

Michigan State University
Department of Teacher Education



Masters of Arts in
Literacy and Instruction
Handbook

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I. Program Overview

Goal of the M.A. Program

Teachers skilled and confident in the methods of literacy and language arts instruction and research, as well as methods for assessing learning, are well positioned to have a voice in the on-going development of language and literacy curriculum, policy and practice. This Master of Arts program provides a balance of theory, research, and practice toward developing leaders at the school and district levels, as well as in government, business and private settings where literacy is a primary concern.

The Master's Degree Program in Literacy Instruction is designed for committed and competent teachers in K-12 and postsecondary classrooms who seek to gain additional knowledge and skill in literacy education in order to become professional leaders (i.e., Literacy Coach, Reading Coach, Instructional Coach), improve teaching and learning of literacy in their own classrooms, and possibly seek a Reading Specialist Credential.

Objectives of the M.A. Program

The specific objectives of the Literacy Masters Program are to help students to:

- Recognize the significance of language and literacy as found in children, adolescents and adults
- Recognize the need to frame their teaching based on state standards
- Recognize the need to frame their teaching based on best practices
- Recognize the need to learn more about the processes that help students achieve high levels of competence in language and literacy as it impacts instruction in the processes of reading, writing, speaking, listening, and viewing
- Value the role of reading, writing, speaking, listening, and viewing in teaching and learning
- Gain an advanced understanding of the social, psychological, cultural and linguistic foundations of literacy
- Examine and learn to assume professional leadership roles in reading, writing, speaking, listening, and viewing in teaching and learning
- Learn more advanced skills and knowledge of the processes and practices that help students achieve at high levels of competence in language and literature.
- Connect theory, research, and practice for literacy curriculum and instruction.

Standards of the M.A. Program

Teachers skilled and confident in the methods of language instruction and research, as well as methods for assessing learning, are well positioned to have a voice in the on-going development of language and literacy curriculum, policy and practice. This program provides a balance of theory, research, and practice toward developing leaders at the school and district levels, as well as in government, business and private settings where literacy is a primary concern.

Program Standards for Students

I. Vision and strategy to promote effective literacy instruction

Students acquire a working knowledge about contemporary approaches to literacy instruction and literacy language learning in children and adults;

Students elaborate a personal-professional vision for their classrooms and schools;

Students develop commitment to this vision together with the means for building the vision collaboratively and for communicating it broadly to diverse public and professional constituencies;

Students develop practical strategies and means for using their vision in decision-making, action planning, and the general exercise of leadership;

II. Recognition of the significance of language and literacy as foundational to all education of children, adolescents, and adults.

Students learn about language, culture, and theory;

Students learn about culturally responsible teaching of literacy;

Students examine multiple literacies in our society and in the school curriculum;

III. Examine and learn to assume professional leadership roles in literacy

Students acquire skills to conduct local inquiries, in schools and communities on issues of educational practice and outcomes;

Students develop capacity to engage in disciplined reflection on their own experiences and practices;

Students gain knowledge and experience in using data of various kinds for decision-making, needs sensing, and accountability;

Students acquire substantive knowledge related to their role responsibilities: applied theories of learning and motivation; curriculum, instruction, and assessment, professional development, and program, culture, and structure.

Students understand the political dimensions of their work, including how to lead through the political process in their schools and communities.

IV. Gain an advanced understanding of the social, psychological, and cultural foundations of literacy.

Students acquire knowledge of the theories and models of oral and written discourse in cultural settings.

Students acquire knowledge of language acquisition, development, and the role of education in supporting and extending these processes;

Students acquire knowledge about assessment and its use.

Students learn advances in instruction in reading, writing and assessment;

Students learn advanced approaches to teaching diverse genres such as literature, expository writing, and content area uses of literacy;

Students learn how languages work at all levels- phonemic, lexical, syntactical, semantic, and structural/functional.

V. Observe professional norms and standards for conduct and practice

Students understand the ethical responsibilities associated with their roles;

Students appreciate the broad social consequences and involvements of their leadership duties;

Students develop capacity and commitment to act with integrity and both independently and collaboratively with peers, administrators, pupils, families, and communities.

II. Program Components and Degree Requirements

Components of the M.A. Program

1. Proseminar I (3 credits): The professional seminar, TE 840, is required of all students. It deals with knowledge foundational to the teaching and learning of oral and written language and literacy. Students should enroll in no more than 9 credits in the program prior to taking the first proseminar course.
2. Proseminar II (3 credits): The capstone seminar, TE 873, is required of all students. It focuses on pulling together and synthesizing knowledge gained through the entire program of study around the theme of Classroom Teacher as Literacy Leader. The culmination of this course is the Final Comprehensive Paper (see below).
3. Foundations (3 credits): Good practice reflects knowledge about how diverse children learn and develop how to observe children for purposes of creating sound literacy instruction, and the historical, social and cultural contexts in which literacy instruction occurs. The courses in this area provide access to information about learning, development and historical, social and cultural issues within literacy and teacher education.
4. Methods (15 credits): The methodological courses provide a basis for the practice of literacy instruction. In addition, these courses help meet Michigan certification requirements for classroom reading teachers and reading specialists. Methods courses include those in reading, writing, and oral language instruction, language arts methods, methods of teaching children's and adolescent literature, and classroom based literacy assessment. These courses should be taken simultaneously and/or following completion of the first proseminar course.
5. Specialization (9 credits): Students in our program are often called upon to assume leadership positions in schools and school districts, as well as in government and business/community contexts. Consequently, we want all students to have substantial knowledge about all aspects of literacy education. Many areas of expertise are developed through the proseminar, foundations and methods courses. However, students often express a desire to know more about specialty areas, such as writing, children's literature, or assessment, to name a few possibilities. The purpose of the specialization is for students to select an area in which they feel a need to know more, or it could be an area where they would simply like to know more. In some cases, students select courses in this area because of changes in job requirements or a desire to assume different leadership roles. Talk with your advisor about choices you would like to make. Typically, a minimum of two courses is necessary for a specialization area. A third course can be chosen in the specialization area or reflect another area of interest.
6. Final Comprehensive Paper: See Final Comprehensive Exam Section.

PROGRAM BLOCKS

Credit Requirements	Courses	Comments
6 Credits Required	<p style="text-align: center;">PROSEMINAR STRAND</p> <p>TE 840 Proseminar I: Historical Bases for Literacy Instruction</p> <p>TE 873 Proseminar II: Literacy Leadership</p>	TE 840 is the first course in the program and must be taken no more than 9 credits into the program. TE 873 is the capstone course for the program and should be taken at the end, or near the end of the program, in conjunction with final comprehensive paper.
3 Credits Required	<p style="text-align: center;">FOUNDATIONS OF LITERACY</p> <p>Select one 3-credit course from within the College of Education, focusing on</p> <ol style="list-style-type: none"> (1) history (2) philosophy (3) learning (4) development (5) social and cultural foundations (6) curriculum development <p style="text-align: center;">College of Education Courses</p> <p>TE 810 History of American Education</p> <p>TE 811 Philosophical Inquiry and Contemporary Issues in Education</p> <p>TE 812 Sociological Inquiry into Education</p> <p>TE 815 Comparative Analysis of Educational Practice</p> <p>TE 816 Education in Transition</p> <p>TE 820 Power and Pluralism in School Practice</p> <p>TE 821 Race and Educational Policy in the United States</p> <p>TE 822 Issues of Culture in Classrooms and Curriculum</p> <p>TE 823 Learning Communities and Equity</p> <p>CEP 800 Psychology of Learning in School and Other Settings</p> <p>CEP 801 Psychological Development: Learner Differences and Commonalities</p> <p>CEP 852 Students with Disabilities in the Regular Classroom</p> <p>EAD 853B Schools, Families, and Communities</p>	<p>Non-MSU graduates must take one 3-credit course from this list.</p> <p>MSU Graduates may substitute TE 801 or 802 for this requirement. BUT, all courses must be completed within 5 years of taking TE 801 or TE 802 for the course to count.</p>
15 Credits Required	<p style="text-align: center;">METHODOLOGICAL FOUNDATIONS OF LITERACY</p> <p>TE 842 Advanced Methods of Elementary School Reading</p> <p>TE 843 Reading, Writing and Reasoning in Secondary School Subjects</p> <p>TE 844 Classroom Literacy Assessment</p> <p>TE 847 Advanced Methods for Teaching Language Arts</p> <p>TE 849 Methods and Materials for Teaching Children's and Adolescent Literature</p>	Generally, students should enroll in these courses before working on an area of specialization.

6 - 9 Credits	<p style="text-align: center;"><u>AREA OF SPECIALIZATION</u></p> <p>Reading Specialist (<u>required only</u> for students seeking the Michigan Reading Specialist Certificate) TE 853 Corrective and Remedial Literacy Instruction in the Classroom TE 854 Clinical Literacy Instruction (take TE 853 before TE 854) TE 873 Literacy Leadership *****</p> <p><u>Other sample combinations (suggestions only; specific combinations are negotiated with advisor):</u></p> <p>Writing Instruction TE 848 Methods of Writing Instruction TE 883D Theory and Research on the Teaching of Writing</p> <p>Early Literacy Foundations and Development TE 845 Language Diversity and Literacy Instruction TE 851 Literacy for the Young Child at Home and School TE 883A Oral Language and Literacy</p> <p>Teaching Literacy to Diverse Learners TE 845 Language Diversity and Literacy Instruction TE 851 Literacy for the Young Child at Home and School TE 891 Culture, Literacy, and Autobiography</p> <p>Children's Literature TE 849 Methods and Materials for Teaching Children's and Adolescent Literature TE 850 Critical Reading for Children and Adolescents (take TE 849 before TE 850) TE 883B Children's Classics and Award Books</p> <p>Technology Certificate CEP 810 Teaching for Understanding with Computers CEP 811 Adapting Innovative Technologies to Education CEP 812 Applying Instructional Development and Educational Technology for Clients</p>	
3 Credits	ELECTIVE COURSE	The elective may be taken in an area of specialization to form a 9-credit block, if the area of specialization is only 6 credits or, for Reading Specialist students, where the third course in their area of specialization (TE 873) also fulfills the program capstone. The course must be related to language or literacy but whose content differs from that of the student's area of specialization but may be important to a student's learning and professional goals.
33 CREDITS TOTAL		

Final Certifying Examination (Comprehensive Paper)

Proposed Masters in Literacy Instruction Final Exam

The Literacy Leadership course is designed to help you be a leader in the area of literacy. One task often required of literacy leaders is to observe the literacy teaching of a colleague, identify strengths and weaknesses, and make specific recommendations to the colleague about both what she/he is already doing that she/he should continue doing as well as what she/he should work to improve (recommendations that may involve you in ongoing modeling for and coaching of the colleague). Your exit exam for the Masters in Literacy Instruction program (an exit exam is required for all University masters programs) will involve you in doing just this. Details of this project are given in the paragraphs below.

First, you need to identify a colleague willing to serve as the focus of this assignment. The colleague needs to:

1. Agree to the data collection described below.
2. Have, based on what you know, at least some areas for improvement in his/her teaching.

You should not promise to provide the colleague with a copy of your entire assignment. The nature of the assignment is such that that may not make sense. You can promise to provide the colleague with some recommendations. You should use a pseudonym for the colleague in your write-up and inform the colleague you will do so.

Second, you need to collect information about the colleague's teaching of literacy. At a minimum, this should include:

- Observing the colleague multiple times during different parts of the teaching day (e.g., two different sections of the course they teach in middle school or during both reading/language arts and during content area instruction in elementary school), taking two-column notes during the observations.
- Interviewing the colleague following observations, either taking notes during the interview or recording it for later note-taking or transcription.
- Taking two-column notes about the colleague's classroom environment.
- Collecting written documents, such as lesson plans and assignment sheets, from the colleague.

Third, you need to analyze this information in light of what you have learned from EACH course you have taken in the Masters in Literacy Instruction Program. Specifically, you are looking for strengths and weaknesses – things she/he is already doing that she/he should continue doing as well as things she/he should work to improve.

Fourth, you need to write-up what you have learned into a document with five sections as follows:

1. Introduction to the colleague (basic information such as the teacher's grade level and teaching assignments) – this will provide important context for your readers.
2. Data collection procedures – the procedures you followed to learn about this teacher / the data you collected.
3. Colleague strengths in the teaching of literacy
4. Colleague weaknesses in the teaching of literacy
5. Recommendations for what she/he is already doing that she/he should continue doing as well as what she/he should work to improve

The paper will be evaluated by three people: (1) the professor of TE873 (currently Dr. Patricia Edwards); (2) the Masters in Literacy Instruction Advisor (currently Paul Kurf); and (3) one additional professor from the literacy faculty. Grading will be pass or no pass. Pass/no pass will be determined by considering the degree to which the following questions can be answered affirmatively:

1. Did the student provide the five requested sections of the paper?

2. Did the student collect a considerable amount and range of information about the teacher's practice?
3. Did the student analyze the information thoroughly and thoughtfully?
4. Do the recommendations follow from the analysis?
5. Does the paper reflect content of EACH course within the student's Masters in Literacy Instruction program? For example, was both the writing and reading pedagogy examined? Was the teacher's teaching examined with respect to issues of diversity? Was the teacher's work with struggling readers and writers examined? Was the teacher's work with children's or adolescent literature examined? And so on. . .

If the paper is deemed a no pass, you will be given an opportunity to revise.

Maximum and Minimum Credits.

Policies regarding maximum and minimum number of credits can be found in the MSU Academic Programs Handbook, Graduate Education, Enrollment and Registration, page 1. In essence:

Graduate students may carry up to 16 credits each semester. All students using University services for graduate work must be registered each semester. Minimum registration consists of one course of 1 credit. In order to be considered full time for academic purposes, students must carry the minimum of 9 credits per semester. All graduate assistants are classified as full time students during the semester(s) of their appointments as long as they are enrolled for the minimum required credits for the assistantship.

Time Limit

Policies regarding time limit can be found in the MSU Academic Programs Handbook, Graduate Education, Master's Programs, page 3. In brief:

The time limit for the completion of the requirements for the master's degree is five calendar years from the date of enrollment in the first (including 801, 802, and 803) course included for degree certification.

Residency Requirement

Policies regarding residency requirement can be found in the MSU Academic Programs Handbook, Graduate Education, Master's Programs, page 1. The residency requirement is six (6) semester credits that must be earned on campus.

A minimum of 6 credits in the degree program must be earned in residence on campus. Certain off-campus and online master's programs do not require the minimum residence. Contact the department, school, or college offering a specific program for additional information.

Transfer Credit Policy

Policies regarding transfer credit can be found in the MSU Academic Programs Handbook, Graduate Education, Master's Programs, pages 2-3. In brief, as many as nine (9.0) 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. Only courses in which at least a 3.0 grade or its equivalent was received will be considered for transfer. A Credit Evaluation form (see forms section) must be completed, signed by the advisor and submitted to the unit secretary along with an official copy of the transcript. Transcripts that have "issued to student" stamped on them cannot be used.

As many as ten (10.0) MSU Lifelong semester credits of graduate work (excluding research and thesis credits) approved by the graduate program adviser may be transferred into a 30 credit master's degree program.

Lifelong Education students who contemplate subsequent admission to degree programs must seek advice from the admitting department or school and college as to the applicability of courses/credits taken while in Lifelong Education status. There is no guarantee that these credits will be acceptable. Applicability is subject to the following general limits:
No more than 10 Lifelong Education credits may be applied to the graduate degree program.

The graduate school will only allow 9 transfer credits from another similarly accredited institution. The outside courses must be comparable with courses within the MSU program into which the credits are being transferred. See your advisor early in the program to arrange for transfer credits.

The Literacy & Language Instruction Program will accept up to 9 credits from students who have graduated from MSU's teacher preparation program. See the program blocks above for specific areas where these courses can be used to meet program requirements and meet with your Literacy Program Advisor to finalize this transfer of credits.

Final Certification

The student must apply for graduation in room 150 Administration Building the semester he/she wishes to graduate. This will produce a Final Certification form (see forms section) which is to be completed and signed by the academic advisor and given to the unit secretary. This form certifies that the student:

- has completed or is currently enrolled in all courses listed on his/her program.
- has completed a residency requirement of at least six credits in a degree program on campus.
- has successfully completed the certifying examination.*
- has a grade point average of no less than 3.0 in courses taken at MSU.
- has taken more than half of credits at the 800 or 900 levels.

Program Plan and Final Certification for Degree

The program plan represents an understanding between the student and the advisor as to how the student will satisfy the requirements of the Master's degree program. Students must obtain their advisor's approval prior to any deviation from the plan. That is, all changes in the program plan must be approved by the advisor in advance.

Each student's file containing his/her application and all supporting data is kept in a central file in the department. The advisor will assist the student in filling out a Program Plan satisfactory to the needs of the student and acceptable to the unit. Changes in the Program Plan (see forms section) may be made only

with the approval of both the academic advisor and SAO. Periodic review of the plan is encouraged, and students review it prior to registration for courses, when there is a change in their plans, or when other exigencies require them to interrupt their progress briefly. The review can take place face-to-face, via e-mail, or by phone, but the official copy of the form (a copy of which is held by the student, another by the advisor), which is kept on file in the program office, must be annotated by the advisor and student to note any changes or corrections. It is this official version of the program plan that is reviewed as part of the final certification process when the student applies for graduation (see below).

Final Certification for Degree

This form is generated by the program in interaction with the Office of Student Affairs. It is used by the student and his or her advisor at the time of application for graduation to assess whether or not the student has met the program requirements (excluding passing the Final Certifying Exam, which has not yet been undertaken at the time the form is filed but which is required in addition to the filing of the rest of the form). The student and advisor compare the transcripts to the filed program plan, note any changes made along the way and check to be sure these have been documented and approved as they occurred. They also make sure the student has or will complete all 33 credits of the program by the time of matriculation (again, final approval depends on the completion of any courses taken during the semester in which the student intends to graduate). Such forms are prepared for and completed in time for degrees in winter, spring, and summer. In the case of summer degrees, advisors work with students prior to the summer break to be sure all the information for the form has been checked or, if their advisors are available in the summer (e.g. as teachers of summer school) can review the forms at that time.

MASTERS DEGREE PROGRAM PLAN

College of Education

So that you may be certified for graduation promptly upon completion of your program, as a degree candidate you must obtain final program approval from your advisor during or immediately prior to the semester in which you enroll for the final course on your program.

DATE: _____ PID NUMBER: _____
 STUDENT'S NAME: _____ ADVISOR: _____
 AREA OF CONCENTRATION: _____

A program of studies for the Master's Degree must be prepared by the advisor with the student prior to the student's completion of 10 semester hours of study.

NOTE: All requirements (including transfer credit) must be completed within five calendar years from the date of the first course accepted toward requirements of the degree through date of completion of final course. The final twenty-three hours must be completed while the student is on degree status.

Courses Constituting Student's Master's Program (for students who completed MSU's Internship Year Studies Program)					
(transfer credits indicated with italics):					
Course Number	Title	Semester Credits	Course Number	Title	Semester Credits
	Proseminar Strand	6 crds		Methodological Foundations of Literacy	15 crds
TE 841	Proseminar I: Historical Bases for Literacy Instruction	3			
TE 873	Proseminar II: Literacy Leadership	3			
	Foundations of Literacy	3 crds		Elective Courses	3 crds
				Total Credits	33

Requirements for Graduation

To avoid a last-minute problem in receiving your diploma, use this checklist to make sure that you have completed all of the requirements.

Complete an Application for Graduation. You can get one from the Registrar's Office, Room 150 Administration, in the current Schedule of Courses catalog, or on the Web by following the MSU Home Page to the Registrar's Office Forms.

Check your records, have you . . .

	Student and advisor make contact. ***All forms must be submitted to the MA Lit secretary for copies and SAO approval***
	Within the first 10 credits, advisor and student prepare and submit a "Program Plan" form.
	Student follows their Program Plan and contacts their advisor for any changes. All changes require the advisor to complete and submit a "Changes in Program Plan" form.
	Student completes and passes all courses as listed on the Program Plan.
	Student contacts Degree and Certification through the MSU website at the beginning of their last semester and submits a "Graduation Application" form.
	Students complete TE 873 and their final assessment synthesis project. This project is reviewed by the instructor and two additional literacy faculty members.
	Student prepares and submits a "Record of Final Certifying Examination" form
	Advisor receives, prepares, and submits the "Final Certification" form to authorize student graduation.
	Graduate! Students will receive their diploma along with a copy of the official transcript up to 4 weeks after the last day of the semester.

Registrar's Office will:

1. Verify approval of the "Final Certification" form by department and college.
2. Check your records for courses listed on the "Final Certification" form and their approved completion, including the required number of research credits.
3. Check for any outstanding parking tickets, holds, or fees owed to the University.
4. Check with The Graduate School to verify that your final certifying exam was submitted before the semester deadline.

You will receive the following:

If everything has been completed and verified, you should be receiving a copy of your diploma and degree-granting transcript four weeks after the last day of semester classes. Congratulations!

If one of the items above was not completed, a letter will be sent to you, your college, and your department, which indicates the criteria not met. If you have any questions about this letter, you can contact your department.

*Students should confirm information on commencement dates the semester of commencement. If you have not been informed of the College of Education commencement ceremony, please contact Lorene Tomlin at tomlin@msu.edu.

You may apply for graduation online at: <http://www.reg.msu.edu/gradapp.aspIII>.

III. Program Policies

Admissions and Advisement

Paul John Kurf, Ph.D., MALIT Program Advisor, is located in 301-G Erickson Hall. (517.884.1889 or kurf@msu.edu)

Students admitted to the program should plan to meet with your advisor soon after receiving their acceptance letter to the program. Students otherwise unable to come to campus are very welcome to consult via email or phone with their advisor. Additionally, Dr. Kurf welcomes email inquiries about any aspect of the program prior to admission.

Be prepared for meetings with your advisor. Sending questions via email ahead of your scheduled appointment is frequently helpful. Questions about your application and/or student record should include your MSU student number (PID, e.g., A00-00-0000), particularly since names are often duplicated on the system. Please also do not hesitate to phone or send another email if you do not get a response in 24-48 hours.

Advising is generally done by appointment (9:30 – 5:30, M-F).

Questions about admission requirements and/or a pending application to the MALIT may also be directed to Ms. Linda Brandau, Program Secretary (malit@msu.edu).

Annual Review of Student Progress

Advisors receive the reports of the academic progress of their advisees at the end of each semester via the Office of Student Affairs. Consistent with the Rights and Responsibilities of Students requirements, students in our Program receive annual review of progress at the spring or fall advisement meetings with their advisors (Note that while this occurs annually, the timing of this review varies because of the predominance of part-time students in the program and, subsequently, the variability of student movement through the program and the taking of a varied number of courses in various semesters.). In addition the advisor and student in our program share responsibility for initiating problem-solving contact if academic problems arise during the year.

Within our program, any student whose GPA drops below a 3.5 is reminded orally that he or she needs to improve performance. Often this improvement can be achieved is by explicit attention to improving academic writing skills, by working on reading comprehension skills and strategies, or by re-ordering priorities and organizing for better attendance, more effective and efficient study, or improved classroom participation and preparation. Since ours is a literacy program, we expect students to master the skills they teach and, moreover, to mater those skills as they are needed to be successful in post-graduate work. In addition to guiding students to helpful resources on campus (e.g. the Writing Center) and to enriching resources also affording guided practice (e.g. the Red Cedar Writing Project), we encourage student writing groups, study groups, participation in our College Literacy Colloquy, and often work individually with our students and advisees on strategies for improvement.

When a student's grade in an individual class is 2.5 or lower, or when the GPA falls to 3.0 overall, the student is notified in writing by the coordinator that he or she will be placed on provisional

status. He or she must maintain no lower than a 3.5 GPA for the following academic year to return to regular academic standing. When this is not achieved, strategies such as three-way conferences with the student, advisor, and coordinator may occur. In those conferences, students work with faculty on the development of clearer learning plans. Sometimes lack of adequate progress is related to (1) time constraints on the students, many of whom are working teachers; (2) mismatch between professional goals and program goals; and (3) need for assistance with various language or learning-related problems. As a small faculty and program, we are involved in students' progress and work to help students evaluate their situations to make changes in program or timeline or to seek outside help or support as warranted. In addition, the program follows all College and University policies regarding student progress.

IV. Student Conduct and Conflict Resolution

Conflict Resolution

We observe the official University, College and Department policies for conflict resolution but also work toward the local resolution of conflict without adjudication within the Program. With respect to formal policy, policy, the University, College and Department have established structure, process, and procedures for hearing and adjudicating alleged violations of recognized graduate student rights and responsibilities (Appendix B). The Program, by means of dialogue, informal mediation, and the explicit goal for creating a community of learners, aims to reduce the need of such measures. However, we recognize that conflict can and will arise where formal avenues of conflict resolution and adjudication will be helpful and necessary.

Student Conduct

We are all subject to formal Rights and Responsibilities—as students and faculty. Yet above and beyond these, we endeavor to work together as a community of learners respectful, mature, responsible, unprejudiced, and collegial. As mature professionals, our Masters students come to us with experience in participating cooperatively and effectively within educational settings. We hold our students accountable to the same norms to which certified teachers are accountable. These relate to respect for others, professional demeanor, punctuality, responsibility for attendance, no unexcused absences, advance notification of need to be absent (generally this is due to an illness, family emergency, or public school event where their attendance is required), making up work missed by an excused absence, care to differentiate between collaboration and taking credit for another's work, respect for others, and observance confidentiality when speaking or writing about classroom experiences.

This last norm is extremely important in a program such as ours, where the study classroom practice and student learning is part of the curriculum. We commit to protecting the privacy and preserving the anonymity of others when discussing our work. Every student is expected to keep confidential any information discussed in class which might compromise the privacy of our students, their families, or our colleagues. Pseudonyms are used and identifying material is removed from classroom work. Similarly, all such confidentiality is observed in course-related written work. Additionally, no research may be conducted by a program student without UCRIHS approval and informed consent, and no class written work identifying individuals and actual occurrences may be used other than to fulfill a course assignment and must, even in that case, redact names and other identifying language.

V. Work Related Policies

Most of our students are full-time professionals, many working as classroom teachers (K-12). It is therefore assumed that they will balance demands of fulltime work with part-time study in the Masters program. We schedule our courses in the evenings to facilitate teachers coming to class, even from sizeable commuting distances. We also make use of communication via networks and websites. We are vigilant in advisement as noted above to be sure that students are making adequate progress and managing competing demands of their professional lives to learn and achieve effectively in the Masters Program.

VI. Assistantships

No assistantships are available to Masters Students in our department although some are offered by the college and students should inquire about those through the Dean's office.

VII. Student Information

University Resources:

The following is a list of useful quick reference information for University Resources:

Service	Address	Website and email	Phone number
Career Services and Placement	113 Student Services Building	web.msu.edu/unit/scp/pla00@msu.edu	355-9510 x 380
CATA – Capitol Area Transportation Authority		www.cata.org	394-1000
Dial-a-Ride Escort Service			353-5280 / 355-2374 if using a rotary dial phone, "0" 145.pager 1212
Director Assistance			355-1855
Emergencies			911
English Language Center	A714 Wells Hall	polyglot.cal.msu.edu/elc/default.html	353-0800
Graduate School	118 Linton Hall	www.msu.edu/user/gradschadm@msu.edu	355-0301
Green Light phones			911 or push emergency button
Judicial Affairs Office in Department of Student Life	339 Student Services	pilot.msu.edu/user/stulife/	432-2471
Library		www.lib.msu.edu/	353-8700
MSU Computer Store	305 Computer Center	cstore.msu.edu	355-4500
MSU Helpline		msuhelp@msu.edu	353-4MSU
MSU Safe Place			372-5572 Emergency Hotline 355-1100 Program Information
Office for International Students and Scholars	103 International Center		353-1720

Office of Admissions and Scholarships	250 Administration Building	www.esp.msu.edu/oas/default.asp adm@msu.edu	355-8332
Office of Financial Aid	Main Office 252 Student Services	www.msu.edu/user/finaid/ofa-main.htm finaid@msu.edu	353-5940
Office of Minority Affairs	339 Student Services Building		353-7745
Office of Programs for Physically Challenged Students	120 Bessey Hall		353-9642 (U/TTY) transportation TTY 355-2374
Office of the Registrar	150 Administration Building	www.esp.msu.edu/ro/default.asp) reg@msu.edu	355-3300
Olin Health Center		www.msu.edu/user/olin	355-2310
Ombudsman	Room 129 North Kedzie Hall	omb00@msu.edu	353-8830 fax 432-2198
Parking		www.dpps.msu.edu/	355-8440
Police		www.dpps.msu.edu/	355-2221 353-3169
Safety		www.dpps.msu.edu/	353-5360
Sexual Assault			372-6666 24-Hour Crisis Line or 353-7278
Spartan Life (student rights and responsibilities)		www.ssb.msu.edu/Splife/index.htm	
Student Employment Office	Room 110 Student Services Building		355-9510 ext. 333
TDD/TTY Services For The Deaf			911
Test Preparation		www.msu.edu/user/gradschool/gradstudy/TestPrep/testprep.htm	
Testing Office	MSU Counseling Center, 207 Student Services Building	couns.msu.edu/testing	355-8385
University Housing	185 West Holmes	http://www.hfs.msu.edu/u/	355-7457
Writing Center	300 Ernst Bessey Hall	www.msu.edu.user.writing/	432-3610

Campus Facilities

Administrative buildings are open from 8:00 a.m. until 5:00 p.m., Monday through Friday, and academic buildings generally are open from 7:00 a.m. until 11:00 p.m. Academic buildings are scheduled to be open on weekends only as needed. Building access hours are posted on each facility. Access to individual classrooms, laboratories and programs is limited to those enrolled. Access to University residence halls is limited to residents and their invited guests, as explained on signs posted on all the doors and elsewhere in the living areas.

Landscaping and outdoors lighting on campus are designed for pedestrian safety and security and modified as needed. Sidewalks are designed to provide well-traveled, lighted routes from parking areas to buildings and from building to building.

Landscape personnel trim shrubs from sidewalks, walkways, and building entrances to enhance lighting and visibility.

Campus walkways are inspected regularly to ensure adequate lighting and replacement of burned-out lights. The "Green Light" Emergency Telephone System follows major walkways. Maps showing the walkways and emergency telephones are available.

The following list provides information about the many health and safety resources available to you:

<p>MSU Eyes and Ears Program</p>	<p>All university vehicles displaying the eyes and ears decal are available for assistance and safety. Employees operating these vehicles can report emergencies via two-way radios.</p>
<p>Counseling Center www.couns.msu.edu 355-8270 / 353-7278 / 355-2310</p>	<p>The Counseling Center offers short-term professional counseling and self-help resources to MSU students of all ages. It offers ongoing programs, various support groups and graduate training.</p>
<p>Department of Police and Public Safety www.dpps.msu.edu 355-2221</p>	<p>The Department of Public Safety includes the MSU Police Department, the Parking Office, and the Safety and Health division. They are available around the clock to help prevent theft, threats to personal safety, accidents, and crime.</p>
<p>Healthy U www.msu.edu/unit/healthyu</p>	<p>Healthy U aims to enhance and expand wellness efforts in partnership with units throughout the University and the community.</p>
<p>MSU Women's Resource Center www.msu.edu/unit/wrc email wrc@msu.edu 353-1635</p>	<p>The Women's Resource Center at Michigan State University is committed to creating and implementing strategies that promote the status of women.</p>
<p>Nite Line www.cata.msu.edu/routes/rrs.htm 394-1000</p>	<p>Nite-Line is a fixed route bus service providing regularly scheduled on-campus transportation to all residence halls, the Union Building, the Library and many other academic buildings during late evening hours. Nite-Rider buses operate during fall and spring semesters, excluding school breaks, holidays, and holiday weekends, from 10 p.m. until 2:30 a.m., Sunday through Saturday.</p>

Office of Radiation, Chemical, and Biological Safety (ORCBS) www.orcbs.msu.edu email orcbs@msu.edu 355-0153	The Office of Radiation, Chemical & Biological Safety (ORCBS) supports the mission and guiding principles of Michigan State University to promote and establish programs in health and safety, protection of the environment and regulatory compliance.
Olin Student Health Center www.msu.edu/user/olin 355-2310	Olin Health Center provides medical, dental, and optometric care for students and their spouses during their enrollment at Michigan State University. The Health Center offers preventive medical care, treatment for illness or injury, and health education - all on an outpatient basis.
Sexual Assault Crisis and Safety Education www.couns.msu.edu/sap/index.htm hotline: 372-6666 phone: 355-8270	Provides information, education, counseling, and a 24 Hotline for victims of sexual assault.
State Walk http://rha.user.msu.edu/html/walk.htm	StateWalk is an on-campus nighttime walking service sponsored by the Residence Halls Association in cooperation with the Department of Police and Public Safety. Pairs of trained student volunteers walk with individuals from certain locations to their cars, residence halls, or other campus destinations. Hours are dusk to 1 a.m., Sunday through Thursday (except during breaks and summer semester). The service is offered from: the Main Library, Room W-122 (near the Red Cedar exit), 355-5548; Brody Hall, 432-3456; and McDonel Hall, 432-3499.
MSU Safe Place Crisis line 372-5572 Business line 355-1100	Provides shelter support counseling and advocacy for victims of relationship violence as well as community education.
Council Against Domestic Assault and MSU Safe Place 372-5572	Shelter
East Lansing Police 351-4220	24 hour duty
Protective Services for Children 887-9450	
Listening Ear 337-1717	
Community Mental Health Center 346-8300	

College of Education Resources:

The College of Education website can be accessed at this link: <http://www.educ.msu.edu/>.

Information for College of Education students can be accessed at the following link: <http://ed-web3.educ.msu.edu/infostu/>. This webpage has resources for undergraduate/teacher candidates and graduate students and for teacher education program applicants in the College of Education. You will find important information on application procedures, jobs, scholarships, financial aid, student organizations, workshops and other resources.

Graduate students in the College of Education can access resources specific to their concerns at this link: <http://ed-web3.educ.msu.edu/infostu/graduate.htm>.

Departmental Resources:

Students in the Teacher Education Department can access departmental resources at this link: <http://ed-web3.educ.msu.edu/ead/about%20ead.htm>.

Additional information:

Learning Resources Center (LRC): provides instructional facilities, staff, and materials for MSU students interested in improving thinking, reading, writing, listening, study, time management, and test-taking skills. Appointments are not necessary. All services and workshops are provided free of charge.

Writing Center: experienced writing consultants talk one-on-one with writers of all levels of proficiency at all stages of a composition. Get assistance in brainstorming topics, organizing ideas, developing rough drafts, and fine-tuning your writing. For an answer to a quick question, use the Grammar and Usage. Hotline at the same phone and E-mail address (grammar@msu.edu).

Career Development Center (CDC): The CDC contains a comprehensive collection of books and files on thousands of career fields and 3,200 employers as well as career and employer directories, MSU curriculum files, graduate and student information, audio-visual aids, and self-evaluation modules. Students in the College of Education receive help in activating a Placement File, preparing resumes, researching employers, and preparing for job interviews. Assistance is also offered in teacher certification in career planning and teaching market research.

Service Learning Center: MSU students may receive placement assistance here for volunteer experiences and internships related to their majors. The office is open Monday - Friday, Noon - 5:00 pm.

The Testing Office: registration materials for the LSAT, GRE, MCAT, and GMAT are available here, as well as foreign language placement tests. Registration materials for the NMC are available in the College of Education Student Affairs Office, 134 Erickson Hall.

Overseas Study Office: Dr. Peter Briggs can assist students who want to include an international study experience in their program of study.

Safety

Safety is an important issue for all of the Michigan State University community. Each member of the campus community--students, faculty, and staff--is responsible for taking an active role in both

preventing and reporting incidents that jeopardize safety on and around campus. Please review the information below carefully. At Michigan State University, we are concerned about the health and well-being of all our students.

Grievance

The University Ombudsman is an official to whom students may appeal for redress of grievances involving faculty and administrators. Visit the website www.msu.edu/unit/ombud

IX. Forms

Changes in Program Plan

Master's Degree Candidates

College of Education

Name of Student

PID Number

Department/Major

Changes in Program Plan:

Add:

_____	_____
_____	_____

Delete:

_____	_____
_____	_____

Required signatures for the above actions:

Student/Date: _____

Advisor/Date: _____

Please keep a copy for your records and return the signed original to: Student Affairs Office, 134 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034

Date received in Student Affairs Office: _____

MSU is an Affirmative Action/Equal Opportunity Institution

This form is just a sample and requires carbon copies. Please check with the department secretary for the original form.

MICHIGAN STATE UNIVERSITY
COLLEGE OF EDUCATION
RECORD OF FINAL CERTIFYING EXAMINATION
FOR
MASTER'S DEGREE CANDIDATES

DEPARTMENT OF _____ PROGRAM _____

STUDENT'S NAME _____ PID _____
Last First

CURRENT ADDRESS _____
Street City State Zip Code

STUDENT'S ADVISOR _____

RESULT OF WRITTEN FINAL CERTIFYING EXAMINATION:

<u>FIELD</u>	<u>EXAMINER(S)</u>	<u>EXAMINATION DATE</u> MM-DD-YY	<u>PASSED/FAILED</u>
1.			
2.			
3.			

RESULT OF FINAL CERTIFYING EXAMINATION

<u>FIELD</u>	<u>EXAMINER(S)</u>	<u>EXAMINATION DATE</u> MM-DD-YY	<u>PASSED/FAILED</u>
--------------	--------------------	-------------------------------------	----------------------

CHAIRPERSON OF EXAMINATION COMMITTEE DATE

CHAIRPERSON OF DEPARTMENT DATE

DEAN OF COLLEGE DATE

Distribution:
Student Affairs Office
Dean

Approved by Dean: Signature/Date: _____

MSU is an Affirmative Action/Equal Opportunity Institution

Michigan State University
Credit Evaluation
Graduate Program

Name _____ PID _____

Credit from _____ Date taken _____

Total Credits Transferred _____
Equivalent number
of MSU semester
credits _____

College _____ Major _____ Degree _____

Entered _____ Date _____

Explanation and Instructions

This form is to be used for the evaluation of graduate credit earned at another accredited institution.

1. Listed in column (1) are graduate level subjects previously completed at another accredited institution.
2. In column (2) are the semester or term credits previously earned in subjects listed in column (1).
3. Column (3) may be used for those departments and/or colleges which desire to make a specific subject listing for evaluation purposes. Three term credits equal two semester credits (e.g. Chemistry 800 - 6 term credits equal 4 semester credits).
4. In column (4) the department and/or college will indicate the number of semester credits to be accepted in transfer. (Subject by subject or by total only.) (400 level and 800 level courses should be identified here).
5. When the evaluation has been completed and approved by the Dean's Office, the original evaluation must be sent to the Admissions Office with an official transcript from the institution. Copies should be filed by the Dean's Office and the Departmental/Unit office.
6. A copy of a transfer course summary worksheet will be sent to the student upon completion (see below):

Appendix A

The paper will be evaluated by three people: (1) the professor of TE873 (currently Dr. Patricia Edwards); (2) the Masters in Literacy Instruction Advisor (currently Paul Kurf); and (3) one additional professor from the literacy faculty. Grading will be pass or no pass. Pass/no pass will be determined by considering the degree to which the following questions can be answered affirmatively:

1. Did the student provide the five requested sections of the paper?
2. Did the student collect a considerable amount and range of information about the teacher's practice?
3. Did the student analyze the information thoroughly and thoughtfully?
4. Do the recommendations follow from the analysis?
5. Does the paper reflect content of EACH course within the student's Masters in Literacy Instruction program? For example, was both the writing and reading pedagogy examined? Was the teacher's teaching examined with respect to issues of diversity? Was the teacher's work with struggling readers and writers examined? Was the teacher's work with children's or adolescent literature examined? And so on. . .

If the paper is deemed a no pass, you will be given an opportunity to revise.

Review form for Literacy Masters Final Paper

Faculty Reader: _____

Student Paper #: _____

Paper Title: _____

Please Check One:

_____ PASS

_____ PASS WITH REVISION*

_____ NO PASS*

Please provide comments below for “Pass with revision” or “No Pass”

Please return to Rosie NO LATER THAN
3pm on Wednesday, 2 weeks before finals.

Appendix B:

Department of Teacher Education Grievance Policies and Procedures for Graduate Students

[DTE-grievances-procedures-GRADS, July 24, 2004: minor editing of 9-11-03 version]

<p>The "Graduate Student Rights and Responsibilities at Michigan State University" (GSRR) document establishes the rights and responsibilities of MSU graduate students and prescribes procedures for resolving allegations of violations of those rights through formal grievance hearings. In accordance with the GSRR, the Department of Teacher Education, College of Education, has established the following procedures for adjudicating student academic grievances.</p>
<p>These grievance procedures also can be applied to hearings regarding allegations of academic dishonesty and violations of professional standards in which no disciplinary action is recommended in addition to a penalty grade of 0.0 in the course. (See GSRR 5.5.1 and 5.5.2.)</p>
<p>Note: Students may not seek redress through a grievance hearing regarding alleged incompetence of instruction. (See GSRR 2.2.1, 2.2.2.)</p>
<p style="text-align: center;">I. THE COMPLAINT PROCESS:</p>
<p>A. A student who believes an instructor, including a graduate teaching assistant, has violated her or his academic rights shall first attempt to resolve the dispute in an informal discussion with the instructor. (See GSRR 5.3.1 and 5.3.2.)</p>
<p>B. If the dispute remains unresolved after discussion with the instructor, the student should consult the Chair of the Department and/or the University Ombudsman for assistance. (See GSRR 5.3.2.)</p> <p>1. The Department Chair may in response ask the Complainant to consult initially with the Coordinator of the Teacher Preparation program, the Coordinator of the MA in Curriculum and Teaching program, the Coordinator of the MA in Literacy Instruction program, the Coordinator of the MA in Education program, or the Coordinator of the Doctoral and Educational Specialist programs in Curriculum, Teaching, and Educational Policy, as appropriate. This does not preclude the student's right to consult with the Department Chair, either instead of or after consulting with the relevant degree program coordinator.</p>
<p>C. If the dispute remains unresolved after discussion with the Chair, degree program coordinator, or Ombudsman, the student may submit to the Chair a written, signed statement requesting a grievance hearing. The statement must (1) specify the alleged violations of academic rights to justify the hearing, (2) identify the individual(s) against whom the complaint is filed and (3) state the redress the student seeks that could be implemented by the Chair or degree program coordinator. (See GSRR 5.3.2 and 5.3.6.)</p>
<p>D. A request for a grievance hearing must normally be initiated no later than mid-semester following the semester in which the alleged violation of academic rights occurred (exclusive of summer semester). If the student (the "Complainant") or the instructor (the "Respondent") is absent from the University during that semester, or if other appropriate reasons exist, the Hearing Board may grant an extension to this deadline. If the University no longer employs the Respondent before the formal grievance procedures are completed, the grievance may still proceed. (See GSRR 5.3.6.1.)</p>

II. COMPOSITION OF DEPARTMENT HEARING BOARD:

A. The Department/School shall constitute a Hearing Board no later than the beginning of the fall semester of each academic year. Members shall serve one calendar year. The one-year term does not preclude reappointment of any member the following year. (See GSRR 5.1.6.)

B. The Department Hearing Board shall include an equal number of faculty and students. Graduate students will hear cases in which the Complainant is a graduate student. The Department Hearing Board shall include the Chair of the Department, or a designee. The Chair of the Hearing Board shall be a faculty member. (See GSRR 5.1.2 and 5.1.5.)

C. No one involved in the case may serve on the Hearing Board. (See GSRR 5.1.2 and 5.1.7.)

[See further reference to the Complainant's and Respondent's rights concerning Hearing Board membership below, in III.C. See reference to alternates and replacements in the note under II.B above.]

III. REFERRAL TO A DEPARTMENT HEARING BOARD:

A. Upon receipt of a written request for a grievance hearing, the Chair of the Department shall forward the complaint to the Chair and members of the Department Hearing Board and to both the Respondent and the Complainant within **10** class days. (See GSRR 5.4.3.)

The Department Chair shall also include the Department's Grievance Procedures with the complaint letter when the latter is forwarded to the Hearing Board members and to the parties to the grievance.

In limited situations, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for a hearing to the College Hearing Board. (See GSRR 5.3.6.2.)

Until such time as any of the alternates are called to become full members of the Hearing Board, they shall not receive any communications about the grievance in order to protect the confidentiality of the Complainant and the Respondent.

B. The Chair of the Department Hearing Board shall then promptly convene a meeting of the Hearing Board to review the request for a grievance hearing, for both jurisdiction and judicial merit.

The Board may also request a written response from the Respondent.

After considering all submitted information, the Hearing Board may:

1. Decide that sufficient reasons for a hearing do not exist and dismiss the grievance, with an explanation provided to the parties to the grievance, to the Department Chair, to the Ombudsman, and to the Dean of The Graduate School..
2. Decide that sufficient reasons for a hearing do exist and accept the request, in full or in part, and proceed to schedule a formal hearing.
3. Invite the parties to meet with the Board for an informal discussion of the issues. Such a discussion shall not preclude a later hearing.

(See GSRR 5.4.6.)

- C. If the Department Hearing Board decides to schedule a grievance hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date with the Board members and with the parties to the grievance. An additional meeting only for the Hearing Board should also be scheduled, in the event that additional deliberations on the findings become necessary.

At least **6** class days before a scheduled hearing, the Chair of the Hearing Board shall notify the Respondent and the Complainant in writing of the time, date and place of the hearing; the names of the parties to the grievance; the names of the Hearing Board members, including alternates; and the names of the witnesses and advisers, if any. (See GSRR 5.4.7.) This notification should also remind the parties to the grievance of the rights of each to challenge the membership of the Hearing Board, both for and without cause, under the rules prescribed in GSRR 5.1.7.

At its discretion, the Hearing Board may set reasonable time limits for each party to present its case and must so inform the parties in the written notification of the hearing.

- D. Should the Respondent fail to acknowledge the notice of a hearing, the Hearing Board may either postpone or proceed with the hearing. (See AFR 4.4.5.)

If the Complainant fails to appear at the hearing, the Department/School Hearing Board may either postpone the hearing or dismiss the case. (See GSRR 5.4.9a.)

If the Respondent fails to appear at the hearing, the Hearing Board may either postpone the hearing or hear the case in the Respondent's absence. (See GSRR 5.4.9b.)

In unusual circumstances, the Hearing Board may accept written statements from either party to a hearing in lieu of a personal appearance. These written statements must be submitted to the Hearing Board at least **1** day before the scheduled hearing. (See GSRR 5.4.9c.)

- E. Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See AFR 4.4.6; GSRR 5.4.8.)

IV. DEPARTMENT/SCHOOL HEARING PROCEDURES:

- A. The Chair of the Department Hearing Board shall convene the hearing at the agreed-upon time, date and place. The Chair will ensure that a collegial atmosphere prevails. (See GSRR 5.4.10.)

To protect the confidentiality of the information, the Chair of the Hearing Board may limit attendance at the hearing to the Hearing Board members, the Complainant, the Respondent, the witnesses for either party, if any, and the counsel/adviser for each party, if any. (See GSRR 5.4.10, 8.1.4.)

During the hearing, parties to a grievance shall have an opportunity to state their cases, present evidence, designate witnesses, ask questions and present a rebuttal. (See GSRR 5.4.10.1.) The Hearing Board may limit the number of witnesses. The procedures may be taped.

All witnesses shall be excluded from the proceedings except when testifying. Witnesses must confine their testimony to their own independent recollection and may not speak for others.

Unless otherwise approved by the Hearing Board, counsel/adviser and witnesses shall be limited to members of the MSU community (faculty, staff or students). Involvement of a counsel/adviser normally should not be required.

Each party's counsel/adviser may assist in the presentation of all phases of the case during the hearing. (See GSRR 5.4.10.)

<p>B. To assure orderly questioning, the Chair of the Hearing Board shall recognize individuals before they speak. All parties have the right to speak without interruption. Each party has the right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. The Chair of the Hearing Board will enforce any announced time limits on each party to present its case and, if necessary, extend equal time to each party.</p>
<p>C. The hearing will proceed as follows:</p> <ol style="list-style-type: none"> 1. <u>Introductory remarks by the Chair of the Hearing Board:</u> The Chair introduces hearing panel members, the Complainant, the Respondent and the counsel/adviser(s), if any. The Chair reviews the hearing procedures, including time restraints, if any, for presentations by each party and witnesses. The Chair explains that the burden of proof rests with the Complainant, with the exception of appeals of allegations of academic dishonesty, in which case the instructor bears the burden of proof, which must be met by a preponderance of the evidence. If the proceedings are being taped, the Chair must inform the parties. (See GSRR 5.5.1, 8.1.16.)
<ol style="list-style-type: none"> 2. <u>Presentation by the Complainant:</u> The Chair recognizes the Complainant to present without interruption any statements relevant to the Complainant's case, including the redress sought. The Chair then recognizes questions directed at the Complainant from the Hearing Board, the Respondent and the Respondent's counsel/adviser, if any.
<ol style="list-style-type: none"> 3. <u>Presentation by the Complainant's Witnesses:</u> The Chair recognizes the Complainant's witness(es), if any, to present, without interruption, any statement relevant to the Complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the Respondent and the Respondent's counsel/adviser, if any.
<ol style="list-style-type: none"> 4. <u>Presentation by the Respondent:</u> The Chair recognizes the Respondent to present without interruption any statements relevant to the Respondent's case. The Chair then recognizes questions directed at the Respondent from the Hearing Board, the Complainant and the Complainant's counsel/adviser, if any.
<ol style="list-style-type: none"> 5. <u>Presentation by the Respondent's Witnesses:</u> The Chair recognizes the Respondent's witnesses, if any, to present, without interruption, any statement relevant to the Respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the Complainant and the Complainant's counsel/adviser, if any.
<ol style="list-style-type: none"> 6. <u>Rebuttal and Closing Statement by Complainant:</u> The Complainant may refute statements by the Respondent and the Respondent's witnesses and counsel/adviser, if any, and present a summary statement.
<ol style="list-style-type: none"> 7. <u>Rebuttal and Closing Statement by Respondent:</u> The Respondent may refute statements by the Complainant and the Complainant's witnesses and counsel/adviser, if any, and present a summary statement.
<ol style="list-style-type: none"> 8. <u>Final questions by the Hearing Board:</u> The Hearing Board may ask questions of all parties to the grievance.
<ol style="list-style-type: none"> 9. <u>Deliberations by the Hearing Board:</u> After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair will excuse all parties to the grievance and meet in executive session to determine its findings. When possible, deliberations should take place immediately following the hearing. If the Hearing Board is unable to complete its deliberations and reach a decision at the meeting, the Hearing Board should reconvene at the previously scheduled follow-up meeting. (See III.C above.)

10. Outcome: If a majority of the Hearing Board finds, based on a “preponderance of the evidence,” that a violation of the Complainant’s academic rights has occurred and that redress is possible, it shall direct the Chair/Director of the appropriate Department/School to implement an appropriate remedy, in consultation with the Hearing Board. (See GSRR 5.4.11.) If the Hearing Board finds that no violation of academic rights has occurred, the case is dismissed. In cases in which the Hearing Board is asked to resolve an allegation of academic dishonesty and finds no misconduct, the Hearing Board shall recommend to the Chair/Director that the penalty grade be removed, the written record, if any, of the allegation be removed from the student’s records and a good faith evaluation of the student’s academic performance take place.

11. Written Report: The Chair of the Hearing Board shall promptly prepare a written report of the Hearing Board’s findings, including redress for the Complainant, if applicable. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof that support the Hearing Board’s decision. All recipients must respect the confidentiality of the report. (See GSRR 5.4.11.)

The report also should inform the parties of the right to appeal within **10** class days following notice of a decision. (See GSRR 5.4.12 through 5.4.12.3.) The Chair shall forward copies to the parties involved, the Chair of the Department, the Dean of the College, the Ombudsman, and the Dean of The Graduate School. (See GSRR 5.4.11.)

V. APPEALS:

A. Either party to a grievance may appeal the decision of the Department Hearing Board only to the College Hearing Board. The request for a hearing on appeal must be in writing, signed and submitted to the Dean of the College within **10** class days following notification of the Hearing Board’s decision. While under appeal, decision of the initial Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3)

B. A request for an appeal must allege, in sufficient particularity to justify a hearing that the initial Department Hearing Board had failed to follow applicable procedures for adjudicating the hearing or that findings of the initial Hearing Board were not supported by a “preponderance of the evidence.” The request also must include the redress sought. Presentation of new evidence normally is inappropriate. (See GSRR 5.4.12.1 through 5.4.12.2 and 8.1.16.)

C. A Complainant or Respondent may appeal an appellate decision of the College Hearing Board only to the Provost. Either party may appeal a decision of a College Hearing Board to the Graduate Student Judiciary *only if the initial hearing took place at the college level.* (See GSRR 5.4.12.)

[Note: The references above to the GSRR document are not exhaustive. Parties to the grievance hearing should consult the document. Use of the word “promptly” or the phrase “as soon as possible” above, rather than a specific number of class days, occurs in situations when the GSRR does not cite a specific time reference.]