Rehabilitation Counseling

Masters of Arts (MA)

STUDENT HANDBOOK

Policies and Procedures of the

Master of Arts (MA) Rehabilitation Counseling Program

Michigan State University
Department of Counseling, Educational Psychology and Special Education
College of Education
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East Lansing, MI 48824
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Preface

On behalf of the faculty and students at Michigan State University, we want to welcome you to the Master of Arts (MA) degree program in Rehabilitation Counseling. Our program is currently ranked #2 by the U.S. News & World Report Graduate Education Program Ranking Guide. Our program has a long and distinguished history having graduated many of the past and current leaders in the rehabilitation field in Michigan. 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 practitioners, 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 MA Rehabilitation Counseling 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 Counseling 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 (GSSR) (https://www.msu.edu/unit/ombud/GSRRfinal.html)

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

- Rehabilitation Counseling Program Homepage: (http://www.educ.msu.edu/ord/)
- 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 rehabilitation counseling practitioners and scholars.

Program Overview

A rehabilitation counselor is a counselor who possesses the specialized knowledge, skills, and attitudes needed to collaborate in a professional relationship with people who have disabilities to achieve their personal, social, psychological, and vocational goals.

The MSU Rehabilitation Counseling Program provides a strong foundation in the philosophy, process, and professional discipline of rehabilitation through didactic coursework, practicum, internship, and extracurricular experiences. It develops expertise in the independent living, medical, social, and psychological aspects of disability and in the vocational rehabilitation process. Skills are developed in
vocational assessment, job placement, career development, and disability management. Core competencies are developed in the areas of vocational assessment and evaluation, effective rehabilitation planning and caseload management, service delivery methods and community resource utilization, vocational and personal adjustment counseling, job development, modification and restructuring, and utilization of rehabilitation engineering and accommodation services. Other areas where specific competencies are developed include knowledge of service delivery systems (e.g., state-federal, workers compensation) application of newer service models (e.g., transition from school to work, supported employment,) and employer development training. Our goal is to train students who have the capacity to establish effective, trusting, and meaningful relationships with clients, service providers, and employers, while functioning in the capacity of vocational expert for the person with a disability.

Rehabilitation Counseling M.A. candidates must complete 48 graduate credit hours. Depending upon the student's career interests, the internship may be served in a variety of professional settings, including the state rehabilitation agency, hospitals, rehabilitation facilities, business and industrial settings, private rehabilitation firms, independent living centers, mental health centers, schools, colleges, and universities.

Students who complete the Master's Degree in Rehabilitation Counseling are prepared to work as counselors in the public, private and non-profit sectors, and in diverse organizations within the rehabilitation community.

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 that had been generated in meetings of the faculty. The components and supporting value statements are explicated as follows:

TO PREPARE: The central purpose of the 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.

PROFESSIONALS TO WORK: Graduates of the 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, disciplines and the boundaries of one's own professional role.

IN PARTNERSHIP WITH: Graduates of the 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.

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.
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 be 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.

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.

Departmental Structure

The Rehabilitation Counseling Program resides within the Department of Counseling, Educational Psychology and Special Education (CEPSE) in the College of Education at Michigan State University. The program has direct linkages with counseling, counseling psychology, special education, health psychology, exercise physiology, motor development, rehabilitation medicine, and other related disciplines. In addition, the program benefits from its strong relationships with other departments such as Labor and Industrial Relations (LIR).

Program Faculty

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

John Kosciulek is a Professor and Director of the Master of Arts (MA) Program in Rehabilitation Counseling. He is active in state and national rehabilitation organizations. His continuing teaching and research interests include research methods, research ethics, disability policy, community rehabilitation organizations, consumer direction, choice and satisfaction, family adaptation to disability, vocational assessment, and job placement.

Michael J. Leahy, Ph.D., L.P.C., C.R.C.
University of Wisconsin

Michael Leahy is a Professor and the Director of the Rehabilitation Counselor Education doctoral program. He is active in leadership roles within the rehabilitation counseling profession and rehabilitation education. His continuing research interests include issues related to professional competency and education, professionalization and regulation of practice, vocational assessment and case management practices, and outcomes in rehabilitation counseling.

Wendy Coduti, Ph.D., C.D.M.S.
Michigan State University

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 master’s students in the Rehabilitation Counseling program as well as student advising and student
recruitment. Dr. Coduti’s interests include human resources, employer perspectives, employment strategies, and career development.

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

Rhonda Egidio is the Coordinator of the REACH Program, which is the outreach arm of ORDS. She is committed to offering innovative continuing education that includes on-line and distance learning activities and the role of technology in effective rehabilitation practice. Her special interests are in adult learning and the future of our learning society. You may wish to visit the REACH web site at http://reach.educ.msu.edu.

Affiliated/Adjunct Faculty and Instructors

David Campbell, MA, CRC
Interest areas: Private sector rehabilitation, workers compensation, disability management, school to work transition

Robert Fabiano, Ph.D., C.R.C., Licensed Psychologist
Interest areas: Traumatic brain injury, neuropsychology, and vocational assessment.

Steven Geiger, Ph.D., Licensed Psychologist
Interest areas: Substance abuse and psychological assessment.

Tawa Sina, Ph.D.
Interest areas: Multicultural counseling, counseling supervision

Virginia Thielsen, Ph.D.
Interest areas: Counselor training, clinical supervision, transition issues for youths with disabilities.

Sukyeong Pi, Ph.D.
Interest areas: Program evaluation, transition for youth with disabilities, rehabilitation issues for people with developmental disabilities, and psychosocial aspects of disabilities.
Overview of Coursework

Rehabilitation counseling candidates must complete a minimum of 48 credits under Plan B (without thesis). This includes 9 credit hours of professional courses in counseling, 18 credit hours of rehabilitation counseling core courses, 6 credit hours in research and evaluation, and 15 credit hours of practicum and internship. In addition, students must submit a program portfolio that serves as the MA Certifying Exam at the end of their coursework in order to be eligible for graduation.

The program requires 2 to 3 years of academic work including summer session. Students may pursue study on a part-time basis; however, these students usually take three to 4 years to complete the program. The practicum and internship requirements may be taken on the job if the student is employed in a relevant rehabilitation setting (e.g., rehabilitation facility or agency) that meets the requirements for accredited internship sites and is approved by the student's faculty advisor and the faculty coordinator of field-placement sites.

Student Advisement

All students in the Rehabilitation Counseling Program are assigned an advisor. The advisor is a full-time member of the Rehabilitation Counseling Faculty and is responsible for assisting in the orientation of the student to the Program, College, and University. The advisor will provide assistance in academic advisement, including course selection and program planning, practicum selection, and internship selection and employment. Students develop a course of study in collaboration with their advisor. Students are required to submit an approved master’s degree program plan signed by their advisor by the end of Spring Semester of the first year. Changes in program plans will require prior approval of the student's advisor.

Curriculum

Requirements for the Master of Arts (MA) Degree in Rehabilitation Counseling

The program is available only under Plan B (without thesis). The student must complete a total of 48 credits distributed as follows:

1. Counseling Core. All of the following courses (9 credit hours total)
   - CEP 861 Counseling, Theory, Philosophy, & Ethics (3 credit hours)
   - CEP 862 Introduction to Individual & Group Counseling (3 credit hours)
   - CEP 864 Career Counseling (3 credit hours)

2. Rehabilitation Counseling Core. All of the following courses (18 credit hours total)
   - CEP 868 Medical Aspects of Disability (3 credit hours)
   - CEP 870 Foundations of Rehabilitation Counseling (3 credit hours)
   - CEP 871 Cognitive & Psychological Aspects of Disability (3 credit hours)
   - CEP 872 Social & Environmental Aspects of Rehabilitation (3 credit hours)
   - CEP 873 Employment Strategies (3 credit hours)
   - CEP 876 Professional Issues in Rehabilitation Counseling (3 credit hours)

3. Research and Evaluation. Both of the following courses (6 credit hours total)
   - CEP 822 Approaches to Educational Research (3 credit hours)
   - CEP 877 Assessment in Rehabilitation (3 credit hours)
4. Practicum and Internship. Both of the following courses (15 credit hours total)

CEP 894A Rehabilitation Counseling Practicum (6 credit hours)
CEP 893A Rehabilitation Counseling Internship (9 credit hours)

Course Descriptions

CEP 861 Counseling, Theory, Philosophy, & Ethics (3 credit hours)
Selected counseling theories. Foundations of ethical decision-making. Professional standards, guidelines, and issues concerning the training & work of the counselor. Legal issues and precedents. Students will grasp central elements of each theory, learn philosophical foundations of counseling & ethical behavior, learn applicable codes of ethics, analyze real & hypothetical cases, and identify implications of legal doctrines & precedents.

CEP 862 Introduction to Individual & Group Counseling (3 credit hours)
Counselor skill in individual and group counseling. Forming, working with, and ending groups, building relationships, handling obstacles, and developing & carrying out agendas in counseling. Simulated individual and group practice will be stressed. Students will understand helping process as it relates to various relevant groups) learn basic individual & group skills and demonstrate skill in individual & group interactions through taped & live simulations.

CEP 864 Career Counseling (3 credit hours)
The application of career development theories and labor market and occupational information in the assessment and planning aspects of career counseling with various populations. Students will develop an understanding of theories and patterns of career development, knowledge of resources for career exploration, and skills in assisting individuals in vocational decision-making.

CEP 868 Medical Aspects of Disability (3 credit hours)
Course focuses on functional implications of physical, cognitive and emotional disabilities for rehabilitation. Students will develop an understanding of the medical and characteristics of impairments frequently encountered by rehabilitation professionals. Students gain familiarity with medical terminology and the roles of health personnel.

CEP 870 Foundations of Rehabilitation Counseling (3 credit hours)
Course focuses on rehabilitation counseling history, philosophy, values, legislation, policy and practice. Students will become knowledgeable about the foundations of the profession, including an examination of current issues, community resources, services and processes, and the roles of rehabilitation counselors and related rehabilitation specializations in the rehabilitation process.

CEP 871 Cognitive & Psychological Aspects of Disability (3 credit hours)
Psychosocial adjustment to chronic illness and disability. Students will develop an understanding of cognitive and psychological characteristics of impairments frequently encountered by rehabilitation professionals. Course examines personal attitudes, feelings, and behavior toward persons with various characteristics. Content includes mental health diagnosis, etiology, and treatment models and methods.
CEP 872 Social & Environmental Aspects of Rehabilitation (3 credit hours)

Social and political factors that limit individuals with disabilities. The Independent Living movement, philosophy, legislation, and services. Use of accommodations and enabling technology. Attitude change and client empowerment. Students will develop understanding of independent living and rehabilitation from a consumer perspective and come to recognize their responsibility to advocate for social and political change as well as provide professional counseling services. Develop basic knowledge of and skill in using assistive technology.

CEP 873 Employment Strategies (3 credit hours)

Public policy, resources, and intervention strategies for assisting persons with disabilities to achieve vocational outcomes, and for assisting employers in accommodating and retaining employees with disabilities. Students will develop knowledge, skills and attitudes necessary to assist clients in seeking and maintaining employment; identify employment opportunities; develop reciprocal relationships with employers, and provide reasonable accommodations.

CEP 876 Professional Issues in Rehabilitation Counseling (3 credit hours)

Applications of case management strategies, processes and practices in rehabilitation counseling including a focus on ethical issues and ethical decision making processes. Students will develop competency in the application of case/caseload management practices, as well as developing additional knowledge concerning program development, professional development, and new priorities in rehabilitation counseling practice.

CEP 822 Approaches to Educational Research (3 credit hours)

Rationale for empirical studies in education and rehabilitation counseling. Emphasis on alternative approaches and uses of inquiry through case examples. Students will be able to distinguish among alternative approaches to conception, design, analysis, and use of research via case examples.

CEP 877 Assessment in Rehabilitation (3 credit hours)

Advanced assessment techniques and strategies for rehabilitation settings. Applied research and program evaluation in rehabilitation counseling. Measurement concepts as a foundation for selecting and interpreting tests.

CEP 894A Rehabilitation Counseling Practicum (6 credit hours)

Students obtain supervised counseling experience in a rehabilitation related service setting in order to develop skills, knowledge and behaviors appropriate for effective counseling relationships. Group seminars practice skill development in problem identification, problem solving, and assessment and case management based on the identification of client assets, needs and preferences. Students gain experience with various disabling conditions and are coached in the use of interviewing and counseling behaviors in order to develop effective strategies for client services.

CEP 893A Rehabilitation Counseling Internship (9 credit hours)

Supervised internship in rehabilitation or related service systems for persons with disabilities. Students develop and demonstrate clinical and case management skills along with the appropriate professional interrelationships required of interdisciplinary rehabilitation practices. Competencies in all areas of the
rehabilitation process: assessment, evaluation, counseling, service provision, resource utilization, community liaison, job development and placement, follow-up, program development and documentation must be demonstrated within the course of the internship. Participation in monthly seminars and current topics forum provide group supervision for clinical and case service as well as exploration of emerging professional and ethical issues.

**Field-Based Coursework**

Entry into practicum and internship represents a fresh and exciting part of your graduate program. Prior to this phase, most of your preparation has been in the classroom. Now you are beginning to take on responsibility, under supervision, for providing real rehabilitation services to clients. More than at any earlier point you will need to integrate what you have learned and act upon it, engaging your clients, taking appropriate initiative, solving problems, interacting with colleagues and supervisors, and exercising professional judgment. We hope that you will be well prepared for this transition, and most students are fully ready. You should be aware, however, that the actual practice of counseling can be a difficult experience for students, and that you may discover personal issues that need to be addressed in the process.

Occasionally, a student is unable to function at a satisfactory level in practicum or internship. If the problems are not alleviated, students are not permitted to continue in the program or complete their degrees, regardless of GPA in other courses. Satisfactory performance is defined as the adequate performance of the role of the rehabilitation counselor in a field-based setting based on evaluation criteria provided in the CEP 894A Rehabilitation Counseling Practicum and CEP 893A Rehabilitation Counseling Internship course syllabi. The Rehabilitation Counseling Program has responsibility to protect the public and future clients and employers by ensuring that only individuals who are ready to become successful rehabilitation counselors are awarded a degree that makes them eligible for licensure and certification.

**CEP 894A Rehabilitation Counseling Practicum (6 credit hours)**

The purpose of practicum is to provide students with a clinical experience to develop skills, knowledge, and behaviors necessary for effective professional rehabilitation counseling practice. Practicum in rehabilitation counseling involves students engaging in a supervised counseling experience in a human service, rehabilitation, or educational setting.

Students will receive exposure to specific human service agencies or facilities and the client services offered. Additionally, students will receive experience in direct client contact, including interviewing skills, counseling techniques, assessment and rehabilitation plan development, as well as service coordination and community resource referral, case management, and other skills.

During practicum, students will be assigned to a university supervisor in addition to a supervisor in the particular agency. The university supervisor will meet with students individually on a weekly basis and facilitate a weekly clinical practice seminar.

Over the course of the term, students will participate in two formal joint meetings with their agency supervisor and university supervisor. The first meeting will entail the development of training objectives for the practicum. The second meeting will serve as a final evaluation session to review practicum performance in relation to identified training objectives. Additional meetings will be scheduled if needed.

The agency supervisor will provide a written evaluation at the end of the semester, which will summarize training objectives and subsequent performance in practicum activities. The faculty Supervisor retains responsibility for final grades based on student performance, specific assignments and participation in individual and group supervision.
To be eligible for practicum students are required to have successfully completed CEP 861, CEP 862, CEP 868, and CEP 870. Students take the lead in exploring their preferred site for practicum and internship and then talk with their advisor before making any definite commitment to a site. A list of sites that have been used by Rehabilitation Counseling students in the past is available from the program ANGEL website. The selection process should be coordinated in consultation with your advisor to obtain a practicum site which will best meet your interests, your educational needs, and eventually, your employment goals. You must receive approval from your faculty advisor and the instructor prior to initiating a practicum experience. For more detailed information, please review the Practicum Handbook available at the program website: Rehabilitation Counseling Program Homepage: (http://www.educ.msu.edu/ord/).

CEP 893A Rehabilitation Counseling Internship (9 credit hours)

To be eligible for rehabilitation internship students are required to have successfully completed CEP 894A Rehabilitation Counseling Practicum. Internship in rehabilitation counseling is a one-semester course that involves full-time field experience under clinical supervision of a CRC in an approved rehabilitation setting. The internship is designed to provide a field experience that offers the opportunity for the application of theory to the practice of rehabilitation counseling. This includes the integration of counseling and caseload management theories and techniques with direct client service.

The internship has been designed to meet the requirements of an accredited program and therefore qualifies graduates for immediate eligibility for the Rehabilitation Counseling Certification (CRC) examination.

The agency supervisor will provide a written evaluation at the end of each term, which will summarize performance in internship activities. The faculty supervisor retains responsibility for final grades based on overall performance and participation.

The selection of an appropriate internship site is often the culmination of the development of interests in specific areas of rehabilitation counseling. This development typically occurs over the course of the curriculum and may be influenced by particular courses, practicum experiences, or other experiences. The selection process should occur in consultation with your advisor to assist in the selection of an internship site that meets your educational and professional needs. For more detailed information, please review the Internship Handbook available at the program website: Rehabilitation Counseling Program Homepage: (http://www.educ.msu.edu/ord/).

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.

Certifying Exam

Students will complete an oral comprehensive examination, based upon a portfolio that they prepare throughout their tenure in the program. Empirical research has identified 10 clusters of educational outcomes that you should achieve during the course of your master’s education.

During your first semester, obtain a spiral binder with 10 dividers that correspond to the 10 educational outcomes clusters. List the specific competencies within each section of the portfolio. As you proceed
through your courses and extracurricular experiences, collect evidence of your achievement of these outcomes. The evidence may include, for example, papers that you write, case notes (with names removed), practicum and internship evaluations, personal logs and reflections, conference and workshop materials, etc.

The 10 educational outcome categories are as follows:

1. Professional Identity
2. Social and Cultural Diversity Issues
3. Human Growth and Development
4. Employment and Career Development
5. Counseling and Consultation
6. Group Work
7. Assessment
8. Research and Program Evaluation
9. Medical, Functional, Environmental, and Psychosocial Aspects of Disability
10. Rehabilitation Services and Resources

During the midpoint of the last semester of your enrollment (or spring semester, if you graduate in summer) you will submit your portfolio to your advisor. One to three weeks later, you will meet with two Rehabilitation Counseling Program faculty to discuss your portfolio and your educational achievements. The oral certifying exam meeting lasts approximately one-half hour and involves faculty presenting questions to the student related to portfolio content.

All degree candidates are required to successfully pass this examination by developing an acceptable portfolio and effectively answering questions related to these competencies. Faculty use the Council on Rehabilitation Education (CORE) Educational Outcome accreditation standards as the criteria for evaluating student portfolios and the quality of verbal responses during the oral certifying exam meeting. Combined, the hard copy portfolio and oral certifying exam meeting comprise the certifying exam process for the MA degree program in Rehabilitation Counseling.

If a student does not successfully complete the MA certifying exam process as described above, he or she is provided verbal feedback from the faculty regarding steps needed to enhance both the hard copy portfolio and verbal responses during the certifying exam meeting. A timeline is established for students to make such enhancements in preparation for a second oral certifying exam meeting (usually within a 3 week time period). In addition, a student is directed to meet individually with his or her program advisor to receive additional direction and assistance in the portfolio revision process.

A second oral certifying exam meeting is then held with the student and two faculty members who participated in the first exam meeting. If during a second oral certifying exam meeting the hard copy portfolio product and/or a student’s verbal responses fail to demonstrate adequate competency in the 7 educational outcome categories, one or more of the following steps may occur depending on the type and extent of competency deficiencies:

1. A student may be advised to retake specific program courses in order to develop the requisite competencies.
2. A student may be advised to re-do the entire certifying exam process (portfolio development and oral meeting) during the next exam administration semester.
3. A student may be advised to withdraw from the program, if based on the two certifying exam administrations, it is determined based on faculty judgment that the student will not be able to develop the necessary competencies to adequately perform professional rehabilitation counseling job duties.
You should attend to your portfolio development throughout your tenure in the Rehabilitation Counseling program. If you notice an area that is not being sufficiently addressed, talk with your advisor about ways to further develop those skills. For student information, guidance, and reference, sample copies of program portfolios developed by students in past years are available in the program office in 455 Erickson Hall.

**Transfer Credits**

As many as 9 semester credits of course work (excluding research credits) may be transferred into a 48 credit master's degree program from other accredited institutions. A course that is required may be replaced by an equivalent course from another institution if a student has satisfactorily completed the other course with equivalent content. Documentation in the form of a syllabus and/or course catalog description must be provided. Transfer of credits must meet the approval of the advisor, department chair, and Dean. No credits or courses may be waived based on student experience in the field.

**Financial Support Resources**

Making the decision to apply and attend graduate school requires the prospective student to contemplate a number of factors. Recognizing that funding is a critical factor in a student’s ability to attend a graduate program, the Rehabilitation Counselor Program has an ongoing mission to secure funding for students who decide to enter the program. We have developed several sources of funding to assist graduate students in rehabilitation counseling with their educational expenses.

**Masters Program- Paid Internships**

Through our community partners in rehabilitation counseling, a number of paid internship positions are available. These paid internships provide a generous stipend for students who accept internship positions at select agencies.

**Rehabilitation Services Administration Scholarships**

The Rehabilitation Services Administration (RSA), a program in the Office of Special Education and Rehabilitative Services, U. S. Department of Education, directs a grant system intended to address critical personnel shortages in the public vocational rehabilitation system. Through this program, ORDS is able to offer a limited number of scholarships to qualified applicants. Qualified applicants are those students meet specific citizenship criteria and who express an interest in a career in clinical practice, administration, supervision, teaching, or research in the vocational rehabilitation, supported employment, or independent living rehabilitation of individuals with disabilities, especially individuals with severe disabilities.

**MSU Office of Financial Aid**

Students desiring financial assistance for graduate studies should also contact:

MSU Office of Financial Aid  
252 Student Services Building  
Michigan State University  
East Lansing, MI, 48824-1113  
(517) 353-5940  
[http://www.finaid.msu.edu](http://www.finaid.msu.edu)

**Financial Assistance for Graduate Students**
There are many financial resources to assist with graduate study at Michigan State University. You should begin to explore these well before you arrive at Michigan State, especially using scholarship search services on the web. Other resources, such as federal financial aid, depend upon admission and the prompt filing of a financial aid application. Resources and web links for the major resources of financial aid are listed below.

**Fellowships**

Fellowships are financial resources that do not have to be repaid. They are generally granted based on academic excellence, but some few also have need components. Michigan State University supplies funding for several different types of fellowships including travel and emergency funding.

**Available fellowships include:**

- Education Opportunity Fellowship - for students with financial need and minimum undergraduate federal indebtedness of at least $25,000
- MSU University Distinguished Fellowship Program - for academic excellence and evidence of leadership potential.
- King-Chavez-Parks Future Faculty Fellowship Program - intended to increase underrepresented groups in pursuing careers in postsecondary education obtaining doctoral degrees. Applications may be obtained at the ALANA Student Affairs office in 116 Linton Hall.
- Graduate School Dissertation Completion Fellowships - single-semester stipends to allow the dissertation to be written within the tenure of the fellowship. Check with your college regarding application deadlines.

Fellowships are also available from private donors or foundations. Use the scholarship search services provided on the World Wide Web to find resources and learn about application information.

**Assistantships**

More than 3000 eligible graduate students hold assistantships at MSU. Assistantships are awarded through individual departments, although there are also some available through administrative offices such as Residence Life. The work can be either as a teaching assistant (TA) or assisting with research as a research assistant (RA).

To qualify, you must be in a graduate degree program and make satisfactory academic progress. A 3.0 grade point average is the minimum requirement, though it is higher in some departments or colleges.

Benefits include a stipend (monthly paycheck), tuition waiver of 9 credits per semester (fall and spring), and health insurance. Matriculation and Infrastructure fees are waived.

You should inquire at your department or college about available assistantships.

Note: Assistantships are structured and guided by the current version of the MSU GEU contract: http://www.hr.msu.edu/documents/contracts/GEU_2008-2011.pdf

**Financial Aid**

The Office of Financial Aid at MSU offers federal, state, and MSU awards to students who apply and have demonstrated need. Non-need-based loans are also available. If you apply for financial aid, the value of other resources such as fellowships and assistantships will be taken into consideration when making awards. These awards are for U.S. citizens and permanent residents only.
All students in a graduate or graduate/professional program are considered to be independent of their parents for financial aid purposes. This is the case even if you are living at home all or part of the year or if they are helping support you. When you file for financial aid you only need include your income and assets (and your spouse's, if you have one).

The total amount of financial aid you can receive is limited by your financial aid budget - an average of costs based on residency (in-state or out of state), type of program (regular, engineering, Broad, etc.) and other factors. The costs taken into consideration in the budget include tuition, fees, housing and meals, books and supplies, medical expenses, transportation, and personal expenses.

The budget for graduate students assumes 9 credits per semester, and therefore includes 18 credits of tuition and fees for the academic year. The estimated annual financial aid budgets for regular graduate students for the 2010-2011 academic year are $23,758.00 (resident) and $32,986 (non-resident).

File a Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible for consideration in the following fall. You may apply on the web or contact the Office of Financial Aid, 252 Student Services, for a form.

**Financial Aid Programs available include:**

- MSU Student Aid Grant - this grant is made available for Michigan residents with demonstrated need.
- Federal Work-Study and Michigan Work-Study - these funds supplement the salary earned from your employer (on-campus or approved non-profit employers off-campus). Not offered to students with assistantships since both programs require work commitments.
- Federal Perkins Loans - loans of up to $1500 per year, dependent upon need. Loans do not go into repayment until you leave school.
- Federal Stafford Loans (Subsidized or Unsubsidized) - federal loan programs of lower interest rates. The subsidized loan is awarded based upon need and interest does not accumulate until you leave school. The unsubsidized loan is not based upon need and interest begins immediately. It may be paid or added to the loan principal. Combined total of these two loans may not exceed your total cost of attendance minus other resources, or $18,500, whichever is lower.

  - MSU participates in the School as Lender program for graduate and professional student federal Stafford Loans. This federally-regulated program permits MSU to use its own funds to make these loans and to realize income as a result. All net income earned by participating in this program is used for need based grants for MSU students. Students who borrow through the School as Lender program pay zero borrowing fees and zero interest for the last 7 years of the 10 year repayment period if they make payments on time. Michigan Students First offers these benefits, which is a State of Michigan program. If you have any questions about this program, please contact an Office of Financial Aid representative.
- Private Alternative Loans -- loans from banks and financial institutions that have a slightly higher interest rate than Stafford Loans, these are often used to "fill-out" a higher cost program where Stafford eligibility does not meet all costs. The Office of Financial Aid keeps applications of several lenders on hand and publishes a brochure and web page of various loan programs’ requirements and benefits.

**Special Note for Graduate School candidates:**

Students who are provisionally admitted or dually enrolled may be ineligible or have their aid eligibility limited. If you have a graduate assistantship, some tuition and fees are waived. This affects the amount of financial aid you can receive.

**Funding for International Students**
Some fellowships and assistantships are available for international students. Contact the Office for International Students and Scholars in 103 International Center and the Institute of International Education in 109 International Center for more information.

The Office of Financial Aid does not offer aid to international students. However, see our web page on International Student Aid for information on scholarship and loan search services for international students.

**MSU Graduate School - Assistantships, Fellowships and Other Funding Resources**

**Assistantships and Fellowships**

* Dissertation Completion Fellowships
* Graduate Assistantships
* Graduate Office Fellowship Funds
* University Distinguished Fellowship
* University Enrichment Fellowship
* Academic Achievement Graduate Assistantships
* Emergency/Discretionary Fellowship Funding

**Other Funding Resources**

* MSU Library Grants Resources
* Office for International Students and Scholars
* Office of Financial Aid
* VPRGS Funding Information
* fastWEB
* FinAid

**Resources for Departments and Colleges**

* King-Chavez-Parks Future Faculty Fellowship/Loan

**Additional Opportunities**

* Food, Nutrition, and Chronic Disease ~ Fellowship Fund
* Graduate Student Research Enhancement Award
* Travel Funding
* Education Opportunity Fellowship

**Graduate Office Fellowship Funds**

Approximately $2.1 million in Graduate Office Fellowship (GOF) funds are available through the thirteen colleges with graduate programs. The Associate Dean for Graduate Education of each college decides how these funds are dispersed. A number of different models are used. Ask your Associate Dean how these are dispersed in your college!

**King-Chavez-Parks (KCP) Future Faculty Fellowship/Loan**

At the present time, we do not know whether the state will continue to fund this program.
The KCP Future Faculty Fellowship Program is a State of Michigan supported program intended to increase the number of underrepresented ALANA students:

1. pursuing academic careers in post-secondary education;
2. pursuing doctorate degrees; and
3. employed as faculty in post secondary education.

Awards will not exceed $35,000 over a four-year period, nine credits of tuition, and fees for Fall and Spring semesters (up to three credits of tuition and fees for Summer semester), and a health care allowance.

Recipients must agree to obtain their doctorate degree within six years of receiving the fellowship, submit an annual progress report during the fellowship period, attend the Annual Joint Fellows Conference, and pursue a full-time faculty position and remain there for a period of 3 years. The award reverts to a loan and must be paid back if the recipient does not follow these qualifications.

Applications are mailed to underrepresented ALANA students at MSU each spring or students may request application materials any time by contacting:

The Graduate School
Michigan State University
116 Linton Hall
East Lansing, Michigan 48824
Phone: 517-353-3262
http://grad.msu.edu/index.htm

Note: Receipt of externally funded fellowships by students who have written their own grant applications and worth at least $20,000 (direct costs) now makes the students eligible for in-state tuition rate. The in-state tuition rate applies only to the semesters during which the student is supported by the fellowship. This policy applies only to grants funded through a competitive process by a US institution/agency/foundation. Funds obtained through non-competitive processes (e.g., need-based fellowships) or from international sources do not qualify the students for in-state tuition rates. For more information contact Melissa Del Rio (mdelrio@msu.edu) in 110 Linton Hall.

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 Rehabilitation Counseling Program faculty expects all research and creative activities to be conducted with integrity.

Students are provided, through this Handbook, documents on research integrity, including:

a. Guidelines for Integrity in Research and Creative Activities (http://grad.msu.edu/publications/docs/integrityresearch.pdf);
b. MSU policy related to the use of humans for research via the University Committee for Research Involving Human Subjects: http://www.humanresearch.msu.edu/
d. The American Psychological Association's Publication Manual, which includes guidelines on plagiarism: http://www.apastyle.org/manual/
e. The Office of the Ombudsman's guidelines on plagiarism: http://www.msu.edu/unit/ombud/plagiarism.html
Rehabilitation counseling students are expected to:

1. Before beginning a research project, each student is required to complete the online tutorial at the MSU IRB website: http://www.humanresearch.msu.edu/requiredtraining.html
2. Obtain approval from the IRB prior to conducting any research involving humans.
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 UCRH may result in dismissal from the program. Any incidence of plagiarism may result in dismissal from the program.

**MSU Institutional Review Board (IRB)**

“The Michigan State University (MSU) human research protection program’s (HRPP) primary mission is the protection of individuals who are the subjects of research. MSU is committed to follow the ethical standards described in the Belmont Report, and all applicable federal, state and local regulations and university policies and procedures. The HRPP at MSU sets forth the structure, policies and procedures to implement this mission and commitment. The processes of education, review and monitoring described in the HRPP serve to ensure the safe and ethical conduct of research that will protect human subjects in an atmosphere of mutual trust and integrity in the pursuit of knowledge and human benefit.” Section 3-1, “Michigan State University Human Research Protection Program Plan” of the Human Research Protection Manual

The address for the MSU IRB is:

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

**SIRB Overview**

The Social Science/Behavioral/Education Institutional Review Board (SIRB) is one of three IRB Committees on the Michigan State University East Lansing campus. Michigan State University’s IRBs were established to advance the goal of conducting research with diligence and integrity. The purpose of the committee is to protect the rights, welfare and privacy of human subjects who participate in research conducted by students and/or faculty affiliated with MSU. Applications submitted to the SIRB generally encompass social, behavioral, and educational research and are considered medically non-invasive.

**SIRB Application Review Assignment**

The SIRB reviews applications based primarily on the Responsible Project Investigator’s College affiliation. Listed below are the colleges in which applications are reviewed by the SIRB.

College of Agriculture and Natural Resources*
College of Arts and Letters
Eli Broad College of Business
Frequently Asked Questions and Answers Regarding MSU IRB Procedures

Will my study require IRB approval?

At MSU, all research involving human subjects must be reviewed and approved by an IRB before initiation. This is based on federal regulations, university policies, and accreditation standards. If you have any questions on whether an activity requires IRB review, contact the IRB office by phone: (517) 355-2180 ext. 0 or email: irb@msu.edu. For procedures in determining whether a study will require IRB approval, please visit section 4-3, “Determination of Human Subject Research” in the Human Research Protection Manual.

Where do I find the initial IRB application on the website? How do I apply for IRB approval?

All applications must be submitted via the online application system. To access the online initial application, click here.

An “Initial Application Reference Form” is provided on the Forms page as a reference document to assist in developing your IRB application. However, all initial applications must be submitted via the online application system. Initial applications submitted via e-mail, mail, or fax are no longer accepted.

When can I expect a final decision about my IRB application?

Because every IRB application is unique, a set amount of time is difficult to provide. The length of IRB review depends on the nature of the study. However, an estimated time frame may be provided based on the review category of the application. Please see the table below for the estimated time frame. If your application is time sensitive, please contact the IRB office.

| Initial Application Time Frames |  
|-------------------------------|---
| Exempt                        | 7-10 Working Days  
| Expedited                     | 3-5 Weeks  
| Full Review                   | 6-8 Weeks  

Please remember that the review category is determined by the IRB and not the investigator. An investigator can submit an application indicating the review category in which he/she feels that the
application fits into, but the ultimate decision is made by the IRB. The IRB office will determine the 
category based on whether or not the application meets the federal criteria in that particular review category.

How will I be notified when my IRB application is approved?

The IRB Office sends an approval letter by mail to the Responsible Project Investigator and the 
Secondary Investigator (if applicable), along with the approved consent form with the IRB expiration footer 
(if applicable).

When can I begin my research?

A hard copy of the approval letter or determination letter is needed by the investigator before research 
can begin. The IRB approved consent form (if applicable) must be used when obtaining consent from human 
subjects. A copy of the IRB approved consent form with the IRB expiration footer will be sent to the 
responsible project investigator and the secondary investigator (if applicable) along with the approval letter.

How long does my approval last?

Most IRB approvals expire one year from the date of approval (exceptions may occur). Your project’s 
expiration date will be located on your project’s approval letter. However, research studies considered 
EXEMPT from federal regulations do not require continuing IRB review and thus, do not require a renewal 
application on an annual basis. Please visit section 8-1, “Exemptions” in the Human Research Protection 
Manual for additional information on exempt research studies.

My project was determined as exempt. What does it mean to be exempt?

The federal regulations state that if a project meets the specific exemption criteria, the project is exempt 
from this policy (45 CFR 46.101). Projects determined to meet the exempt criteria by the IRB Staff are 
exempt from initial and continuing review by the IRB, as long as the project maintains the properties that 
make it exempt. This means:

* You do not need to renew your application annually.
* You do not need to submit a revision application to make changes in your project unless the 
  modification will cause the research to change from Exempt to Expedited or Full Review Status.

Please visit section 8-1, “Exemptions” in the Human Research Protection Manual for additional 
information on exempt research studies.

Supporting Documents - Consent Forms, Advertisements, Interview Protocols, Survey Instruments

Are there any formatting requirements for consent documents submitted to the IRB office?

The MSU IRBs are developing a system of electronic consent forms with an IRB expiration footer. 
The files will be converted to a PDF format and can be emailed back to the investigator and eventually 
will be placed on line with the file associated with your project. The PDF will be print only. Once this system is 
fully functional it will allow you instant access to the latest approved consent form whenever you want it, 
and if there are no changes at the time of renewal, merely the approval dates in the footer will be changed. 
However, to use this system you must adhere to the following:
  o Submit document in Microsoft Word format (xxx.doc).
  o Do not use text boxes in the consent form. They will not transform when converted to PDF.
  o Do not place a footer in your consent document or place any text within one inch of the bottom.
Leave a 1-inch margin at the bottom so the IRB office can place the approval footer.

If you cannot simply use PDF printouts (e.g. mail merge), let the IRB staff know and they can work with you to get the approval footer on your document. The current approved IRB consent form with the IRB expiration footer must be used.

*If your study is EXEMPT from federal regulations, an IRB expiration footer will NOT be inserted onto your consent form.

Where can I find information on informed consent?

Information regarding the informed consent process can be found in various sections of the MSU IRB website. Informed consent is one of the most basic and important principles in the protection of human subjects in research. The approach of the researchers toward the informed consent process is very important in ensuring its effectiveness. The consent process should be transmitted as an informative and empowering process which gives potential participants the information they need to make a voluntary decision whether to participate or not (being completely voluntary is another basic principle of human subject protection).

Also, please remember that the consent form itself is only a part of the consent process. How you inform the subjects, present and review the consent form with them, and answer any questions, are all important parts of the process and should be built into your research design. If subjects are non-English speaking, consent process and form should be provided in that language. If your study involves vulnerable populations such as prisoners, children, or subjects with diminished capacity, there are additional consent issues associated with these populations. Please refer to the corresponding policies in the Human Research Protection Manual for further information.

Templates: Templates geared towards the Biomedical and Health and the Social Science/Behavioral/Education disciplines are under development. They will soon be available under the “Download Forms” section of our website.

MSU HRPP Policies: Please visit the following policies in the Human Research Protection Manual specifically regarding informed consent. Section 6-4, Informed Consent, Section 6-4A, Documentation of Informed Consent, Section 6-4B, Waiver or Alteration of Informed Consent, Section 6-4C, Parental Consent and Child Assent

What if my instruments (e.g., survey, questionnaire) are not yet finalized when I submit my application?

In most cases, all instruments should be submitted in their final version when applying for initial approval. Any change to an approved instrument requires IRB review and approval.

However, if for some reason an instrument is not finalized, indicate and explain this in the “Procedures” section of your initial application, including a description of your intended methodology. Be sure to submit the draft documents. Once the instruments are finalized, a revision application must be submitted to the IRB for review and approval before the finalized instruments may be implemented.

Revisions to Your IRB Approved Research Study

What kinds of changes to my research study require the submission of a revision application?

Any proposed change or revision to an approved project that affects human subjects (with certain limited exceptions) must be reviewed and approved by the Institutional Review Board prior to implementation of the change. These changes can be minor or non-minor changes.

This includes, but is not limited to:
* Alteration of study design, methodology, or recruitment methods
* Changes to any instruments, including surveys and questionnaires
* Changes to consent documents
* Changes to the study population
* Changes in funding
* Addition/Deletion of investigators
* Alteration of Project Title
* Addition/Deletion of research performance sites

Please visit section 8-6, “Revisions to an Approved Project” in the Human Research Protection Manual for additional information. Please contact the IRB office with any questions.
How do I submit a change to an IRB approved research study to the IRB?

To apply for approval of a revision, the responsible project investigator must complete and submit a revision application and attach any new and/or revised documents. The revision application is available in the Download Forms section of the website.

Revision approvals do not change the approval or expiration date of the project. The approval simply approves the modification or revision to the project and allows investigators to begin using the modified or new documents, procedures, etc. The responsible project investigators must receive a letter from the IRB approving the proposed revisions before the changes are implemented.

Renewal of IRB Approval

How often must I renew my IRB approval?

Under federal regulations, IRB approval is valid for a maximum period of one year. Project investigators wishing to continue research activities, including data collection and analysis, beyond the expiration of IRB approval must submit and receive approval for updated renewal prior to the expiration. The approval period will be listed on approval letters sent to investigators, including both the approval date and the expiration date.

Like initial approval, renewed approval is for a maximum of one year. If the assessment of risk warrants it, however, the IRB may require additional review at more frequent intervals. Furthermore, approval may be withdrawn by the IRB at any time if the IRB concludes that the risk to subjects has become unacceptable.

Please visit section 8-7, Renewed Approval in the Human Research Protection Manual for additional information.

How do I submit for renewed approval of my study?

To apply for renewed approval, the responsible project investigator must complete and submit a renewal application and attach the current consent form(s), if applicable. The renewal application is available in the Download Forms section of the website.

I received a renewal reminder from the IRB office, but my project is complete (data collection, follow-up and analysis are complete). What should I do?

At any time prior to the expiration date, responsible project investigators may request closure if research activities including data collection and analysis are complete. If all data collection and analysis are complete, a closure application must be submitted to the IRB office before the expiration date.

Closure of IRB Approval

Can I continue to work on my research study if I have received a Notice of Closure letter indicating that my approval has expired?

No – as of the expiration date, you may no longer continue to work on the study, including collection and analysis of data. The IRB office sends three renewal reminders as a courtesy to the Responsible Project Investigator and Secondary Investigator (if applicable) before closing the IRB approval of a research study.
upon expiration. If you have received a Notice of Closure letter and your project is not complete, contact the IRB office to discuss your situation.

How do I close out my IRB project (funding was lost, my study never received funding, data collection and analysis is complete, etc.)?

The responsible project investigator must complete and submit a closure application indicating the reason for closure. The closure application is available in the Download Forms section of the website.

I received an expiration notice from the IRB Office indicating my approval will soon expire. What should I do if I don't intend to renew my approval?

The responsible project investigator must complete and submit a closure application indicating the reason for closure. The closure application is available in the Download Forms section of the website.

Unanticipated Problems and Adverse Events

How do I report an adverse event/unanticipated problem?

The responsible project investigator must complete and submit the appropriate form (local adverse event, non-local adverse event or an unanticipated problems form) available in the Download Forms section of the website. In urgent situations, investigators may also call Peter Vasilenko at 517-355-2180 ext. 239.

Please visit section 9-1, Unanticipated Problems and Adverse Events in the Human Research Protection Manual for specific reporting information.

There is a tutorial available online at http://www.humanresearch.msu.edu. Students must complete the tutorial in order to submit an IRB application 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 MSU 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 IRB principles and policies. Faculty teaching courses are also urged to determine when and how IRB principles can be covered in graduate courses.

Any research that is conducted by a graduate student in Rehabilitation Counseling 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 MSU 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.

It is critical to remember that absolutely no research data can be collected until a project is in complete compliance with MSU IRB standards 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 with our MSU IRB approval. If any such data is collected it cannot be used for any degree purpose.

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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 appealed to the Academic Integrity Review Board for Undergraduate students and to the University Graduate Judiciary for Graduate students. (See AFR 2.4.6, 2.4.7.1 and 4.3.11; GSRR 5.5.2 and "Integrity of Scholarship and Grades" 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://www.studentlife.msu.edu/ or http://www.msu.edu/unit/ombud/index.html. 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 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:


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
https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html

MSU Institutional Review Board (IRB): http://www.humanresearch.msu.edu/
Dismissal Policy

The dismissal of a student from the Rehabilitation Counseling 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 Counseling 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 the certifying exam.

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 masters 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 Counseling 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 Rehabilitation Counseling 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 Counseling 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 to be followed are specified in this
Handbook.

COURSE ENROLLMENT PROCEDURES

How do I enroll for classes?

Students may enroll for classes via MSU’s Web Enrollment System
(http://www.reg.msu.edu/roinfo/enrollment.asp ) Monday through Friday, 8:00 a.m. to 8:00 p.m. and on
weekends from 8:00 a.m. Saturday until 8:00 p.m. Sunday (subject to availability). You must have MSU
NetID and password or your PID and PAN to enroll. Students cannot access the enrollment system until their
assigned appointment time. All holds must be cleared before enrolling.

How do I drop a course?

You can drop any course on the enrollment system through the middle of the term of instruction. Click on the
section number in the Schedule of Courses to see important drop dates.

To drop a course after the middle of the term you must follow the regulations as enumerated in the General
Procedures and Regulations section of Academic Programs.

If you wish to drop a course but have a hold, call the Registrar's Office, 355-3300, to have us drop the course
for you.

Why can't I enroll?

You may be attempting to enroll before your scheduled time. Check your enrollment appointment in
STUINFO.

You may not have an appointment time. Contact the Registrar's Office, 355-3300.

You may have a hold. All current holds can be viewed on STUINFO. Choose Holds on the menu.

You may need to apply for readmission. Read about the Readmission Procedure.

You may need an override – contact the department offering the course. Review the course restrictions and
prerequisites in the Course Descriptions.

How can I find my appointment time to enroll for classes?

All appointment times are available on STUINFO. Choose Enrollment Appointment under the Academic
category on the Menu.

How can I change my address with the University?

Address changes may be done:
* Over the web - Change Address Form.
* In person in the Registrar's Office, 150 Administration Building.
* Over the phone at (517) 355-3300 or 1-800-496-4678 during normal business hours.
See the MSU Office of the Registrar Website (http://www.reg.msu.edu/) for detailed enrollment information.

GRADUATION APPLICATION

Submit this application by the first week of the semester you expect to complete your degree requirements.

If you will complete your degree requirements during Summer, apply for Summer by the first week of Spring semester.

Both Spring and Summer applicants will be included in the Spring Commencement Ceremonies.

For students with MSUNetId and Password, fill out the on-line graduation application form.

CREDENTIALLING

Upon completion of the master's degree in rehabilitation counseling, graduates are eligible for the following professional credentials: state counselor licensure and national certification as a rehabilitation counselor.

Counselor Licensure

Upon graduation from the program, students are eligible for state counselor licensure (Limited Licensed Professional Counselor) as administered by the Michigan Board of Counseling, Department of Community Health, P.O. Box 30018, Lansing MI 48909. The web address for the Michigan Board of Counseling is: http://www.michigan.gov/mdch/0,1607,7-132-27417_27529_27536---,00.html

Certified Rehabilitation Counselor

The Certified Rehabilitation Counselor (CRC) credential is the most accepted and recognized in the field of rehabilitation counseling. Graduates of the Rehabilitation Counseling program at Michigan State University are eligible to sit for the CRC exam. For further information, please contact:

Commission on Rehabilitation Counselor Certification
300 N. Martingale Road, Suite 460
Schaumburg, Illinois 60173
847-944-1325.
www.crccertification.org

STUDENT REHABILITATION ASSOCIATION

The Student Rehabilitation Association (SRA) is comprised of masters and doctoral rehabilitation counseling students at Michigan State University. The organization's primary functions are to provide for social and peer support, networking within the rehabilitation community, professional development activities, and services to the community. This is accomplished through the coordination of social gatherings, organizational meetings, seminars, and through the organizational newsletter and various student activities. The S.R.A. is affiliated with the Michigan Rehabilitation Association and serves as a liaison to local, state, and national organizations. In this manner, the S.R.A. provides a vehicle for rehabilitation counseling students to inform themselves of pertinent seminars, conferences, and publications. The S.R.A. membership elects student representatives from both first and second year students to provide leadership and serve as liaison to the faculty and the program's advisory council. Students are encouraged to participate in the S.R.A. and to utilize it as a vehicle to enhance their personal, academic, and professional growth.
JOB PLACEMENT ASSISTANCE

When seeking professional employment within the rehabilitation field, students are highly encouraged to utilize the Program's faculty and the current job announcements that are provided to students via the program listserv and website. Students are also encouraged to become familiar with the Placement Services available through MSU located at the Student Services Building on campus.

UNIVERSITY RESOURCES

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 that will entitle them to services during the semester in which they are enrolled. Spouses of students may purchase a health service card that 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. Health insurance is provided by the University 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. The University Ombudsman is an official to whom students may appeal for redress of grievances involving faculty and
administrators. Refer to Spartan Life Student Resource Guide and Handbook regarding rights and responsibilities as a source of official policies and procedures.

**Office of Cultural and Academic Transitions (OCAT)**

The Office of Cultural and Academic Transitions (OCAT) constructs supportive social and educational communities that actively involve students in learning. Specifically, we prompt students’ involvement in broad-based University learning experiences (e.g., study-abroad, alternative spring break, internships, etc.), while also connecting them to campus resources, people, and programs that lead to deeper student learning and personal success. The OCAT web address is: http://www.oresa.msu.edu/OCAT%20Home.html.

**Resource Center for Persons with Disabilities (RCPD)**

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://www2.rcpd.msu.edu/Home/.

**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.

**Career and Professional Development**

This web page offers a gateway to Career and Professional Development Resources at MSU. Featuring relevant workshops, activities, web links and contact people, it helps graduate students organize a wealth of available information according to different phases of a graduate program: http://grad.msu.edu/prep/).

PREP focuses on four professional skills that are key to career and professional development: planning throughout the graduate career to identify and successfully achieve career goals; developing resilience and tenacity to thrive through personal and professional stages; practicing active engagement in making important life decisions and in acquiring the skills necessary to attain career goals; and attaining high standards of professionalism in research and teaching. Employing these skills at every stage of the graduate program helps students to maximize their opportunities for professional growth and to discover a fulfilling career path. In partnership with graduate and professional programs across campus, the Graduate School seeks to introduce students to a range of career activities and opportunities with the goal of assisting degree completion and enhancing professional success. Our workshops are based on current scholarship on graduate student development and are themselves part of an ongoing research project through evaluation and assessment.

**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.

**Studying and Traveling Abroad**

If as an MSU graduate student you travel abroad, please use the following resources when planning your trip
abroad:

a. Check with the MSU Travel Clinic! They will let you know of any health risks or immunizations.
   http://travelclinic.msu.edu/

b. Check the International Studies and Programs website for issues related to safety around the world.
   http://isp.msu.edu/

c. Apply for assistance with travel funding via the Graduate School. If the Graduate School provides
   funding, they will also provide a MEDEX emergency card.

**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 field work 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 Office of the Registrar
This is the link to the MSU Office of the Registrar web page: [http://www.reg.msu.edu/](http://www.reg.msu.edu/)

*MSU Graduate School
This is the link to the MSU Graduate School web page: [http://www.msu.edu/user/gradschl/](http://www.msu.edu/user/gradschl/)

*MSU – StuInfo
This is the link to the MSU student information system: [https://ntweb1.ais.msu.edu/StuInfo/](https://ntweb1.ais.msu.edu/StuInfo/). 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](http://www.reg.msu.edu/ROInfo/Calendar/Academic.asp)

*MSU Email (mail.msu.edu)
This is the link to the MSU email system: [http://mail.msu.edu/](http://mail.msu.edu/)

Rehabilitation Counseling Resources and Web Links

American Counseling Association
[http://www.counseling.org/](http://www.counseling.org/)

American Rehabilitation Counseling Association [http://www.counseling.org/arca/index.htm](http://www.counseling.org/arca/index.htm)

National Rehabilitation Association

National Rehabilitation Counseling Association

Michigan Rehabilitation Association

National Council on Rehabilitation Education