



Graduate Student Handbook
Fall 2018

Department of Health & Human Development

Introduction

We would like to congratulate you on your admission to The Graduate School here at Montana State University. Our faculty in the Department of Health & Human Development would like to welcome you. We hope that you will have a meaningful learning experience as you work towards your graduate degree. It is important for you to understand that as a graduate student you belong to a college and a department. Officially, you are a graduate student in The Graduate School who is planning and working on a program of study in the Department of Health and Human Development. Consequently, you have the responsibility of keeping apprised and follow the policies and guidelines of the two entities on campus. While this document outlines guidelines of our department, it is essential that you read, understand, and follow the guidelines and policies of The Graduate School. You can access their policies and guidelines in The Graduate School section of the *Montana State University Bulletin* or in The Graduate School section of the MSU webpage: <http://www.montana.edu/gradschool>. Our department has a variety of disciplines and a diverse faculty with many different research interests. The following is a synopsis of some policies and guidelines along with a list of our core graduate faculty members.

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Program Mission

Values of the Program

The values of the Department of Health and Human Development graduate programs are consistent with the mission and values promoted by Montana State University. These values include:

- Excellence in teaching, research, service, and support activities.
- Free exchange of ideas in the spirit of academic freedom and professional responsibility.
- Contributions to the greater understanding and resolution of societal problems.
- An open and trusting environment in which individuals can expect ethical treatment and civility in all interactions.
- Respect for human diversity, pluralism, and community.
- Shared governance, teamwork, and collaboration in decision-making.
- Personal commitment and contribution to the university's greater good.

Program Objectives and Student Learning Outcomes

Program objectives and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies.

Core Graduate Faculty

Exercise and Nutrition Sciences

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Mary Miles, Ph.D., Professor; Health and Human Performance

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Kalli Decker, Ph.D., Assistant Professor; Early Childhood Education and Child Development

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Sustainable Food Systems

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Guidelines for Graduate Students

The following guidelines have been developed to facilitate your progress from admission through graduation. Responsibilities are outlined regarding the role of the student, the committee chair, and the graduate committee. Expectations and procedures for theses and professional papers, or projects, are listed.

Responsibilities

Role of the Student

To reiterate, all graduate students in our department are matriculated into The Graduate School and design their program of study within the Department of Health and Human Development. Consequently, students must follow and meet the expectations and policies of both The Graduate School and our department.

The Graduate School requires that by the end of the *second semester*, a graduate committee be formed and a *Program of Study* be filed in their office. Students failing to submit a program of study by this date will be seen as failing to achieve satisfactory progress. Consequently, the student will be placed on academic probation and will become ineligible for financial aid, including graduate assistantships and work study. The chair of a student's committee is usually the leader for the major area of study. Additionally, two other committee members are selected in consultation with the student's chair. Signatures on your program of study are also required from the department head and the dean.

Within the limits of university regulations and program requirements, the student is the chief architect of his/her program of study. The student must be aware of all procedures, forms, and deadlines required by the department and The Graduate School. His/Her chair and committee are available for guidance and consultation. Please consult The Graduate School's website (www.montana.edu/gradschool) for forms and specific information.

It is the student's responsibility to arrange periodic conferences with his/her chair to review progress and deal with questions that may arise. It is expected students will meet with their chair at least once each semester to review their progress and plan the next semester's course work and activities.

Registration Information

In order to register, you will first need an advisor code (AKA "PIN"). New incoming students, please either call or e-mail milana@montana.edu (Milana Lazetich at 994-3241) for the PIN number to use in both summer and fall semesters; in the future, a personal data form with that number will be available for you during preregistration for each successive semester to pick up in the main office, 218 Herrick Hall. Please go to www.montana.edu and click on "MyInfo" and then click on "Registration/Advising Information" for the current semester.

From time to time, faculty will distribute e-mail messages to your MSU e-mail account. One is automatically set up for you when you register for classes. You are expected to check this account for important messages, but can forward it to your preferred e-mail address if you wish.

Incoming students are often interested to know if there are any activities that they can undertake before the first day of classes. Faculty will expect students to read this graduate handbook. It is recommended that the guidelines be reviewed before the start of classes. Fall semester in your first year can be very busy and you may find it to be a struggle to read the handbook later.

Role of the Committee Chair

The chair helps you plan your program and serves as a liaison between you, the Graduate Coordinator, and The Graduate School. The chair advises you in selecting committee members with reference to faculty expertise that will be most helpful to your objectives.

The chair has a responsibility to be available for periodic consultations with you. During these consultations, the chair will review your concerns and assist you in planning future activities.

Role of the Graduate Committee

The purpose of the graduate committee is to provide guidance and protect your interests throughout the completion of the graduate program. The committee has the responsibility of approving your program of study. The committee also has a duty to observe the standards and protect the interests of the university regarding the academic quality of work being done under its supervision.

The committee consists of the chairperson plus a minimum of two additional committee members selected by you and your chair. One committee member may be from off-campus, but must have a terminal degree in the appropriate field and be registered with the Graduate School.

If a committee member must be replaced, the new member is bound by the agreements of the previous committee. Any professor who disagrees with prior agreements should not accept an assignment to that committee.

Program of Study

The Program of Study and Committee form is due by end of second semester in the program (<http://www.montana.edu/wwwdg/forms.html>). It is recommended that, as a graduate student, you seek out viable committee members and course selections during your first semester at MSU.

Program credit requirements are determined by the Division of Graduate Education, your chosen option, AND your committee. The base credit requirements are:

1. A minimum of 30 credits are required for a master's degree,
2. A minimum of 21 credits must be 500 level or higher,
3. A maximum of 9 - 400 level credits may be used.

A program of study can be changed following initial submission. If the program changes after you have submitted your Program of Study form, then you must submit a Graduate Program Change form (<http://www.montana.edu/wwwdg/forms.html>).

The program of study is based on the student's needs, professional requirements, and departmental requirements. Three core courses for departmental graduate students include:

HHD 501: Professional Communication

HHD 512: Research Methods

A Statistics class

It is advisable to take these courses during your first year of graduate work.

Program Plans

The Graduate School has two options for program plans: Thesis (Plan A) and Professional Paper or Project (Plan B).

Thesis (Plan A)

This is the research-oriented master's degree. It is particularly recommended for those whose educational and professional goals make early research experience desirable. In some professions, a master's degree is the terminal degree. In other professions, the master's degree is a necessary step to the doctorate.

Credit requirements are determined by the Division of Graduate Education, your chosen option, and your committee, but **must include 10 thesis credits** (XXX-590). These credits can be spread across multiple semesters.

You must defend your thesis work at its completion. You **must enroll in at least three thesis credits during the semester of the thesis defense**. According to Graduate School policy, you must have a draft of your thesis to your committee at least two weeks prior to your defense. Your defense is open to the campus community. Please notify the departmental Graduate Coordinator a minimum of two weeks prior to the defense as to the time and location of the defense so notification can be sent to the department and college.

A **maximum of 4 independent study credits** (XXX-575) may be taken by students in the thesis plan.

Conversion of thesis credits to professional paper credits: When a Master's student changes from a thesis plan to Plan B (professional paper/project plan), a maximum of six credits of thesis (XXX-590) may be converted to six credits of Professional Paper (XXX-575). The student must be able to show support of the change from the *entire* committee: A memo/letter signed by all committee members would suffice.

Professional Paper or Project (Plan B)

This plan is designed to serve two types of graduate students:

- 1.) In some study areas, a student needs coursework beyond the baccalaureate before being qualified to do acceptable research. Plan B allows the student to defer original research until enrolled in a doctoral program. Credit requirements are determined by the Division of Graduate Education, your chosen option, and your committee (30 credit minimum).
- 2.) For students in professional or terminal degree programs where thesis research is not necessary. A professional paper, or a project, culminating with a tangible outcome is substituted for the thesis requirement.

Your project/paper is designed and completed in conjunction with the committee chair. Committee involvement is recommended, but there is no formal process for committee approval of a project, i.e. chairperson assigns a grade.

You must enroll for a **minimum of three credits and a maximum of six credits of Professional Paper/Project (XXX-575)**. You can take more credits, but a maximum of six credits will count towards your degree.

If you register for independent study credits (XXX-592), a **maximum of six independent study credits can be applied to your degree**.

Conversion of professional paper credits to thesis credits: If a student wishes to switch from a Plan B option to a Plan A option, professional paper credits **may not** be converted to thesis credits.

Who supervises it?

Generally speaking, the chair of the graduate committee supervises the writing of the professional paper or conducting of the project. There may be instances where students elect to do a paper in a content area somewhat different than the chair's specialization and desire another faculty to assist in developing the paper. Students, therefore, may have two faculty members co-chair a graduate committee in order to facilitate the interdisciplinary nature of their professional paper. However, this is always at the discretion of the student's program leader.

What is the process?

1. The student enrolls in XXX-575 in consultation with their committee chair regarding time frame. You will contract with the chair for determining what work will be necessary to earn the specified credits each semester.
2. The graduate committee meets with you and provides input regarding the proposed professional paper or project. Guidance is offered for direction and revision as necessary. The committee then approves the plan for the professional paper or counsels you to prepare a new plan and to schedule a committee meeting in the future.
3. After the proposal for the professional paper, or project, has been approved, you are expected to work closely with your chair and complete the paper/project as approved. Any major changes in the direction of the paper should be brought before the committee for review and approval. It is the expectation of this department that you may have to rewrite various parts of your paper several times to meet the quality standards of the committee. You will need to give the chair at least two weeks in which to review and make comments on each draft of the paper.
4. While a public presentation upon completion of the paper or project is not required, it is desirable to do so. The format of the presentation is arranged in consultation with the graduate committee. For example, the presentation may be held at a professional

meeting, in Herrick Hall with faculty and students, in the community with extension agents, or other community groups.

What about the final product?

For you to be considered to have completed the professional paper or project, you must earn a grade of B or higher and demonstrate a tangible outcome. Earning a grade of B- or lower on the professional paper will not be considered meeting the standards of scholarly performance expected of a graduate in our programs. If you fail to meet the expected standards within the confines of the semester you expect to graduate, you must enroll for additional credits under the graduate consultation rubric the following semester.

Professional Paper

What is it?

A professional paper is a piece of scholarly writing that serves as a culmination of the graduate program. The format of the paper is flexible to provide students with individuation of their subject area interest. To initiate the writing of the paper, all students will be required to:

1. Define the problem (area of interest)
2. Support the problem by a **thorough** review of literature

The next step of the professional paper is very individual. Students may develop a piece or section of curricula on a certain topic, write a comprehensive review paper, or simply develop a longer theoretical “position” piece. Maximum flexibility is to be encouraged by the student's graduate committee.

The student should format the paper according to the Montana State University's general guidelines for electronic theses or dissertations (<http://www.montana.edu/wwwetd/>) and the most current edition of the *Publication Manual of the American Psychological Association* or a format acceptable by the committee.

Research Project

A research quantitative or qualitative project is also an acceptable avenue for Plan B. A research project is less formal than thesis work and may involve the design, data collection, data analysis, and submitting an article for publication or presenting research results at a professional meeting.

It is highly recommended that the graduate student work closely with his/her advisor and graduate committee for guidance throughout this process.

Policies

University Bulletin Policies

All graduate students in our programs are *expected* to review the policies and procedures for successful completion of master's degrees in the current *MSU Bulletin*. This information can also be found on The Graduate School's webpage at <http://www.montana.edu/gradschool/>.

Grading Policy

The department maintains high academic standards for admission and retention in the program. Careful evaluation of students' performance and feedback to students are seen as essential components of a quality graduate education. Assigned grades for course work is one important form of feedback students receive. Grading criteria vary across several considerations (type of course content, length of course, number of credits, etc.). In general, grades reflect the following range of assessments of students' performance in a course:

Excellent to outstanding performance. "A" is the highest grade possible and is an indication of an outstanding level of performance. "A-" is considered to be an excellent level of performance. It is not expected that all students will achieve this level of performance, nor is it expected that students will achieve this in every course.

Good to very good performance. "B+" is considered very good performance, "B" is considered to be good performance. Grades of a "B" in graduate courses are not indicative of reservations about student's preparation for continuing in the program or entering the profession. "B-" is considered adequate performance; however, a B- may be indicative of some concerns. At times B- may result in remediation work.

Not the level of mastery expected in graduate education. Students earning "C" grades or lower will be required to repeat the course and/or do extra work to increase their mastery of the course material. Repeating the course and/or extra work may be required in courses that are considered essential to the students' continuation in the program and entry into the profession.

Inadequate mastery of course content. "D" grades may bring into question the appropriateness of the student continuing in the program and entering the profession. Repeating the course and/or extra work will be required.

Failure. "F" grades are cause to question the appropriateness of the student continuing in the program and entering the profession. If the student's graduate committee decides that the student will be allowed to continue in the program, repeating the course and extra work will be required.

While grades are an important form of feedback and evaluation, they do not provide a complete picture of student performance. Grades serve as a single indicator for what is

usually a complex array of performances. Also, one grade is usually required to cover a continuum of quality of performance. For example, “B” grades may be assigned for performance ranging from “adequate for graduate-level work” to “very good performance.” For this reason it is important that students receive other forms of quantitative and qualitative feedback from faculty and peers (e.g., written comments, conferences, letters of recommendation, etc.).

Students are encouraged to seek additional feedback from faculty and peers in areas where they feel they would benefit from more information. Students are also encouraged to seek further information from faculty if they are uncertain about grading criteria or the meaning of a grade.

Leave of Absence, Withdrawal, and Problem Remediation of Graduate Students

Students wishing to withdraw from graduate school may do so at any time. Please let your advisor know if you are withdrawing so that your position in the graduate program can be made available to another student. Students should contact The Graduate School to pursue the withdrawal procedure.

Students wishing to take a leave of absence need to reach an agreement with their chair concerning the leave. The student should write a letter to the chair describing the leave, and a copy should be filed with The Graduate School. The letter should include the reasons for the leave of absence and its duration.

Students who do not have an agreement for a leave of absence with their chair (and a letter documenting that agreement) and do not take classes for one semester will be withdrawn from the graduate program to allow opportunities for other students. Students who are withdrawn for nonattendance will need to reapply for admission to graduate school if they desire to resume their program.

Problems may arise regarding student progress through the graduate program. Potential problems include inadequate academic performance (grades lower than a “B”); inadequate skill development (lower than a “B” grade in competency development, practicum, and/or internship courses); inadequate progress on the graduate program (average of less than one sixth of the total credits needed to graduate completed per year); impairment of functioning (causes could include health problems, stress, mental illness, substance abuse and/or dependence); or violations of standards of ethical conduct. These and other problems will be addressed in the following manner:

First, the chair will discuss the problem with the student and develop plans for remediation. If the student is in agreement with the plans for remediation, then there will be a follow-up meeting at a designated time at which point progress regarding problem remediation will be assessed. The chair will keep documentation of the discussion addressing the problem and the discussion concerning progress and its remediation. If the student and the chair cannot reach an agreement about the problem in need of remediation, the manner in which the problem will be addressed, or an agreement about the assessment of progress in the remediation of the problem, the student will meet with the entire graduate committee. The student may also ask to

meet with any other program faculty or the entire program faculty. If the student's committee is in agreement that the student is failing to remediate identified problems within an appropriate time span, the student may be counseled out of the graduate program and into alternative career or academic programs which are better suited to his/her needs and abilities. Students wishing to contest problem remediation plans, or being counseled to withdraw from the program may do so by following the university's student grievance procedures which are referenced in the *MSU Bulletin*.

Faculty Expectations of Students

Students pursuing a degree in a departmental master's program are expected to develop their knowledge of facts, theories, and procedures in their field and related disciplines. In addition, students are expected to be able to think independently and utilize academic and professional resources. Students must learn to see themselves as part of a collaborative learning community that includes both higher education and community resources. Students must become proficient at understanding, analyzing, and critiquing their respective research knowledge base.

Students are expected to understand and participate in the process of ethical decision-making and to recognize professional and ethical challenges. Students should recognize and be able to make appropriate referrals, seek supervision when necessary, and accurately identify personal and professional limits.

Graduate Assistantships

Assistantships

There are paid assistantships available to HHD graduate students. These positions require a commitment of 19 hours per week (fulltime) or 10 hours per week (halftime) throughout the semester and/or academic year. There are tuition waivers, monthly stipends, and health insurance provided based on the level of assistantship. Students holding a GA position assist a given faculty member in teaching in the respective classes and laboratories within HHD. The faculty of record supervises the GA's in the respective class(es).

Requirements for Positions

Candidates for assistantships must be matriculated in a master's program in the Department of Health & Human Development at Montana State University. Students who have completed more course work will be more competitive. They will undergo periodic evaluations in accordance with the procedures stipulated for their assistantship.

Comprehensive Examinations

Each candidate for a master's degree must pass a written comprehensive examination. The examination covers subject matter included in the graduate program and any other materials which the committee considers to be pertinent. An oral examination may be given, but only under extenuating circumstances.

Graduate students nearing completion of their programs are reminded that a comprehensive examination is a requirement for the degree. Please confer with the chair so that proper arrangements can be made to take the comprehensive examination. When planning the graduate program with the chair, be aware that comprehensive exams are administered twice a year, once in fall and once during spring semester.

Application forms and additional information will be distributed to students to plan and prepare for the comprehensive exam. Students must complete an application form, which serves as notice of the intent to take the exam and submit it to the graduate coordinator approximately one month prior to the exam.

Students must be enrolled for a **minimum of three credits** during the semester they are taking the comprehensive exam. If a student has completed his or her course work, he or she is then eligible to enroll for XXX-589 Graduate Consultation. Students will complete the comprehensive exam following all procedures listed below and, in the format, requested within the exam.

Examination Composition and Format

The exam is typically administered around the last Friday of October and March. It requires that students integrate and apply information from all aspects of their degree program. All students are therefore required to demonstrate that they understand and can apply knowledge from human development and research.

For thesis track students, the exam will consist of two minor questions. Students will be given one hour to answer each minor question. For project track students, the exam will consist of one major question and two minor questions. Two hours is provided to answer the major question and one hour for each of the minor questions. The student's graduate committee will construct the questions. Generally, the major question will come from the committee chair while the minor questions will be written by the other two committee members. Students should consult with their chair for guidance in studying for the exam.

The Function of the Comprehensive Examination

The comprehensive exam serves three major purposes:

1. To allow an assessment of students' comprehensive understanding of the knowledge and skills thought by the faculty to be a necessary basis for entry into the given profession. Thus,

the exam is one method through which faculty members seek to ensure that graduates are adequately prepared for future professional roles.

2. To offer an assessment of the quality of the curriculum. Deficits and strengths in the training offered by the faculty can be identified through the exam.
3. To determine whether students have adequately mastered the subject matter and have the ability to integrate and apply this knowledge adequately.

Preparation for the Exam

1. The comprehensive exam is intended to assess knowledge that you have attained through their graduate studies. The best preparation for the exam is careful study in each of the graduate courses taken prior to the exam. Review of notes and readings from prior course work should be done several weeks prior to the exam to refresh your awareness of the material. Material from any or all courses in the graduate curriculum will be applicable in preparing for answering exam questions. You are urged to organize study groups to share materials, quiz each other, and offer emotional support during this period.
2. Most of the problems found in exam answers are not the result of students' lack of knowledge, but the failure of students to communicate their knowledge and understanding in the writing of the exam. Listed below are suggested guidelines for writing practice answers and writing answers during the exam.
 - a. *Treat the exam as an essay.* Write an introduction, a body and a conclusion. In the introduction, state the exam question you will address in the body of your essay. The single most prevalent problem in students' responses to exam questions is that they do not answer the question that was asked. Given the pressure of an exam situation, students may present what they know even if the information was not requested in the question. While this information may be accurate or even profound, if it does not answer what was asked, readers will be unable to assess if the student knew the information that was requested and will consistently lower their evaluation of the answer.
 - b. *Outline the question.* Another major problem with answers to questions concerns when a section or sections of an answer have been neglected or omitted. This may occur because students become over invested in the first part of their answer and either fail to save time for, or forget altogether, later parts of the answer. A rough outline will make clear all the parts that need to be addressed. It allows organization of which information fits best in which parts, reducing the likelihood of redundancy. Outlines free students to concentrate on the part of the question they are working on because the other parts are listed on paper rather than having to be carried in their minds. If some information relevant to a later part of the answer comes to awareness while working on an early part, it can be noted in the outline and recalled when appropriate. Outlining allows allotting a certain amount of space for each part of the question, helping to prevent overemphasis in one area.

- c. *Provide accurate information.* While this may seem obvious, it is sometimes overlooked. The evaluation of an answer is typically more severely damaged by presentation of inaccurate information than failure to present accurate information. Students are urged to concentrate their answers on what they are confident is accurate; omitting information which they are unsure is accurate.
 - d. *Reference key points.* Referencing demonstrates that information provided in an answer is derived from the common knowledge base of the profession as represented in published literature. Referencing allows readers to verify statements made in answers. If a reader disagrees with a point in an answer, referencing it redirects the argument from the reader and the student to the reader and the reference. Referencing must follow a format accepted within the field, with the author's name and date of publication essential.
 - e. *Write clear, short, simple sentences.* Introductory, transition, and summary statements may help ensure that major points will be clear to the reader. The comprehensive exam is not the time to demonstrate prowess at subtly conveying meaning buried in a richly textured atmosphere. Ensure that your reader will know what it is you are saying.
 - f. *Write a conclusion.* The conclusion will readdress the exam question and briefly note how it was handled. This serves to integrate and close the exam question. At times, writing the conclusion helps a student identify missing or weak areas. Thus, the student can rectify this problem before turning in the exam.
 - g. *Reread the answer.* This may be the third most important guideline. The unique situation of the comprehensive exam can generate remarkable misstatements, omissions, and contradictions in students' writing. The student when rereading the answer prior to submitting it will identify most of these problems. When rereading, students should correct errors they identify.
3. The above recommendations regarding the preparation for and writing of comprehensive exams are offered as **guidelines** for directing enthusiasm and lowering the anxiety that students often experience when approaching this task. Remember that everyone evaluating the answers has taken comprehensive exams and has some empathy for the experience. At best, the comprehensive exam may be relished as the quintessential academic experience, a rite of passage, providing students with the opportunity to review and integrate what they have learned. At worst, it may be regarded as "just another sign along the road."

Evaluation of Exams

The evaluation of exams will be done in the following manner:

The exam will be distributed to your three faculty committee members to read and evaluate. They will score the exam as either pass or fail. A student must receive a 2/3 pass score for the exam to be given a "pass," then the student and The Graduate School will be informed that the comprehensive exam was successfully completed. If two readers score a fail, then the student and The Graduate School will be informed that the comprehensive exam has not been successfully completed. Students who fail the comprehensive exam may take the exam for second time the following

semester and undergo the same examination procedure. Students are expected to provide a new and fresh set of responses to the exam. If a student fails to successfully complete the comprehensive exam for a second time, then he or she will be dismissed from the Department of Health and Human Development and The Graduate School without receiving a graduate degree. The exam will be evaluated according to the following scale:

Pass

A score of pass will be assigned when in the professional judgment of the faculty reader:

- All questions are thoroughly addressed, and the information included is correct, and well referenced.
- The student demonstrates breadth and depth of content as well as a high degree of integration and conceptual understanding of each question
- The student must demonstrate clear, organized thinking, synthesis and analysis of material, good writing skills, and accurate referencing.

Fail

A score of fail will be assigned when in the professional judgment of the faculty reader:

- The major points of the question are either incorrectly presented or absent from the answer.
- The student fails to demonstrate both breadth and depth of content nor does he or she demonstrate integration, or conceptual understanding, of each question.
- Although some of the response is correct, important information has not been included or has been incorrectly stated.

Scoring Policy

The comprehensive exam must receive a score of pass by at least two readers. A failed comprehensive exam must be retaken within one year of the first administration of the comprehensive. The Graduate School policy requires a lapse of at least 60 days before a failed exam can be retaken. Failure to pass the exam a second time will constitute failing the comprehensive and will result in being dropped from the program (*MSU Bulletin*).

Upon Completion of the Comprehensive Exam

Scoring of the exam will normally take seven working (business) days. The chair will inform his or her students of their grade. The chair will also notify committee members of the results and circulate required documentation for signatures.

Application for Advanced Degree

You must file this form early in the expected term of graduation (deadline announced by The Graduate School). You can do this the semester prior to graduation, however.

The application can be found at:

<http://www.montana.edu/wwwdg/forms.html>

One-Credit Extension

A one-credit extension allows the student additional time past the intended term of graduation up to the first day of the following term. Appropriate reasons to utilize the one-credit extension are as follows:

1. To satisfactorily complete all coursework (including "I" grade make-ups).
1. To defend thesis/dissertation past the published deadline for the intended term.
2. To satisfactorily complete all of the recommended corrections to the thesis/dissertation and submit all required copies in final format to The Graduate School past the published deadline for the intended term.
3. Approval of the thesis/dissertation by the Graduate Dean.
4. Successful completion of all other degree requirements as determined by the department and The Graduate School, including submission of all documentation required for graduation.

Important Dates and Deadlines 2018-2019 *

Fall Semester 2018

Aug 23, morning	New Graduate Student Orientation, mandatory
Aug 24, morning	Mandatory GTA Orientation
Aug 24, afternoon	Required HHD graduate student orientation meeting
Aug 27	Classes begin 1-credit extension deadline
Sept 3	Labor Day (no classes; offices closed)
Sept 20	Last day for graduate students to file Application for Advanced Degree
Sept 21	Registration due for fall comprehensive exam
Oct 1	Last day for international applications for spring semester (if this is different than your department, follow your department's date)
Oct 26	Departmental comprehensive exam
Nov 12	Veteran's Day holiday (no classes; offices closed)
Nov 21-23	Thanksgiving holiday (no classes; offices closed)
Nov 26	Last day for master's comprehensive or doctoral final examination
Nov 26	Last day for approval of thesis, dissertation, or professional paper (if professional paper is submitted to the library) by formatting advisor .
Dec 7	Last day of classes
Dec 10-14	Final examinations
Dec 14	Fall semester ends, Last day to withdraw application for advanced degree
Dec 15	Commencement

* Subject to change. Please consult Graduate School website for any changes.

Spring Semester 2019

TBD	New Graduate Student Orientation
TBD	Graduate Teaching Assistant (GTA) Orientation (mandatory for all GTAs teaching this semester who have not previously attended the GTA orientation)
Jan 9	Instruction begins, 1-credit extension deadline
Jan 21	Martin Luther King holiday (no classes; offices closed)
Feb 1	Last day for international applications for summer semester (if this is different than your department, follow your department's date)
Feb 5	Last day for graduate students to file Application for Advanced Degree
Feb 18	President's Day holiday (no classes)
Feb 22	Registration due for spring comprehensive exam
Mar 18-22	Spring Break (no classes), Offices Open
Mar 22	Departmental comprehensive exam
Apr 16	Last day for master's comprehensive or doctoral examination
Apr 16	Last day for approval of thesis, dissertation, or professional paper (if professional paper is submitted to the library) by formatting advisor
April 19	University Day holiday (no classes); Offices open
Apr 29 -May 2	Final Examinations
May 3	Spring Semester Ends, Last day to withdraw application for advanced degree
May 4	Commencement

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