor: Usually your major professor, but under some circumstances it may be more appropriate for another committee member to serve as the thesis advisor.

Guidance Committee: Group of three regular faculty members, including your advisor, who work with you to develop your academic and curriculum plan, mentor you, and comprise your MS Final Examination committee.

Guidance Committee Composition: Master of Science degree guidance committees must consist of regular faculty members and (optionally) others with Graduate School faculty status. A minimum of two (2) CARRS regular faculty members is required for all Master committees. Plan B Master Committees must have at least two (2) members, while at least three (3) members are required for Plan A Committees, of which at least 2 should be from CARRS. A regular faculty member is defined as all persons appointed under the rules of tenure and holding the rank of professor, associate professor, assistant professor, instructor, or persons appointed as librarians. Requested exemptions must be in accordance with University and College of Agriculture and Natural Resources guidelines <http://grad.msu.edu/forms/docs/nontenure.pdf>

The composition of your Guidance Committee is checked for compliance by the Graduate Secretary, and is submitted for approval of the CARRS Department Chairperson and the CANR Dean, as indicated through their signatures on the Program of Study. Students always reserve the right to change any committee member. This is done by talking with and getting approval from both the departing and incoming committee members. The Department does not "assign" committee members. After the Guidance Committee members have been finalized, the student should schedule a committee meeting to discuss professional and academic goals, finalize the Program of Study, and begin preliminary discussions about the thesis or professional project.

Certifying Examination for Master of Science

- The Plan A Certifying Examination will be the student's thesis defense.
- The Plan B Certifying Examination will focus on the student's Professional Project.

The student's Guidance Committee will administer the Certifying Examination. Both will be oral examinations that include a public presentation by the student of his/her thesis or project. The student's Guidance Committee will decide on the specific format to be used in examining the student, to include the balance between the public presentation and closed examination portions of the session.

MSU Teacher Certification Internship Year

Students participating in MSU's Teacher Certification Internship Year are asked to enter the CARRS graduate program after their internship year is completed. Students taking this option should review the advising note written specifically for Agriscience and Natural Resource Educators (see Appendix H). This note is meant to clarify the policy on the use of TE courses in the CARRS graduate program.

Master of Science Peace Corps International Option Program

This Peace Corps International option in CARRS focuses on the acquisition of well-defined professional skills that are responsive to community needs and interests. To this end, students accepted into this program will integrate their Peace Corps experiences into their degree programs. Students are strongly encouraged to follow the Plan B Masters program that emphasizes professional practice/management, with a professional project, experience or combination forming the basis of a capstone project. The Plan B program allows students to draw on their Peace Corps field experience as well as their coursework to prepare a Plan B capstone project paper (ACR 898). Plan B students may count their Peace Corps training and service (register for special course) as their required “techniques” course. A Plan A thesis option is possible. However, based on the Department’s commitment to the principles of participatory, community-based research, the Department requires that data collected to fulfill the requirements of an MS (ACR 899, thesis) be done outside the period of Peace Corps service.

Applying for the Peace Corps International Program

Students interested in this option are required to apply specifically for the Peace Corps International Program option (applicants should reflect this intent in their “Personal Statement” and the “Key Experience” essay, and specify their interest in the Plan B or Plan A track). Applicants are encouraged to apply simultaneously for the CARRS program and the Peace Corps program. The deadline for Peace Corps International Program applicants is March 1, 2010, with an expected academic program start date of the following fall semester. Students apply, following the guidelines for all CARRS applicants, and indicate their specific interest in the Peace Corps International Program. Applications will be reviewed as for any other CARRS MS applicant. Should the student subsequently not be accepted by the Peace Corps into this program, the student may choose to enter the CARRS program any way, following the requirements and course sequencing required by the regular program.

Note: This program is **not** for students who have completed Peace Corps service prior to beginning the CARRS MS degree.

Course Requirements

A minimum of 30 credits for either the Plan A or Plan B option.

CARRS Required Courses (9 credits, 6 of which are required of all CARRS MS students):

ACR 800, Foundations of Community, Agriculture, Recreation and Resource Studies (3 credits); to be taken prior to Peace Corps service

ACR 802, Survey of Research Methods (3 credits); to be taken upon return from Peace Corps service

ACR 826, International Development: Theory and Practice (3 credits); to be taken prior to Peace Corps service

Degree Focus Area

The student’s **focus area** (15 credits, to include ACR 826 plus 12 additional credits, most of which should be taken prior to Peace Corps service) is developed in consultation with the student’s advisor to meet their personal and professional goals, and could be in one of three graduate specializations: International Development, Ethics and Development, or Gender, Justice and Environmental Change (GJEC). The courses taken should be consistent with the requirements of the specialization selected as the focus area. Note that, depending on the requirements of a specialization, the student choosing to complete a specialization may need more than the required 30 credits minimum for completion of the CARRS MS degree.

Additional Courses (for Plan B students)

ACR 894 Field Practicum in Sustainability Studies.

Students may enroll in up to 3 credits of this course for skills or techniques acquired in Peace Corps training and/or service. Students shall keep a written record of training and service activities and a journal of skills acquired and lessons learned. The course will be graded as Pass/No Pass.

Both of the following:

ACR 895, Case Studies in CARRS.

ACR 898, Master’s Professional Project (this is the capstone project paper based on Peace Corps service)

Master of Science Degree Calendar & Progress Checklist

Prior to Attending the First Semester of Classes

- Attend** the required CARRS Department graduate student orientation. Students are encouraged to participate in orientation activities offered by the Graduate School (and for international students, by the Office of International Studies and Programs).
- Contact** your initial academic advisor when you arrive in East Lansing to discuss degree requirements, to plan your course (especially those for the first semester), and to discuss other student-related concerns.
- Register** for classes.
 - Master's students must be registered for a minimum of 9 credits per semester (6 if hired as a graduate assistant) to be considered "full time"
 - Master's students must register for both ACR 800 and ACR 802 during their first semester (fall).

First Semester

- Take** ACR 800 and ACR 802, the two required core CARRS courses (offered fall semester).

Second Semester

- Select** Guidance Committee members with your advisor.
- Schedule and hold** an official meeting with your Guidance Committee meeting to discuss your academic and professional goals and the courses you intend to take. You may wish to discuss preliminary ideas for a Plan A Thesis or Plan B Applied Project.
- If Provisional Acceptance:** Meet all provisional requirements as specified in letter of acceptance (or plan developed with your Advisor).
- Finalize** your program plan; complete and submit a Masters Program of Study form with appropriate signatures. Form is available on the CARRS and graduate school web site. A copy of your completed, approved form will be placed in your permanent academic file.

Second or Third Semester

- Prepare** a written draft of your Plan A Thesis or Plan B Applied Project proposal. Discuss it with your advisor and secure his/her approval prior to submitting it to your Guidance Committee.
- Revise** your proposal based on the feedback from your advisor and schedule a meeting of your Guidance Committee to discuss your proposal. Provide each member of your Guidance Committee with a copy of your proposal at least two weeks prior to the committee meeting.
- Schedule and hold** an official meeting of your Guidance Committee to discuss and approve your proposal and review progress on your academic program.
- Secure** approval from the Institutional Review Board (IRB), as appropriate to your research. Instructions and application templates are available on-line: <http://www.humanresearch.msu.edu/>

Last Semester

- **Preparing for Thesis Defense/Applied Project Examination**

- Check** deadline dates for that semester as pertain to completing the MS degree at:
<http://grad.msu.edu/thesisdissertation/dates.aspx>
- Enroll** for a minimum of one (1) credit in the semester in which you plan to defend your thesis/professional project.
- Check** StuInfo to be sure all DFs (deferred grades) have been converted to grades and that your GPA is at least 3.00.
- Complete** and **submit** the on-line Application for Graduation early in the semester of planned graduation:
<http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp> You must apply for graduation even if you do not plan to attend the ceremony, in order for final paperwork to be sent to the departmental graduate secretary.
- Obtain** a copy of the Thesis/Dissertation Submission Packets from the Graduate School web site:
<http://grad.msu.edu/thesisdissertation/submissionpacket.aspx>
- Prepare** for commencement; see guidelines and checklist provided by the University:
<http://commencement.msu.edu/>

- **Completion of Thesis/Applied Professional Project**

- Complete** all required forms in the Thesis/Dissertation Submission Packets
<http://grad.msu.edu/thesisdissertation/submissionpacket.aspx>
 - Submit** a draft of your Thesis or Applied Project to your advisor (and Guidance Committee members, if requested).
 - Edit** your draft, as needed. MS- Plan A students should refer to
<http://grad.msu.edu/thesisdissertation/docs/format.pdf> for format guidelines.
 - Schedule** a seminar/examination time with your Guidance Committee for presenting and defending your work. This seminar is an open session to which students and faculty in the CARRS Department should be invited.
 - Announce the date of your thesis defense. Notify faculty and students by email and/or posted flyers at least two weeks prior to the seminar.**
 - Provide** your advisor and each member of your Guidance Committee a copy of your Thesis or Applied Project at least 2 weeks prior to the seminar.
 - Present** and **defend** your Thesis or Applied Project at the seminar.
 - Modify** your thesis/project as required by your guidance committee.
 - Obtain** signatures from the members of your Guidance Committee on the Thesis Approval/Plan B form.
 - If Plan A, **Prepare** the final copy of your thesis according to the Graduate School Guidelines (see <http://www.msu.edu/user/gradschl/format.htm>).
 - If Plan A, **prepare** an abstract of your thesis to be filled with "Dissertation/thesis Abstracts".
- If Plan A, **Submit** an unbound copy of your thesis to the Graduate School. *Plan B students who completed an Applied Project DO NOT submit a copy to the Graduate School.*

- **Distribute hardbound** copies of your Plan A thesis or Plan B project to the Department, advisor, and graduate committee members. Individual committee members may request an alternative format, such as softbound, unbound, or digital. Starting spring 2011, the CARRS department will waive the requirements for submission of hard copy theses/dissertation and accept a PDF version given to the CARRS Graduate Secretary.

Final Logistics:

- Submit** your on-line exit survey: https://ntweb11.ais.msu.edu/csp_gas/AppLogin.Asp?
- Complete** all final forms/questionnaires required by the Graduate School. Pay final fees.

• Doctor of Philosophy Program •

General Requirements for the Doctor of Philosophy Degree in Community, Agriculture, Recreation and Resource Studies (CARRS)

In addition to meeting the requirements of the University and the College of Agriculture and Natural Resources (CANR), PhD students in the Department of CARRS must meet the requirements described below.

Curriculum Requirements

A student's program of study is developed in cooperation with the guidance committee chairperson and guidance committee. The guidance committee should be formed within the first two semesters of the doctoral program. Members of the guidance committee indicate their approval of the program of study by providing their signatures on the Report of the Guidance Committee (see Appendix A). This report should be filed within one semester after the committee has met. The program of study can be amended later by submitting a Change of Program Plan (see Appendix A). The program of study must include the minimum requirements specified below.

- a. Required core course 3 credits
ACR 800 – Foundations of Community, Agriculture, Recreation and Resource Studies
Note: PhD students who completed ACR 800 as part of their MS degree may submit a course waiver proposal to be approved by the guidance committee.

- b. Research methods 9 credits
Students must complete nine (9) credits of course work in research methods, to be selected in consultation with the student's guidance committee, including at least three (3) credits each of quantitative and qualitative research methods. The research methods course requirements cannot be waived.

- c. Focus Areas (2) 24 credits
Focus areas may be selected from the four CARRS themes below:
 1. Community Food and Agricultural Systems
 2. Education and Civic Engagement
 3. Natural Resources and the Environment
 4. Recreation and Tourism Systems

In addition, self-defined focus areas may be designed to meet students' professional goals and scholarly interests. Self-defined focus areas are developed in consultation with the student's guidance committee and should be consistent with and complementary to the mission and philosophy of the Department of CARRS.

Students must complete a minimum of 24 credits of course work across two focus areas, including at least 9 credits in each focus area. At least one course in each focus area must be selected from CARRS courses (ACR, AEE, PRR, or RD alpha codes). The other six credits may be associated with one or both of the focus areas.

- d. Dissertation research 24 credits
ACR 999 – Doctoral dissertation research
Students must complete a minimum of 24 credits of ACR 999 during the program of study.

Doctoral students are expected to select 800- and 900-level courses, but may take 400-level courses when no comparable courses exist at the 800 or 900 level. However, it is suggested that no more than nine (9) credits of 400-level courses be taken as part of the curriculum requirements of the PhD program.

Graduate credits may be transferred from other accredited institutions or international institutions of similar quality, if they are appropriate to a student's program of study. Transfer credits must have a grade of 3.0 or higher (or

equivalent) and must have been completed within the time limits for earning the PhD degree (no more than eight years for the PhD program). The Department Chairperson and CANR Dean must approve the use of transfer credits for the PhD program. Courses applied toward any previously earned degree may not be used as transfer credits for the PhD program.

Collateral courses to overcome deficiencies may be required in addition to the curriculum requirements for the PhD degree. Collateral course work will not count toward the minimum requirements for the PhD degree.

Comprehensive Program Statement

The comprehensive program statement is a scholarly document that is used to prepare students and their guidance committees for the comprehensive examination. The comprehensive program statement presents an integrated description of a student's educational and professional background, motivation for pursuing the PhD degree, curriculum program plan, research interests, and scholarly areas of focus. The process of developing the comprehensive program statement helps students and their committees develop a common understanding of the scholarly basis of students' focal areas.

Contents

The comprehensive program statement must include the following components:

- 1) Personal Statement – a personal statement describing the student's prior academic and professional background and rationale for pursuing a PhD degree in CARRS
- 2) Goals – a discussion of the student's academic and professional goals (with emphasis on the connection to the vision, mission, and philosophical foundations of the Department of CARRS)
- 3) Research Interests – a description and discussion of the student's research interests with emphasis on the rationale for the two chosen focus areas and how they support the student's academic and professional goals
- 4) Description of Focus Area 1 – a description and discussion of the student's intellectual interests in the focus area, including the theories, empirical models, and research methods related to the focus area; references to publications should be cited and listed in a readings list
- 5) Description of Focus Area 2 – a description and discussion of the student's intellectual interests in the focus area, including the components listed above for Focus Area 1
- 6) Program Plan – an outline of the student's curricular program plan, including core, research methods, focus area, and dissertation course credits
- 7) Curriculum vita or resumé
- 8) Proposed plan for the comprehensive exam—a brief outline of the organization, nature and scope of the comprehensive exam.

Procedures and Timeline

The comprehensive program statement may be prepared and submitted at any time during a student's academic program. However, the program statement must be approved by the student's guidance committee no less than 90 calendar days from the date of the comprehensive examination. Guidance committee members may give their approval of the comprehensive program statement either by (1) signature/date on the signature page of the program statement, or (2) confirmation of approval in writing or by electronic mail from the committee member to the guidance committee chairperson. Upon approval by the guidance committee, the comprehensive program statement will be submitted to the graduate secretary and retained in the student's file in the department office.

Upon approval of the comprehensive program statement by members of the guidance committee, the committee chairperson will make the comprehensive program statement available to the department faculty for review by electronic mail. Sharing the comprehensive program statement is intended to strengthen the collegial and collaborative process of preparing for the comprehensive exam. The approved comprehensive program statement should be distributed to faculty no less than 60 days before the comprehensive examination. Department faculty will have three weeks (21 calendar days) to review and provide comment to the guidance committee chair. Faculty comments during this review period are advisory to the guidance committee. At the close of this comment period, the guidance committee chair, in consultation with the other members of the guidance committee, will determine if additional readings or modifications to the program statement are advised prior to the comprehensive examination.

Any request to modify the comprehensive program plan, including the addition of readings, must be given to the student no later than 30 days prior to the comprehensive examination.

COURSES

Required Core Course: *(3 credits)*

Complete Foundations of Community, Agriculture, Recreation and Resource Studies, ACR 800 (3 credits).

Note: Ph.D. students who took ACR 800 as part of their MS CARRS degree, or RD 800 as part of their RD MS degree, may submit a course waiver/substitution proposal, as approved by their advisor/committee.

Advanced Research Methods: *(9 credits)*

Complete 9 credits of course work in advanced research methods, to be selected in consultation with your Advisor and Guidance Committee, including at least 3 credits in each of quantitative and qualitative methods.

Research courses should be beyond the basic MS research courses, and should be selected to provide broad research background as well as to prepare the student to deal with methods and statistics needed for the planned dissertation work.

Focus Areas (2): *(24 credits)*

Complete a minimum of 24 credits of course work across two focus areas. Each of the two focus areas must include at least 9 credits. At least one course in each focus area must be selected from Community, Agriculture, Recreation and Resource Studies courses (ACR alpha code). The other six credits may be associated with one or both of the focus areas. (During the curriculum transition period, focus area courses also may be selected from courses identified with alpha codes associated with the three former departments: AEE, PRR, RD.)

Focus areas may mirror one or two of the four CARRS themes, or be created – in consultation with the Guidance Committee -- to meet the student's professional goals. Self-defined focus areas should be consistent with/complementary to the scope and philosophy of the CARRS program.

Dissertation Research: *(24 credits)*

Complete a minimum of 24 credits of ACR 999 (dissertation research). Present the results of the research in a public seminar and successfully defend the dissertation during the final oral examination within eight years of the first class taken toward the Ph.D. degree, and after and within three years from the comprehensive examination completion date.

Doctor of Philosophy Guidance Committees

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 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.

Major Professor: Faculty member who serves as your primary advisor and mentor throughout your academic career at MSU.

(Academic) Advisor: Used interchangeably with "Major Professor"

Guidance Committee Chairperson: Used interchangeably with "Major Professor"

Dissertation Advisor: Usually your major professor, but under some circumstances it may be more appropriate for another faculty member (committee member) to serve as the dissertation advisor. One example is students using a Hospitality Business faculty member as the dissertation advisor, even though the degree is in the CARRS Department.

Guidance Committee: Group of four regular faculty members, including your advisor, who work with you to develop your academic and curriculum plan, mentor you, and comprise your Doctoral Final Examination committee (dissertation defense).

Guidance Committee Composition: Doctoral degree guidance committees will consist of a minimum of four (4) members. Two of these members, including the guidance committee chairperson, must be CARRS regular faculty members. The third member must be a regular faculty member from another academic unit. The fourth member must also be a regular faculty member, but may be from either within or outside the CARRS Department. At least three Committee members must have an earned Ph.D. preferably in a field related to those of the student's interests/focus areas. The guidance committee also will serve as the student's examination committee. Requested exemptions must be in accordance with University and College of Agriculture and Natural Resources guidelines (see: <http://grad.msu.edu/forms/docs/nontenure.pdf>).

The committee must be formed within the first two semesters of the student's degree program. The student should make an effort to identify, talk with, and take classes from other faculty members to identify potential members of the Guidance Committee. The student's major professor may offer suggestions, but ultimately it is the student's responsibility to identify other committee members (based on match of interests and expertise with student's goals, and who can assist with various components of the graduate experience), talk with them and ask if the other faculty members are willing to serve on the committee. After the Guidance Committee members have been finalized, the student should schedule a committee meeting to discuss professional and academic goals, finalize the Program of Study, and begin preliminary discussions about the dissertation research.

A "**regular faculty member**" is defined as 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.

The composition of your Guidance Committee is checked for compliance by the Graduate Secretary, then approved by the CARRS Department Chairperson and the CANR Dean, as indicated through their signatures on the Program of Study. Students always reserve the right to change any committee member. This is done by talking with (and getting approval) both the departing and incoming committee members, writing a letter to the Department Chair and copied to the Graduate Affairs Committee (submitted via the Graduate Secretary) explaining the change request, and being signed by the student, the departing committee member, and the incoming committee member. 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 for student-initiated changes is followed. The Department does not "assign" a committee member.

Comprehensive Examination

Comprehensive examinations are tailored to match the unique scholarly interests of each student as described in the comprehensive program statement. Guidance committee members will use the theories, methods, and readings cited in the comprehensive program statement to design questions for the comprehensive examination. The comprehensive examination will be conducted in both written and oral format.

Purpose

The comprehensive examination is designed to test a student's ability to synthesize, apply, and coherently discuss the multidisciplinary nature of their studies. Students must provide evidence of independent scholarly analysis of the literature in the selected focus areas as well as knowledge of research, principles, and methods presented in the department core curriculum.

The successful completion of a specialization or certification may require separate and additional examination requirements.

Timing

The comprehensive examination may be taken at any time after 80% of a student's program course credits have been completed. However, the comprehensive examination will be administered no less than 90 calendar days from the date of approval of the comprehensive program statement by the guidance committee. The written examination must be completed within five (5) years of the first course used to meet the PhD degree course requirements, and students must be enrolled for at least one credit during the semester in which the examination is taken. The comprehensive examination must be completed before the presentation of the dissertation proposal can be scheduled.

Procedure

The written component of the comprehensive examination must be completed within a period of 5 consecutive days. Reference materials may be used, but all responses must be written without assistance from others. The guidance committee and the student will agree on the structure and all other procedures for completing the written examination prior to the administration of the exam.

Content

Based on the comprehensive program statement, the guidance committee will define the scope and structure of the written examination to include the following:

- Principles and foundations of multidisciplinary studies in CARRS
- Research methods
- Theory and practice in two (2) focus areas

Oral Examination

The oral examination must be scheduled before the written examination is administered, and is intended to offer an opportunity to supplement, clarify, and/or elaborate upon the written examination. The oral examination is held within 14 calendar days of the completion of the written examination and is closed to the public.

Assessment

The guidance committee must report its written assessment of the examination to the student no more than 30 days from the completion of the written examination. The assessment will be given in one of three forms: (1) pass, (2) pass with conditions, or (3) fail. Upon completion of the comprehensive examination, the guidance committee chairperson must sign and submit a Record of Comprehensive Examinations (see Appendix A).

In the event of a dispute between the guidance committee and the student, or among members of the guidance committee, the Department Chairperson will assign two members of the CARRS faculty to provide a separate review and assessment of the written comprehensive examination. The objective of this option is to resolve conflicts and ensure validity. If these two readers disagree with the committee's decision, the decision is reversed. If these two readers disagree between themselves, the committee's decision is upheld.

Re-taking the Examination

If a student fails the comprehensive examination—in whole or specified parts—it may be re-taken no more than one time. The student must wait a minimum of 60 days and a maximum of 120 days after the previous examination before re-taking the examination. If this calendar is not followed, a student may be asked to withdraw from the program.

A "**regular faculty member**" is defined as 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.

Dissertation proposal

Students must prepare a written dissertation proposal in consultation with the guidance committee chairperson and present the proposal to the guidance committee in a public forum. The dissertation proposal may be prepared and presented only after successful completion of the comprehensive examination. The proposal should describe the objective of the proposed research, a review of the relevant literature, and the proposed method of data collection and analysis. Students must submit the proposal to the guidance committee members at least two weeks prior to the public forum. The forum should be announced to faculty and graduate students in advance.

In a closed session, members of the guidance committee will discuss the suitability of the proposal and indicate their approval on the Thesis/Dissertation Proposal Approval form (see Appendix A). This form must be signed by guidance committee members and the Department Chairperson.

Students must ensure compliance with the university requirements and guidelines pertaining to use of human subjects and vertebrate animals in research, and to safe use of hazardous materials. The necessary forms to secure approval from the Institutional Review Boards (IRB) may be obtained from the Human Research Protection Program (<http://www.humanresearch.msu.edu>).

Dissertation

A doctoral dissertation is required for the PhD degree. According to University regulation, each student must register for a minimum of 24 credits in ACR 999 Doctoral Dissertation Research prior to awarding of the degree.

Students are required to write an acceptable dissertation containing a contribution to knowledge, conforming to professional standards of evidence and argument, and using clear and correct language.

The guidance committee and student have wide latitude in determining the design and format of the dissertation, but the dissertation should be designed so as to facilitate publication of the results. A common alternative to the conventional dissertation format is a set of related papers written in a format and style that is acceptable for publication in peer-reviewed journals. The papers may be combined in one volume with an introduction and conclusion that highlight the papers' common research focus and principal findings. Papers that the student has co-authored while in the doctoral program may be included providing they have been certified by the major professor to be substantially the work of the student.

Dissertation Defense

Purpose

The dissertation defense is a public seminar and open to attendance by faculty, staff, students, and other invited guests. Seminar announcements should be made at least two weeks prior to the seminar.

Doctoral students must provide guidance committee members with a copy of the dissertation at least two weeks prior to the defense seminar (marked "DRAFT").

Format

The dissertation should be presented using appropriate visual and other aids. Time should be allotted for questions and discussion from the guidance committee and other audience members. Following the public seminar, guests will be excused and the student and guidance committee will continue in a closed session for clarifications and suggested modifications. Guidance committee members may require corrections or revisions before final approval.

The dissertation must be prepared according to the guidelines of the Graduate School (<http://www.msu.edu/user/gradschl/format.htm>). Students must submit an unbound copy of the final dissertation to the Graduate School. Bound (hardcover) copies must be provided to the Department (graduate secretary) and guidance committee members.

Assessment

The guidance committee members will assess the acceptability of the dissertation and defense and indicate their approval on the Record of Dissertation and Oral Examination Requirements for Doctoral Degree Candidate (see Appendix A).

Doctor of Philosophy Degree Calendar and Progress Checklist

Prior to Attending the First Semester of Classes

- Attend** the required CARRS Department graduate student orientation. Students are encouraged to participate in orientation activities offered by the Graduate School (and, for international students, by the Office of International Studies and Programs).
- Formalize** assistantship expectations and paperwork (if relevant). If you have been awarded an assistantship or are otherwise employed on campus, contact your supervisor immediately to complete employment paperwork, discuss your assignment and schedule, and address any issues related to your employment.
 - Fall semester appointments: August 16 - December 31
 - Spring semester appointments: January 1 - May 15
 - Summer appointments: May 16 - August 15
- Register** for classes.
- Doctoral students must be registered for a minimum of 6 credits per semester to be considered “full time.” (After the student has completed his/her comprehensive exam(s), he/she may be considered “full time” with 1 credit as long as he/she has informed the Registrar’s Office of her/his status and intent.)
- Doctoral students must register for ACR 800 during their first (Fall) semester.

HELPFUL HINT: It is the student’s responsibility to find a date appropriate for all Guidance Committee members, to schedule a room, prepare an agenda (in consultation with Advisor), and prepare the room as needed (suggestions include providing appropriate audio-visual aids, written agenda, preparing relevant written plans and forms [as appropriate to the meeting agenda], and [optional, depending on time of day]).

First Semester

- Take** ACR 800, the required core CARRS course (offered fall semester).
- Prepare** a draft of the Doctoral Program Planning Guide (see Appendix A), which outlines courses to be taken during the doctoral program to meet degree requirements. Discuss your draft Planning Guide with your Advisor to identify when you might take each of the courses, and modify the Planning Guide accordingly.
- Discuss** potential Guidance Committee members with your Advisor (see previous section for further information).

Second Semester

- If Provisional Acceptance:** Meet all provisional requirements as specified in letter of acceptance (or plan developed with your Advisor).
- Select** Guidance Committee members in consultation with your Advisor.
- Schedule and hold** an official meeting with your Guidance Committee to discuss your academic and professional goals and the courses you intend to take. You may also wish to discuss preliminary dissertation topics with your committee at this time.

Third Semester

- Finalize** your program plan; complete and submit a Report of the Guidance Committee form with appropriate signatures. The form is available on the CARRS and Graduate School web sites. A copy of your completed, approved form will be placed in your permanent academic file.

HELPFUL HINT: Many faculty members are on Academic Appointments (9-month) rather than Annual Appointments (all year), so be sure to schedule committee meetings and other committee activities (including reading of proposals and thesis/project drafts) when they are officially on duty. Exceptions can be made with the approval of all committee members; however, you should plan your work with respect for faculty appointments. Often they are involved in field research, study abroad programs, or otherwise away from the University during the time outside of their appointments. Most often this is during the summer; however, some faculty have non-traditional schedules. Be sure to find out appointments and schedules of your Guidance Committee members.

As you approach 80% of your coursework

- Meet** with your Academic Advisor to discuss procedures for and scope of your comprehensive program statement and the comprehensive examination. (See previous section for detailed description.)

After 80% of coursework has been completed

- Comprehensive Examination**
- Prepare and submit** your comprehensive program statement to your Academic Advisor. (See previous section for detailed description.) Be prepared to make revisions based upon feedback.
- Submit** your comprehensive program statement to your Guidance Committee for approval. Be prepared to make revisions according to their suggestions.
- Secure** the approval of your comprehensive program statement by your Guidance Committee no less than 60 days before the date of the comprehensive examination. Your Advisor will subsequently send it to the department faculty for review.
- Schedule** your written and oral comprehensive examination with your Guidance Committee. The oral examination should be held within 14 days of the completion of the written comprehensive examination.
- Complete** your comprehensive examination no less than 60 days after final approval of your comprehensive program statement.

Dissertation Proposal

- Prepare** a written draft of your dissertation proposal. Discuss it with your Advisor, revise/edit and secure his/her approval prior to submitting it to your Guidance Committee.
- Make** necessary corrections in your proposal (based on the feedback from your Advisor, and Committee members, as they elect to be involved)
- Provide** each member of your Guidance Committee with a copy of your proposal at least two weeks prior to the proposal defense.
- Schedule** a public presentation of your dissertation proposal with your Guidance Committee.
- Present** your dissertation proposal, to be followed by a closed meeting in which Guidance Committee members will review and assess the proposal.
- Obtain** signatures of the members of your Guidance Committee on the Thesis/Dissertation Proposal Approval form.
- Secure** approval from the Institutional Review Boards (IRB), as appropriate to your research. Instructions and application templates are available on-line: <http://www.humanresearch.msu.edu/>

HELPFUL HINT: Students should have peers (and, if needed, professional editors) review and provide editorial recommendations for your dissertation prior to submission to your Advisor and Guidance Committee.

Preparing for Dissertation Defense

- Check** deadline dates for dissertation defense, final submission, and commencement at:
<http://grad.msu.edu/thesisdissertation/dates.aspx>
- Enroll** for a minimum of one (1) credit in the semester in which you plan to defend your dissertation.
- Check** StuInfo to be sure all DFs (deferred grades) have been converted to grades and that your GPA is at least 3.00. You cannot graduate unless these two conditions have been met.
- Complete** and **submit** the on-line Application for Graduation early in the semester of planned graduation:
<https://www.reg.msu.edu/StuForms/GradApp/GradApp.asp>
- Obtain** a copy of the Theses/Dissertation Submission Packets from the Graduate School web site:
<http://grad.msu.edu/thesisdissertation/submissionpacket.aspx>

Completion of Dissertation

- Complete** all required forms in the Thesis/Dissertation Submission Packets (see
<http://grad.msu.edu/current/packet.htm>).
- Submit** a draft of your dissertation to your Advisor (and Guidance Committee members, if requested).
- Edit** your draft, as needed. See <http://grad.msu.edu/current/formatfinal.pdf> for format guidelines.
- Schedule** your dissertation defense with your Guidance Committee. This “seminar” is an open session to which students and faculty in the CARRS Department (and building) should be invited.
- Announce** the date of your dissertation defense. Notify faculty and students by e-mail and/or posted flyers at least two weeks prior to the seminar.
- Provide** your advisor and each member of your Guidance Committee a copy of your dissertation at least two weeks prior to the seminar.
- Present** and **defend** your dissertation at the seminar.
- Modify** your dissertation as required by your Guidance Committee.
- Obtain** signatures from the members of your Guidance Committee on the Record of Dissertation and Oral Examination Requirements for Doctoral Degree Candidate form (see Appendix A).
- Prepare** the final copy of your dissertation according to the Graduate School Guidelines (see
<http://grad.msu.edu/thesisdissertation/submissionpacket.aspx>
- Prepare** an abstract of your Ph.D. dissertation to be filed with “Dissertation Abstracts.”
- Submit** an unbound copy of your dissertation to The Graduate School.
- Provide** hard-bound copies of your dissertation to the Department, Advisor and Guidance Committee members. (Individual committee members may request an alternative format, such as soft-bound, unbound, or digital copy.)

Final Logistics

- Read** and **comply** with MSU’s Exit Check List to ensure that you have met all requirements and submitted all appropriate forms and other paperwork:
- Submit** your on-line exit survey: https://ntweb11.ais.msu.edu/csp_gas/AppLogin.Asp?
- Complete** all final forms/questionnaires required by The Graduate School. Pay final fees.
- Prepare** for commencement; see guidelines and checklists provided by the University:
<http://commencement.msu.edu/>

Doctor of Philosophy Forms and Timeline* Checklist

Name: _____

First Semester of Degree Program: _____

Academic Advisor: _____

* Doctoral students have a maximum of eight years from semester of admission (or first class counted toward the degree, whichever is earliest) to complete their Ph.D. The degree must be completed within three (3) years of completing the Comprehensive Exam. This form identifies only the steps requiring forms. See "list" above for all steps to be completed.

Check Off	Semester	Form	Degree Process Steps
	Prior to Admission	<i>ALL Applicants: MSU application and recommendation forms :</i> http://www.msu.edu/user/gradschl/apply.htm <i>International Applicants: I-20:</i> http://www.oiss.msu.edu/documents/students/I20_request.pdf Statement of Financial Proof http://grad.msu.edu/apply.htm	Apply for admission
	Prior to First	If you have an assistantship, Find on-line forms: for Payroll/W-2, Federal W-4, Direct Deposit form at http://ctrl.msu.edu/Download.aspx?id=Payroll for I-9: at http://grad.msu.edu/forms/docs/i9.pdf GA appointment forms: Available through department accountants	Make financial arrangements and complete relevant forms; see Dept. Accountants
	First	Doctoral Degree Planning Guide (see Graduate Secretary or CARRS web site)	Begin course planning
	Second	Report of the Guidance Committee (see web site)	Finalize program plan and obtain Committee signatures on Report of the Guidance Committee; submit to Graduate Secretary
	After 80% of Course Work is Completed	Comprehensive Examination Report of Completion (see web site)	Successfully take and pass all components of your comprehensive exam
		IRB (Institutional Review Boards) application template and guidelines http://www.humanresearch.msu.edu/	Review and complete the human subjects review document, following the template and guidelines provided by IRB
		Thesis/Dissertation Proposal Approval form	Dissertation proposal
	Semesterly, as needed	Assistantship or other wage forms, as relevant to work pattern – (see Accountants)	Complete assistantship or wage paperwork, as needed
	Last (early)	Application for Graduation: http://grad.msu.edu/apply/online.aspx	Apply for graduation early in semester of graduation

	Last	Record of Dissertation and Oral Examination Requirements for Doctoral Degree Candidate form (see CARRS web site)	After dissertation defense, make any revisions, obtain signatures and submit all forms
	Last	Exit Interview <i>and</i> Exit Checklist: https://ntweb11.ais.msu.edu/csp_gas/AppLogin.Asp?	Complete MSU's on-line exit survey

Example Doctoral Program of Study

Following is an example of a doctoral degree plan, structured showing the one required course, an example of a research series, and the student's two "focus areas." Note that focus areas may coincide with one of the department's identified four focus areas, an interdepartmental specialization or certificate, or a clear focus area developed by the student in consultation with the student's Advisor and Guidance Committee. The degree plan is developed to meet the student's academic and professional goals, to help them engage in independent research, and that is consistent with the broad scope of the CARRS graduate programs.

NOTE 1: The example shows more than the minimum number of required credits. Reasons might include transfer of additional courses from other Universities or programs, need for additional specific knowledge and skills to support dissertation research, or to address deficiencies (remediation requirements).
 NOTE 2: Notice that the "focus area" labels do not correspond exactly with any of the CARRS theme areas, but they are consistent with and complementary to those themes and with the philosophy and scope of the department's mission

Course	Course Title	Credit	Semester	Grade
Core Course				
ACR 800	Foundations of Community, Agriculture, Recreation and Resource Studies	3		
Research Methods				
STT 421	Statistics I	3		
ACR 833	Program Evaluation in Agriculture and Natural Resources	3		
ACR 831	Foundations of Qualitative Research	3		
Total	3 Courses	9		
Focus Area 1: Community, Food, and Agricultural Systems				
ACR 811	Community, Food, and Agriculture: A Survey	3		
ACR 854	Agriculture and Social Movements	3		
ACR 857	Culture and Rurality	3		
ACR 853	The Industrialization of American Agriculture	3		
ACR 823	Contemporary Issues in Animal-Human Relationships	3		
Total	5 Courses	15		
Focus Area 2: Natural Resources and the Environment				
ACR 843	Legal, Financial, and Institutional Frameworks in Watershed Management	3		
ACR 845	Coastal and Maritime Resources Management	3		
ESP 802	Human Systems and the Environment	3		
Total	3 Courses	9		
Research Credits				
ACR 999	Dissertation Credits	24		
Total	12 Courses	60		

• Program Guidelines •

Professional Development, Academic Progress and Faculty Mentoring

Upon arrival of the student at MSU, the student and Advisor should devise a plan for regular 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.

Grade Point Average Expectations

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.

Academic Performance and Progress Assessment (Annual Review)

Each year, in January, each student will have an annual progress assessment meeting with their Academic Advisor for the preceding year. The purpose of this process is for the student and advisor to review the student's progress, plans for the next year, to discuss ways to facilitate the student's success, and provide an opportunity for the student to request additional help, if needed.

Steps in the assessment process are to include the following:

1. Prior to the meeting, the student will fill in CARRS Graduate Student Self-Assessment form https://www.carrs.msu.edu/Main/Grad/Grad_Application_And_Admission/CARRS%20GradStuAssess.pdf, describing their progress made in the preceding year, to include:
 - current GPA
 - Academic Program Plan submitted
 - formal course and research/project progress (as related to progress requirements listed in the timeline/progress list), including how the student addressed "provisional" or "remediation" requirements, if relevant;
 - description and assessment of performance and learning in assistantship or other paid professional experience; experiences gained and skills learned.
 - any fellowship/scholarship funds received this year

In a separate report provide:

1. Describe your personal and professional goals and describe how your studies relate to them
2. List and describe the following:
 - a. Professional or academic professional presentations
 - b. Supplemental professional reading
 - c. Attendance at seminars, presentations or training (on or off campus)
 - d. Writing and submission of professional or research articles
 - e. Community outreach activities related to your professional goals
 - f. Unpaid research/experiences relevant to your professional goals
 - g. Any other activities supportive of your scholarly academic and professional development

3. Provide recommendations for how your academic advisor, your committee, the Graduate Affairs and Curriculum Committee, and/or the Department can help you address any concerns you may have, or facilitate your degree progress.
4. Student will submit their self-assessment to their Academic Advisor at least one week prior to the scheduled meeting.
5. Student and Advisor will meet to discuss the self-assessment and for the Advisor to provide his/her observations and assessments. Together they should discuss plans for the upcoming year, and discuss strategies for addressing deficiencies, if needed. The "degree calendar and progress checklist" provided in this handbook may be used as a tool to aid this assessment.
6. Following the meeting, the Advisor will provide a **written summary assessment** of the student's status and progress including recommendations for enhancing their potential for successful completion of the degree.
7. A copy of the form and both the student's and Advisor's written assessments will be placed in the student's permanent file. The signature page of the form will be signed by both the student and the Academic Advisor.

NOTE: If the student has a teaching or research assistantship with their Academic Advisor, the assistantship assessment can be incorporated into this process. However, if the student has an assistantship with someone else, the required assistantship evaluation should be conducted separately, with the student's employer.

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 GPAs, 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.

Students will receive a letter from the Department 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 semester. 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. Students on probation are not eligible to apply for department fellowships.

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.

Permanent Academic Advising Files (and student access)

The CARRS Department maintains a permanent academic file on each graduate student in the Graduate Secretary's office. The student may have access to all records in their 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 Graduate Secretary. Files must be reviewed in the Graduate Secretary's office and may not be removed from that location. None of the file contents may be removed by the student.

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 Associate Chairperson of CARRS, who will review the challenge and the file. The Associate Chairperson may consult with the Graduate Secretary, the student's major professor, and the Chair of the Graduate Affairs and Curriculum Committee. The Associate Chair 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.

- All original application materials (application, test scores, letters of reference, former degree transcripts, statement of purpose and resume).
- Grade Reports each semester
- Correspondence between student and department faculty and staff
- Copies of fellowship and scholarship applications or nominations, plus award letters/forms
- Copies of all assistantship or other paid work records, as relevant
- Copies of written assistantship reviews
- Program Planning Form (blue for MS, yellow for Ph.D.)
- Copy of approved Proposed Program of Study (plus documentation of any changes in courses and/or committee members)
- Annual written progress assessment (including student's written self-assessment), used as the basis for student review each year
- Comprehensive Exam (written portion, kept for a minimum of 3 years)
- Summary written results of the comprehensive exam, plus (if needed) a written plan to address deficiencies, or a schedule and plan for re-taking the exam
- 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)
- Copies of all correspondence between the University and student
- Copies of any other MSU forms submitted on behalf of the student during their study

Conflict Resolution

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

The CARRS Department Chairperson and Associate Chairperson are also available to consult with students who need assistance in resolving conflicts.

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:

- Masters without assistantship: 9 credits per semester
- Masters with assistantship: 6 credits per semester
- Doctoral without assistantship: 6 credits per semester
- Doctoral with assistantship: 3 credits per semester
- Doctoral students who have passed comprehensive exam:..... 1 credit per semester

Grievance Procedures

Resolution of cases involving graduate student rights and responsibilities will be carried out according to Article 5 of Graduate Student Rights and Responsibilities (<http://grad.msu.edu/gsrri/> follow link to download PDF file), which describes judicial procedures at the College and University levels.

Prior to engaging the College and University grievance procedures, students should explore all channels and grievance procedures within their home department for resolving grievance issues. The CARRS Department procedures (informal and formal) are as follows, as specified in the Department's Bylaws:

8. GRIEVANCE AND HEARING PROCEDURE

8.1. Preamble. All faculty and students shall have the right to due process in settling grievances which 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. Procedure for resolving student grievances are outlined in the University documents *Academic Freedom Report for Students at Michigan State University* and *Graduate Students Rights and Responsibilities*, 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 either the Undergraduate Affairs Committee or 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 Undergraduate/ Graduate Affairs Committee. A written report of the action or recommendations of the Undergraduate/Graduate Affairs Committee will be forwarded to the Dean, Department Chair, the involved faculty or staff member(s), student and university Ombudsman 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.

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 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. (See Academic and Research Integrity section on page 35.)
- 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.)

• Research Guidelines •

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 CARRS Graduate Program for violating University academic integrity and research ethics. (GSRR)

As is the rest of the University, CARRS 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, University Committee and 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://www.humanresearch.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, page 34, for disputing a Department decision.)

Expectations related to academic integrity can be found in the following documents.

- **MSU Regulations, Ordinances and Policies Regarding Academic Honesty and Integrity**

(<http://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>).

Topics include: (a) protection of scholarship and grades; (b) examinations; and (c) academic freedom.

- **Graduate Student Rights and Responsibilities** <https://www.msu.edu/unit/ombud/GSRRfinal.html>

See especially Article 2, which focuses on academic rights and responsibilities for graduate students.

- **Guidelines for Integrity in Research and Creative Activities** <http://grad.msu.edu/researchintegrity/>

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.

Michigan State University Guidelines on Authorship

Adopted by the University Research Council

January 15, 1998

Available at: <https://www.msu.edu/unit/vprgs/authorshipguidelines.htm>

(To apply to all academic units which have not adopted their own written policies)

1. **Authorship** - A person claiming authorship of a scholarly publication must have met the following criteria:
 - a. Substantial participation in conception and design of the study, or in analysis and interpretation of data;
 - b. Substantial participation in the drafting of the manuscript or in the substantive editing of the manuscript;
 - c. Final approval of the version of the manuscript to be published;
 - d. Ability to explain and defend the study in public or scholarly settings.
 - e. (Note: these criteria follow closely those recommended by several professional associations. See especially the International Committee of Medical Journal Editors, *Annals of Internal Medicine* 1988; 108: 258-65.)
2. **Acknowledgment** - Contributions that do not justify authorship should be acknowledged separately in the notes to the manuscript. These may include general supervision of a research group, assistance in obtaining funding, or technical support.
3. **"Honorary Authorship"** - A claim of authorship by, or assignment of authorship to, persons who may have been associated in some way with a study but do not meet the four criteria in item 1 may constitute an unethical research practice.
4. **Graduate Student Authorship** - "Faculty should be especially aware of their responsibility to safeguard the rights of graduate students to publish the results of their research." (MSU Research Handbook, 1985, p. 16, section 4.3.1.)
5. **Senior Author and Order of Authorship** - The senior author is generally defined as the person who leads a study and makes a major contribution to the work. All the authors at the outset of a project should establish senior authorship, preferably in a written memorandum of understanding. This memorandum of understanding should reference the authors' agreement to abide by their departments' policy on authorship or this University default policy on authorship. At the outset of the study the Senior Author should discuss the outline of work and a tentative Order of Authorship with the study participants. As projects proceed, agreements regarding authorship may need to be changed. It is the responsibility of the senior author to assure that the contributions of study participants are properly recognized.
6. **Disputes Over Authorship** - Disagreements over authorship, e.g. who has a right to be an author or the order of authorship, should be resolved by the Senior Author in collegial consultation with the other authors. When this process cannot reach resolution, the Senior Author should arrange with his or her chairperson for arbitration by a knowledgeable and disinterested third party acceptable to all the authors. If the authors cannot agree on a mutually acceptable arbitrator, then the Vice President for Research and Graduate Studies shall appoint an arbitrator. During the arbitration process all the authors are expected to refrain from unilateral actions that may damage the authorship interests and rights of the other authors.
7. **Accountability** - Every author listed on a publication is presumed to have approved the final version of the manuscript. Each author is responsible for the integrity of the research being reported.
8. **Plagiarism** -The word plagiarism is derived from the Latin *plagiarius*, an abductor, and *plagiare*, to steal. The expropriation of another author's text, and the presentation of it as one's own, constitutes plagiarism. Plagiarism, in turn, constitutes misconduct in scholarship under University policies and procedures. Plagiarism in scholarly projects should be reported to one's chairperson, dean, or the University Intellectual Integrity Officer. (American Historical Association, *Statements on Standards*, 1993, p. 13)
9. **Distribution** -This policy should be widely distributed, especially to each new faculty, graduate student and research staff member in academic units.

Responsible Conduct of Research and Scholarship (RCRS) Training

MSU has developed an institutional policy for training and oversight in the responsible and ethical conduct of research, to comply with Section 7009 of the American Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science (COMPETES) Act, as implemented by the National Science Foundation (NSF). The policy applies to all projects funded by the NSF that result from proposals submitted after January 4, 2010, and is intended to provide appropriate training and oversight in the responsible and ethical conduct of research to graduate students and postdoctoral researchers who are supported by NSF funding to conduct research. Each student and postdoctoral researcher appointed as an hourly employee, graduate assistant, postdoctoral fellow, research associate, or visiting researcher who contributes to the design, conduct, or reporting of an NSF-funded project must complete a minimum of five hours of formal training in the responsible conduct of research, research integrity, and ethical responsibilities associated with the conduct of that project.

Department of Community, Agriculture, Recreation and Resource Studies Training Plan for Responsible Conduct of Research and Scholarship

Initial Training (Minimum 5 hours)

1. For projects involving research with human participants, all individuals will be certified by the MSU Human Research Protection Program <http://www.humanresearch.msu.edu/> This training includes the online MSU tutorial for HRPP and the required CITI Training (Collaborative Institutional Training Initiative) through MSU access: <https://www.citiprogram.org>
Total for this segment: 2-3 hours

2. Face-to-face discussion with individual CARRS PIs: Readings as assigned from the Graduate School “research integrity” website <http://grad/msu.edu/researchintegrity/> then sharing of each PI’s required NSF Conflict of Interest form with students/postdocs to initiate a discussion of our personal circumstances related to the funded project and to educate and provide opportunity for questions related to COI in general.
Total for this segment 30 minutes

3. Attendance at the Graduate School seminar on Research Misconduct, and review of the PowerPoint presentation developed by the Graduate School on Research Misconduct. Follow-up discussion led by PIs with individuals associated with their projects of expectations for the responsible conduct of research.
Total for this segment: 2 hours

4. Readings as assigned by the PI from the Graduate School “research integrity” website followed by meetings between the PI and project personnel regarding authorship and research data management.
Total for this segment: 1 hour

5. Viewing by all project personnel and then discussion led by the PI of the Graduate School’s PowerPoint Presentation on Mentor/Trainee Relationships.
<http://grad.msu.edu/researchintegrity/resources/mentor/traineerelationships>
Total for this segment: 1 hour

Refresher training (minimum of 3 hours annually) including recertification by the HRPP (1-2 hrs) and discussion led by PIs with all project personnel of readings and presentations on the Graduate School website <http://grad/msu.edu/researchintegrity/>
Total 3-4 hours

Upon completion of the initial training, students must complete the Responsible Conduct of Research and Scholarship (RCRS) Certification Form (see Appendix A).

• Graduate Assistantships •

Graduate Assistantships – Eligibility, Policies, and Contract Guidelines

Assistantships may be granted to CARRS graduate students in good standing (GPA of at least 3.00, full-time status), when funds are available and student skills match the needs of the grant/faculty employer. Students may apply for assistantships both within and outside the CARRS Department. The most common type of assistantship within CARRS are those related to research or outreach grants (very few teaching assistantships have been available in recent years). As such, they are under the control and management of individual faculty and/or staff rather than the Department. Thus, announcements, recruitment, hiring and supervision are done by individual faculty members.

Most assistantships are usually targeted as recruitment and retention tools rather than offered on a competitive basis. However, you can enhance your chances for being hired as a graduate assistant by actively getting to know faculty and their work. Students are encouraged to meet various faculty members, familiarize themselves with the research and outreach interests of faculty, and to let faculty know their strengths related to potential projects/assistantships. Volunteering to work on a project may help faculty understand your strengths (potentially leading to a future assistantship) as well as providing a professional development opportunity for you. (If you volunteer to work on some project, be sure you are familiar with Union guidelines that protect paid assistantship students.) Applicants are assessed based on their professional interests, stated goals, competence in required skill sets. Assistantships are viewed as part of the student's education program. Additionally, students who apply for a teaching assistantship must meet the University's SPEAK requirements (see <http://www.tap.msu.edu/nvgt/info/etii.htm> for details).

Basic Policy. At MSU, ITAs who are not native speakers of English are required to demonstrate that they meet a minimum standard of fluency in spoken English before they can be assigned teaching work that involves oral communication with undergraduate students. TAs may meet this requirement by:

- a) getting a score of 50 or higher on the Test of Spoken English (TSE), given by the Educational Testing Service (ETS), or
- b) getting a score of 50 or higher on SPEAK, given by the English Language Center (ELC), or
- c) taking English 097 (the TA Speaking and Listening Class) and getting a score of 50 or higher on the ITA Oral Interview (ITAOI). The ITAOI is given by the ELC.

Terms, conditions and expectations of graduate assistantships are guided by:

- The Graduate School policy on Graduate Assistantships <http://grad.msu.edu/assistantships/docs/assistantship.pdf>, and
- the Agreement Michigan State University and the Graduate Employees Union MFT & SRP/AFT/AFL-CIO

CARRS is guided in its relationship with employed students by the Graduate Assistantship policies established by the University. Please refer to the Michigan State University and the Graduate Employees Union Contract <http://www.geuatmsu.org/> and the Graduate Student Rights and Responsibilities Article 4 (4.21-4.2.8) <https://www.msu.edu/unit/ombud/GSRRfinal.html> follow link to download PDF file) for details.

Work Terms for Graduate Assistantships

Most assistantships in CARRS are either quarter time (10 hours per week) or half time (20 hours per week).

Note that, if you have an assistantship, you are responsible for working during the entire term of your appointment. (Efforts should be made to not schedule assistants to work on designated University holidays, if possible.)

Fall semester appointments:	August 16 - December 31
Spring semester appointments:	January 1 - May 15
Summer appointments:	May 16 - August 15

Each graduate assistant, when hired, will be provided with a written explanation of task expectations and terms of the assistantship. (The terms can be modified by mutual agreement of the student and supervising faculty or staff member.)

Renewal and termination are based on performance assessments and availability of funds.

If you have been awarded an assistantship or are otherwise employed on campus, contact your supervisor immediately to complete appropriate paperwork, discuss your assignment and schedule, and address any issues related to your employment.

Assistantship Paperwork and Paychecks

You will work with the department graduate secretary to complete all the appropriate paperwork. These include (most forms available via: <http://hr.msu.edu/hiring/studentemployment/index.htm>)

- Graduate Assistant Appointment Form (accessible only by the graduate secretary)
- INS I-9 Form (two forms of identification and original Social Security card)
- Federal W-4 form
- State of Michigan and Local Tax W-4 Forms
- MSU W-2 Wage and Tax Statement
- Payroll W-2 Address Form
- Direct Deposit Form (optional, but strongly recommended)

Students are paid every two weeks.

Paychecks or payroll statements (if using direct deposit) are distributed by Sue Chatterley.

If you have an **assistantship**, you will develop a plan for recording your work hours with your supervising faculty member. If you are an **hourly wage earner**, you will record your hours on the form in your personal folder located in Room 151 Natural Resources Building.

Assistantship Performance Assessment

Your supervisor will provide a written assessment of your work at least once each year (or shorter term, if term of employment is less). Performance will be assessed against the expectations and tasks identified in the Scope of Work, as well as on factors such as timeliness of task completion, quality of work, responsibility in performing tasks, etc. Copies of your performance assessments will be placed in your permanent academic file. Renewal of an assistantship may be contingent on the outcome of your evaluation. If you are hired by your Major Professor, your assistantship performance review can be incorporated within your annual review conducted with your Major Professor (see *Academic Performance and Progress Assessment [Annual Review]* section, page 31, for annual review guidelines).

Paid Work Outside of Assistantship Responsibilities

Students are permitted to work at other paid jobs as long as their doing so does not interfere with their work schedule or quality of work associated with the assistantship. Students on F-1 and J-1 visas are required to be full-time students and may work **ONLY** on-campus, except in rare cases of economic hardship, **OR** in the "training" options listed on the ISP web site (see link below). Their work permission on-campus is limited to 20 hours per week while school is in session, though they may work full-time during vacations (i.e., Winter break, Spring break and Summer vacation.) (See <http://www.isp.msu.edu/oiss> for more information).

Use of Department Resources

Department and University resources (e.g., computers, photocopy machine, paper, office supplies, telephones, other equipment) are to be used only to fulfill the responsibilities of University projects to which the student is assigned. Personal or other business use is prohibited. Department and University graduate student computer labs are available for doing personal and class work.

• Graduate Application and Admissions Process •

This page outlines the steps to follow in applying for graduate studies in CARRS at Michigan State University.

IS CARRS THE PLACE FOR YOU?

There is tremendous diversity within the Department of CARRS. We strongly encourage potential students to visit the department, talk with current students, and review the research, outreach and teaching interests of various CARRS faculty. These steps will help you identify potential advisors who share your interests and can help you determine if CARRS is the place for you to achieve your academic goals.

Successful applicants to CARRS typically have spoken with potential faculty advisors about common interests and opportunities for research and outreach work. Benefits of engaging in such conversations prior to submitting an application include identification of the best possible student/faculty match, stronger mentoring, and a higher likelihood of obtaining funding. Note that discussions or agreements with a potential advisor do not guarantee admission or funding; they do, however, provide additional support to your application packet.

ADMISSIONS TIMELINE

Applicants to the graduate programs in Community, Agriculture, Recreation and Resource Studies are strongly encouraged to begin their programs during fall semester. Although students are allowed to begin their coursework in spring or summer semesters, advantages to fall entry include:

- eligibility for university fellowships;
- required CARRS foundations courses, ACR 800 and ACR 802, are offered during the fall only;
- the majority of students begin in the fall; and
- students who begin with their cohort tend to build strong peer networks that are beneficial throughout their graduate careers.

APPLICATION DEADLINES

The deadline for completed applications for admission beginning Summer or Fall 2011 is **March 1, 2011**.

To be competitive for university-level and CARRS endowed fellowships and scholarships, **all** application materials must be received by **December 1, 2010**. To enhance opportunities for other types of funding, submission by **December 1, 2010** is recommended.

The deadline for applications for admission beginning Spring 2011 is **October 1, 2010**.

Applications and all supporting documents and scores must be received by the department office by the relevant deadline. The Graduate Committee will review an application packet only after all supporting documents and test scores have been received in the CARRS Department. Please plan accordingly.

A CARRS offer of admission is not official until student receives a letter of admission from the MSU Office of Admissions.

APPLICATION MATERIALS & INSTRUCTIONS

Please submit the materials for items 2-8 below to the CARRS Graduate Secretary, Diane Davis. Item 1, the MSU application, should be submitted on-line.

Please send your materials directly to:

Diane Davis, Graduate Secretary
Michigan State University
Dept. of CARRS
131 Natural Resources Building
East Lansing, MI 48824-1222
Phone: 517-432-0275
Fax: 517-432-3597
Email: davisdia@msu.edu

1. MSU Application

Beginning Spring Semester 2011...

If you have received a master degree at Michigan State University and would like to pursue a doctoral degree in the **same** program/department, you should do a MAJOR CHANGE through your department.

If you have received a master degree at Michigan State University and would like to pursue a doctoral degree in a **different** program/department (i.e. received a masters in English and want to pursue a doctoral degree in Rhetoric and Writing), you need to complete a new graduate application and pay the application fee.

Submit an on-line graduate application form, available through the University's on-line application page at (<http://admissions.msu.edu/apply.asp>).

Program codes for CARRS graduate programs, to be used on the official Michigan State University on-line application forms, are:

M.S.: 5208

Ph.D.: 5209

All other application materials listed below still must be submitted. If you have questions, contact Diane Davis, the CARRS Graduate Secretary.

2. Academic Statement

The academic statement is one of the most important parts of your application. Please use a separate sheet and do not exceed 750 words. Be sure to address each one of the following items:

- **Your plans for graduate study**

Identify the degree program to which you are applying (MS-Plan A, MS-Plan B, or Ph.D.). Discuss WHAT you want to study during your degree program, including your intended focus area(s). Identify faculty member(s) who you believe most closely match your interests. Include a summary of discussions you and potential advisor(s) have had.

- **Your interests, passions, and career goals**

Clearly explain WHY you want to earn this degree. What motivates your interest in this program? What experiences have led to this choice?

- **Why CARRS?**

Explain why this interdisciplinary program is a good fit with your goals and how MSU's CARRS graduate program will help you meet your career and educational objectives.

- **Your contributions**

What will you contribute to the CARRS department, MSU and your fellow students?

- **Weaknesses**

If you have apparent weaknesses in your application materials, please explain them.

3. Personal Statement

Include a separate personal statement about how your background and life experiences, including social, economic, cultural, familial, educational, or other opportunities or challenges, motivated your decision to pursue a graduate degree from CARRS. Describe how these experiences have prepared you or led you to your proposed degree work (note that "change of career" is OK as part of the rationale). Students who have overcome economic barriers or extreme personal, social, or cultural obstacles to seek a graduate degree are encouraged to include this information in your personal statement. Feel free to focus on a single aspect of your background or to write about multiple experiences. Maximum length: 500 words.

4. GRE Test Scores

Test scores must be no older than 5 years at the time of application. Relevant codes are as follows:

MSU General Code: 1465

Major Field Code: 2299 (social sciences "other")

5. **TOEFL Scores**

The TOEFL exam is required of all international students except for citizens of the following countries: Anguilla, Antigua, Australia, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada (except Quebec), Cayman Islands, Dominica, Greenland, Granada, Guyana, Jamaica, Martinique, Montserrat, New Zealand, St. Kitts and Nevis, St. Lucia, St. Vincent, Trinidad, Tobago, Turks and Caicos Islands, United Kingdom, U.S. Virgin Islands. The Department of CARRS does not make exceptions for those who have studied and/or lived in an English-speaking country. TOEFL scores must be no older than 2 years from the time of application. Two alternative assessments may be taken in lieu of TOEFL exams, but scores must be submitted as part of the application packet by the deadline. Scores may take 4 weeks to be received by the Department from testing centers, so plan accordingly when scheduling your exam. To learn more about these alternative assessments, click the link to download International Student English Language Information [International Student Information Form.pdf](#)

6. **Letters of Recommendation**

Those writing your recommendation letters must:

- complete the [MSU Recommendation for Admission Form.pdf](#)
- write a separate letter to provide details about:
 - your skills and abilities for pursuing the degree for which you are applying, and
 - your “fit” with the CARRS program, not just graduate work in general.

If you, the student applicant, cannot sign each recommendation form indicating whether you waive or do not waive your rights to see the recommendation, send an email indicating your choice to each recommender, with a Cc: to the CARRS Graduate Secretary.

NOTE: Be sure your reference writers receive these instructions.

7. **Resume** (2 pages)

Include in your resumé:

- Education
- Professional experiences (paid and/or unpaid)
- Other relevant experiences (if any)
- Certifications, honors, awards
- Professional organization memberships/involvement
- Publications (if relevant)

8. **Official Transcripts**

Official transcripts are those sent directly from the university(ies) attended (or, in some rare cases, a country’s official government office of educational records). Photocopies are not acceptable. Official transcripts from all universities and colleges attended, even if no degree is granted, must be submitted.

If you have questions, please contact:

Diane Davis
Secretary, Graduate Affairs and Curriculum Committee
Michigan State University
Department of CARRS
131 Natural Resources Building
East Lansing, MI 48824-1222
Phone: 517.432.0275
Fax: 517.432.3597
Email: davisdia@msu.edu

• Appendices •

Appendix A: Forms for Graduate Programs

Appendix B: Inter-departmental Specializations and Certifications

Appendix C: List of CARRS Graduate Courses

Appendix D: Student Resources

Appendix E: Examples of Masters Thesis and Doctoral
Dissertation Titles

Appendix F: Eligibility to Chair and Serve on CARRS Graduate
Committees

Appendix G: Policy on Transfer Credits from Teacher Certification
Internship Year to the CARRS Masters Program

• Appendix A •

Forms for Graduate Programs

1. Report of the Guidance Committee (PhD)
2. Change in Program Plan (MS and PhD)
3. Record of Comprehensive Examinations (PhD)
4. Thesis/Dissertation Proposal Approval (PhD)
5. Record of Dissertation and Oral Examination (PhD)
6. Application for Independent Study (MS and PhD)
7. CARRS Graduate Student Self-Assessment (MS and PhD)
8. Master of Science Degree Proposed Academic Program (MS)
9. Report on Master's Final Examination (Plan A) (MS)
10. Record of Plan B Oral Exam (MS)
11. Responsible Conduct of Research and Scholarship Certification Form (MS and PhD)

Change in Program Plan -- Graduate Studies
DEPARTMENT OF
COMMUNITY, AGRICULTURE, RECREATION AND RESOURCE STUDIES

 Name of Student

 Student Number

Changes in Program Plan:

Add:

Course #	Course Name	Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____

Delete:

Course #	Course Name	Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____

Changes in Chairperson or Committee Members: (circle one)

Add:

 (Name)

 (Signature)

Delete:

 (Name)

 (Signature)

Required signatures for the above actions:

	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Student:	_____	_____	_____
Guidance Committee Chairperson:	_____	_____	_____
Guidance Committee Members:	_____	_____	_____
	_____	_____	_____
Department Chairperson:	_____	_____	_____
Associate Dean:	_____	_____	_____

Revised 11/19/2007

MSU is an Affirmative-Action, Equal-Opportunity Employer

RECORD OF COMPREHENSIVE EXAMINATIONS
for
DOCTORAL DEGREE AND EDUCATIONAL
SPECIALIST DEGREE CANDIDATES

Check if this is a re-examination because of expired time limits.

Department of _____

Student's Name _____ Student Number _____
Last, First Middle Initial

Term and Year of First Course Counted towards this Degree _____

Result of Written Comprehensive Examinations:

<u>Field</u>	<u>Examiner(s)</u>	<u>Examination Date (MM-DD-YY)</u>	<u>Passed or Failed</u>
--------------	--------------------	--	-------------------------

Result of Oral Comprehensive Examinations:

<u>Field</u>	<u>Examiner(s)</u>	<u>Examination Date (MM-DD-YY)</u>	<u>Passed or Failed</u>
--------------	--------------------	--	-------------------------

OVERALL PASS or FAIL? _____

Signed _____ Date _____
Chairperson of Examination Committee

Signed _____ Date _____
Chairperson of Department

Signed _____ Date _____
Dean of College

Print Form

NOTE: Completed form can be saved only in full Adobe Acrobat program, not in "Acrobat Reader." If you save file, give it a new name (e.g., your name & assessment year) and save to a different location.

Thesis/Dissertation Proposal Approval

Department of Community, Agriculture, Recreation & Resource Studies (CARRS)

SUBMIT TO: CARRS Graduate Secretary, MSU, 145 Natural Resources Bldg., East Lansing, MI 48824-1222

NOTE: Do not submit this form until the proposal and supporting materials have been sent to IRB for human subjects review, if required for your research.

MS-A: Thesis Proposal

PhD: Dissertation Proposal

Student's Full Name:

Student PID:

Title of thesis or dissertation (may be tentative, but should be descriptive and accurately reflect the research):

Anticipated Completion Date (final defense):

IRB: Federal and University regulations require that all proposed research projects involving human subjects be reviewed and approved by the MSU Institutional Review Board (IRB).

Will your research involve human subjects?

YES

NO

If yes, when was your proposal submitted to IRB?

Month, Date, Year

I, the undersigned student, understand that the research cannot begin until the IRB grants its approval and I have taken the required tutorial on the IRB website.

Required Signatures (type names, sign and date):

	Name	Signature	Date
Student:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Guidance Committee:			
Chairperson:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Members:	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>
Department Chairperson:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant Dean-CANR:	<input type="text"/>	<input type="text"/>	<input type="text"/>

Print Form

MSU is an Affirmative Action/Equal Opportunity Institution



RECORD OF DISSERTATION AND ORAL EXAMINATION
REQUIREMENTS FOR DOCTORAL DEGREE CANDIDATE

Department of: _____

Student's Name: _____ Student Number: _____

1. Dissertation Title: _____

2. Dissertation has been: Accepted Rejected Accepted subject to revisions (beyond minor editorial changes) required by the Committee.

3. Oral examination in defense of the dissertation was conducted on: _____

The student Passed _____ Date

Failed Reason: _____

4. Dissenting opinions and signatures of dissenting examiners, if any: _____

5. Subject to the satisfactory completion of other requirements, this student is recommended for the degree Doctor of:

Philosophy Education Musical Arts

Signatures of Guidance Committee Members:

Printed names of Guidance Committee Members:

Chairperson of Guidance Committee _____ Date

6. Major revisions required: _____

7. Revisions, if any, approved: _____

Chairperson of Guidance Committee _____ Date

Approved: Department Chairperson: _____

Associate/Assistant Dean: _____

MICHIGAN STATE UNIVERSITY
APPLICATION FOR INDEPENDENT STUDY

PLEASE READ THE GUIDELINES BEFORE COMPLETING THIS FORM.
 ALL ITEMS MUST BE COMPLETED BEFORE APPROVAL SIGNATURES ARE OBTAINED.

Please Type or Print			DATE: _____
NAME: _____	Last	First	Middle Initial
PID: _____	LEVEL: _____	CLASS: _____	MAJOR: _____
			CUMULATIVE GRADE - POINT AVERAGE: _____

COURSE ALPHA CODE AND NUMBER _____ CREDITS _____ SEMESTER _____ 20__
 SECTION NUMBER _____

Number of other Independent Study credits to be earned the same semester _____ Total of prior Independent Study credits in semester credit equivalents: _____

1. DESCRIPTION (Subject matter, purpose, methods) _____

2. RATIONALE (Why independent study rather than regular course?) _____

3. PREPARATION (Relevant course work, reading, work experience, etc.) _____

4. WORK TO BE COMPLETED
 (a) Type and amount of reading, writing, lab work, etc. _____

(b) Estimated contact hours per week with instructor: _____ (c) Deadline for submitting work for final evaluation: _____
 (d) Evaluation procedure _____

STUDENT'S SIGNATURE _____ PHONE _____

APPROVALS

/	/
Instructor Signature	Academic Adviser
Date	Date
/	/
Instructor Name - Printed	Chairperson, Department Offering Course
Date	Date

DISTRIBUTION (By Department Offering Course)
 Chairperson, Dept. Offering Course
 Student
 Instructor

Photocopies should be sent, per College preference, to:
 Asst. Dean, Student's College
 Adviser

PLEASE PRINT YOUR NAME: _____
 PID _____
 Middle Initial _____
 First _____
 Last _____

NOTE: Completed form can be saved only in full Adobe Acrobat program, not in "Acrobat Reader."
 If you save file, give it a new name (e.g., your name & assessment year) and save to a different location.

CARRS Graduate Student Self-Assessment

(To be completed in January of each year for preceding calendar year, in whole or part, as relevant to student.)

Calendar Year Assessed:

Section I (to be completed by student) Date of Student Report:

Name: PID:

Degree MS-A Semester/year started:

Sought: MS-B Expected semester/

PhD year of graduation:

Current GPA: Degree plan submitted? No Yes

Courses completed during this year:

Course alpha-numeric codes - titles not needed

Any incomplete courses? No

Yes -- Plan to complete
 (explain in box, max. 120 ch)

Any courses on your degree plan that are not offered when you need them? No Yes

If yes, describe alternatives available
 (max. 160 characters):

Did you receive assistantship or hourly pay at MSU for semesters during this year? No Yes
 (if yes, complete table below)

		ASSISTANTSHIP	HOURLY
FALL	# hours/week Supervisor's last name Type (research, teaching, outreach)	<input type="checkbox"/> 1/4 <input type="checkbox"/> 1/2 <input type="checkbox"/> 3/4 time <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
SUMMER	# hours/week Supervisor's last name Type (research, teaching, outreach)	<input type="checkbox"/> 1/4 <input type="checkbox"/> 1/2 <input type="checkbox"/> 3/4 time <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
SPRING	# hours/week Supervisor's last name Type (research, teaching, outreach)	<input type="checkbox"/> 1/4 <input type="checkbox"/> 1/2 <input type="checkbox"/> 3/4 time <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

Summarize the experiences gained and skills learned during assistantship or hourly work (max 700 ch):

Did you receive any fellowship/scholarship \$\$\$ this year? No Yes

If yes, indicate type and amount:

NOTE: Completed form can be saved only in full Adobe Acrobat program, not in Acrobat "Reader."

Report on Master's Final Examination
 Department of Community, Agriculture, Recreation and Resource Studies
 College of Agriculture and Natural Resources
 Michigan State University

Candidate _____

DATE OF EXAMINATION _____

TYPE OF RESEARCH PROGRAM

- Plan A (6 credits ACR 999)

Thesis Title: _____

EXAMINATION RESULTS

- Passed
 Failed

COMMITTEE RECOMMENDATIONS:

Revisions to be made in thesis/paper _____

Recommendations for a doctoral program.

- Strongly Recommend
 Recommend
 Not Sure
 Do Not Recommend

Comments: _____

SIGNATURES OF COMMITTEE MEMBERS

Major Advisor _____	Print	_____	Signature	_____	Date
Committee Member _____	Print	_____	Signature	_____	Date
Committee Member _____	Print	_____	Signature	_____	Date
Department Chair _____	Print	_____	Signature	_____	Date
CANR Assoc Dean _____	Print	_____	Signature	_____	Date

12/2007

MSU is an affirmative action/equal opportunity employer

Record of Plan B Oral Exam

Department of Community, Agriculture, Recreation and Resource Studies
College of Agriculture and Natural Resources
Michigan State University

Student: _____ PID: _____

Date Exam Taken: _____

Results:

- Pass
- Fail – Reason for failure

Committee Member(s):

_____	_____	_____
_____	_____	_____
_____	_____	_____

Printed Name	Signature	Date
--------------	-----------	------

12/2007

**Department of Community, Agriculture, Recreation and Resource Studies
Responsible Conduct of Research and Scholarship Certification Form**

Student name: _____

P.I. name: _____

Project Title: _____

Funding/Account #: _____

IRB#: _____

<u>Topic</u>	<u>Date Completed</u>	<u>PI initials</u>
--------------	-----------------------	--------------------

1. HRPP tutorial and CITI training

2. Conflict of Interest Reading/Discussion

3. Attendance of Graduate School Seminar on
Research Misconduct, Discussion with PI

4. Readings on authorship and research data management,
discussion with PI

5. Mentor/Trainee Relationships PowerPoint
presentation and discussion with PI

Annual Refresher Certification

HRPP recertification as needed

Other activities specified by PI
(list)

Student signature: _____ Date: _____

PI Signature: _____ Date: _____

• Appendix B •

Interdepartmental Specializations and Certificate Programs

In addition to the graduate degree programs offered by individual departments within the university, Michigan State also offers many programs which combine the research facilities and faculty of different departments and colleges.

Agribusiness (MS)

Animal Studies: Social Science and Humanities Perspective (MS and PhD)

Applied Developmental Science (MS and PhD)

Business Concepts for Environmental Sustainability and Conservation (MS and PhD)

Ecological Food and Farming Systems (PhD)

Environmental Policy (MS and PhD)

Environmental and Resource Economics (MS and PhD)

Environmental Science and Policy (PhD)

Environmental Toxicology (MS)

Ethics and Development (MS and PhD)

Ecology, Evolutionary Biology and Behavior (MS)

Fish and Wildlife Disease Ecology and Conservation (MS and PhD)

Food and Agricultural Standards (MS and PhD)

Food Safety (MS)

Gender, Justice and Environmental Change (MS and PhD)

Global Urban Studies (PhD)

Hospitality Business (MS and PhD)

International Development (MS and PhD)

Women and Gender (MS and PhD)

African Studies (Graduate Certificate, usually PhD)

Latin American and Caribbean Studies (Graduate Certificate, usually PhD)

Watershed Management (Graduate Certificate, MS and PhD)

• Appendix C •

List of CARRS Graduate Courses

Following is a list of graduate courses currently taught by CARRS faculty, or courses that are jointly administered with other departments. The courses are listed in alphabetical order by a code (ACR, AEE, PRTR, RD) assigned by the university Registrar's Office.

ACR is the code for CARRS. Other course codes (AEE, PRR, RD) reflect the course codes of the predecessor departments that now comprise CARRS. The university has a defined process for changing these codes to ACR and this process is underway.

University 400-level undergraduate courses may also be used in a graduate program. Graduate students are advised to discuss this option with their advisor and/or committee. Also see Guidelines for use of 400-level courses in this handbook (pages 10 and 16).

ACR Courses (Community, Agriculture, Recreation and Resource Studies)

For details about the following courses (e.g., number of credits, cross-listings, and semester offered), see the listings on the MSU course list web page (or on the list on the CARRS web site: <http://www.carrs.msu.edu>)

CARRS Graduate Courses

ACR Courses

ACR 800	Foundations of CARRS	ACR 843	Legal, Financial, and Institutional Frameworks in Watershed Management
ACR 802	Survey of Methods	ACR 845	Coastal and Maritime Resources Management
ACR 811	Community, Food, and Agriculture: A Survey	ACR 846	Law of Environmental Regulation
ACR 812	Buzzword Paradigms in Environmental and Natural Resources Management	ACR 848	Community-Based Natural Resource Management in International Development
ACR 813	Foundations in Leisure Studies	ACR 853	The Industrialization of American Agriculture
ACR 814	Tourism and Travel: Theories and Applications	ACR 854	Agriculture and Social Movements
ACR 823	Contemporary Issues in Animal-Human Relationships	ACR 857	Culture and Rurality
ACR 824	Sustainable Development: Measuring Socioeconomic Well Being	ACR 862	Community Program Development—Theory and Practice
ACR 825	Design and Implementation of International Development Programs	ACR 872	Parks and Protected Areas Policy and Management
ACR 826	International Development Theory and Practice	ACR 873	Culture, Communities, and Tourism
ACR 827	Economic Applications in Resource Studies	ACR 875	Tourism and Global Change
ACR 828	The Art and Craft of Public Policy Analysis	ACR 876	Marketing Tourism, Leisure and Natural Resources
ACR 829	Economics of Environmental Resources	ACR 878	Tourism, Conservation and Development
ACR 831	Foundations of Qualitative Research	ACR 890	Independent Study
ACR 833	Program Evaluation in Agriculture and Natural Resources	ACR 891	Selected Topics in ACR
ACR 841	Building and Implementing Watershed Management Plans	ANR 894	Field Practicum in Sustainability Studies
ACR 842	Watershed Assessment Tools	ACR 895	Case Studies in CARRS
PRR 999	Doctoral Dissertation Research	ACR 898	Master's Professional Project
RD 999	Doctoral Dissertation Research	ACR 899	Master's Thesis Research
		ACR 999	Doctoral Dissertation Research
		AEE 999	Doctoral Dissertation Research

• Appendix D •

Student Resources

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

Academic Programs	http://www.reg.msu.edu/UCC/AcademicPrograms.asp
Spartan Life	http://www.vps.msu.edu/SpLife/index.htm
Academic Freedom for Students	http://www.vps.msu.edu/SpLife/afr2.htm
Graduate Student Rights & Responsibilities	http://www.vps.msu.edu/SpLife/gradrights.htm (follow link to download PDF file)
Office for International Students and Scholars	http://www.oiss.msu.edu/
Code of Teaching Responsibility	https://www.msu.edu/unit/ombud/CodeofT.html
GEU/MSU Graduate Contract:	http://geuatmsu.org/?page_id=49
The Graduate School:	http://www.grad.msu.edu/

Resources found on this site include:

MSU Application Information

- * Application and Program Information
- * Research Centers and Groups

General Information

- * Thesis/Dissertation Requirements
- * Graduation/Commencement
- * Progress Reports
- * Teaching Assistant Program

Career and Professional Development Information

- * Career and Professional Development Series
- * Career Resources
- * Conflict Resolution
- * Responsible Conduct of Research

Hints for Improving Your Graduate Program

- * Graduate Handbook Template
- * Graduate Post

Research and Mentoring Information

- * Guidelines for Graduate Student Advising and Mentoring Relationships
- * Guidelines for Integrity in Research and Creative Activities

General Resources

- * GEU/MSU Contract
- * TA Employing Units
- * University Forms

• Appendix E •

Titles of Masters Theses and Projects, and Doctoral Dissertations

Theses/Projects for the Degree of Master of Science Department of Community, Agriculture, Recreation and Resource Studies (CARRS)

Beliefs and Intentions of MSU Students Toward Disc Golf Participation (Plan B)
Huang, Huan-Sheng, 2010

Engaging Youth in a Food Environments Community of Practice: An Action Research Study on Facilitating Participation and Sociocultural Learning
Nault, Katherine, 2010

Literacy Training in Rural Ghana: The Nkwantakese Project (Plan B)
Adler, Aaron, 2009

Attributes of Place Associated with School Quality: A Michigan Case Study (Plan A)
Borowy, Tyler, 2009

A Qualitative Study of Program Development at Environmental Education Centers in Michigan
Coombs, John A., 2009

Growing Food in the City: Two Approaches to Exploring Scaling Up Urban Agriculture in Detroit (Plan A)
Colasanti, Kathryn, 2009

Alternative Food and Animal Geographies in the Newsprint Media & Discourse Analysis of Urban Chicken in the US (Plan A)
Fitzpatrick, Margaret, 2009

A Comprehensive View of the Future – Five Year Plan for the Charles L. Bowers School Farm Bloomfield Hills School District (Plan B)
Glomski, Holly, 2009

Cost-Benefit Analysis of Mei-Nong Dam Project: A Case Study (Plan A)
Lee, Yuan Yao, 2009

Visions for Detroit Food System Improvement: Citizen, Activist and Professional Perspectives (Plan A)
Litjens, Charlotte, 2009

Biofuels Lesson Plans (Plan B)
Miller, Leyna Dussel, 2009

Improving Watershed Education Programs to Preserve Water Quality (Plan B)
Otto, Christopher John, 2009

Application of Structured Decision Making to Environmental and Natural Resource Management in Michigan (Plan B)
Sims, Julie Ann, 2009

- Communicating with Stakeholders and Properly Accounting for their Worldviews in Promoting Sustainability at Michigan State University (Plan A)*
Yeboah, Felix Kwame, 2009
- 2007 Evaluation of the Michigan State University Extension Sugarbeet Advancement Program*
ZumBrunnen, Mary, 2009
- Educational Marketing Plan for the Webberville High School/Capital Area Career Center Agriscience and Natural Resources Program (Plan B)*
Benjamin, Loretta, 2008
- Evaluating the Learning Outcomes Youth Receive by Participating in a Farm Market Stand Through a Youth Group*
Brander, Ashley, 2008
- Evaluating the Impacts of Residential Use on the Lapeer State Game Area (Plan A)*
Clark, Eric M., 2008
- Getting Back to Our Roots: Finding a Common Interest in Nature to Improve the Human Lifestyle (Plan B)*
Dexter, Heather, 2008
- Self-Help Groups as a Strategy for Rural Development in Western Kenya: An Exploratory Study in Butere-Mumins District (Plan A)*
Halter, Sarah, 2008
- Detroit Greenways Investigating the Benefits of Improved Collaboration (Plan B)*
Lott, Melissa, 2008
- Developing a Dairy Skill-A-Thon to be used by the Youth of Michigan (Plan B)*
Miller, Joshua D, 2008
- Local Government Perspectives on the Integration of Natural Resource Information in Land Use Planning and Zoning: A Michigan Case Study (Plan B)*
Olson, Jennifer, 2008
- Promoting Sustainability: Mental Models Research to Inform the Design of a Campus Recycling Program (Plan A)*
Olson, Lauren, 2008
- Dairy Judging 101- An Interactive Learning Resource*
Styes, Emily, 2008
- Binary Choice Analysis in Great Lake Wetland Conservation – Restoration Programs*
Arreola, Oscar, 2007
- More Than Playing With Children, Painting and Pickup Up Trash: Purposeful Planning of the Mexico for Credit Program*
Barnes, Krystal, 2007
- Integrated Resource Management Planning Survey of Grand Traverse Band Membership (Plan B)*
Clark, Robin McCoy, 2007
- FFA Program of Activities: A model for Agriscience Programs in Michigan State University*
Confer, Elizabeth A., 2007
- Are We Making Better Environmental Decisions? (Plan B)*
Cole, Catherine, 2008

- A Tool for Assessing Citizen Deliberative Decisions About Contaminated Sites (Plan A)*
Ostrand, Monica Day, 2008
- Transferable Development Rights in Michigan State University*
Fancher, Darlene, 2007
- Stone Weir Fishing Tourism Experience in Penghu, Taiwan: Is It An Example of Ecotourism?*
Kao, Gilda Chieh, 2007
- Enhancement of Science Education using Veterinary Science in the Secondary Classroom*
Klockziem, Melinda, 2007
- Minobimadiziwin: The Anishinaabeg Concept of "The Good Life"*
McCoy, Amy, 2007
- The Development of A Manual for Instructors of Conservation Stewards Workshops*
Riley, Mary J., 2007
- A Case Study of Michigan State Game Area Parking Conditions (Plan B)*
Steffey, Eric, 2007
- Land Lab Implementation and Utilization in Secondary Agriscience and Natural Resources Programs in Michigan State University*
Finch, Lora Sommers, 2006
- A Census Study of Secondary Michigan Agriscience and Natural Resources Educators' Perceptions of Multicultural Education*
Flournoy, Corey, 2006
- Professional Word Experience Evaluation*
Egeler, Christine, 2006
- Public Agencies, Participation, and Power: A Case Study of Public Participation in Economic Development*
Hansen, Lexine T. , 2006
- Agriculture and Animal Welfare in the United States Examining the Welfare of Beef Cattle in Industrial Agriculture*
Hartner, Noelle Elizabeth, 2006
- Leadership Development Programs and Ongoing Support Venues*
Chamberlain, Lori, 2006
- Educational and Managerial Roles of 4-H Volunteers in Youth Exchange Programs*
Kala, Ashley Roseberry, 2006
- A Plan for Marketing All Natural Soybean Oil in Michigan State University*
Kilbourn, Suzanne, 2006
- Beal City Wood Lot – Building a Community Experiential Learning Center*
Spry, Jessica, 2006
- Development of the Online Course "Career Opportunities in Agriculture, Natural Resources, and the Environment"*
Merrill, Megan, 2006

- Determinants and Impacts of Collective Water Management in Kenya's Lower Nyando Basin*
Vardhan, Mamta, 2006
- Tittabawassee River Watershed; Priority Conservation Lands Assessment*
Jarosz, Jonathan, 2005
- Home Ownership and Fire in the Wildland-Urban Interface: A Study of Permanent and Seasonal Homeowners*
Cindrity, Stanley Janos, 2005
- CARRS Credit Equivalencies From Other Institutions To MSU*
Osentoski, Leigh Fluegge, 2005
- Evaluating School Garden Nutrition Programs: Practitioners' Perspectives, Processes and Tools*
Rauscher, Anne, 2005
- Agricultural Literacy in Elementary Students*
Couch, Jessica, 2005
- Experiential Environmental Science Education*
Drougel, Marc, 2005
- International Developmentalism and an Interpretation of Chaos and Quantum Theories: An Epistemic Inquiry*
Egger, Christine, 2005
- Engaging Youth in Community Decision-Making: Michigan Youth Councils*
Rinck, Ellen, 2005
- Outcomes of a Nutrition and Gardening Education Program*
Townsend, Charissa, 2005
- Montague Agriscience Community Center (MACC): Linking Outreach Efforts and Learning Objectives Through Collaborate Service*
Fiebig, Kyle, 2005
- Exploring the Role and Importance of Historical Authenticity in Heritage Tourism Development: A Case Study Analysis of Manistee and Ludington, Michigan,*
Wiles, Craig, 2005
- Ghana Kwame Nkrumah's University of Science and Technology (KNUST) Agricultural Science Students' Perceptions of Bioengineered Food Innovations*
Adovor, Doe, 2005
- Wetland Mitigation Banking: A Banker's Perspective*
Bailey, Deborah, 2005

Dissertations for the Degree of Doctor of Philosophy
Department of Community, Agriculture, Recreation and Resource Studies (CARRS)

Irrigation and Transboundary Water Management in the Lower Colorado River: The Changing Role of Agriculturists in the Mexicali Valley, Mexico
Cortez-Lara, Alfonso, 2010

The Role of Household Physical, Human, Network and Environmental Assets in Small Farmer Access to Markets: Guatemalan Lettuce Growers Experiences with Modern Market Channels
Flores, Luis, 2010

Roles of Motivations, Past Experience, Perceptions of Service Quality, Value and Satisfaction in Museum Visitors' Loyalty
Hsieh, Chi-Ming, 2010

Territorialisation, Resistance and Democratic Spaces in Forested Landscapes of Orissa, India
Kumar, Kundan, 2010

An Analysis of the Performing Arts Consumer: Developing Market Segments by Using Chi-Squared Automatic Interaction Detection (CHAID)
Park, Sung Hee, 2010

Adoption of Organic Vegetable Production Practices in West Java and Bali, Indonesia
Takagi, Chifumi, 2010

Measuring Indirect Benefits of Brownfield Redevelopment Using the Hedonic Price Method: The Case of Lansing, Michigan
Kim, Young-Tae, 2009

Assessing the Impact of Weather Variability on Travel Activity Using Michigan Highway Traffic
Shih, Charles, 2009

Student's Perspectives on the Undergraduate Education in the College of Agriculture and Natural Resources at Michigan State University
Shrestha, Krishna Mohan, 2009

Environmentality, Democratic Assertions and Reimagination of Forest and Forest Governance in Orissa India
Singh, Neera Mendiratta, 2009

The Connection Between Leisure Participation and Public Engagement
Van der Woud, Afke Moufakkir, 2009

Changes in Pesticide Use and Dietary Risk in the USA Since the Passage of the Food Quality Protection Act (FQPA) in 1996
Viray, Faye Aquino, 2009

Perceptions of MSUE County Extension Directors and Extension Educators of the Use of Technology in Their Work
Wells, Elizabeth, 2009

Activity-Based Market Segmentation in a Rural Tourism Destination: A Case Study of West-Central Michigan
Yang, Nai-Kuan, 2009

Food Safety Standards as Corporate Social Responsibility: A Case Study of Infant Food Companies
DeKryger, Todd Alan, 2008

- Farm to School Programs in Public K-12 Schools in the United States: Perspectives of Farmers, Food Service Professionals, and Food Distributors*
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Appendix F

Eligibility to Chair and Serve on CARRS Graduate Committees

1. Eligibility Policy for Serving on CARRS Graduate Committees

Committee Chair

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

Committee Member

In addition to CARRS and other MSU tenure-stream faculty holding a PhD,

MSU appointed-staff holding PhD's outside of the tenure stream (or equivalent terminal degrees) may serve on CARRS graduate committees if they have applied for and received approval from the Department and the Graduate School for this status.

PhDs who are employed outside of MSU may serve on CARRS graduate committees if they have applied for and received approval from the Department and the Graduate School for this status.

MSU staff or non-MSU staff who hold masters degrees may serve on CARRS MS committees if they have applied for and received approval from the Department and the Graduate School for this status.

This information is summarized in Table 1 below.

2. Process to Gain Approval to Serve on Graduate Committees

The student's committee chair or any individual wishing to serve on CARRS Graduate committees may complete the following process.

2.1 The proposed committee member compiles the information requested in the Graduate School's "Procedure to have non-tenure faculty and academic specialists Serve on Graduate Student Committee." Specifically, this requires:

- A letter from the individual summarizing his/her background and qualifications to serve as a member of a graduate student committee
- A copy of the individual's vita
- Two letters of recommendation that speak to the person's qualifications to serve on graduate student committees. One letter may be from an MSU faculty, **but at least one letter must be from an external source.**

2.2 The student's committee chair reviews these materials and attaches a cover memo that explains if the application:

- applies to i) all future graduate committees ("standing eligibility"); or ii) a specific student's committee ("specific eligibility").
- If the application is for standing eligibility: explain how this person's expertise is pertinent to the multiple focal units within CARRS
- If the application is for specific eligibility: explain 1) the role this individual is expected to play on this student's committee; and 2) the nature of this individual's expertise and how it meets the needs required of the committee.

3.1. In the case that a particular individual seeks this status on their own behalf (i.e, without being associated with a particular graduate committee) he/she would submit a coversheet that provides the information requested in 3.3 as well as the materials requested in 3.2 above.

3.2. The complete application is submitted to the Department Chair.

At the discretion of the Chair, GACC or any other standing or ad hoc committee reviews the application and makes a recommendation to the Department Chair. The committee’s responsibility is to determine that 1) the application is substantively complete; and 2) the application has been made for the correct status (standing or specific eligibility). The standard of requirement for the former will be higher. Specifically,

3.5.1. **Applications for standing eligibility** must demonstrate that the individual is engaged in active scholarship in at least one focal area identified within the CARRS graduate program. Active scholarship means that the person is engaged with, has an active publication record in, and conducts research in the field in which they claim specialization.

3.5.2. **Applications for specific eligibility** must make the case for a particular expertise on a committee as well the ability of this person to provide such expertise.

3.3. The Department Chair reviews the application and GACC’s recommendation and forwards the application to the Graduate School if appropriate.

3.4. The Graduate School evaluates the file and notifies the Department Chair of the decision. The Chair notifies GACC and the committee chair (or individual) who submitted the application of the final decision.

Table 1: Summary of Eligibility to Serve on CARRS Graduate Committees

Who can serve?	Chair of Committee	Committee Member
1. Tenure Steam faculty from other departments	No. Only CARRS tenure stream faculty	Yes, already a means to do so
2. Non-tenure PhD (or equivalent terminal degree) employed at MSU	No	Yes. If application passes the Dept and Graduate School. See process above.
3. PhD’s outside of MSU	No	Yes. If application passes the Dept and Graduate School. See process above.
4. Master’s Degree	No	No for PhD committees Yes for MS committees, if application passes the Dept and Grad School. See process above.

Appendix G

Policy on Transfer Credits from Teacher Certification Internship Year to the CARRS Masters Program

Policy on Transfer Credits from the Teaching Certification Internship Year

With the approval of their committees, CARRS MS students who matriculate after summer semester 2008 will be permitted to apply up to 9 credits of 800-level Teacher Education (TE) course credits that are earned as part of MSU's Teacher Certification Internship Year toward the fulfillment of their MS degree in CARRS.

Specifically,

6 credits of TE 802 and 804 may be accepted as part of the student's 15 "focus area" credits, provided the focus area is conceptually defined to include the material covered in these courses. Examples of such focal areas include Education and Community Engagement, Community Food and Agriculture, or any number of individually-designed focal areas such as Natural Resource Education and Management (see example below). Focal areas must be developed to include a coherent selection of courses that represents a particular area of specialization. They must also include at least 6 credits of CARRS courses.

3 credits of TE 801 or 803 may be accepted to fulfill the "techniques/professional skills" requirement for the MS-B program. 801 or 803 may or may not be accepted to fulfill requirements for the MS-A program and will depend on the fit to the student's program goals as well as approval of the guidance committee.

Example Program Plan for an Agriscience and Natural Resource Educator Working Toward an MS-B in CARRS using TE Credits

1. Required Courses –12 credits

ACR 800: CARRS Foundation Course	3 credits
ACR 802: Foundations of Research	3 credits
ACR 895: Case Studies	3 credits
ACR 898: Plan B Project	3 credits

2. Focus Area Courses --15 credits

Example Focal Area: Natural Resource Education & Management

TE 802 Reflection and Inquiry in Teaching Practice I	3 credits
TE 804 Reflection and Inquiry in Teaching Practice II	3 credits

Additional Focal Area Courses

ACR 812 Buzzword Paradigms in Env and Nat Res	3 credits
ACR 841 Building and Implementing Watershed Plans	3 credits
FW 854 Adaptive Mgmt Nat Resource Systems	3 credits

3. Techniques or professional skills

TE 801, TE 803, or other approved professional skills class	3 credits
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TOTAL	30 credits
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Master of Science Program in Community, Agriculture, Recreation, and Resource Studies for Agriscience and Natural Resource Educators

This note summarizes the CARRS policy on the use of TE credits toward a MS-B degree in CARRS. This policy was put into effect October 16, 2006 by the CARRS Graduate Affairs and Curriculum Committee.

CARRS students typically take TE courses to fulfill the requirements of MSU's Teacher Certification Internship Year. With the approval of their committees, students may use select 800-level TE courses to fulfill the requirements of a Plan B program. Specifically,

6 credits of TE 802 and 804 may be accepted as part of the student's 15 "focus area" credits, provided the focus area is conceptually defined to include the material covered in these courses. Examples of such focal areas include Education and Community Engagement, Community Food and Agriculture, or any number of individually-designed focal areas such as Natural Resource Education and Management (see example below). Focal areas must be developed to include a coherent selection of courses that represents a particular area of specialization. They must also include at least 6 credits of CARRS courses.

3 credits of TE 801 or 803 may be accepted to fulfill the "techniques/professional skills" requirement.