

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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<http://www.educ.msu.edu/cepse/rehab/default.asp>

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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. The U.S. News & World Report Graduate Education Program Ranking Guide currently ranks our program #2. 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 (d) ensure 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 Master of Arts (MA) 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/ProgramDetail.asp?Program=1752>
- Graduate Student Rights and Responsibilities (GSSR)
<http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>

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

- Rehabilitation Counseling Program Homepage:
<http://www.educ.msu.edu/cepse/rehab/default.asp>
- College of Education Homepage: <http://www.education.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, 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 rehabilitation counseling expert for the person with a disability.

Mission and Objectives

The mission of the Michigan State University Master of Arts (MA) Rehabilitation Counseling Program is to promote the effective delivery of rehabilitation services to individuals with disabilities by providing graduates who have demonstrated through academic achievement the skills, knowledge, and attitudes necessary to provide rehabilitation services to individuals with physical, mental, and/or emotional needs.

The objectives of the Michigan State University Master of Arts (MA) Rehabilitation Counseling Program are to provide students with the opportunity to:

1. Acquire a sound, basic education in rehabilitation;
2. Develop the lifelong habit of updating skills and professionalism;
3. Develop a commitment to assist individuals with disabilities in using their own resources and opportunities to meet their developmental, vocational, and educational needs;
4. Nourish a commitment to individual human values;
5. Exercise skills and competencies on a high ethical level and with personal integrity; and
6. Maintain a critical, questioning, and exploratory attitude.

Code of Professional Ethics for Rehabilitation Counselors

The faculty and students of the Master of Arts (MA) Rehabilitation Counseling Program at Michigan State University adhere to the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics. The following italicized content was excerpted directly from the CRCC website to provide information, guidance, and resources to students.

The Commission on Rehabilitation Counselor Certification (CRCC) has adopted a Code of Professional Ethics that covers both its Certified Rehabilitation Counselors (CRCs) and its Canadian Certified Rehabilitation Counselors (CCRCs). The standards of this mandatory code are intended to assure the community that the rehabilitation counseling profession accepts its responsibility to provide caring service to individuals with disabilities. All CRCs/CCRCs are bound to act in accordance the with Code.

Key Components of the CRC/CCRC Code of Ethics

- *The Counseling Relationship*
- *Confidentiality, Privileged Communication, and Privacy*
- *Advocacy and Accessibility*
- *Professional Responsibility*
- *Relationships with Other Professionals*
- *Forensic and Indirect Services*
- *Evaluation, Assessment, and Interpretation*
- *Teaching, Supervision, and Training*
- *Research and Publication*
- *Technology and Distance Counseling*
- *Business Practices*
- *Resolving Ethical Issues*

The web address for the Code of Professional Ethics for Rehabilitation Counselors effective January 1, 2010 is:

http://www.crccertification.com/pages/crc_ccrc_code_of_ethics/10.php

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 special education, school psychology, educational psychology, educational technology, measurement and quantitative methods, kinesiology, higher education, and teacher education

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-Madison

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.

Connie Sung, Ph.D.
University of Wisconsin-Madison

Connie Sung is an Assistant Professor having joined the program in August 2012. Her research and teaching interests include evidence-based practice, applications of the World Health Organization International Classification of Functioning model in rehabilitation assessment, planning, and interventions psychosocial adjustment to chronic illness and disability, innovative employment, interventions for people with chronic illness and disability, and rehabilitation outcome measurement

Wendy Coduti, Ph.D., CDMS
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.

Affiliated/Adjunct Faculty and Instructors

David Campbell, MA, CRC

Interest areas: Private sector rehabilitation, workers compensation, disability management, school to work transition

Andrew Nay, PhD, CRC

Interest areas: counseling ethics, forensic rehabilitation, rehabilitation outcomes

Robert Fabiano, Ph.D., C.R.C., Licensed Psychologist

Interest areas: traumatic brain injury, neuropsychology, and vocational 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.

Duncan Wyeth

Interest areas: independent living, athletics, disability policy

Overview of Program Requirements

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. 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 3 to 4 years to complete the program. 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.

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. *Note that CEP 894A Rehabilitation Counseling Practicum is a prerequisite for CEP 893A Rehabilitation Counseling Internship.*

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.

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.

Masters Degree Program Plan

College of Education

So that you may be certified for graduation promptly upon completion of your program, as a degree candidate you must obtain final program approval from your advisor during or immediately prior to the semester in which you enroll for the final course on your program. Note that the *Masters Degree Program Plan Form* can be found at the College of Education website in the *Resources for Students* area.

Name:

PID:

Department/Program/Code

The advisor and student must prepare a program of study for the Master's Degree prior to the student completing 10 semester hours of study.

NOTE: All requirements (including transfer credit) *must be completed within five calendar years* from date of first course accepted toward requirements of the degree through date of completion of final course. The final twenty credits must be completed while student is on degree status. MSU Courses Constituting this Student's Master's Program:

Course Number	Title	Semester Credits	Course Number	Title	Semester Credits
				Total Credits	

Courses Taken at Other Institutions as Partial Fulfillment of Program Requirements:

Course Number	Title	Credits	MSU Equivalent Credits

Required signatures:

Advisor Signature/Date:

Name:

Chairperson Signature/Date:

Name:

Associate Dean Signature/Date:

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.

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 10 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 at the MA Rehabilitation Counseling Program ANGEL website.

Graduation Application

Submit this application on or before the end of the first week of the semester you expect to complete your degree requirements. This will assure the listing of your name in the commencement program.

If you expect to complete your degree requirements during Summer semester, submit this application on or before the end of the first week of Spring semester. This will assure your name will be listed in the Spring/Summer commencement program.

For students with MSUNetId and Password, fill out the on-line graduation application form using the following website: <http://www.reg.msu.edu/stuforms/gradapp/gradapp.asp>

Financial Support

Students are encouraged to seek financial assistance options through the MSU Office of Financial Aid, Graduate School, and College of Education. If funded with a Federal Training Grant, the program may have available partial fellowships for a limited number of students. Students may also seek paid internships near the end of their program.

Below are the links to student financial assistance options, including provisions for financially disadvantaged students, from the websites of the MA Rehabilitation Counseling Program, College of Education, Graduate School, Office of Financial Aid, and Office of Admissions.

Rehabilitation Counseling

<http://www.educ.msu.edu/cepse/rehab/financial.asp>

College of Education

<http://education.msu.edu/resources/financial/>

The Graduate School

<http://grad.msu.edu/funding/>

Office of Financial Aid

<http://finaid.msu.edu/types.asp>

Office of Admissions

<http://admissions.msu.edu/finances/scholarships.asp>

Information on Disability Services and Reasonable Accommodation

Information on disability services and the reasonable accommodation process at Michigan State University can be found at the Resource Center for Persons with Disabilities website:

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

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:

- Academic Programs Catalog
<http://www.reg.msu.edu/AcademicPrograms/ProgramDetail.asp?Program=1752>
- Graduate Student Rights and Responsibilities (GSRR)
<http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>
- Spartan Life: Student Handbook and Resource Guide: <http://splife.studentlife.msu.edu/>
- 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/>

Human Research Protection Manual:

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

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

Guidelines for Graduate Student Advising and Mentoring Relationship:

<http://grad.msu.edu/publications/docs/studentadvising.pdf>

Guidelines for Integrity in Research and Creative Activities

<http://grad.msu.edu/publications/docs/integrityresearch.pdf>

Approved May 5, 2011, CEPSE Faculty

Retention and Dismissal Policy

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.

In the rare event of students demonstrating difficulty or behavior inconsistent with success in the program, a student and advisor should first work on resolving such matters in a one-to-one confidential process. Any student and/or advisor may consult confidentially with the MA Program Director on such matters as needed. Students shall be provided appropriate options for transition from the MA Rehabilitation Counseling Program that may include but not be limited to taking one or more courses more than one time, academic remediation, referral for counseling and/or career services at the MSU Counseling Center or MSU Career Services Network, and advisement to withdraw from the program.

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 following document:

Graduate Student Rights and Responsibilities (GSSR) <http://splife.studentlife.msu.edu/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 Director (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 Director 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 Director, the Director 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 Director 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 Director 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.

Professional Credentials

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

Licensure as a Professional Counselor (LPC) in the State of Michigan

Upon graduation from the program, students are eligible for licensure as a professional counselor (LPC) in the State of Michigan. as administered by the:

Michigan Department of Licensing and Regulatory Affairs
Board of Counseling
P.O. Box 30670
Lansing, Michigan 48909
(517) 335-0918
www.michigan.gov/healthlicense.

Counselor licensure application instructions can be found at the following web address:

http://www.michigan.gov/lara/0,4601,7-154-35299_28150_27529_27536---,00.html

Certified Rehabilitation Counselor (CRC)

Upon graduation from the program, students are eligible for national certification as a rehabilitation counselor. For further information on CRC eligibility, examination application, and certification maintenance please refer to:

Commission on Rehabilitation Counselor Certification
1699 E. Woodfield Road, Suite 300
Schaumburg, IL 60173
847-944-1325
<http://www.crc certification.com/>

Student Organization

The Master of Arts (MA) Rehabilitation Counseling Program student organization is the Disability & Advocacy Rehabilitation Network (DARN).

The purpose of DARN is to be an organized support group for all students in or interested in the Rehabilitation Counseling Program. The organization will provide a student liaison among faculty and students, and will provide opportunity for networking among students and rehabilitation professionals. DARN shall remain a close and active affiliation with NRA/MRA. DARN will be an advocacy group in the support of disabilities rights in the Michigan State University Community and community at large.

DARN will also uphold the goal of professional development and the process of building a professional identity for upcoming students and counselors through its support and promotion of affiliation with professional organizations. DARN encourages the membership of NRA/MRA, and American Rehabilitation Counseling Association (ARCA) and the American Counseling Association (ACA), and National Rehabilitation Counseling Association (NRCA), as a means of strengthening the political and social voice of the profession of Rehabilitation Counseling and its overall influence in research. DARN will seek to promote attendance and participation in conferences as a means of sharing of knowledge in the field.

DARN commitment to issues of rehabilitation within the University community and the community at large is a fundamental priority within all aspects of DARN. Meetings, e-mail and other social activities shall strive to provide avenues through which the academic, personal, social and professional needs of its members may be met. The grassroots structure of DARN encourages and depends upon the participation of its members at every level in order to realize the overall goal: the development of highly competent, ethical and creative rehabilitation professionals.

Resources for Students

Resources for College of Education Students

As one of 16 degree-granting colleges at Michigan State University, the College of Education offers a wealth of resources to its students. At the following web address, you will find links for the most commonly needed types of services and information that are not specific to particular academic programs, including information about students activities, scholarships, technology, advising, study abroad, and student organizations:

<http://education.msu.edu/resources/students/>

Student Affairs and Services - Michigan State University (<http://www.vps.msu.edu/>)

The MSU Student Affairs and Services programs, services and facilities provided by our departments are designed to create a stimulating and supportive environment that enhances the personal development, learning, educational success and career preparation of all students. We work in partnership with colleges and faculty to enhance student development and success, and value engaging students actively in the process through involvement both inside and outside the classroom. Our goal is to be part of Michigan State University's overall mission of preparing graduates for participation and leadership in an increasingly diverse and complex global society.

The following web address provides links to the wide variety of student services available as listed below: <http://www.vps.msu.edu/about-student-affairs/departments>

Career Services

Staff Directory
Jobs and Internships
Career Events and Job Fairs
Field Career Consultants in Colleges
Student Employment
Collegiate Employment Research Institute

Counseling Center

Staff Directory
Counseling Services
Sexual Assault Program
Testing Services

Educational & Support Services

Staff Directory
Student-Community Initiatives
Family Resource Center
VPSLAN Technology Support
Liaison with Higher, Adult and Lifelong Education

Lesbian, Bi, Gay, Transgender Resource Center

Staff Directory
LBGT Events Calendar
Campus Information
Group at MSU
Gender Identity and Expression

Multi-Racial Unity Living Experience (MRULE)

Staff Directory

MSU Safe Place

Safe Place Services and Programs

Office of Cultural & Academic Transitions

Staff Directory
OCAT Aides
MSU Multicultural Center
Spartan International Initiatives
Racial-Ethnic Student Groups

Recreational Sports & Fitness Services

Staff Directory
Programs and Services
Facilities
Employment Opportunities

Resource Center for Persons With Disabilities

Staff Directory
Disability Services
Awareness and Training
Scholarships and Awards

Student Life

Staff Directory
Leadership Development
Judicial Affairs
Fall Welcome
Sexual Assault and Relationship Violence Prevention Program(SARVPP)
Student Organizations and Activities
Greek Affairs

Service-Learning and Civic Engagement

Staff Directory
Service Opportunities
Community Partners

Useful Michigan State University 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/>

MSU Graduate School

This is the link to the MSU Graduate School web page: <http://www.msu.edu/user/gradschl/>

MSU StuInfo

This is the link to the MSU student information system: <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>

MSU ANGEL

This is the link to the MSU ANGEL course management system:
<https://angel.msu.edu/default.asp>

MSU Email

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

Rehabilitation Counseling Resources and Web Links

Commission on Rehabilitation Counselor Certification (CRCC)
<http://www.crc certification.com/>

Michigan Board of Counseling
http://www.michigan.gov/lara/0,4601,7-154-35299_28150_27529_27536---,00.html

Council on Rehabilitation Education (CORE)
<http://www.core-rehab.org/>

American Counseling Association (ACA)
<http://www.counseling.org/>

American Rehabilitation Counseling Association (ARCA)
<http://www.counseling.org/arca/index.htm>

National Rehabilitation Association (NRA)

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

National Rehabilitation Counseling Association (NRCA)

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

Michigan Rehabilitation Association (MRA)

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

National Council on Rehabilitation Education (NCRE)

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