

DOCTORAL STUDENT HANDBOOK

Policies and Procedures of the Rehabilitation Counselor Education Program

**Michigan State University
Office of Rehabilitation and Disability Studies
Department of Counseling, Educational
Psychology and Special Education
College of Education**

Fall 2010

PREFACE

On behalf of the faculty and students at Michigan State University, we want to welcome you to the doctoral degree program in Rehabilitation Counselor Education. The program, which has been recognized as one of the best in the nation by the U.S. News & World Report Graduate Education Program Ranking Guide, has a long and distinguished history, having graduated some 175 leaders who occupy positions at major universities, and rehabilitation organizations nationwide. For example, most recently graduates have secured academic and research positions at a number of excellent universities including: University of Wisconsin-Madison, University of Memphis, Assumption College, Emporia State University, Eastern Carolina University, Pennsylvania State University, the University of South Carolina, the University of Iowa, and Michigan State University.

You are entering graduate school at an exciting and propitious time. The rehabilitation counseling profession is currently in great need of a new generation of rehabilitation educators and researchers, and we want to contribute to meeting that need. We are very pleased that you are part of our program, and look forward to working with you to support your learning and development.

This *Handbook* was designed to help guide and support you through the graduate education experience. It contains the policies and procedures pertaining to the Rehabilitation Counselor Education Program that will help you to navigate through graduate school. The *Handbook* is intended: (a) to guide you in setting, monitoring, and achieving your goals in graduate education, (b) to familiarize you with the faculty's general educational policies, expectations, and standards, and (c) to assist faculty in their advising of students, and in ensuring that the program's policies are applied systematically and fairly.

The *Handbook* includes important information regarding advising, program requirements, procedures for addressing concerns and complaints, time limits and dismissal policies. This document is intended to supplement the Department, College, and University policies and procedures, and to clarify the academic issues that are unique to the Rehabilitation Counselor Education Program. For additional information on university policies, you may wish to access the following sites:

- Academic Programs Catalog (<http://www.reg.msu.edu/AcademicPrograms/>)
- Graduate Student Rights and Responsibilities (GSRR) (<http://grad.msu.edu/gsrr/>)
- Graduate Education Union (GEU) contract (http://www.hr.msu.edu/documents/contracts/GEU_2008-2011.pdf)

Additional program, college and university information may also be accessed through the following sites:

- Rehabilitation Counselor Education Program Homepage: (<http://www.educ.msu.edu/cepse/rehab/default.asp>)
- College of Education Homepage: <http://www.educ.msu.edu>

- MSU Homepage: <http://www.msu.edu>

In joining our program, you are also becoming part of a College of Education that is nationally recognized for its research, teaching, and service. The strength of our College is in its people: the students, faculty, and staff, who have created an intellectual and social community where ideas, learning, and collaboration are valued. We look forward to your participation and contributions to this community of scholars.

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**DOCTORAL STUDENT HANDBOOK
REHABILITATION COUNSELOR EDUCATION PROGRAM
POLICIES AND PROCEDURES**

1. PROGRAM OVERVIEW

The doctoral program in Rehabilitation Counselor Education is designed to prepare individuals for careers as university-level educators, researchers, and administrators in the rehabilitation counseling profession. There currently exists a critical shortage of leaders in these roles nationally. This advanced degree program addresses these needs, while building on a long tradition of excellence at MSU. Over the years, graduates from this program have gone on to become recognized leaders in rehabilitation counselor education, research and administration, and have made many substantive contributions to the profession.

Doctoral study requires the equivalent of approximately two to three years of full-time academic study beyond the master's degree, and typically an additional year to complete the doctoral dissertation. The total number of credits required varies for each candidate based on their educational background, professional work experience and future career goals. The intent of the program is to provide a learning atmosphere for innovative teaching and learning strategies where there is a critical balance between classroom instruction, teaching, clinical supervisory experiences, and research in order to prepare students for successful doctoral level careers in rehabilitation counseling.

The program is located within MSU's College of Education, in the Department of Counseling, Educational Psychology and Special Education within the Office of Rehabilitation and Disability Studies. The program has direct linkages with school psychology, school and community counseling, special education, educational psychology, rehabilitation medicine, measurement and quantitative methods, and other related disciplines. In addition, the program benefits from its strong relationships with departments such as Labor and Industrial Relations, ties to the rehabilitation community and service delivery systems, and through its long-standing affiliation with national and international professional associations and service institutions.

Students share a substantial proportion of their coursework with other counseling specializations such as School Psychology, and with other units in the Department and College. The Program requires students to take courses in the area of rehabilitation counseling, research, learning and development, and professional preparation in rehabilitation counseling teaching, clinical supervision and rehabilitation research. In addition to these required courses students must design and select a 12-semester hour elective program in consultation with his or her advisor and Guidance Committee. Elective Study may be comprised of additional coursework, independent study and field-based projects. The elective program of study is developed to allow the student an opportunity to pursue specialized knowledge and skill in an important area of rehabilitation policy or practice, such as transition from school to work, disability prevention and management, employment, and so forth.

Statement of Mission and Values

The mission of the Program has been defined as follows:

To prepare professionals to work in partnership with people who have disabilities and with employer organizations toward individual and societal goals.

The statement was built from a thematic analysis of the individual values statements generated in meetings of the faculty. The components and supporting value statements are explicated here.

TO PREPARE: The central purpose of the RCE Program is education. Accordingly, the quality of the curriculum and the manner in which it is presented to students is the focus of the first group of values.

1. Offer a strong, continually evolving curriculum that addresses the central competencies defined by the profession, and current federal service priorities (e.g. supported employment, new populations).
2. Value innovations and an orientation toward the future.
3. Contribute to the creation of new knowledge through research.
4. Nurture strong ties to the community, both contributing and receiving resources from others in the field of rehabilitation, business and industry, and related groups.
5. Create a learning environment in which students and faculty demonstrate caring and support for one another.

PROFESSIONALS TO WORK: Graduates of the RCE Program should clearly and enthusiastically identify themselves as members of the profession of rehabilitation counseling. They should be committed to supporting and advancing the field as well as their individual careers through dedicated service.

6. Students will develop a sense of identity, pride, and commitment to the rehabilitation counseling profession.
7. Uphold the ethical standards of the rehabilitation counseling profession, maintaining professional and personal accountability for the motivations, outcomes, and quality of one's work.
8. Graduates will demonstrate and maintain the professional competencies of the discipline.
9. Appreciate rehabilitation as an interdisciplinary field, recognizing the unique contributions of other disciplines and the boundaries of one's own professional role.

IN PARTNERSHIP WITH: Graduates of the RCE Program view their role from the

perspective of a sociopolitical model of disability and subsequently develop an environmental/interactional approach to the delivery of vocational and independent living rehabilitation services.

In other words, they will offer their skills to assist consumers in their battles against dependency and restrictive environments. They will view themselves as partners with their clients, working together to define appropriate goals and strategies, recognizing that the ultimate responsibility for life decisions belongs to the consumer.

10. Respect the rights of others for life choices and self-determination, therefore foster independence and involve clients as co-managers and active participants in the rehabilitation process.
11. Develop awareness and accommodation of personal biases and limitations through candid self-appraisal and openness to feedback.
12. Maintain perspective and positive attitudes through the use of constructive strategies such as humor, negotiation, and compromise.
13. Value consumer advocacy and social activism as important aspects and vehicles of rehabilitation.

PEOPLE WHO HAVE DISABILITIES: The graduate experience at MSU will serve to help students erase artificial boundaries between "us" (the professionals) and "them" (the clients) and to reduce other potential sources of prejudice or stereotyping. Throughout academic and field-based education, the importance of recognizing and relating to clients as unique individuals will be stressed.

14. Value the human worth and dignity of all individuals and appreciate the uniqueness of each person.
15. Relate to the total person without undue focus on the disabling characteristic.
16. Use nonstigmatizing language in personal, professional, and organizational communication.
17. Recognize the importance of understanding and accepting cultural differences, and strive for appreciation of others' differences, values, and beliefs.
18. Maximize diversity (cultural, ethnic, personal characteristics, interests) among the faculty and student body.

AND EMPLOYER ORGANIZATIONS: The graduate program recognizes that employers are also clients and partners in the vocational rehabilitation process by providing labor market opportunities for persons with disabilities. Thus, students are assisted throughout the program to value and are able to initiate long-term, reciprocally beneficial relationships with employers. The perspective of employers is obtained in a variety of ways and incorporated in all aspects of the program. Students will learn to use their skills to assist the human resource needs of employers as a compatible and necessary aspect of employment advocacy for persons with disabilities.

19. Student awareness of the economic and human resource needs and problems of

- employer organizations and the importance of employers in providing access to financial security and full social integration.
20. Contemporary business and labor market perspectives are sought in the program on an ongoing basis through advisory input and curriculum content.
 21. Positive, guided experiences in developing effective working relationships with employers are provided through faculty modeling and class activities.
 22. Personal employer contacts and placement services are required aspects of supervised field experience in order to develop effective attitudes and skill competencies.

TOWARD INDIVIDUAL AND SOCIETAL GOALS: The responsibility of a rehabilitation counselor does not end with the provision of individualized vocational and independent living services, however excellent they may be. The counselor must also recognize and contribute toward the solution of problems caused by the structure and attitudes of society. Only when these systems problems are addressed will life significantly improve for all people with disabilities.

23. Understand the potential and responsibility of the rehabilitation counselor to be a change agent within society, working toward improved opportunities for people with disabilities.
24. Support the right of individuals to live and work in the least restrictive environment, and advocate for community reintegration.
25. Understand and implement both individual and social solutions to the problems of people with disabilities.
26. Fully involve the family and significant others in the rehabilitation process.
27. Maintain a constructive balance between critical evaluation and positive utilization of service and policy systems.
28. Recognize societal responsibility for the welfare of all people, and strive to empower individuals who have disabilities to achieve full participation.

Carnegie Initiative on the Doctorate

PREPARING STEWARDS OF THE DISCIPLINE

“The Carnegie Foundation believes that it is timely to return to first principles, and ask, “What is the purpose of doctoral education?” Taken broadly, we believe the answer is to educate and prepare those to whom we can entrust the vigor, quality, and integrity of the field. This person is a scholar first and foremost, in the fullest sense of the term. Such a leader has developed the habits of mind and ability to do three things well: creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application. We call such a person a “steward of the discipline.”

Generation. The Ph.D. is, at its heart, a research degree. Demonstrating one’s ability to conduct research and scholarship that make a unique contribution and meets the standards of credibility and verifiability is the culminating experience of the Ph.D. degree. One

skilled at knowledge generation is able to assess, critique, and defend knowledge claims. A steward is able to ask and frame important questions. Traditionally, this has been the most thoroughly developed aspect of doctoral education. Even so, we often do not deliberately consider what experiences teach students to become excellent researchers. The “pedagogy of research” is an underdeveloped field explored in the CID.

Conservation. Another facet of disciplinary leadership is an understanding of the history and foundational ideas of the discipline. Disciplines evolve continuously, and stewards have responsibility for maintaining the continuity, stability, and vitality of the field. A Ph.D. recipient should understand the foundations of the field—which ideas to keep and which to reject. Moreover, a steward should understand how the discipline fits into the intellectual landscape, have a respectful understanding of the questions and paradigms of other fields, and understand how the discipline can speak to important questions.

Transformation. Finally, the third facet, transformation, speaks of the importance of representing and communicating ideas effectively and clearly. Transformation implies teaching in the broadest sense of the word. Those who are expert practitioners of their field will be called upon to teach, regardless of their work setting. Whether working in a classroom, non-profit or governmental organization, industrial setting, or policy arena, a steward must be able to convey information and the value of their knowledge and skills. Transformation also implies application. Knowledge is used in a variety of settings, and a disciplinary leader must understand the range of uses to which knowledge can be applied. Such communication calls upon skills that ought to be developed during the apprenticeship period. A steward can communicate in oral and written forms to technical and lay audiences. Transformation also suggests that stewards must understand and appreciate how to communicate across traditional disciplinary boundaries.

The use of the term “steward” is deliberately intended to convey a role that transcends a collection of accomplishments and skills. A steward of the discipline is a person entrusted with care of the discipline by those in the discipline on behalf of those in and beyond the discipline. There are conservative aspects to the term, implying the preservation of the past. A Ph.D. holder thinks about the continuing health of the discipline, and how to preserve the best of the past, the heart and essence of the field, for those who will follow. But there are also important forward looking meanings; stewardship does not imply stasis. Stewards are caretakers who direct a critical eye toward the future. They must be willing to take risks and move the discipline forward. Ultimately, stewards consider how to prepare and initiate the next generations of leaders. And in all their work, they act with responsibility and according to the highest ethical standards” (Carnegie Initiative on the Doctorate, 2006) (pp. 4-5).

2. ADVISING AND MENTORING POLICIES

Advisor

Incoming doctoral students are assigned an advisor upon admission to the program, based on (a) the existing research interests and expertise in the Program faculty (b) the research interests of the student as expressed in the application materials, and (c) availability of program faculty. The advisor plays an important role in helping the new student become familiar with the program and doctoral study at MSU. To facilitate the transition into doctoral study, incoming students should contact their advisors as soon as possible after accepting admission. The advisor answers questions about opportunities for assistantships, informs students about program requirements, expected time lines, the procedures and timing for selecting a guidance committee and dissertation committee members, and other details about the doctoral experience. During the first year particularly, the advisor is the most important resource for the student in choosing courses and assistantships, making connections with other faculty, and shaping his or her program and research interests.

Permanent Advisor (Chairperson of the Guidance Committee)

Typically, your advisor will serve as the chairperson of the guidance committee. In all cases however; the advisor/chair of guidance committee must be an RCE faculty member. The advisor and guidance committee (described below) are responsible for working with the student to develop his or her program of study, up through the completion of coursework and the passing of the comprehensive examinations. In order to help maximize the student's academic and professional growth, the chairperson is at minimum responsible for the following:

- Assisting the student in selecting appropriate faculty members for the guidance committee.
- Helping the student to understand and fulfill all of the requirements and policies of the Program, Department, College, and University, including the completion of forms required by those requirements and policies.
- Helping the student identify, pursue, and secure all of the academic, professional, research, and teaching opportunities that would appropriately contribute to his or her career aspirations.
- Assisting the student in scheduling and preparing for three required official meetings of the Guidance Committee: (1) To approve the program, (2) to evaluate the Dissertation proposal, and (3) to evaluate the Dissertation. At least three Committee members must be present to constitute an official meeting. The guidance committee may meet additionally as needed.
- Coordinating the activities of the student and the guidance committee to plan the student's program, select and find appropriate research and teaching assistantships, find and read key pieces of research, and prepare for the comprehensive examination.

- Aiding the student in planning for and conducting the research apprenticeship, including the selection of an appropriate committee (see below for details).
- Supporting the student's preparation of a dissertation proposal and selection of appropriate dissertation committee members and changing dissertation committee members as needed (see below for details).
- Resolving any conflicts or problems that may arise between Guidance Committee members and the student.

Every student has the right to work with an advisor who is suitable to direct their development as a researcher and scholar. The RCE Program faculty will work to identify an appropriate permanent advisor for each student. It is the student's responsibility to articulate his or her research interests, first in the goal statement when applying to the RCE Program, and at all points during the program as his or her research interests' change and evolve.

Who May Serve as Advisor? All tenure system RCE Program faculty are eligible to serve as advisors for RCE students. An RCE student must have an RCE Program faculty member serving as advisor. Typically, the advisor also serves as director of the student's dissertation. In some cases, however, another faculty member—from RCE or elsewhere in the department or College—is the best choice to serve as dissertation director. Students do have the option, in consultation with their advisor, to select another faculty member whose interests are more congruent with the dissertation project, to serve as their dissertation director. This person may be a tenure stream faculty member from another department within the College of Education. The RCE student advisor must approve the selection of a dissertation director.

Changing Advisors. As students gain experiences in their program, their interests and/or professional objectives may (and frequently do) shift. The advisor initially selected, may remain the best candidate to advise a particular student, but that is a matter for the student and their advisor to address together during the students' program. Students should feel free to discuss alternatives with their advisor. However, should a student decide that they would like to shift advisors, there are procedures that must be followed.

- The student should first communicate this decision to their current advisor and fully discuss their reasons for this decision.

After speaking with their advisor, if the student still wishes to change, they must prepare a letter to the program director and their advisor again outlining their reasons and providing an overview of the conversation with their current advisor.

- The program director and faculty will then review the students' request.
- Following that review, the program director will confer with the current faculty member.

- Based on information presented from the student, the current faculty advisor, the student's interests, and faculty availability, the program director will provide a response to the request.
- In instances where student's dissertation interests might differ from their current faculty advisor, the student will be encouraged to maintain their current advisor and locate a more appropriate dissertation director.

Students should note that changes in faculty advisors and/or dissertation directors are contingent upon the willingness and availability of other faculty to serve in that capacity. The faculty-student mentoring relationship is important and students are encouraged to approach such decisions carefully. The RCE program faculty are dedicated to supporting the growth and development of all students as scholars. Students considering changing their permanent advisor should hold in mind that building a good working relationship with any new advisor may take time.

Program Monitoring of the Advisor-Advisee Relationships. It is the responsibility of the RCE Program Director, in consultation with the full Program faculty, to make sure that each student in the Program makes appropriate progress in developing a relationship with their advisor and remaining productive in that relationship. It is the responsibility of the Program Director to ensure that all newly admitted students have been assigned advisors and that those advisors communicate with their new advisees.

Should students experience any difficulty meeting or communicating with their advisor, they should consult with the Program Director about the nature of the difficulty in communicating. It is the responsibility of the Program Director to help the student resolve those problems.

Advisors will make every effort to be available and responsive to the needs of students. It is equally important that students take the initiative in establishing frequent contact with their advisors (i.e., at least monthly during the first year of enrollment) and in requesting assistance, as needed. Students should consult with their advisors at all major decision points including prior to registering each semester, preparing for the annual self assessment, drafting the plan of study, selecting guidance committee members, preparing for the preliminary examination and comprehensive and planning for dissertation. Advisors should also be consulted promptly if students encounter any problems with coursework or any other aspect of the doctoral program. You should also consult the Graduate Student Rights and Responsibilities (GSRR) (<http://grad.msu.edu/gsrr/>) document and the Guidelines for Graduate Student Advising and Mentoring Relationships at the following website address <http://grad.msu.edu/researchintegrity/docs/ris04.pdf>, pg 9.

Guidance Committee

The Guidance Committee is intended to supplement the advisor's role in assisting students' development throughout the program. The Committee is especially active in reviewing and approving the student's proposed program. During the Spring Semester of the student's first year or at the latest by the Fall Semester of the student's second year, he or she will select the four members of the Guidance Committee. The advisor will serve as Chairperson, and a second member of the Committee will be selected from the faculty in Rehabilitation Counselor Education. The third person will be a faculty member in the College of Education, but outside of the Rehabilitation Counselor Education Program. Often faculty from Counseling or Measurement and Quantitative Methods are selected for this position. The fourth member, which may be a faculty member of the Rehabilitation Counselor Education program, may serve to advise in a particular specialty area where the student has interest. Occasionally a fifth member is added because of special expertise in the student's area of scholarly interest. At least three members of the Committee must be present at all meetings; the absent member(s) may offer written input. Members may be added or deleted (always adhering to a minimum of four members from the specified faculty areas). Students wishing to request a variance in the prescribed composition of the Guidance Committee should consult their advisor, who may take this request before the Rehabilitation Counselor Education Faculty (GSRR 2.4.2).

Procedures

Several forms need to be completed to document the student's progress through the doctoral program. Most of these forms are available on-line. Please contact the Program Secretary if you need help locating them. They include:

1. Program Plan. This form lists the courses that will be taken to complete the doctoral degree.
2. Professional Goals Statement. This is prepared and distributed to Guidance Committee members at least one week prior to the Committee's first meeting.
3. Guidance Committee Membership form. This form is completed and signed by all faculty (at least four regular faculty) at the first Committee meeting.
4. Program Change Forms. These forms may be used to make changes in the Program Plan and/or Guidance Committee. Each form must be signed by all Committee Members, the CEPSE department Chairperson, and submitted to the Student Affairs Office.
5. Annual Review of Student Progress Form. This form is completed annually as part of each student's annual progress review and submitted to the Program Secretary.

3. PROGRAM REQUIREMENTS - CURRICULUM

The Rehabilitation Counseling Program requires approximately two to three years of full time coursework plus a dissertation. Students share a substantial proportion of their coursework with other disciplines in counseling (e.g., School Psychology), and with other units in the Department of Educational Psychology and Special Education.

Requirements for the Doctor of Philosophy Degree in Rehabilitation Counselor Education

The student must meet the requirements specified below.	CREDITS
1. Educational Inquiry and Research. All of the following:	17
CEP 930 Educational Inquiry	3
CEP 932 Quantitative Methods in Educational Research I	3
CEP 933 Quantitative Methods in Educational Research II	3
CEP 934 Multivariate Data Analysis I	4
CEP 968 Research Methods in Counseling and School Psychology	3
CEP 995 Practicum in Research Design and Data Analysis	1
2. Ethics and Professional Practice of Counseling. Both of the following:	6
CEP 963 Ethics in Counseling and School Psychology	3
CEP 969 Clinical Supervision	3
3. Rehabilitation Counseling Pro-seminars. All of the following:	9
CEP 964 Practice and Profession of Rehabilitation Counseling	3
CEP 965 Psychosocial Bases of Disability and Rehabilitation	3
CEP 960 Theoretical Foundations of Counseling	3
4. Professional Preparation Core. Three of the following:	9
CEP 944a: Rehabilitation Counseling Pedagogy	3
CEP 944b: Teaching Practicum in Rehabilitation Counselor Education	3
CEP 944c: Clinical Supervision Practicum in Rehabilitation Counselor Education	3
CEP 944d: Clinical Practice Practicum	3
5. Learning and Development / Diversity. Two of the following:	6
CEP 903 Cognitive Development Across the Lifespan	3
CEP 905 Cultural Perspectives in Learning and Development	3
CEP 961 Advanced Perspectives on Culture, Diversity and Social Justice	3
6. Elective Study: Two courses selected with the approval of one's	6

Guidance Committee.

The following course descriptions are provided to assist in understanding program requirements. Further understanding of elective course descriptions can be found under the heading *Description of Courses* at <http://www.msu.edu/students>

Doctoral Coursework Required

1. Educational Inquiry and Research (17 credits)

CEP 930 Introduction to Educational Inquiry (3 credits)

Multiple sources of inquiry. Critical assessment of common assumptions about research. Relationship between data and theory. Objectivity, validity, and causal inference across research traditions. Research ethics. Relationship among researcher, researched, and audience. Question formation.

CEP 932 Quantitative Methods in Educational Research 1 (3 credits)

Techniques in data collection and data analysis used in educational and psychological research. Graphical and tabular representation of data. Concepts of statistical inference in educational contexts.

CEP 933 Quantitative Methods in Educational Research II (3 credits)

Advanced techniques of data analysis and statistical inference used in educational and psychological research. Multiple regression, analysis of variance, and basic principles of experimental design in educational applications.

CEP 934 Multivariate Data Analysis (4 credits)

Multivariate methods, matrix algebra, and the general linear model as applied to educational research settings are explored.

CEP 968 Research Methods in Counseling and School Psychology (3 credits)

Focus on research topics and designs in counseling, and school psychology, with emphasis on the development of a viable research proposal.

CEP 995 Practicum in Research Design & Data Analysis (1 credit)

Supervised research practicum. Student becomes actively involved in design, execution, analysis, presentation, critique, and revision of research projects.

2. Ethics and Professional Practice of Counseling (6 credits)

CEP 963 Ethics in Counseling and School Psychology (3 credits)

Focus on ethics including ethical theory, principles, standards, codes of conduct, and legal issues. Traditional and contemporary issues in theory, research, practice and training are discussed.

CEP 969 Clinical Supervision in Counseling and School Psychology (3 credits)

Theoretical, Empirical, and practical aspects of the supervisory relationship. Process and outcome variables.

3. Rehabilitation Counseling Pro-seminar (9 credits)

CEP 964 Practice and Profession of Rehabilitation Counseling (3 credits)

An in-depth review of the foundations of rehabilitation counseling practice, professionalization, and pre-service preparation issues will be provided. Students will review relevant aspects of history, legislation, philosophy, values and practice within today's rehabilitation service delivery system. Critical issues currently affecting the discipline will be identified, analyzed, and discussed in detail.

CEP 965 Psychosocial Bases of Disability and Rehabilitation (3 credits)

A comprehensive knowledge base in disability studies to inform student research and teaching will be provided. Students will develop their skills as scholars to guide their continued learning about historical and current concepts of disability, factors that influence the impact of disability, and specific interventions that are intended to address service, policy, and research issues. Implications of disability studies for rehabilitation counseling practice and education will be analyzed in detail.

CEP 960 Theoretical Foundations of Counseling (3 credits)

Theoretical models of counseling, personality, career choice and development, and behavior change are explored. Literature on the process and outcomes of counseling, as well as selected professional issues are discussed. Psychological processes underlying vocational behavior are emphasized.

4. Professional Preparation Core (9 Credits)

CEP 944A Rehabilitation Counseling Pedagogy (3 credits)

Pedagogical tools and issues associated with teaching and learning in pre-service rehabilitation counseling preparation programs. Skill development in curriculum and course design, teaching methods and strategies.

CEP 944B Teaching Practicum in Rehabilitation Counselor Education (3 credits)

Course design and active teaching experience in a CORE accredited master's level Rehabilitation Counseling curriculum under the direct supervision of a faculty member.

CEP 944C Clinical Practice Practicum in Rehabilitation Counseling (3 credits)

Supervised counseling experience in human services, rehabilitation or educational settings to further develop skills, knowledge and behavior appropriate for professional counseling practice.

CEP 944D Clinical Supervision Practice Practicum in Rehabilitation Counselor Education (3 credits)

Theory and practice of supervising prospective counselors. Approaches, models and strategies. Student will provide clinical supervision to MA students in counseling practicum, under the direct supervision of a faculty member.

5. Learning and Development/ Diversity (6 credits)

CEP 903 Cognitive Development Across the Lifespan (3 credits)

Development of thinking skills in learning across the lifespan from three theoretical perspectives. Relationship between cognitive development and learning in schools and other contexts is reviewed.

CEP 905 Cultural Perspectives in Learning and Development (3 credits)

Focus on theories and research in cultural psychology. Relations among culture, learning, and human development in school and other settings such as family, community, and work is explored. Implications for educational practice are reviewed.

CEP 961 Advanced Perspectives on Culture, Diversity and Social Justice in Counseling (3 credits)

Impact of health, socio-cultural, economic, educational, legal, and vocational issues on the delivery of counseling services to diverse populations. Utilization process in both institutional and personal change.

6. Elective Study (6 credits)

Two courses selected with the approval of one's Guidance Committee.

Dissertation (24 credits)

CEP 999 Dissertation

Students will complete at least 24 semester credit hours of CEP 999.

Additional Requirements

Doctoral applicants to the Rehabilitation Counseling area of specialization are expected to have completed a master's degree from a CORE accredited rehabilitation counseling program. They will be encouraged to enroll in new course content areas that were not addressed in their master's training (e.g., School to Work Transition, Substance Abuse). Applicants with a master's degree in counseling, psychology, or other human service field are required to consult with his/her advisor regarding master's level courses specific to rehabilitation counseling that may need to be completed in addition to the usual doctoral studies.

English Language Proficiency. Applicants whose first language is not English are required to be proficient in English as a condition for regular admission to MSU. Such applicants will be required to demonstrate their proficiency by meeting certain minimum standards on any one of the following tests:

1. Test of English as a Foreign Language (TOEFL)
2. Michigan English Language Assessment Battery (MELAB)
3. Michigan State University English Language Test

For details and required scores, see [Academic Programs: Graduate Education](#).

Transfer of Credits

A maximum of eight semester credits of coursework (excluding research credits) may be transferred into a doctoral degree program from other accredited institutions. Transfer of credits must meet the approval of the advisor, Department Chair, and Dean.

Waiver of Required Courses

A course that is usually required may be waived if a student has satisfactorily completed another course with equivalent content. Documentation in the form of a syllabus and/or course catalog description must be provided, and the waiver must meet the approval of the advisor in consultation with the instructor designated for the course in question.

Deferred Grades

Deferred Grades (DF) DF-Deferred grades: The required work must be completed and a grade reported within 6 months with the option of a single six-month extension. If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading

systems, and to DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate thesis or dissertation work.

Full-time Status After Comprehensives

Full time status: Full time status for doctoral students is defined as a minimum of one credit for those students who:

- a. Have successfully completed all comprehensive examinations and are actively engaged in dissertation research: or
- b. Are doing department-approved off-campus fieldwork related to preparation of their dissertation.

For students who were enrolled in the Spring and are taking their comprehensive exams during the immediate Summer semester, the department can request a waiver of the requirement that the student be enrolled for at least one credit the semester of the comprehensive exam. These requests are to be directed to the Graduate School and must be endorsed by the student's department and college. All students defending their thesis or dissertations in the Summer need to be registered for at least one credit during that Summer, regardless of their being enrolled in the preceding Spring semester.

A Sample Sequence of Studies

A sample study plan, illustrating the sequencing of coursework and other program requirements, is provided below. Although many issues require individual decisions (e.g., timing of the comprehensive exams, selection of elective coursework), this sample plan may be useful as a general description of the doctoral program sequence.

1st Year - Fall Semester

CEP 944A	Rehabilitation Counseling Pedagogy
CEP 930	Introduction to Educational Inquiry
CEP 903	Cognitive Development Across the Lifespan

1st Year - Spring Semester

CEP 932	Quantitative Methods in Educational Research I
CEP 964	Practice and Profession of Rehabilitation Counseling
CEP 905	Cultural Perspectives in Learning and Development
CEP 963	Ethics in Counseling and School Psychology

1st Year - Summer Semester

CEP 995	Research Apprenticeship
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2nd Year - Fall Semester

PRELIMINARY EXAM

CEP 944B	Teaching Practicum in Rehabilitation Counselor Education
CEP 968	Research in Counseling and School Psychology
CEP 960	Theoretical Foundations in Counseling
CEP 933	Quantitative Methods in Educational Research II

2nd Year - Spring Semester

CEP 904	Social-Emotional Development Across the Lifespan
CEP 965	Psychosocial Bases of Disability and Rehabilitation
CEP 934	Multivariate Data Analysis
CEP 969	Clinical Supervision in Counseling and School Psychology

2nd Year - Summer Semester

CEP 995	Research Apprenticeship
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3rd Year - Fall Semester

COMPREHENSIVE EXAM

CEP 944D	Clinical Supervision Practicum in Rehabilitation Counseling
CEP 999	Dissertation Research Elective Credits

3rd Year - Spring Semester

CEP 999	Dissertation Research Elective Credits
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3rd Year - Summer Semester

CEP 999	Dissertation Research
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4. PROGRAM COMPONENTS: PRELIMINARY EXAM, APPRENTICESHIP PROJECT, COMPREHENSIVE EXAM, AND THE DISSERTATION

Several major phases of the doctoral program take place apart from academic coursework. The preliminary exam, research apprenticeship, and the comprehensive

examinations are key aspects of the program that build on knowledge and skills obtained earlier in the program, and focus on refining particular professional competencies.

The preliminary examination assesses students' abilities to analyze and evaluate empirical research from both methodological and conceptual perspectives. The exam is administered prior to the start of the second year of coursework and is required of all students.

The research apprenticeship involves student completion of an independent research project prior to sitting for the comprehensive exam.

The comprehensive examination is designed to examine students' ability to integrate the body of knowledge and competencies critical to their future roles as rehabilitation counselor educators and researchers. Students are encouraged to complete their comprehensive exams during the fall of their third year.

The departmental policies related to each of these program requirements follow below. Students may appeal evaluations of their work, including preliminary and comprehensive examinations and outcomes of research apprenticeships by utilizing the Grievance Procedures specified on page 43 of this Handbook.

Preliminary Exam

The Preliminary Examination assesses doctoral students' abilities to analyze and evaluate empirical research from both conceptual and methodological perspectives and to communicate their analysis in clear written text. The examination is administered prior to the start of the second year of coursework and is a departmental requirement of all doctoral students. The Preliminary Exam is designed to encourage students to integrate their knowledge of research methodology and substantive theoretical and empirical issues, and to serve as an early assessment of competencies that are relevant to the development of the research apprenticeship, the dissertation, and other scholarly projects.

The Preliminary Exam consists of a careful analysis of published research that is representative of research in rehabilitation counseling. This kind of analysis is a central skill that all professionals in our respective fields master and regularly practice in their professional lives. Students are given a published research article, and in an in-class format prepare a written analysis of that research, guided by the attached set of questions. At the end of your doctoral program you should be able to make independent judgments of the validity and importance of published research that are informed and well argued on both methodological and substantive grounds. It is not expected that you will have completely mastered this skill by the end of the first year of coursework. Mastery will take time and will develop throughout your doctoral program.

Below is a list of skills and competencies that are assessed on the Preliminary Exam:

- Understanding of theoretical perspectives appropriate to the student's field of study,
- Knowledge of basic research design and data analysis procedures,
- Ability to integrate knowledge of research methods and conceptual knowledge and apply them to address a substantive issue in the field of study,
- Ability to appropriately interpret and generalize research results relevant to the field of study,
- Ability to assess and communicate the importance or significance of a study and its results,
- Ability to reconceptualize research, leading to the advance of inquiry or knowledge in a field of study, and
- Proficiency in the skills of scholarly writing.

Examinees for the Preliminary Examination

When in the course of the doctoral program does a student take the Preliminary Examination?

The student takes the Preliminary Examination either at the beginning of the second year of full time study, during the week before the first semester of the second year of coursework or after successfully completing the first two courses in the methodological sequence (CEP 930, 932) and proseminar (or equivalent) if the student is part time.

One implication of this timeline is that students are **strongly** advised to enroll in the methodology sequence and proseminar (or equivalent) in their first year of study. Although students who have taken these courses cannot be *guaranteed* to do well on the Preliminary Examination, students who do not take them are at serious risk of not gaining the skills and competencies that will be tested on the Preliminary Examination.

Although there is no department-wide requirement that these courses be taken during the first year, we believe for the exam to function well (and as it was designed) the courses should be taken during the first year. Advisors should urge their students to enroll in these required courses in the first year.

Is every student required to take the Preliminary Examination as soon as he or she has reached this point in the program?

Yes. If students delay taking the exam when they have reached this point in the course of their study, they may put off the exam until they have invested inordinate amounts of time in the program. The Preliminary Exam is designed to provide an **early** warning sign of student weaknesses, or of the possibility that a student may be unable to complete the doctorate. With early feedback, remediation of weaknesses is more likely to be possible.

What if the student has completed the required classes but is still not perceived to be prepared?

All students are required to take the examination at the scheduled time in their course of study. If a student is not prepared, the examination will provide an opportunity to identify and assess areas of strength and weakness, and an inducement to design appropriate remediation for problems.

If a student does not take an exam at the specified time, the advisor and program faculty are notified. Not taking the examination constitutes a serious matter in itself.

When should students apply to take the exam?

Students should apply to take the exam by the end of spring semester. Many advisors are not available during summer, so advisors and students may wish to discuss study plans or exam-taking strategies before late spring, even though students are expected to make further preparations during the summer. A copy of the application form is available from the secretary to the SPRC. Students turn in a completed application and a signed statement of academic honesty and ethical principles the spring semester prior to exam administration.

What is the statement of academic honesty and ethical principles and practices?

This statement is a document that students review and sign prior to taking the preliminary exam to ensure the security and integrity of the examination process. It is expected that students and faculty will abide by the procedures this document.

How many times may the student try the Preliminary Examination?

Students are allowed to attempt the Preliminary Examination twice. We expect that only a small number of students will receive a No Pass performance rating and be expected to repeat the exam. Therefore, two No Pass performances are a clear indication of serious academic deficiency.

Because serious remediation is required before a second attempt, a second poor performance indicates significant deficiencies that may not be remediable. Any requests for further retakes must be justified by an appeal to the SPRC. See also "What happens if a student gets a No Pass?" in the section entitled "Evaluation of Preliminary-Examination Performance" below.

Administration of the Exam

When is the Preliminary Examination administered?

The Preliminary Examination is administered annually. The examination is administered during the week immediately preceding the beginning of the fall semester.

This schedule requires that the exam be ready by the end of spring semester because most faculty hold academic-year appointments. Articles must be selected before summer.

Students are notified of the exam date during the (preceding) academic year, and turn in exam applications before the end of the spring semester. Applications to take the exam are not accepted during the summer.

How often is the examination administered?

The Preliminary Examination is administered only once a year. The exam is given during the week immediately preceding the beginning of the fall semester.

Hopefully very few students will be required to take the Preliminary Examination a second time. However, for those who are, serious and perhaps intensive remediation activities will be needed. We do not wish to minimize the seriousness of the effort required for remediation, by acting as though students who receive No Pass could remedy their weaknesses in only a few months. Thus all students who receive scores of No Pass are expected to retake the Prelim at its next administration, typically just before the third year of doctoral study. This is further reason that students should take the examination at their first opportunity (i.e., just before their second year of study).

Is the exam "in class" or "take home"?

Students are given the examination in the morning and have the entire day to read, reflect on, and write about the article. The exam is given in an in-class format for several reasons. First, the exam is intended to tap each student's own abilities to think critically and independently. Students are not expected to have extensive depth and breadth of knowledge of existing research. Second, having a limited time frame ensures a high level of test security, since students complete the examination during one day, under supervised conditions. Third, the in-class setting provides for standardized conditions across doctoral programs.

Because the exam takes all day, students are encouraged to take a lunch break.

Can computers be used?

Yes, students are allowed to use laptop computers to complete the exam.. Students with special needs who require accommodations should contact the SPRC coordinator with their request by the deadline to sign-up for the exam. Because food and drink are not allowed in the labs, students may not bring snacks or lunches into the exam room, but may eat outside the labs.

Use of Software

Students may use only the basic productivity software available on the computers (word-processing, spreadsheets, calculators etc.). The use of Internet software (such as Internet Explorer, Netscape Navigator) is not permitted. Students are not allowed to bring any notes into the lab nor are they allowed to access any information stored or available on networked servers.

When are the questions given to students?

The questions are included in this document, and the questions will be provided to each new doctoral student at the beginning of the doctoral program. A copy of the questions is also provided to each student on the day of the exam. If students have had the questions to be asked for the entire year; the questions should be well practiced for those students. We hope that eventually the kinds of analysis and consideration required on the Prelim will be very familiar to examinees.

When is the article for the exam available?

The article will be given to students on the day of the examination. Students arrive in the morning and are given the article and a copy of the questions, and a computer seat assignment. Students have the entire day to read the article, make notes on it, and finally respond to the questions with the article in mind. Students are not expected (or allowed) to interact about the article during the examination. Articles used in *past* administrations are available for students to copy.

What materials can students bring?

Students may bring lunches and snack foods, which can be used outside of the computer lab. Any students requiring special accommodations must submit a request in writing at the time of application.

Are any other materials available or allowed?

No. Students are NOT allowed to bring books, notes, or other personal items to the examination with them. No materials are provided in addition to the Preliminary Examination questions and the article to be used. In this way, again, we ensure standard conditions across programs and individuals.

Who chooses the articles?

The faculty are responsible for selecting the article for the students in their program to analyze in the Preliminary Examination. It is the responsibility of the program director to organize faculty for the selection of articles.

Evaluation of Preliminary Examination Performance

How is Preliminary Examination performance evaluated?

Preliminary Examinations are evaluated at the Program level. Three outcomes are possible:

- a. Pass. The student receives a letter from the Department indicating satisfactory performance and providing feedback as suggested by the exam scores.
- b. Conditional Pass. The student, his or her advisor, and the program's unit coordinator receive copies of a letter from the Department including feedback on the exam and identifying areas of strength and weakness suggested by exam performance. The student and advisor must meet to discuss the results of the Preliminary Examination and discuss its implications for further study and remediation. The student must report on any remediation efforts in his or her next annual review. The doctoral program faculty is responsible for monitoring the remediation. The student is not required to retake the exam.
- c. No Pass. The student, his or her advisor, and the program's unit coordinator receive copies of a letter from the Department indicating his or her status is "in jeopardy," including feedback on the exam, and identifying areas of weakness suggested by exam performance. Both the advisor and other program faculty must be involved in decisions regarding remediation. Two avenues seem likely:
 - (1) the student remediates with close monitoring, followed by a retake of the exam; or
 - (2) the student may be dropped from the program. This latter would only occur if other serious negative evidence about progress in the doctoral program exists.

What happens if a student gets a No Pass?

The student has the right to one retake, which would occur the following fall. The student could enroll in classes, and would be expected to do the remediation activities prescribed by his or her advisor and other program faculty. The student must report on any remediation efforts in his or her next annual review.

The option to drop a student from the program on the first administration of the Preliminary Examination would not be exercised often. This would only occur in the case of additional strong evidence about student academic weaknesses or other deficiencies.

Who scores the exam?

Complete exams are scored by the faculty. The scorers are blind to the identity of each examinee. A set of scoring guidelines and performance criteria has been to assist faculty in achieving consistent evaluation of student performance across scorers.

Additionally, faculty assigned to score the exams for each program meet prior to scoring the exams. These meetings provide a forum for discussion of the substantive problem examined in the particular article that students will have examined, the methodologies used, and ideas about interpretations of the research.

What is the nature of the feedback provided?

Faculty scorers provide feedback about the specific questions asked on the exam, as well as more general feedback about students' writing skills and skills in analysis and communication. Students receive both numerical scores and detailed written feedback about their exam performance. To the extent that it is possible to suggest specific avenues of remediation or further study faculty provide those in writing as well.

How are overall Prelim scores obtained?

Scorers evaluate the Prelim performance of each examinee on each of the three domains. Each scorer assigns three "domain scores" to each exam. These domain scores are then averaged across domains and scorers to produce an overall score (of Pass, Conditional Pass, or No Pass) according to the following scoring rules.

Domain scores are assigned numerical values:

Very good = 4, Adequate = 3, Marginal = 2, and Unsatisfactory = 1.

These are combined to reach one of three overall scoring decisions: Pass, Conditional Pass, or No Pass. A Pass score is awarded to students whose combined averages are 3 or higher. A Conditional Pass will be assigned for mean scores between 2.0 and 3.0.

Students with overall means of less than 2.0 will receive a No Pass.

In some cases discrepancies may arise in the overall scores or the domain scores assigned by the different faculty scorers. In cases where overall score decisions differ, discrepancies are resolved by discussion or through the use of a additional reader.

For additional information see your advisor.

CEPSE Preliminary Exam Questions

A. Theoretical Perspective (about 3 pages)

1. Critique the author's conceptual framework.
2. Comment on the need for this study and its importance.
3. How effectively does the author tie the study to relevant theory and prior research?
4. Evaluate the clarity and appropriateness of the research questions or hypotheses.

B. Research Design and Analysis (about 4 pages)

5. Critique the appropriateness and adequacy of the study's design in relation to the research questions or hypotheses.

6. Critique the adequacy of the study's sampling methods (e.g., choice of participants) and their implications for generalizability.
7. Critique the adequacy of the study's procedures and materials (e.g., interventions, interview protocols, data collection procedures).
8. Critique the appropriateness and quality (e.g., reliability, validity) of the measures used.
9. Critique the adequacy of the study's data analyses. For example: Have important statistical assumptions been met? Are the analyses appropriate for the study's design? Are the analyses appropriate for the data collected?

C. Interpretation and Implications of Results (about 3 pages)

10. Critique the author's discussion of the methodological and/or conceptual limitations of the results.
11. How consistent and comprehensive are the author's conclusions with the reported results?
12. How well did the author relate the results to the study's theoretical base?
13. In your view, what is the significance of the study, and what are its primary implications for theory, future research, and practice?

This description is intended to give you an overall view of the nature and purpose of the examination.

Preliminary Examination Procedures

1. The application to take the preliminary exam should be submitted to the program director, and copies of past exams may be obtained from the Program Secretary.
2. The Preliminary Exam is offered prior to the beginning of the fall semester of each year. A completed preliminary exam application must be on file by the assigned deadlines.
3. See your advisor for assistance in developing specific exam preparation strategies. Once the preliminary exams have been evaluated by the faculty, students will receive a letter from the program indicating whether they received a Pass, Conditional Pass, or Fail. At that time students should contact their advisors to set up a meeting to discuss their performances and any necessary remediation.

Research Apprenticeship Policies

The apprenticeship is an integral part of the doctoral student experience and ultimately of the careers of our students. It is partly responsible for linking course work and research experiences (in particular the dissertation) by introducing students to the process of conducting research, yet still with the support of a mentor and a community of scholars. Further, the apprenticeship will help the student identify areas of research which are of particular interest to the student, and which the student can pursue through and after graduate school.

Process

During the apprenticeship the student should be engaged in the process of conducting research and participating in a community of scholars. The process of conducting research involves activities associated with each of the components of the final product. Further, during the apprenticeship the student should cycle among the research activities as theory, research questions, data collection, analysis and interpretation inform each other.

Because of the timing and nature of the apprenticeship, members of the guidance committee will participate in overseeing the apprenticeship process, and the student may satisfy some or all of the procedural components of the apprenticeship process during guidance committee meetings.

Below are the formal requirements of the apprenticeship process.

Apprenticeship Chair

At the time the student is ready to formally initiate the apprenticeship process the student should find a faculty member who will serve as the chair/advisor for the apprenticeship. This decision should be based on the chair's interests and skills related to the proposed apprenticeship topic and methodology (e.g., design, data collection & analysis procedures). The student may consult with his or her current advisor in order to choose a chair for the apprenticeship.

Timing

Students will complete the research apprenticeship project after they have successfully completed the preliminary examination and *before* they register to take the comprehensive examination. The CEPSE Research Apprenticeship Form is to be turned into the SPRC Administrator with the Comprehensive Exam application.

Course Credit

According to the policy of the college, as part of the apprenticeship process, students register for one-three credits in CEP 995.

Regardless of the number of credits in CEP995 for which the student is enrolling, all expectations of the apprenticeship apply. A grade is given in the course by the Apprenticeship Chairperson upon completion of the Research Apprenticeship project.

Community of Scholars

The apprenticeship should be viewed as a project conducted with the assistance and support of a community of scholars, including the mentor. This community includes some members of the guidance committee, and may include members of a research team, classmates in a course that satisfies the apprenticeship requirement, faculty members who are not on the guidance committee, or other collaborators. Programs may describe specific and typical ways in which their students have identified communities of scholars.

Forum for Proposal

The apprenticeship process is designed, in part, to provide experiences that will facilitate and enhance the dissertation experience. Hence, students are *encouraged* to hold an open forum for their *proposal* development.

Presentation of the Apprenticeship Paper

In keeping with the concept of participation in a community of scholars, students *must* present the *final apprenticeship paper* to a group of interested students and professors in an open forum, which may be conducted at a professional conference, at an organized event within the College of Education, or at a college event designated exclusively for the presentation of the paper. This practice is intended to help students develop their presentation skills as well as to provide others an opportunity to learn about the student's research.

Certification of Fulfillment

There are two parts to the Research Apprenticeship Form. Part A must be filled out and approved only by the advisor prior to sitting for the Comprehensive Exam. Upon completion or at the presentation of the apprenticeship paper, the Apprenticeship Chairperson and one other member of the guidance committee must indicate that the apprenticeship product is acceptable by signing Part B of the Apprenticeship Form. In addition, we strongly encourage students to submit their research for presentation at a professional conference or for publication in a professional journal.

The Written Document

The general requirement for the written document is that it include the components of a research paper appropriate for the particular program as determined by the student's Apprenticeship Chairperson, in consultation with the student's advisor and one other member of the student's guidance committee. In recognition of the collaborative nature of many research projects, only two of the four components of a research project listed

below must represent original work by the student. For example, if a student is part of a research team, the student may base one or two of the components of the final product on the work of other members of the team. The student must indicate the components, which were based on original work and which components were based on the work of others, and the components must be integrated coherently.

The components of the written document are similar to the questions used for the preliminary exam. The components are intended to be applicable across all programs and the students should be at a level to appreciate the import of each area.

A. Theoretical perspective

The student must establish a conceptual framework for the study to which each part of the paper should be linked. The student should describe the basis for the conceptual framework in the existing literature as well as establish the need and importance of the study given the existing literature. The student must develop research questions linked to the conceptual framework.

B. Research design

The student should describe the relevant components of the design of the study. This description might include sources of information, how participants were chosen, instrumentation, and methods of data collection. The student should provide a rationale for his or her choice of data sources and comment on the extent to which the choices are consistent with theoretical arguments.

C. Analysis

The student should describe the way in which the data were analyzed. This includes the procedures used to obtain simplifications, reductions, and representations of the data. The student should describe the findings of the research, and the assumptions on which the findings are based.

D. Interpretation and implication of results

The student should interpret the results relative to the state of current knowledge as defined in the existing literature and within the scope of the study's limitations. In addition, the student should develop the relevant implications of the findings with recognition of the limitations of the study, and indicate directions for further research.

Policy Regarding Work Prior to Entering the Department

Many students enter the department with substantial research experience including Master's theses and published articles. Under exceptional circumstances, a student and guidance committee may agree that the student will use prior work to satisfy the apprenticeship. If they do make such an agreement, the work must still meet the criteria

specified in section III. The student may satisfy requirement 3 in section II by registering for, and receiving, at least one credit that can be applied to the apprenticeship. Further, the student must satisfy requirements 6 and 7 in section II, and the student must participate in a community of scholars during the student's enrollment in CEPSE.

Students Who Seek a Waiver from this Requirement

Students and advisors may seek a waiver from these requirements by submitting a written request to the Student Progress Review Committee (SPRC). The appeal should include arguments indicating how the student satisfied the apprenticeship requirements. If the student's product does not include the components described in section III, the advisor and student should include publications, which exemplify the criteria being satisfied by the student's apprenticeship product.

Comprehensive Exam

Purpose of the Comprehensive Examination

All doctoral students at Michigan State University are required to complete a written comprehensive examination as part of their degree program. Doctoral students are eligible to take the exam after completing 80% of their coursework, typically during their third year of doctoral study. In the Department of Counseling, Educational Psychology and Special Education, the comprehensive examination is intended to encourage an integrative understanding of the knowledge base in the student's disciplinary area and serve as documentation of student progress. Within the Rehabilitation Counselor Education Program the comprehensive examination is specifically designed to examine the student's ability to integrate the body of knowledge and competencies critical to their future roles as rehabilitation counselor educators and researchers. These core knowledge and competencies are reflected in the required aspects of the doctoral curriculum in Rehabilitation Counselor Education and the comprehensive reading list.

Description of the Examination

The comprehensive examination process in Rehabilitation Counselor Education has adopted a mixed-format examination process. The process spans one workweek.

The first portion consists of three successive days in which students are given one essay question to respond to over a three-hour period each day. This part of the examination is scheduled on Monday through Wednesday mornings from 9:00 a.m. to 12:00 p.m. and is administered under "in-class" conditions. Students are not allowed to bring any outside materials or references to the examination or to discuss the examination with anyone during the examination period.

The "in-class" portion of the examination will consist of three three-hour essay questions covering the following content areas:

- Day 1 (Monday): History, legislation, professionalization, ethics, policy and practice issues related to rehabilitation counseling.
- Day 2 (Tuesday): concepts of disability and its impacts, psychosocial aspects of disability and rehabilitation, theories of counseling and career development.
- Day 3 (Wednesday): Rehabilitation counselor education and counselor supervision.

The second portion of the exam is a “take-home” component, which students receive after they have completed the third essay question on Wednesday. This part of the exam must be completed and returned to the Department’s Comprehensives Secretary by Friday at 5:00 p.m. Students may use any reference materials available to them, but may not discuss this portion of the examination with anyone during the examination period.

The purpose of this portion of the examination is to assess research design and methodological skills in relation to a significant rehabilitation problem. Students will be provided with a hypothetical research problem related to the content domains specified above. Students will be asked to design a study to address the problem identified, including a brief review of the relevant literature and theoretical context explored, and the methodology planned to address the problem area (design, subjects, measures, procedures, analyses and limitations). Students will be given two and one half working days to complete the 10-12 page research proposal, which should be prepared according to APA format.

This mixed format design will allow the Program to retain the principal focus of the examination on critical content that the doctoral students are required to know in relation to their preparation as rehabilitation counselor educators and researchers, as well as to provide a more thorough and applied assessment of their scholarship, research, conceptual skills. Using the above format and identified content domains, the faculty of the Rehabilitation Counselor Education Program will construct a new set of questions for each examination period. As part of this process, faculty will review each of the questions in order to develop a set of guidelines to be used in reviewing individual responses.

Scoring of the Examination

Following the completion of all of the examination, the responses are reviewed and rated by two core faculty members. Each of the four components of the exam are rated separately and weighted equally, including the three essay questions and the take-home research proposal. The following rating scale is used for all questions, including the take-home research proposal:

- 5 = Outstanding
- 4 = Good
- 3 = Satisfactory
- 2 = Weak
- 1 = Poor

A third faculty member will be used in those instances where a discrepancy of two or more points exists between the ratings assigned by the first two reviewers on any question and where the student has received a failing grade.

In order to pass the entire comprehensive examination, a candidate must receive an average total score of 12. Upon completion of the review and rating process, and upon formal acceptance of the examination results by the faculty, individual students may be notified informally of their results by their advisors. Formal notice of the examination results will be sent from the Department. After receiving formal notice of the examination results, students should schedule a meeting with their advisors to receive specific feedback about their performance.

If the student fails the examination due to one specific component only, they are allowed to retake the specific component of the examination in an oral examination with the core faculty within one month of receiving notice. If a passing grade is not achieved at that time, the student must retake that component of the examination at its next scheduled administration. If the student does not pass the component at that time, they will be considered to have failed the entire examination and must request permission to retake the entire examination at a future administration. Students who fail to achieve a passing score on re-administration of the entire examination, will not be permitted to continue.

Timing of the Examination

The comprehensive examination will be offered in the fall and spring semesters; under most circumstances the comprehensive examination will be attempted during the fall semester of the student's third year in the Program. Students must complete at least 80% of their coursework prior to taking the comprehensive examination, and the examination must be completed successfully before a student may schedule a dissertation proposal meeting.

Preparation for the Examination

A copy of the current comprehensives reading list can be obtained from the Program Secretary. Copies of questions used in previous administration of the comprehensive examination can also be obtained from these sources.

Procedures for Comprehensive Examinations

1. The application to take comps; the departmental comps policy statement, current reading lists and copies of past exams may be obtained from the Program Secretary in 455 Erickson.
2. Comps are offered fall and spring semesters of each year, and specific exam dates are posted well in advance. Completed comps applications must be on file by the

end of course registration during the semester in which the student wishes to take the exam.

3. Enrollment is required during the semester that comps are taken.
4. See your advisor for assistance in developing specific exam preparation strategies. It is recommended that you check with your advisor after successful completion of the comps to be sure that a Record of Comprehensive Examination has been placed in your program file and copied to the Student Affairs Office.

Time Limit

The University stipulates that the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time the student first enrolled as a doctoral student. The University also states that students who extend their stay beyond eight years will be required to re-complete comprehensive exams.

Students who are not in compliance with these time limits are required to fill out the form, "Request for Extension of Time". The first request for an extension requires the approval of the advisor. Requests for a second extension require the review of the student's Guidance Committee and the full Rehabilitation Counselor Education faculty. As part of the review the student must appear at a faculty meeting with an explanation for why the first time extension was not sufficient to complete the degree requirements, and what circumstances warrant the additional extension. Each extension period is for one or two semesters only. No more than two extensions will be granted. The extension form also requires the support and approval of the Dean of the College of Education. Students are responsible for initiating and completing extension requests prior to the exhaustion of previous time deadlines.

The Dissertation

This requirement is designed to enable the student to enhance and demonstrate his or her competence in research and scholarly endeavors, make an original contribution to the body of knowledge within the rehabilitation counseling profession. The dissertation marks the occasion for deeper investigation of research questions evolving from the student's graduate study.

The Guidance Committee may also serve as the student's dissertation committee. However, membership changes may be made to reflect the student's changing interests and needs as he or she embarks upon the dissertation process. It is important that the Committee reflects the student's researches interests and offer competencies that can assist the student's scholarly inquiry. Where necessary, a Guidance Committee member other than the Chair may serve as the primary director of the dissertation process, though the Guidance Committee Chair will usually serve in both capacities. (See Section 2,

Advising Policies, regarding composition of the Guidance Committee). You should also consult the documents titled Guidelines for Graduate Student Advising and Mentoring Relationships, and Guidelines for Integrity in Research and Creative Activities, at the following website address <http://grad.msu.edu/researchintegrity/docs/ris04.pdf>.

While there may be situations necessitating a change in committee membership once the dissertation process has begun, every effort should be made to maintain continuity of members throughout the process. Any changes in committee membership should always be made in consultation with one's advisor.

Procedures

1. Visit the Student Affairs Office (SAO) to obtain a copy of the College's Guidelines for Doctoral Students and their Guidance Committees and The Graduate School Guide to the Preparation of Master's Theses and Doctoral Dissertations. The former provides detailed procedural steps, including a checklist of dissertation activities and copies of all dissertation paperwork that needs to be filed with the SAO. The latter delineates the Graduate School's dissertation requirements, including writing format issues.
2. Work closely with your advisor and other committee members throughout the dissertation process. The Dissertation Director Approval form needs to be signed and returned to the SAO.
3. Once the proposal has been approved by the Dissertation Director, arrange a committee meeting to discuss, refine, and approve the dissertation topic and its design. At least three members of the committee must be present at this meeting. The proposal must be distributed to committee members at least two weeks prior to the scheduled meeting time. The Approval of Dissertation Proposal form needs to be completed once the proposal is accepted by the committee.
4. If the dissertation will involve human subjects, you must also complete a separate application with the Social Science/Behavioral/Education Institutional Review Board (SIRB). This form can be obtained online from the [SIRB website](http://www.humanresearch.msu.edu/sirb.html) (<http://www.humanresearch.msu.edu/sirb.html>). Data collection cannot commence prior to the approval of this committee.
5. If you will be using the mainframe computer to analyze your data, you may establish a computer account through the Department.
6. When you are ready to defend your dissertation, consult your advisor and set a meeting for the dissertation oral, allowing at least two weeks for your committee members to review your finished work. You need to be enrolled during the semester that you defend your dissertation. Deadlines to be met for graduation in a given semester may be found in the University Calendar. The Notice of Doctoral Oral Examination must be filed with the SAO prior to the oral defense.

7. After the dissertation has been successfully defended and any revisions completed, the Record of Dissertation and Oral Examination Requirements must be signed and filed with the SAO.

Integrity in Research and Creative Activities

Integrity in research and creative activities is based on sound disciplinary practices as well as on a commitment to basic values such as fairness, equity, honesty and respect. The Program in Rehabilitation Counselor Education expects all research and creative activities to be conducted with integrity.

RCE faculty provide education in research integrity via the following:

- (1) Faculty conducting their research with integrity and ‘thinking aloud’ about this with students apprenticing that research.
- (2) Research ethics content is included in CEP 930, CEP 968 and CEP 995.
- (3) Students are provided, through this Handbook, documents on research integrity, including:
 - a. *Guidelines for Integrity in Research and Creative Activities* (<http://grad.msu.edu/researchintegrity/docs/ris04.pdf>);
 - b. MSU policy related to the use of humans for research via the Institutional Review Board (IRB): <http://www.humanresearch.msu.edu/>
 - c. The American Psychological Association's Ethical Guidelines: <http://www.apa.org/ethics/index.aspx>
 - d. The American Psychological Association's Publication Manual, which includes guidelines on plagiarism: <http://www.apastyle.org/manual/index.aspx>
 - e. The Office of the Ombudsman's guidelines on plagiarism: <http://www.msu.edu/unit/ombud/plagiarism.html>

RCE students are expected to:

- (1) Before beginning their research apprenticeship, each student is required to complete the online tutorial at the IRB website: <http://www.humanresearch.msu.edu/requiredtraining.html>
- (2) Obtain approval from the Institutional Review Board (IRB) prior to conducting any research involving humans. This is done by completing an online application at the IRB website: http://35.8.104.116:591/ucrihs/ucrihs_main/pi_search.htm
- (3) Abide by the All University Policy on Scholarship and Grades: <http://splife.studentlife.msu.edu/regulations/student-group-regulations-administrative-rulings-all-university-policies-and-selected-ordinances/integrity-of-scholarship-and-grades>, including guidelines on plagiarism.

Conduct of research without approval of the IRB may result in dismissal from the program. Any incidence of plagiarism may result in dismissal from the program.

Institutional Review Board

For full information on the Institutional Review Board (IRB), please go to the website:
http://www.humanresearch.msu.edu/about_irbs.html

The address for the IRB:

Michigan State University
Institutional Review Board (IRB)
207 Olds Hall
East Lansing, MI 48824
Phone: (517) 355-2180
Fax: (517) 432-4503
E-mail: irb@msu.edu

What an IRB?

An IRB is an institutional review board, established to review proposed human subject research. The IRB may approve, require modifications in (to secure approval), or disapprove research. At MSU, all human subject research (regardless of funding) must be reviewed and approved by an IRB before initiation.

At MSU, there are three IRBs: Biomedical and Health IRB (BIRB), Community Research IRB (CRIRB) and Social Science/Behavioral/Education IRB (SIRB). The latter (SIRB) is relevant for Rehabilitation Counselor Education students that are completing research activities.

How the IRB Review Process Works:

The review process begins when an investigator submits a complete on-line application to the IRB office. IRB assigns the application an IRB log number. Depending upon the level of risk to subjects in the protocol, IRB assigns the protocol to one of three review categories (exempt from full review, expedited review, full review) and sends it to one, two or five reviewers, respectively. If the reviewer (or reviewers) is satisfied that the rights and welfare of the human subjects are adequately protected, he or she approves it. However, if the reviewer has concerns, the reviewer returns written comments to the IRB office for transmission to the investigator. The investigator must then send a response to each comment, on line to IRB, which will forward it to the reviewer(s). If the proposal is either an exempt or expedited proposal, an approval letter can be issued as soon as the reviewer (or reviewers) approves. When a proposal receives a full (five-member subcommittee) review, an approval letter is issued after the proposal is discussed and approved by vote of the full committee at its monthly meeting.

There is a tutorial available online at <http://www.humanresearch.msu.edu>. Students must complete the tutorial in order to submit IRB material for institutional approval.

All faculty members advising students in research are expected to communicate with their students the importance of being in complete compliance with the IRB, and to read in detail the most recent instructions from the IRB. All faculty teaching graduate students in courses also are to emphasize complete compliance with the IRB principles and policies. Faculty teaching courses are also urged to determine when and how the IRB principles can be covered in graduate courses.

Any research that is conducted by a graduate student in RCE that is not in compliance with IRB regulations cannot be used to fulfill course or degree requirements. Should a student conduct research that is not in compliance with the IRB, at a minimum, the work will have to be repeated with no adjustment for time lost in carrying out the research that was not in compliance. Faculty members consider IRB compliance to be very important. A very serious violation of IRB standards by a student, or repeated violations, would result in a referral to the Associate Dean of Student Affairs, who will refer the case to a college-level hearing board, as specified in University policy. Serious and/or repeated violations of IRB policies could result in sanctions up to and including dismissal from the graduate program.

Upon entering the program, students should go to the IRB website and read about the important committee. They should take the IRB training, which requires about a half hour, before involvement in any research that might conceivably involve human subjects.

It is critical to remember that absolutely no research data can be collected until a project is in complete compliance with the IRB and collecting data before receiving such approval is a serious ethical breach. Once a student files with the IRB, if the student receives any feedback that they do not understand, they should immediately consult with a member of the RCE faculty or the IRB staff for guidance as to how to proceed. Again, for emphasis, absolutely no data can be collected without IRB approval. If any such data is collected it cannot be used for any degree purpose.

5. ANNUAL REVIEW OF STUDENT PROGRESS

Each year the Rehabilitation Counselor Education Program conducts an annual review of doctoral student progress. The annual review provides an opportunity for the student, the advisor and the program faculty to review the student's strengths, limitations, accomplishments, progress in their degree program, and areas in need of further development. In situations where problems are noted, remedial plans will be developed to address the issues involved.

A student's first annual review occurs during the spring of their second year in the Program and continues each year thereafter until they have completed all degree

requirements. During a student's first year, numerous opportunities for the assessment of progress and feedback are available between the student and their faculty advisor culminating in the formation of a guidance committee and the development of a formal plan of study for their degree program.

The formal annual review will focus on the student's progress in the following areas:

1. Progress and performance in relation to planned academic coursework
2. Development of teaching and clinical supervisory skills
3. Research involvement (research projects, presentations, publications)
4. Completion of program milestones (e.g., preliminary exam, guidance committee meeting, comprehensive exam, dissertation proposal)
5. Other professional accomplishments or activities, which complement the formal degree program.

The student initiates the annual review process each spring. A narrative self-assessment summary report is completed, which summarizes and highlights key developments in the above stated areas. In addition to the narrative self-assessment, the following materials would be examples of appropriate documents to include as evidence of achievements during the previous year:

1. A record of courses completed and grades achieved, in relation to program plan
2. Materials developed and feedback received for teaching and or clinical supervision undertaken.
3. Copies of any papers developed for presentation or publication, or documentation of research and scholarly activities undertaken.
4. Documentation related to program milestones achieved.
5. Documentation of other professional activities and accomplishments (e.g., service to the program, consultation or service to external groups, professional development activities, student mentoring), which complement the formal program
6. An updated curriculum vitae.

This self-assessment is submitted to the student's academic advisor. After submitting the self-assessment to the advisor, the students' should schedule an appointment with the advisor to review the reports

Prior to the end of the spring semester, the program faculty shall be convened by the program director to conduct the annual reviews. Each advisor will present a summary of each student's progress. Following faculty discussion, a separate summary with any recommendations will be prepared by the advisor. A copy of the faculty's annual review summary will be sent to the student. A copy of both reports (the student's and the faculty's summary) shall be retained in the student's file.

6. RECORDS POLICIES

The program maintains records documenting each student's progress through the doctoral education sequence. These records, which are stored centrally in the program area, include the program plan, guidance committee form, comps completion form, dissertation paperwork, annual review documents, portions of the original application to the program, and other materials that are deemed necessary. Additionally, to facilitate student advising, advisors may keep in their offices separate files containing such items as their advisees' grade transcripts, comps responses, and dissertation drafts. All student records are kept in secure filing cabinets or private offices to protect students' privacy and confidentiality; only program faculty and staff will have access to this material.

Students may request to examine their own files; this request should be directed to the student's advisor or the Program Coordinator. The only material that will be withheld is that which the student has clearly waived his or her right to examine, e.g., confidential reference letters. (Other than the latter, files generally only contain records of which students already possess copies). Once students graduate, the program maintains a permanent file.

7. GRIEVANCE PROCEDURES

The "Academic Freedom for Students at Michigan State University" (AFR), the "Graduate Student Rights and Responsibilities at Michigan State University" (GSRR,) and the "Integrity of Scholarship and Grades" documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings.

In accordance with the AFR and the GSRR, the Department of Counseling, Educational Psychology, and Special Education (CEPSE) in the College of Education, has established the following procedures for adjudicating undergraduate and graduate student academic grievances. This also includes *non-disciplinary* hearings regarding allegations of academic dishonesty, violations of professional standards and falsification of academic records when a failing grade has been issued. (Grievances involving the outcome of *disciplinary hearings*, which, impose sanctions other than, or in addition to, a failing grade, are heard by the student's College Hearing Board). (See AFR 2.4 and 4; GSRR 5.5.1; see also sections 5 and 6 of "Integrity of Scholarship and Grades," an all-university policy, and General Student Regulation 1.00, "Protection of Scholarship and Grades.")

Note: Students may not seek redress through a grievance hearing regarding alleged incompetence of instruction. (See AFR 2.2.1 and 2.2.2; and GSRR 2.2.1, 2.2.2.) Students should consult the AFR and the GSRR (published as part of *Spartan Life: Student Handbook and Resource Guide*) for a statement of student rights and responsibilities. A copy of this document can be obtained from the Department of Student Life or the Ombudsman's Office. It can also be found on the web at: <http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state->

[university](#). At any point during this process, students and faculty may contact the University Ombudsman's Office for advice, guidance or assistance with addressing and following through on their concerns.

I. JURISDICTION OF THE DEPARTMENT OF CEPSE HEARING BOARD

- A. The Department of CEPSE Hearing Board serves as the initial hearing board for students seeking redress for grievances that originate in this department and alleged violations of academic and professional rights set down in the AFR or the GSRR. The hearing board also serves as the initial venue for students to contest allegations of academic misconduct. (See AFR 2.4.2, 2.4.2.2 and 2.4.9; GSRR 5.1.1, 5.3.2 and 5.3.6.2.)
- B. The Department of CEPSE Hearing Board may serve as the initial hearing board for cases involving ambiguous jurisdiction that are referred by the Assistant Provost for Undergraduate Education. (See AFR 2.4.6.1.)

II. COMPOSITION OF THE DEPARTMENT OF CEPSE HEARING BOARD

- A. The Department of CEPSE shall constitute a Hearing Board by fall semester of each academic year. (See AFR 2.4.4.1; GSRR 5.5.2.)
- B. The Hearing Board shall be composed of the unit administrator or designee, three faculty, and three students (See AFR 2.4.3 and 2.4.4.1 and GSRR 5.1.2). Members shall serve one year beginning in the fall semester. The one-year term does not preclude reappointment of any member the following year. (See GSRR 5.1.2, 5.1.5, and 5.1.6.)
- C. The Department Faculty Advisory Committee (FAC) shall select the three faculty members and three alternates by the fall semester of each academic year (See AFR 2.4.3 and 2.4.4.1 and GSRR 5.1.2). The FAC will select the Chair of the Hearing Board. The Department Hearing Board will also include the Chair of the Department or a designee, who will vote only in the case of a tie of the other six members of the Board (three faculty and three students).
- D. Three student members and three alternate members at each degree level (undergraduate and graduate) will be selected by the representative student groups at the beginning of each fall semester.
 - 1. For hearings involving **undergraduate** students, the Department Hearing Board shall include the three faculty members and three **undergraduate** student members. (See AFR 2.4.3 and 2.4.4.1).

2. For hearings involving **graduate** students, the Department Hearing Board shall include the three faculty members and three **graduate** student members. (See GSRR 5.1.2).
- E. No one involved or having conflicts of interest in the case may serve on the Hearing Board. Procedures for challenging and replacing the membership of the Board are outlined in the AFR and GSRR. (See AFR 4.2.7; GSRR 5.1.2 and 5.1.7.)

[See further reference to the rights of complainants and respondents concerning Hearing Board membership below, in III.F.]

III. REFERRAL TO THE DEPARTMENT OF CEPSE HEARING BOARD

- A. A student who believes his or her rights have been violated by a member of the Michigan State University community shall first attempt to resolve the dispute in an informal discussion with the appropriate individual(s). (See AFR 2.4.2 and GSRR 5.3.1 and 5.3.2.)
- B. If after this discussion, the student remains dissatisfied with the results, the student should meet with the Chair of the Department and/or the University Ombudsman to seek a resolution (See AFR 2.4.2 and GSRR 5.3.2.)

The Department Chair may respond by asking the complainant to consult with the appropriate Program Director. 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 Director.

- C. If after this discussion, the student remains dissatisfied with the results, the student may submit to the Department Chair a written, signed request for an academic a grievance hearing. The letter 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 suggested remedy that could be implemented by the Department Chair or degree Program Director. (See AFR 2.4.2 and GSRR 5.3.2 and 5.3.6.)
- 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 (excluding summer semester). If either the student (the "complainant") or the individual(s) alleged to have violated the student's academic rights (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 AFR 2.4.2 and 2.4.2.1; and GSRR 5.3.6.1.)

- E. Upon receipt of a written request for a grievance hearing from an undergraduate student, the Department Chair shall promptly forward the complaint to the Chair and members of the Department Hearing Board and to the respondent. (See AFR 2.4.2.3.)

Upon receipt of a written request for a grievance hearing from a graduate student, the Department Chair shall promptly forward the complaint to the Chair and members of the Department Hearing Board and to the respondent within **10** class days. (See GSRR 5.4.3.)

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

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.

In cases involving alleged student academic misconduct or violation of academic and professional rights of students, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for a hearing to the College Hearing Board. (See AFR 2.4.2.2, and 2.4.6; GSRR 5.3.6.2.)

- F. 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, providing a written explanation to all appropriate parties to the grievance, to the Department Chair, to the Ombudsman, and to the Dean of the College. The student may appeal this decision to the College Hearing Board.
 - 2. Decide that sufficient reasons for a hearing 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 Hearing Board for an informal discussion of the issues. Such a discussion shall not preclude a later formal hearing.

(See AFR 4.4.2; GSRR 5.4.6.)

- G. 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.
1. At least **3** class days before a scheduled hearing involving an undergraduate student, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of (1) the nature of the issues, charges and/or conflicts in sufficient detail to enable preparation of individual cases; (2) the time, date and place of the hearing; (3) the names of the parties to the grievance; (4) the names of the Hearing Board members, including alternates; and (5) the names of the witnesses and advisor, if any; and (6) the right to challenge Hearing Board members because of a conflict of interest. (See AFR 4.2.7 and 4.4.3.)
 2. At least **6** class days before a scheduled hearing involving a graduate student, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of (1) the nature of the issues, charges and/or conflicts in sufficient detail to enable preparation of individual cases; (2) the time, date and place of the hearing; (3) the names of the parties to the grievance; (4) the names of the Hearing Board members, including alternates; and (5) the names of the witnesses and advisor, if any. (See GSRR 5.4.7.) This notification should also remind the parties to the grievance of their right 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 of the time limit in the written notification of the hearing.

- H. To protect the confidentiality of the information and the privacy of the student, attendance at the hearing may be limited to the Department Hearing Board members, the complainant, the respondent, witnesses for either party, if any, and an advisor for each party, if any. The Hearing Board may limit the number of witnesses. (See AFR 4.2.4 and 8.1.6; GSRR 8.1.4.) Unless otherwise approved by the Hearing Board, advisors and witnesses shall be limited to members of the MSU community (faculty, staff and students).

- I. 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 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 AFR 4.4.7b; 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 AFR 4.4.7c; GSRR 5.4.9c.)

Students enrolled in fully off-campus degree programs who are unable to attend in person, may participate in *real time* by speakerphone or by the use of other technologies.

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.)

Members of the Hearing Board must not talk about the hearing with either party before the scheduled hearing.

IV. DEPARTMENT OF CEPSE HEARING PROCEDURES

A. General Procedures

1. The Chair of the Department Hearing Board shall convene the hearing at the agreed-upon time, date and place. The Hearing Board Chair will ensure that a collegial atmosphere prevails. (See AFR 2.4.4, 2.4.4; GSRR 5.4.10.)
2. 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 AFR 2.4.4; GSRR 5.4.10.1.) The procedures may be taped.
3. 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.

4. Involvement of counsel/advisor normally should not be required. Each party must present her/his own case, and counsel/advisors may have a voice in the hearing. (See AFR 2.4.4.2, 4.3.5, 4.4.8d and 8.1.6; GSRR 5.4.10, 8.1.4.)
5. 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.

B. Hearing Procedures

1. Introductory remarks by the Chair of the Hearing Board: The Chair introduces hearing panel members, the complainant, the respondent and the advisor(s), if any. The Chair reviews the hearing procedures, including time limits, 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 AFR 2.4.9 and 8.1.17; GSRR 5.5.1, 8.1.16.)
2. Presentation by the Complainant: 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 advisor, if any.
3. Presentation by the Complainant’s Witnesses: 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 advisor, if any.
4. Presentation by the Respondent: 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 advisor, if any.
5. Presentation by the Respondent’s Witnesses: 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 advisor, if any.

6. Rebuttal and Closing Statement by Complainant: The complainant may refute statements by the respondent and the respondent's witnesses and advisor, if any, and present a summary statement.
7. Rebuttal and Closing Statement by Respondent: The respondent may refute statements by the complainant and the complainant's witnesses and advisor, if any, and present a summary statement.
8. Final questions by the Hearing Board: The Hearing Board may ask questions of all parties to the grievance.

C. Hearing Board's Deliberations, Decisions, and Report

1. Deliberations by the Hearing Board: 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. G. above.)
2. Outcome: If a majority of the Hearing Board finds, based on a "preponderance of the evidence" (See AFR 8.1.17; GSRR 8.1.16), that a violation of the complainant's academic rights has occurred and that redress is possible, it shall direct the Chair of the Department of Counseling, Educational Psychology, and Special Education to implement an appropriate remedy, in consultation with the Hearing Board. (See AFR 2.4.5 and 8.1.17; GSRR 5.4.11 and 8.1.16.) 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 may recommend to the Chair that the penalty grade be removed, the written record of the allegation, if any, be removed from the student's records and a good faith evaluation of the student's academic performance take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and any written records of the allegation may remain on file. (See AFR 8.1.15 and GSRR 8.1.15.)

3. 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, which support the Hearing Board's decision. (See AFR 2.4.5; 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 AFR 2.4.7, 2.4.7.2, 2.4.7.3; 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, in cases involving graduate students, the Dean of the Graduate School. All recipients must respect the confidentiality of the report. (See AFR 2.4.5; GSRR 5.4.11.)

V. APPEALS

- A. Either party to a grievance may appeal the decision of the Department Hearing Board 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, the decision of the Department Hearing Board will be held in abeyance. (See AFR 2.4.7 and 2.4.7.3; 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 AFR 2.4.7.2 and 8.1.16; GSRR 5.4.12.1 through 5.4.12.2 and 8.1.16.)

VI. RECONSIDERATION

If new evidence should arise, either party to a hearing may request the Hearing Board reconsider the case within 60 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See AFR 4.2.6; GSRR 5.4.13.)

[Note: The preceding references to the AFR and GSRR documents are not exhaustive. Parties to the grievance hearing should consult the appropriate document. Use of the word "promptly" or the phrase "as soon as possible" rather than a specific number of

class days is taken from the AFR, and occurs in situations when the GSRR cites a specific time reference.]

VII. RESOURCES

Helpful information on University policy and procedures may be obtained at:

Spartan Life: Student Handbook and Resource Guide:

<http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university>

Office of the Ombudsman: <http://www.msu.edu/unit/ombud/>

Revised Code of Teaching Responsibility, 2005

<http://www.msu.edu/unit/ombud/CodeofT.html>

Academic Honesty

<http://www.msu.edu/unit/ombud/honestylinks.html>

MSU Institutional Review Board (IRB): <http://www.humanresearch.msu.edu/>

Human Research Protection Manual:

<http://www.humanresearch.msu.edu/hrpmanual.html>

The Graduate School: <http://www.msu.edu/user/gradschl/>

Guidelines for Graduate Student Advising and Mentoring Relationships

Guidelines for Integrity in Research and Creative Activities

<http://grad.msu.edu/researchintegrity/docs/ris04.pdf>

8. REGISTRATION PROCEDURES

Enrollment/Registration for new students

MSU has a phone/computer enrollment process. The following guidelines need to be adhered to.

1. Consult with your advisor regarding which courses to take the upcoming semester.
2. Consult the schedule of courses book to locate course offerings.
3. There are a series of open enrollment periods. Consult the course schedule book for these.
4. Computer/Telephone Enrollment (You can choose which option you want to use)
 - To computer/telephone enroll you need:
 - a. PID - Personal ID Number
 - b. PAN - Personal Access Number
 - c. Schedule of Courses Book

Telephone Enrollment:

You will be able to telephone enroll after your assigned time. You should receive notification from the Registrar's Office as to when you can enroll. Also included in this notification should be your PID and PAN number. Only a touch-tone phone can be used for telephone enrollment. Telephone enrollment is available 8 a.m. - 8 p.m. Monday through Saturday and 12-8 on Sunday. Consult the Schedule of Courses for further directions.

Computer Enrollment:

There are numerous sites available on campus for computer enrollment. These are listed in the Course Schedule Book. Computer enrollment is available from
8 a.m. - 8 p.m. Monday through Saturday and 12 - 8 p.m. on Sunday.

You will want to note that some sites do not have printers, so if you want a copy of your schedule, you will need a site with a printer.

Potential Problems and Their Solutions:

If you run into a snag with telephone/computer enrollment (ie., you cannot get into a course) a number of factors could be at work:

1. The course is full--contact the professor and request permission to enroll. After this let the program secretary know and she will get in touch with the person to override the computer.
2. You are miscoded in the computer. This can be an issue if you completed your undergrad or master's work at MSU and are still coded as an undergrad or master's student. This can be remedied by speaking with someone in 150 Administration Building. They can re-code you there.
3. Specific student status is required for the course (ie, you need to have a certain major). You can find out from the Administration Building what the restrictions/requirements for the course are. From there you should consult with your advisor. If your advisor agrees with the course selection request permission from the professor and obtain an override (same as #1 above)
4. You have a hold. Translated you owe someone in the University money or there may be a paper work glitch. Holds can be placed on you for a variety of reasons by a variety of departments in the University. You will need to take care of your holds before completing enrollment/registration procedures.

Registration:

If all went well with enrollment, approximately 6 weeks before the semester starts you will receive a bill for the upcoming semester. Payment is due approximately 4 weeks before the semester starts. Deferment of approximately 50% are possible. See the

Schedule of Courses book for further instructions.

If you are billed for more (or less) than you think, you should contact the Registrar's Office at 355-7600. It is often difficult to get through on the phone therefore a trip over may be easier. If they are unable to resolve the problems, contact your advisor.

VERY IMPORTANT - If you enroll late - you will be assessed late enrollment fees of \$50, \$100, or \$200 dependent upon how late you enroll. If you do not pay the Minimum Tuition and Fees Payment due you will be dropped from the courses you enrolled in. This does not apply to your first semester at MSU when you will be able to enroll until the start of classes and go through walk through registration.

9. DISMISSAL POLICY

The dismissal of a student from the Rehabilitation Counselor Education Program is a significant event for both the student and the program faculty and represents the conclusion of the program faculty that the student has not demonstrated an adequate level of competency in either academic or in other critical areas of professional conduct. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and training objectives. The final decision regarding whether or not a student should be terminated from the program or under what conditions a student making unsatisfactory progress will be allowed to continue is a decision that rests with the Rehabilitation Counseling faculty.

Reasons for dismissal from program

At any point during the student's matriculation through the Rehabilitation Counselor Education Program, the faculty retains the right to review student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare. Reasons for termination may be divided into two general categories: academic dismissals and disciplinary dismissals. These will be discussed separately.

- A. **Academic Dismissals**: Failure to maintain academic standards may occur as the result of unsatisfactory grades in academic coursework and/or unsatisfactory performance on Prelim or Comps.

At a graduate level, a grade of 3.0 represents work that adequately meets course objectives. A grade of 2.5 or 2.0 represents work that is below expectations to an increasing degree but that still is sufficient to qualify for graduate credit. Such a grade is cause for concern, however, both because it represents weak mastery of the material and because students must achieve an overall GPA of 3.0 or higher in order to qualify for graduation.

Attention is also drawn to the fact that the University establishes timelines for completion of courses and of degree programs. Five years are allowed from the time that a student begins the first course on his or her doctoral degree program until completion of all requirements for graduation. Students are provided with grade reports at the end of each semester by the University, so they are always apprised of their academic standing.

B. Disciplinary Dismissals:

The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. academic dishonesty
2. criminal misconduct
3. unethical practices and/or unprofessional conduct

Due process rights of the student and faculty will be upheld by following the procedure outlined in the document, Graduate Student Rights and Responsibilities.

Dismissal Procedures

To protect student due process rights as well as the rights of faculty to uphold the academic and professional standards of the training program, the following steps will be taken as part of the proceedings that may eventuate in the student's dismissal from the Rehabilitation Counselor Education Program for disciplinary reasons. It should also be noted that in accordance with the Integrity of Scholarship and Grades Policy, the Dean of the College of instructor of record can initiate a disciplinary hearing at the college level that could lead to the student being dismissed from the program for any of the three reasons cited above. This process also includes an appeals process through the Graduate Student Judiciary.

1. Student will be informed in writing by the Program Coordinator (registered mail) of any charge, event, performance, or circumstance that may threaten the student's immediate status within the Program. Such charges or complaints may emanate from members of the program faculty, from other University faculty or personnel, from other students, or from professionals and agents outside of the University community.
2. As part of the above communication, the Program Coordinator may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party and to inform the Coordinator of the outcome of this action within 30 days.
3. If, however, informal methods of problem resolution are inappropriate or not satisfactory, as determined by the RCE Program Coordinator, the Coordinator will inform the student (in writing), the student's advisor and other interested parties

- that the student's status in the program may be in immediate jeopardy and that a formal meeting of the program faculty will be necessary to review the nature of the threat to the student's status and to arrive at a decision regarding dismissal. The Program Coordinator may invite any persons judged to have relevant information to submit their information either in person at this meeting or in writing prior to the meeting. In advance of the meeting the student will be given copies of all written materials under consideration. The student and his/her counsel (as defined in Graduate Student Rights and Responsibilities (GSRR 5.4.10) would be invited to attend this meeting and to present testimony. In addition, the student may invite other individuals who have relevant testimony to attend the meeting or to present written information. The student will provide the Program Coordinator with a list of these individuals at least 5 days in advance of the scheduled meeting.
4. Following the presentation of testimony and evidence, the program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. The decision may result in either (1) a dismissal of the charges or threats against the student and a restoration of the student's good standing in the program, (2) a judgment to allow the student to continue in the program pending satisfactory completion of or compliance with specified conditions, or (3) immediate dismissal of the student from the Rehabilitation Counselor Education Program.
 5. Following completion of the program faculty's decision-making, the Program Coordinator will inform the student and the student's faculty Advisor (in writing) of the faculty's decision and, if appropriate, clearly specify what if any conditions must be satisfied by the student to maintain his or her standing within the program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified on page 40 of this Handbook should be followed.

10. FINANCING YOUR GRADUATE EDUCATION

Work Related Policies

Graduate assistantships are an important part of students' programs, not only for the financial support they provide but also for the opportunities for professional development that they offer. The RCE Program tries to provide all students with graduate assistantships in their program (involving both research and teaching), and administers assistantships in a manner consistent with University policies. Please see GEU contract (<http://grad.msu.edu/geu/agree.pdf>) for more information.

This section governs employment for graduate students administered within the CEPSE Department and more generally within the College of Education. If students are employed in other University Departments or Units, the policies of that Department or Unit apply.

Types of Assistantships

Graduate assistantships are of two basic types: Teaching Assistantships and Research Assistantships. Teaching Assistantships involve teaching students, usually undergraduates but sometimes Masters students, under the supervision of a faculty member or in a direct co-teaching role with a faculty member. Research Assistantships involve the conduct of research, typically under the direction of a faculty member or members.

Finding and Applying for Assistantships

All graduate assistantships must be listed before they are filled. Complete listings of currently available assistantships in the College of Education can be found at <http://ed-web3.educ.msu.edu/college/jobs/grad/default.htm>.

Graduate students should check these listings regularly in order to learn of assistantships for which they might wish to apply. Students should also be active in pursuing assistantship opportunities. First, they should make their interests and availability known to the department chair and to their advisor. Second, they should inquire to faculty who might have or know of assistantships for which they might be appropriate. For Teaching Assistantships, inquiries should be made not only the department chair of CEPSE but also the department chair of Teacher Education because most Teaching Assistantships in the College are in the undergraduate teacher preparation program. Third, they can increase their likelihood of being chosen for assistantships by performing well in courses, attending seminar talks and brown bag presentations and other sessions at which research and teaching projects may be discussed, by developing relationships with professors, and by volunteering their time for projects where funded work is not yet available.

Limits on Assistantships

Graduate students are generally permitted to work a maximum of 1/2-time (20 hours per week) to insure that they make sufficient progress in their program. 1/2-time positions may involve a single 1/2-time assistantship or a combination of two 1/4-time assistantships.

In order to maximize the equitable distribution of available graduate assistantships and to accelerate academic progress, it will be an exceptional case for a student to hold positions totaling more than 1/2-time or to hold positions beyond the fifth year. Students who seek Assistantships that total more than 1/2-time or extend beyond the fifth year in their doctoral programs will require written assurances of adequate academic progress. More information about these limits is available at <http://ed-web3.educ.msu.edu/college/college-policy/grad-assistant-policy.htm>.

Rules for Conduct in Teaching Assistantships

Teaching assistantships are subject to a contract between Michigan State University and the Graduate Employees Union (GEU). That contract, which is renegotiated periodically, can be accessed at http://www.hr.msu.edu/documents/contracts/GEU_2008-2011.pdf. This document also contains information about the monthly stipend and tuition payment associated with teaching assistantships.

Resources Related to Teaching Assistantships

Students should use every opportunity to improve their teaching. The University has many resources available including workshops, videotapes, and so on. The list below contains some examples of the kinds of resources students may draw upon.

Center for Scholarship of Teaching in the College of Education
<http://www.educ.msu.edu/cst/>

MSU Teaching Assistant Program
<http://tap.msu.edu/>

MSU Teaching Assistant Program Resources
<http://tap.msu.edu/resources/>

There are many places to look for financial support at Michigan State University. Most students fund their graduate education with a combination of graduate assistantships, scholarships/fellowships, loans, and other jobs internal or external to the university.

Other Types of Assistantships

MSU offers more than 3,000 assistantships to graduate students. These include research, teaching, administrative, outreach, and residential life positions. Assistantships are provided in 1/4-time increments, with each 1/4-time requiring approximately 10 hours of work per week. Typically students are appointed for 1/4- or 1/2-time positions. Permission from the student's advisor and the Dean of the College of Education must be obtained in order to receive a 3/4-appointment. The assistantship appointment provides the following benefits: a monthly stipend, a nine-credit tuition waiver, and payment for single person health insurance provided by the University. Additionally, for out-of-state students, a graduate assistantship entitles students to in-state rates on tuition for their remaining credits.

The College of Education offers many opportunities for assistantships, each providing valuable professional experiences in addition to the financial compensation. Available graduate assistantships are listed on the College of Education homepage at <http://www.educ.msu.edu/college/gradassistantships/default.htm>. Students are not required to restrict themselves to assistantships provided by their home department, but are free to choose from any of the four departments in the College of Education or any other departments across the university.

Other possibilities to pursue are the Residence Life and Minority Aide Assistantships. The primary role for these graduate assistants is to serve as resources to the student populations living in the residence halls. These assistantships are typically 1/2-time appointments, and they require that you live in the residence hall to which you are assigned. In addition to the standard benefits listed above, these assistantships also pay for room and board. For more information on these assistantships, contact the Office of Residence Life.

Scholarships/Fellowships

Upon admission to the College of Education, all graduate students are automatically considered for a variety of Departmental, College, and University fellowships. As students progress through the program, they have the option of applying for scholarships and fellowships made available throughout the school year. Information on these scholarships and the necessary application materials are available in the Student Affairs Office. In addition, you can look to the college web site (<http://www.educ.msu.edu/kin/awards/gradawards/default.asp>) for information on scholarship and fellowship financial packages and eligibility requirements. Other sources of aid can be accessed through the Spencer web site: <http://ed-web3.educ.msu.edu/spencer> or <http://www.spencer.org>. Finally, minority students can contact the Office of Urban Affairs for scholarship/fellowship and assistantship opportunities.

Loans

The first place to start looking for loans and grants is the Financial Aid Department. This office is located on the third floor of the Student Services Building. Important information can also be accessed via their web site at <http://www.finaid.msu.edu/>. You must fill out a federal student aid form in order to determine your eligibility for financial aid.

11. GRADUATION INFORMATION

If you are anticipating graduation following the completion of a particular semester, you will need to file for your diploma. This can be done by going to 150 Administration Building. Diplomas are granted at the close of any semester when all graduation requirements are met. This process is essential to activate the necessary paperwork to process the certification that authorizes your degree. It also initiates the mechanism to obtain a cap and gown and listing your name in the graduation program for that semester. Students anticipating graduation at the end of summer semester are allowed to participate in graduation Spring semester, pending receipt of the necessary paperwork.

12. FACULTY

The full complement of faculty formally assigned to the Rehabilitation Counselor Education Program are listed below:

Michael J. Leahy, Ph.D., LPC, CRC
University of Wisconsin

Dr. Michael J. Leahy is a Professor and the Director of the Office of Rehabilitation and Disability Studies at Michigan State University. He is also the Director of the doctoral program in Rehabilitation Counselor education. He has a doctorate in Rehabilitation Psychology from the University of Wisconsin-Madison, and over 35 years of experience in rehabilitation as a counselor, administrator, researcher and educator. Dr. Leahy is a Licensed Professional Counselor (LPC), and a Certified Rehabilitation Counselor (CRC). His continuing research interests include issues related to professional competency development and education, professionalization of practice, vocational assessment, case management, evidenced-based practice research, and vocational outcomes.

Dr. Leahy is a Past-President of the National Council on Rehabilitation Education, a Past Chair of the Alliance for Rehabilitation Counseling, and a Past-President of the American Rehabilitation Counseling Association (ARCA). He has published more than 130 referred journal articles, books, book chapters, and research monographs, and presented his research to a variety of rehabilitation and business audiences, including international presentations. He has also acted as the principal investigator and managed nearly 30 large-scale research, training and service delivery grant projects throughout his career.

In terms of external recognition in the areas of research, teaching and professional service, Dr. Leahy was a recipient of the 1989 Outstanding New Career Award in Rehabilitation Education, a four-time recipient of the American Rehabilitation Counseling Association Research Award (1987, 1990, 1993, 2007), recipient of the 1995 American Counseling Association (ACA) Research Award, the 1994 Rehabilitation Educator-Researcher Award from NCRE, the 1993 Award for Outstanding Leadership by ARCA and NRCA, 1997 ARCA Professional Service Award, recipient of the Lifetime Rehabilitation Achievement Award from the Commission on Rehabilitation Counselor Certification (CRCC) in 1997, Switzer Scholar Award in 1998, Exemplary Professional Service Award from the Alliance for Rehabilitation Counseling in 1999, the George N. Wright Varsity Award from the University of Wisconsin-Madison, and the Distinguished Career Award from the Alliance for Rehabilitation Counseling in 2001, and the 2002 and 2006 Award of Excellence from the Michigan Rehabilitation Association. In 2004, Dr. Leahy was a recipient of the Michigan State University Distinguished Faculty Award, and the James E. Garret Distinguished Career in Rehabilitation Research Award from the American Rehabilitation Counseling Association. . Finally in 2009, he was the recipient of the RSA Commissioners Award, from the U.S. Department of Education.

John F. Kosciulek, Ph.D., C.R.C.
University of Wisconsin

Dr. John Kosciulek, Professor, joined the program in August, 2000 and is the Director of the M.A. program in Rehabilitation Counseling. He previously served as Director of the Rehabilitation Counseling Program at the University of Missouri-Columbia from 1994-2000. Dr. Kosciulek has over 15 years of experience as a counselor, educator, and researcher. He received his doctorate in Rehabilitation Psychology from the University

of Wisconsin-Madison. Dr. Kosciulek is a Certified Rehabilitation Counselor (CRC).

His continuing clinical and research interests include consumer direction in disability policy development and rehabilitation service delivery, rehabilitation process, consumer satisfaction with rehabilitation services, community rehabilitation organizations, family adaptation to brain injury, rehabilitation and disability theory and model development, and research methodology. He is a former Co-Editor of Rehabilitation Education, and serves on the editorial review boards of the Rehabilitation Counseling Bulletin, Journal of Applied Rehabilitation Counseling, and Rehabilitation Psychology.

Dr. Kosciulek is a past recipient of a Mary E. Switzer Rehabilitation Research Fellowship (1996-97) from the National Institute on Disability and Rehabilitation Research. He was also selected as a Mary E. Switzer Scholar by the National Rehabilitation Association. He has published over 50 articles and book chapters and has presented his research to a variety of state, national, and international professional groups. He is a recipient of the 2002 ARCA Research Award, and a recipient of the RSA Commissioners Award, from the U.S. Department of Education.

Nancy M. Crewe, Ph.D., CRC
University of Minnesota

Dr. Nancy Crewe, Professor Emeritus, has been with the program since 1987. She has over 25 years of experience as a rehabilitation psychologist and as a faculty member at the University of Minnesota Medical School and the Rehabilitation Counseling Program at Michigan State University. Dr. Crewe's primary research interests have included functional assessment in vocational rehabilitation and long term psychosocial adjustment following spinal cord injury.

Dr. Crewe is a Licensed Psychologist and Certified Rehabilitation Counselor (CRC) and has served as the President of the Division of Rehabilitation Psychology of the American Psychological Association. She presently serves as the President of the Commission on Standards and Accreditation of the Council on Rehabilitation Education (CORE). She is an editor and author of Independent Living for Physically Disabled Persons and has published numerous articles and book chapters.

Dr. Crewe received the 1981 Licht Award for Excellence in Scientific Writing from the American Congress of Rehabilitation Medicine, the 1990 Distinguished Service Award from the American Association of Spinal Cord Injury Psychologists and Social Workers, and the 1990 Distinguished Member Award from the American Congress of Rehabilitation Medicine. Most recently, she has received the Distinguished Faculty Award from Michigan State University in 1997 and the 1998 American Rehabilitation Counseling Association Research Award.

Virginia Thielsen, Ph.D.

Michigan State University

Dr. Virginia Thielsen is the co-principal investigator for Project Excellence at MSU. She received her doctorate in Rehabilitation Counselor Education from Michigan State University and has served as Director of Project Excellence for the past nine years. The mission of Project Excellence is to collaborate with Michigan Rehabilitation Services (MRS) to enhance its program evaluation and outcome measurement processes. The overall objective of the partnership project is to conduct research, data summary, analysis, and reporting activities related to MRS vocational rehabilitation case service processes. In addition, MRS seeks consultation from Project Excellence when specific functions warrant support, including evaluation of MRS grants.

Dr. Thielsen has over 25 years of experience in rehabilitation as a researcher, program evaluator, counselor, clinical supervisor and educator. Her research interests include program evaluation, vocational outcomes, transition aged youth with disabilities, and clinical supervision. She has over 35 referred journal articles and research monographs, and presented her research to local, state, and national rehabilitation professional audiences.

Wendy Coduti, Ph.D.

Michigan State University

Dr. Wendy Coduti joined the Rehabilitation Counseling program in August 2010 as an assistant professor and clinical coordinator. She is responsible for academic and clinical training of students in the master's Rehabilitation

Counseling program as well as student advising and student recruitment. Prior to that she worked as the Experiential Learning Coordinator, building the Internships@State program at Michigan State University. She also worked in Human Resources administering all aspects of workers' compensation for the University's self-insured, self-administered program. Dr. Coduti also worked in the private rehabilitation field from 2000-2004 handling all aspects of vocational rehabilitation including vocational testing, job development, accommodations, return-to-work, labor market surveys and job seeking skills training for people with injuries and/or disabilities.

Along with a PhD in Rehabilitation Counseling Education from MSU, Dr. Coduti also holds a Master's degree in Labor Relations Human Resource Management. Her research focuses on disability management, aging workers and postsecondary youth with disabilities.

Sukyeong Pi, Ph.D.

Michigan State University

Dr. Sukyeong Pi, Research Associate, joined ORDS in 2010 and currently serves Project

Excellence as the Project Director. She received her Ph.D. in Rehabilitation Counselor Education from Michigan State University in 2006. Prior to coming back to ORDS, she worked as a Research Associate in the Employment and Disability Institute at Cornell University (2008-2010) and the Department of Epidemiology at Michigan State University (2006-2008). Her research pursuits include program evaluation, transition for youth with disabilities, rehabilitation issues for people with developmental disabilities, and psychosocial aspects of disabilities.

Rhonda K. Egidio, Ph.D.
Michigan State University

Dr. Rhonda Egidio, Professor and Coordinator of the Rehabilitation Education and CHange (REACH) Program, has been with ORDS since 1988. She received her doctorate in Higher Education Administration from Michigan State University and has 20 years of experience as a conference organizer, director of student activities, educator and coordinator of continuing education. She has been responsible for the highly successful and innovative development and continued expansion of the program's continuing educational activities. She has specialty expertise in using technology to enhance learning and create opportunities for distance education.

13. STUDENT RESOURCES AND SERVICES

Overview

Michigan State University provides extensive student personnel services to assist students and enhance the educational experience. Michigan State University recognizes that the total development of the individual--personal, social, and physical, as well as intellectual--is of equal importance.

The Vice President for Student Affairs and Services has general administrative responsibility for all student personnel matters. The multiple services and responsibilities are carried out through the offices of Coordinated Minority Student Programs, Counseling, Financial Aids, Intramural Sports, Recreation Services, Placement Services (including Student Employment and the Career Information Center), Student Life, and University Housing Programs.

The Student Life area includes Campus Life Orientation, Health and Alcohol Education, Judicial Affairs, Off-Campus Housing and Commuter Programs, Service Learning, Student Activities, Student and Leadership Development, and Student Withdrawals and Records.

Student Health Service

All regularly enrolled students who have been assessed fees for 6 or more credits will be eligible for health services during the semester in which they are enrolled. Students are eligible for services at the Olin Health Center. Students who have been assessed fees for

fewer than 6 credits may purchase a health service card at the Olin Health Center, which will entitle them to services during the semester in which they are enrolled. Spouses of students may purchase a health service card, which will entitle them to the services of the Health Center during the semester in which their spouses are enrolled.

Health Insurance

Accident and Health insurance is available from the Student Insurance division 1-800-237-0903. The University provides health insurance for graduate assistants and teaching assistants. Contact Staff Benefits for further information.

Placement Services

Placement Services assists students in career advisement and employment upon graduation. The Career Information Center within Placement Services provides career information. The Student Employment Office disseminates information about both part-time and summer employment opportunities.

University Ombudsman

The Office of the Ombudsman provides students with a neutral, independent and confidential opportunity to resolve conflicts and disputes about both academic and non-academic issues on campus.

Office of Racial Ethnic Student Affairs

The Office of Racial Ethnic Student Affairs (ORESAs) initiates and coordinates a range of services and programs that have a positive impact on the academic success and quality of life of racial ethnic students at Michigan State University. The office serves as a support and advocacy network for African American, Asian Pacific American, Chicano/Latino, and Native American Students. The ORESA web address is: <http://www.oresa.msu.edu/>.

Resource Center for Persons with Disabilities

The Resource Center for Persons with Disabilities (RCPD) leads Michigan State University in maximizing ability and opportunity for full participation by persons with disabilities. RCPD provides disability-related information and referrals; identifies populations, documents disability, and conducts needs assessments; facilitates reasonable accommodations; and provides disability-related technical assistance, auxiliary aids/services, advocacy and training. The RCPD web address is: <http://rcpd.msu.edu/>.

University Counseling Center

The MSU University Counseling Center is a one-on-one, group, personal, relationship, stress and career counseling facility on campus. In addition there is a Sexual Assault Crisis and Safety Education Program, Substance Abuse Recovery Program, Testing Office, Self-Management Lab and MECCA. Students taking one or more credits are eligible to receive services at the Counseling Center. There are no fees for services. They are located at two offices, 207 Student Services Building or 335 Olin Health Center (517) 355-1870.

Council of Graduate Students (COGS)

The COGS office is located in 316 Student Services and provides a wide variety of services including short-term loans of \$60 and \$250, copying services at 4 cents per page, and a variety of social activities throughout the year. A COGS dance for graduate students is an annual event in the fall and provides a great opportunity for students to get to know other graduate students. Through COGS graduate students are able to represent their interests on numerous University wide committees. COGS Meetings are held several times over the course of the semester. See COGS handbook for further information.

Alumni Relations

Alumni are viewed as an important and valuable component of the Rehabilitation Counselor Education Program. Alumni often serve in a variety of capacities including fieldwork supervisors, guest lecturers, and advisory committee members. Alumni are encouraged to maintain active correspondence and to keep the Program informed in terms of personal professional endeavors and achievements as well as job opportunities for rehabilitation counselors. Every effort will be made to maintain the most current information on alumni in order to maintain an active network and to conduct important follow-up studies of the Program's outcomes and effectiveness.

Parking

Parking is available in Lot 40, south of Erickson during day and evening hours (7 a.m. - 9 p.m.). With a commuter student permit the charge is .50 cents per 30 minutes. It is important to note that there is a \$2.00 service charge added if amount due is not paid when attendant is on duty. Therefore to avoid the service charge you may want to move your car for a 7 p.m. - 10 p.m. class. Parking in the lot south of the International Center and in spaces around Erickson is free after 6:00 p.m.

A commuter permit can be purchased at the Department of Public Safety on campus for \$25.00. All graduate students qualify for commuter permits. There are additional pay lots that you can park in. Rule of thumb--the further they are from the center of campus--the cheaper. Graduate assistants and teaching assistants need to take their appointment papers to the Department of Public Safety to purchase a gate card and sticker for the Erickson Lot.

MSU Library System

Library hours fluctuate during the course of the year. Extended hours are available during finals. Hours are substantially reduced during semester breaks and in the summer.

Phone: 355-8981 for current hours information, or visit the MSU library website:

<http://www.lib.msu.edu/>

Copying Services

Copies can be made at the library, MSU Union or the COGS Office. The COGS office is the least expensive location for graduate students to make copies. Cost is 4 cents per page. The COGS office is located in 316 Student Services Building and is open M-F 9 a.m. - 5 p.m., phone number is 353-9189.

Useful MSU Web Links

MSU Graduate School

This is the link to the MSU Graduate School web page:

<http://www.msu.edu/user/gradschl/>

MSU - StuInfo

This is the link to the MSU student information system: <http://stuinfo.msu.edu>. The site includes information and resources related to academic information, personal information, and financial information.

MSU Academic Calendar

This is the link to the MSU Academic Calendar:

<http://www.reg.msu.edu/ROInfo/Calendar/Academic.asp>

MSU Email (mail.msu.edu)

This is the link to the MSU email system: <http://www.mail.msu.edu/>

Rehabilitation Counselor Education Resources and Web Links

National Council on Rehabilitation Education

<http://www.rehabeducators.org/>

National Rehabilitation Association

<http://www.nationalrehab.org/>

National Rehabilitation Counseling Association

<http://nrca-net.org/>

American Counseling Association

<http://www.counseling.org/>

American Rehabilitation Counseling Association
<http://www.arcaweb.org/>

Michigan Rehabilitation Association
<http://michiganrehabilitationassociation.org/>