



Department of **Community Sustainability**

Comprehensive Program Statement (CPS) Approval

Submit to CSUS Graduate Secretary, edington@msu.edu

NOTE: Submit this form with a copy of the final version of the Comprehensive Program Statement and committee member approvals no later than 3 weeks/21 days before comp begins.

Name of Student	Semester/Year of Program Start	<input type="checkbox"/> ESPP	<input type="checkbox"/> Other:			
		Dual Major?				
		<i>(See handbook and MOU form)</i>				

This signed form indicates final committee approval of the above-named student's Comprehensive Program Statement (CPS). If the student is a **dual major**, CPS must contain content from both degrees. Form & CPS are to be submitted **no fewer than 3 weeks prior to Day 1 of the written comprehensive examination**. This assumes multiple drafts have been reviewed prior to the approval date, and all committee recommendations for revisions of the CPS are provided to the student at least 35 days prior to the first day of the written comprehensive exam, per planned timeline below (to allow student the opportunity to revise). The final, approved version of the CPS will be sent by student's advisor, as a courtesy, to all CSUS faculty members **at least 3 weeks prior to the exam** (as soon as the CPS is approved by the committee). **This signed form should be sent to the Graduate Office at the same time as CPS is sent to faculty.**

Complete CPS submitted to full Guidance Committee:
(student submits draft CPS at least 7 weeks before first day of written exam) _____
Month, Date, Year

Guidance Committee recommendations given to student:
(committee submits comments at least 5 weeks before first day of written exam) _____
Month, Date, Year

IF NEEDED: Recommended CPS modifications, additional readings, etc. (use extra page, if needed):

CPS is approved by student's committee:
(This approved CPS is then sent to all CSUS faculty)
(approve & submit form, & send CPS at least 3 weeks before first day of written exam) _____
Month, Date, Year

Scheduled dates of written comprehensive exam: _____
Month, Dates [5 days], Year

Scheduled date of oral comprehensive exam:
(within 2 weeks of last day of written exam; schedule before written comp begins) _____
Month, Date, Year

CPS Approval Signatures *(type names, sign digitally, and date):*

	<i>Name</i>	<i>Signature</i>	<i>Date</i>
Guidance Committee Chairperson:	_____	_____	_____
Comm Member 2:	_____	_____	_____
Comm Member 3:	_____	_____	_____
Comm Member 4:	_____	_____	_____
<i>Comm Member 5:</i>	_____	_____	_____
Grad Prog Coord:	<u>Gail A. Vander Stoep</u>	_____	_____
CSUS Chairperson:	<u>Rebecca Jordan</u>	_____	_____



Department of
Community Sustainability

***Comprehensive Program Statements and Comprehensive Exams
Faculty Norms***

Overarching commitments:

- The comprehensive exam process is an important element of a PhD student's intellectual and academic development. The comprehensive exam enables the guidance committee to assess a student's preparedness for dissertation work.
- Students and their advisors should discuss and agree upon the purpose and scope of the comprehensive exam.
- A fair comprehensive exam process is one that affords all PhD students a significant degree of consistency and a common set of expectations as they prepare for and take their exams.
- Advisors and students should reach agreement on the format and content of the comprehensive program statement and the comprehensive exam, including the expected length of exam responses; advisors and guidance committees should respect the exam boundaries created by the comprehensive program statement.

The Department of Community Sustainability (CSUS) Graduate Student Handbook lays out the purpose of comprehensive exams and general expectations of graduate students who take them. This document specifies expectations of faculty who advise graduate students and serve on graduate committees as they prepare students for their comprehensive exams and administer the exams.

- I. As faculty, we are responsible for being knowledgeable about the content of the Graduate Student Handbook.
- II. The comprehensive exam is not merely a hoop that a graduate student must jump through. The comprehensive exam is a critical milestone in a student's scholarly development – it is an important step in establishing their independent research identity. We believe faculty should be familiar with the purpose and expectations provided in the Graduate Student Handbook and reinforce these with students.
- III. All steps in the process should be conducted in a spirit of care and growth.
- IV. Faculty advisors and graduate committee members should be familiar with the schedule laid out for the comprehensive exam process and commit to guiding students through the process of preparing for the exam in a way that respects the schedule.
- V. A student's advisor must play an important mentoring role as the student completes the comprehensive program statement (CPS). It is the advisor's role to ensure that required elements are included in the CPS. These include:
 - a. Content
 - i. Two focus areas
 - ii. A research methodology section that addresses methodology within the focus areas (not a description of how to use specific method(s) or methods planned for the dissertation) and the student's epistemological position
 - iii. Connections to core courses and concepts (syllabi online) and program learning outcomes (attached to this document)
 - b. Format: the CPS is to be written in narrative style as a synthesis of literature, not an annotated bibliography or a list of citations.

- VI. A student’s guidance committee should be engaged throughout the student’s writing of the comprehensive program statement. All committee members should read drafts of the relevant sections of the CPS and agree on the final version before it is formally submitted to other faculty and the CSUS Graduate Office.
- VII. A student’s advisor and graduate committee should write comprehensive exam questions that respect the boundaries established by the comprehensive program statement.
- VIII. The advisor should ensure that external committee members understand the CSUS comprehensive exam process.
- IX. A student should be assured of receiving comprehensive exam questions in the format and at the time agreed upon in the comprehensive program statement. It is the responsibility of the student’s advisor to ensure that this happens, including a back-up plan as needed.
- X. A student should be provided clear communication about what is expected in the written responses, including their approximate length. Additionally, advisors should discuss the questions with the student early on the first day to clarify anything that is unclear.
- XI. Students have the right to expect that faculty will follow procedures presented in the Graduate Student Handbook.

Learning outcomes for CSUS and STPAM programs

Programs	Outcome
MS, PhD CSUS STPAM	Describe diverse concepts of sustainability and apply these in community, natural resource, food system, energy, recreation, and/ or tourism contexts
MS, PhD CSUS STPAM	Practice analytical and systems thinking skills needed to address sustainability problems
MS, PhD CSUS STPAM	Demonstrate foundational understanding of applied environmental and sustainability ethics and articulate the ethical dimensions of sustainability issues.
MS, PhD CSUS STPAM	Apply engagement skills such as perspective taking, active listening, non-hierarchical leadership, and reflexivity to demonstrate participatory virtues in action
MS CSUS STPAM	Synthesize literature relevant to particular inquiry goals and identify research and practice gaps in sustainability literature
PhD CSUS STPAM	Conduct inquiry that results in an original contribution to a community of practice or to knowledge
MS, PhD STPAM	Explain the interrelationships between “sustainability,” “tourism,” and “protected areas”, and describe specific planning and management frameworks that incorporate sustainability principles into tourism and protected area management

For details about the Comprehensive Program Statement and Comprehensive Exams, see the CSUS Graduate Handbook.