

Michigan State University

**Masters of Special Education
Handbook**

2011-2012

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I. OVERVIEW OF THE MASTERS PROGRAMS IN SPECIAL EDUCATION

The Masters Degree Program in Special Education offers emphasis areas in Learning Disabilities (LD) and Autism Spectrum Disorders (ASD). The program is designed for highly committed and competent teachers in K-12 settings who have the skills, knowledge, and dispositions to become professional leaders, expert practitioners, and effective collaborators. You will learn research-validated methods and evidence-based practices, but equally important, you will have opportunities to apply those methods in authentic contexts to foster deep understanding and critical reflection. Throughout the Masters Program, you will engage in clinical projects and practicums that opportunities to engage in inquiry and to reflect on teaching practice with the support, feedback, and collaboration of the teaching faculty. Courses are taught by special education program faculty members who have extensive experience as researchers, teacher educators, and special education classroom teachers.

The specific objectives of the Masters of Arts (MA) Program in special education are to help you:

Develop the pedagogical skills and instructional expertise to work with children and youth who exhibit learning disabilities (LD) and/or autism spectrum disorders (ASD).

Develop the communication, collaboration and consultation skills that will enable you to work with children, youth, families, related service personnel, general educators, and community agencies to create, implement, and evaluate the highest quality programs possible.












Develop key professional dispositions, including disciplined inquiry, collaboration, problem solving, continuous improvement, advocacy, positive behavioral support/intervention, and capacity building.

Attain the abilities to develop, implement and interpret accountability and outcome-based reporting systems involving the thoughtful use of assessment data from multiple sources, and to communicate this information in meaningful ways to stakeholders, students, families, and colleagues.

Connect theory, research, and practice to inform educational decisions.

Foster inclusive learning environments that support diverse learners and support high performance and meaningful access to the curriculum through the use of assistive technology, instructional supports, and accommodations.

Program Faculty and Staff

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II. ADMISSIONS POLICIES

All applicants must complete a Department and University application along with three letters of recommendation, a goal statement, transcripts, and a copy of teaching certificate(s). In addition, international applicants must submit scores on the TOEFL. If you have taken the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT), please submit these scores with your application.

We strongly recommend that you seek letters of recommendation from those who can speak directly to your ability for graduate study, as well as from persons who are knowledgeable about your teaching competence and experience. Thus, letters from former professors or other supervisors of graduate or undergraduate work are especially important in addressing your potential for graduate studies. Letters from teaching colleagues, principals, and administrators that address your teaching, leadership, and academic skills and dispositions are also important. We suggest you do not rely on letters from friends and family members when you submit your application. They will not be weighed as heavily in the admissions decision.

When reviewing applications, faculty look for indicators of probable success in master's study and evidence that there is a good match between your goals and the objectives of the emphasis area (LD or ASD) to which you have applied. Other indicators include a high level of academic performance, with a GPA of 3.0 or higher in the last two years of undergraduate study and in all graduate courses. We also look for evidence of leadership in special education, and strong and detailed letters of recommendation. It's important that you can demonstrate prior experience working with children and youth with disabilities (e.g., in a school or camp program) that is relevant to program requirements and expectations. Ideally, the experience should be related to your planned area of emphasis.

The university's online application system is available here: <http://grad.msu.edu/apply/>. Please contact the program secretary, Missy Davis (335 Erickson Hall, 517-355-1837, davisme@msu.edu) for the special education department application or you may find it here: <http://edutech.msu.edu/applyMASE.php>

Students who enter the MA program without a valid Michigan teaching certificate and *who wish to attain an endorsement in ASD or LD during their masters study* must complete the requirements for teacher certification in elementary or secondary education in Michigan, in addition to meeting the requirements for the master's degree in special education. Additional information about teacher certification is available at: <http://www.educ.msu.edu/programs/certification/teachercertapp.htm>. You cannot receive an endorsement in LD or ASD unless you already have a valid Michigan teaching certificate.

III. PROGRAM FEATURES AND COURSES

Technology Requirements

All Special Education MA courses are completed online, and all course projects, practicums, and internships are completed in your classroom or educational setting—or in one that you locate and that meets program requirements. Thus, it's very important that you have access to the appropriate technology. Technology requirements for participation in the program are listed below:

High speed internet access, with the capability to access the Internet at least every other day (preferably every day).

An internet connection that permits you to access a wide range of Internet sites (including YouTube) without restrictions and that does not limit you to a particular browser. (See Item # 3 below.)

Access to the Angel courseware system at MSU. Visit: <http://help.angel.msu.edu/?referer=https%3A%2F%2Fangel.msu.edu%2F> to learn about how your computer needs to be configured for Angel. In particular, note that Angel works best with the Firefox browser. You may need to download this browser. Also, note that you'll need to download Flash and Adobe Reader.

If you haven't used Angel yet, please start to become familiar with the courseware system by visiting: <http://showme.angel.msu.edu/>

The capability to record sound on your computer (which may mean a microphone and/or software, depending on your computer)

A webcam (does not have to be an expensive one) for participating in course discussions.

Install and use a [virus detection and repair software package](#), and back up your work regularly.

We highly recommend that you have the most recent version of Microsoft Office on your computer. We will often return papers with comments and edits, and many of us post documents in PowerPoint and Word formats. You may be able to read these documents in older versions of Office, or in other software programs, but it will be your responsibility to convert them for use in other software programs.

A digital video camera. You will be required to videotape your teaching and submit digital videos in your practicum and internship classes.

Individual courses may have other requirements, e.g., Skype. The instructor of a course will let you know if you need other technology and/or programs.

Advisement

When you are admitted to the program, you are assigned a full-time, tenure-track faculty member as an advisor. The MA Program Coordinator makes every effort to assign you to an advisor who has expertise in your desired emphasis area. Students are distributed among the faculty so that each faculty has an approximately equal number of advisees—which means you may not always be advised by someone in your primary area of interest. However, all advisors are fully familiar with both emphasis areas and their requirements. The advisor's primary responsibility is to make sure each student is taking the appropriate coursework. As discussed below, you should work closely with you advisor when developing program plans. Your advisor can also help you with the difficulties you encounter in you coursework and assist you, upon request, in preparing for the Certifying Exam. You should feel free to contact your advisors at any time.

Despite best efforts to match students to advisors, a student may find it difficult to work with his/her advisor or may want to work with a different faculty member. If you wish to switch advisors, you should contact the Masters Program Coordinator and explain the reasons for your desire to change advisors. The Coordinator will consider your request and determine if it is possible for you to be assigned to a new advisor or to your requested advisor if s/he does not already have a full load of advisees.

Coursework and Your Work

The MA program offers two options to students who are in the LD emphasis area: (a) A special education masters degree with LD endorsement or (b) a special education masters degree without LD endorsement.

The ASD emphasis area offers two options: (a) a special education masters degree with ASD endorsement or (b) an endorsement in ASD without a masters degree. The number of credits in each program varies, depending on your prior coursework, certification status, institution, and the option you have chosen.

One key consideration in developing your program is whether you are seeking a first or second endorsement in special education. Students who hold a prior teaching endorsement in one area of special education (e.g., visual impairment, learning disabilities, emotional impairment, hearing impairment, mental impairment) are not required to complete another student teaching experience, known at MSU as the teaching internship.

A second consideration in designing your program is the extent of prior coursework in required or desired areas. All students who seek a teaching endorsement or certificate in Michigan must have coursework in technology, human growth and development, reading methods and mathematics. These are factors in finalizing the MA program plan. Special education faculty advisors will review your transcripts to determine whether the prior coursework is sufficient to meet these requirements. An advisor may ask for a syllabus or other information about a course in order to determine if it meets state requirements. You are required to provide this information upon request, or your suitability to meet state requirements for certification and/or endorsement may not be met.

If prior coursework is not sufficient, additional courses in literacy, development, technology or mathematics may be included in the MA program. MA students who hold Elementary Education teaching certificates, for example, usually have completed the necessary methods courses in literacy and mathematics, but are likely to need the internship. MA students who hold Secondary Education teaching certificates, however, may need additional methodological content in literacy and mathematics in addition to the internship. (See below).

A third consideration is the degree to which you can transfer credits into the MA program. In all cases, courses can be transferred into the program only if they were not counted toward a previous degree. Up to 9 credits of equivalent graduate credit may be transferred into the MA program, in most cases. Students who completed the Teacher Education or Special Education undergraduate program at MSU may, under most circumstances, transfer up to 9 (TE) or 12 (Special Ed) post-BA credits.

In all cases, from the date of the first course applied to a Masters Program (including transfer courses), you have 5 years to complete the MA program. If there are extenuating circumstances, you can request an extension to allow the additional time needed to complete the program. You must apply in writing to be considered for an extension.

You should make sure you consult with your advisor about these and other requirements so that you will be eligible for any desired endorsements, and so that you will graduate in a timely manner.

State of Michigan Requirements

If you are pursuing an endorsement in ASD or LD, please be aware that, in addition to the special education program requirements enumerated below, the State of Michigan requires all special education teachers to complete 6 credits of Human Growth and Development, as well as a technology requirement. Your advisor will review your transcript to identify courses that have fulfilled these requirements. If these requirements have not been met, then your advisor will recommend additional coursework to fulfill the State of Michigan requirements.

The State of Michigan and MSU also require 6 credits of reading methods (3 of which must be developmental reading instruction) for the professional teaching certificate, and at least 3 credits in mathematics methods (elementary math instruction). Students who do not have a developmental reading and/or mathematics methods course must meet these requirements as part of their program in one of two ways: (1) taking MSU courses CEP 855 (elementary math requirement) and/or TE 842, or (2) taking equivalent courses at another institution to meet these requirements. *However, it is important to contact your advisor prior to taking a prerequisite course to make sure that it meets requirements. If you take a course at another institution to meet these requirements, copies of the course syllabus will need to be submitted to your advisor for approval.*

The Masters program meets requirements for special education endorsements **only in the State of Michigan**. States have varying requirements for certification/endorsement that include differences in coursework, categories of disability, sensitivity to the age of learners, and state

tests. We cannot advise you about the requirements for certification/endorsement outside the State of Michigan. *It is incumbent upon you to seek the advice of your state department of education if you teach or are planning to teach in a state other than Michigan.*

Similarly, if you are entering the Masters program with a teaching certificate from another state, and you wish to teach special education in Michigan upon completion of the Masters program, you will need to check with the Michigan Department of Education to determine if your certification is valid in Michigan. We cannot award a special education endorsement unless your teaching certificate is valid in Michigan.

Program Plans

A Masters Program plan is developed in collaboration with your faculty advisor. A large part of the program is specified, so the program plan is fairly predictable and similar for most students. However, program plans will differ in some respects, and it is important that you consult with your advisor to understand the factors that influence the final program plan. Your program plan is due in the special education office by the start of your second semester of study, but we encourage you to complete it sooner.

Program Plan Forms are provided in Appendix A. Any changes to the program must be approved by a student's advisor, and a Program Change Form must be submitted to finalize the changes in a plan. MSU uses a web-based system for the completion and submission of most forms, and you will find the Program Change Form, and others, here:

<http://www.educ.msu.edu/students/graduate/graduateforms.htm>.

Scope and Sequence of Courses

Descriptions of the courses offered in the ASD and LD emphasis areas are available in Appendix B. Special Education MA courses are typically offered once a year and are spread over the summer, fall, and spring semesters. To facilitate your planning, we do our best to offer courses in the same sequence each year. However, the frequency and timing of course offerings can be subject to change, depending on enrollment and other factors that we may not be able to predict in advance.

Practicum and Internship Requirements

If you are completing the MA degree-only option (no endorsement), the following section of this Handbook does *not* apply to you. If you are seeking an endorsement in LD or ASD, you will be required to take at least one practicum and, if you don't have a prior special education endorsement, an internship.

The practicums are 3-credit experiences that are associated with a particular course. In the LD emphasis area, one practicum (CEP 894) is taken in conjunction with CEP 842 (content-area instruction). Another is taken in conjunction with CEP 804A (literacy methods). In a practicum, you are able to apply the theoretical and practical knowledge from the affiliated courses in the instruction and assessment of students with disabilities in school settings. If you are in an

endorsement program, you are required to complete the practicum with the types of students in that endorsement area—LD students for the LD endorsement, ASD students for the ASD endorsement. The practicums help you meet State of Michigan requirements for endorsement.

The internship is a 3- to 6-credit extended teaching experience in which you will be asked to engage in a series of specific tasks in which you apply the assessment, instructional, behavioral, and collaborative skills you have learned in the masters program. *The internship can only be taken after you have completed all the other requirements of the program, and is offered only in the spring semester.*

Because students in the MA program can be spread across the country and, indeed, around the world, we are not able to make arrangements for your practicums and internship. You will need to locate a setting and students that permit you to meet the practicum requirements during the time you are enrolled in the practicums and internship. The course instructor can help advise you of the suitability of a practicum setting. However, if you have any questions about your ability to find a suitable placement, you should immediately contact the MA Program Coordinator or your advisor. To assist you in planning for these experiences, here is a summary of the expectations and requirements necessary for the approval of any practicum setting.

Practicum Hours: 90 total contact hours is required for each practicum, including 90 hours in the instruction of students with disabilities in content-area instruction (during CEP 842) and 90 hours in the instruction of students with disabilities in literacy (during CEP 804A). A log of hours must be completed and submitted at the conclusion of the practicum.

Instructional Group that Includes Students with Disabilities: In the practicum setting, you must have access to an instructional group that includes with disabilities who match the endorsement criteria (i.e., LD or ASD). Further, you must have a minimum of 6 contact hours per week with the group in instructional activities designed to satisfy the applied requirements of the associated course (literacy, content-area instruction).

Onsite Supervisor: An onsite supervisor within the school district who has certification in the desired endorsement area must be identified, and the associated paperwork bearing the supervisor's signature must be submitted in order for the supervisory arrangement to be reviewed and approved.

Appropriate Instructional Setting: Practicums must be completed in the settings in which the students in your endorsement area are typically educated by qualified personnel. Thus, most LD practicums and internships are completed in K-12 classrooms. ASD practicums and internships may be completed in K-12 settings or in center- or home-based programs, as long as these are directed by qualified personnel. Home-based tutoring or other activities conducted outside the auspices of a certified educational entity are not appropriate as internship or practicum settings.

Videotaping: Teaching videos are required as integral parts of the practicums and internship. You will analyze and reflect about your own teaching, through the videos you

create, and videos also will be reviewed by course instructors. In some cases, you will be asked to share your teaching videos with other students in your program. Finally, teaching videos are a key piece in your teaching portfolio.

MA Certifying Exam

MSU requires that all MA students complete a Master's comprehensive examination known as the Certifying Examination. The Certifying Examination is an online test that you must take, if you wish to obtain a masters degree, during the Spring semester of the year you wish to graduate. Your Masters program coordinator or your advisor can provide you with more information about the MA Certifying Exam. more information about the certifying examination during your first semester of the program.

IV. REQUIREMENTS FOR THE ADDITION OF A SPECIAL EDUCATION ENDORSEMENT TO A MICHIGAN TEACHING CERTIFICATE

Michigan Test for Teacher Certification (MTTC). In addition to the MA Certifying Examination required by MSU for the degree, the State of Michigan requires that candidates who intend to add one or more endorsements to their Michigan teaching certificates pass the Michigan Test for Teacher Certification (MTTC) in their area(s) of emphasis (e.g., Learning Disabilities or ASD). Each test is designed to evaluate a candidate's mastery of essential content in an emphasis area of special education. The appropriate test must be passed before the candidate can apply to add the endorsement. For test registration and information about the Michigan Test for Teacher Certification, please visit <http://www.mttc.nesinc.com>. The site also includes information about test dates, test sites, test objectives, and practice exams.

For information about applying for certification or adding an endorsement, please visit <http://www.educ.msu.edu/programs/certification/teachercertapp.htm>. Questions about the certification application process should be addressed to the Certification Secretary, Student Affairs Office, 134 Erickson Hall, East Lansing, MI 48824 (517.353.5146).

Graduation/Diploma. In the final semester of courses, you must apply to graduate through the Registrar's office at <http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp>.

V. STUDENT CONDUCT AND CONFLICT RESOLUTION

The University has established a judicial structure and process for hearing and adjudicating alleged violations of recognized graduate student rights and responsibilities (GSRR, Article 5). The first venue to resolve such conflicts informally or formally rests within the academic unit. Because the faculty advisor-graduate student relationship is deemed so important, special attention should be given to the resolution of conflicts between a graduate student and his or her faculty advisor.

Student Conduct

MSU expectations for acceptable student conduct are specified in the regulations and the rights and responsibilities sections of the [Spartan Life Student Handbook and Resource Guide](#) . Students must also abide by the bylaws and policies of the Department of Special Education.

Conflict Resolution

Usually the best approach to resolving a problem is through informal discussion and negotiation when the problem first arises. Discussion and negotiation among the parties in a conflict may not only help to resolve the original conflict, but can lead to better communication and more positive working relationships in the future. In addition, there usually are more options for solving a problem at the early stages of a conflict than later when working relationships may become seriously compromised or when the problem grows in complexity.

Try to resolve problems through discussions with the people who are immediately involved in the issue. In the CEPSE Department, one should consider speaking with the course instructor (if the problem is specific to a Special Ed. course), your supervisor (if the problem is specific to a practicum or internship), your advisor, the special education coordinator, and/or the department chairperson.

If your problem cannot be resolved at the departmental level or if you prefer discussing the matter with someone from outside the department, consider seeking help from the [MSU Ombudsman](#), the [Judicial Affairs Office](#), the [Women's Resource Center](#), Associate Dean for Student Affairs in the [College of Education](#), or the Dean of the [Graduate School](#). The Graduate School conducts [workshops](#) on Communicating Your Message: Effective Communication Strategies That Work on Setting Expectations and Resolving Conflicts that are designed to help graduate students work effectively with their faculty mentors and to make good progress toward their degrees.

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.)

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.

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.)

A copy of the Department Grievance Policy is contained in Appendix C. Students should consult the Graduate Students Rights and Responsibilities for additional information at <http://www.msu.edu/unit/ombud/index.html>. At any point during this process, students may contact the University Ombudsman's Office for advice, guidance or assistance regarding their concerns.

Professional Ethics in Practice

As teachers and scholars interested in improving outcomes for individuals with disabilities, we hold ourselves to high professional standards in our research, teaching, and other professional practices. One set of standards to which we hold ourselves and, consequently, our students, is the Council of Exceptional Children's Code of Ethics for Educators of Persons with Exceptionalities. These professional standards are listed below:

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.

- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

RETENTION AND DISMISSAL POLICIES

University Timelines for Completion of Degree

The University establishes explicit guidelines for the completion of graduate degrees at Michigan State University. Certifying examinations must be passed within *five* years and all remaining requirements for the master's degree must be completed within *five* years from the time a student first enrolled as a master's student. Students who do not finish within this time frame must fill out a Request for Extension of Time form, which can be obtained from the Masters Program Coordinator. Extension of time is not automatically granted. An advisor must approve a student's first request; requests for a second extension require approval of the full special education faculty. A student must also specify why the first time extension was not sufficient for completing degree requirements. Each extension is for no more than two semesters, and no more than two extensions can be granted. The Dean of the College of Education must also approve each extension.

Retention and Dismissal Policies

Faculty also initiate a Review of the student's status in the program in the event of any evidence that indicates impairment or violation of the University's Regulations (for MSU General Student Regulations see *Spartan Life*: <http://www.vps.msu.edu/SpLife/index.htm/>), legal statutes, or ethical and professional standards. Examples of violations include, but are not limited to, criminal misconduct, academic dishonesty, unethical practices, and unprofessional behavior. Evidence of cognitive, affective, and/or behavioral impairments that interfere with the graduate preparation and/or threaten the welfare of others may also lead to a Review. Examples of impairment include, but are not limited to, substance abuse, mental health problems, and interpersonal difficulties. The Review process consists of examining the nature of the impairment, violations or alleged misconduct, and the evidence with the student. The outcome of the Review may be (a) to retain the student in good standing, (b) to allow the student to continue in the program on probationary status until specified conditions are met, or (c) to immediately dismiss the student from the program. The faculty reserves the right to restrict student's

participation in coursework, internships, and practicums during the Review process. The procedures for the Review are described below.

Retention and Dismissal Review Procedures

To protect student due process rights as well as the rights of faculty to uphold the academic and professional standards of the MA program, the following steps will be taken as part of the Retention and Dismissal Review process:

The student will be informed in writing by the Special Education Area Coordinator of any charge, event, performance, or circumstance that suggests impairment or violation of University, legal, ethical, or professional codes. Such charges or complaints may emanate from members of the Program, College, or University faculty, clinical supervisors, clients, or professionals and agents outside of the University community.

As part of the above communication, the Area 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.

If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Area Coordinator will inform (in writing) the student, the student's advisor, and other interested parties that the student's status in the Program is being reviewed and that a formal meeting of the Program faculty will be necessary to evaluate the nature of the problem and to decide on a course of action. Depending on the nature of the charges, event, performance, or circumstance, a student's status in the program may be in immediate jeopardy and the goal of the Review would then be for faculty to decide whether to retain or dismiss the student from the program.

The Area Coordinator may invite any persons judged to have relevant information to submit such information either in person at this meeting or in writing prior to the meeting. The student will be given copies of all written materials under consideration in advance of the meeting. The student and, if desired, his/her counsel (as defined in the *Graduate Student Rights and Responsibilities* document) will 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 Area Coordinator with a list of these individuals at least 5 days in advance of the scheduled meeting.

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. This decision may result in either (a) retention of the student in the program in good standing, (b) a judgment to allow the student to continue in the program on probationary status until specified conditions are met, or (c) immediate dismissal of the student from the special education program.

Following completion of the Program faculty's decision-making, the Area Coordinator will inform the student and the student's 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 good standing within the Program. The student also will be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in *Graduate Student Rights and Responsibilities* should be followed. This document can be obtained from the Graduate School or the Ombudsman's Office or found on the web at <http://www.msu.edu/unit/ombud/index.html>

Dismissal from the Program

The dismissal of a student from the special education masters program is a significant event for both the student and the program faculty. It represents the conclusion of the faculty that the student has cognitive, affective, and/or behavioral impairments that interfere with professional functioning or that the student has not demonstrated an adequate level of competency in either academic or instructional skills or 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 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, rests with the tenure-stream special education faculty.

At any point during the student's matriculation through the program, the faculty retains the right to review any student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may threaten client welfare. The following are offered as examples of circumstances or performances that may be the basis for dismissal action:

1. Failure to maintain minimum academic standards
2. Unsatisfactory performance in practice courses (e.g., practicums, internships)
3. Academic dishonesty
4. Criminal misconduct
5. Failure to comply with established University or program timetables and requirements
6. Unethical practices and/or unprofessional conduct as specified in the Council for Exceptional Children's Ethical Principles for Special Education Professionals (http://www.cec.sped.org/content/navigationmenu/professionaldevelopment/professionals_tandards/ethicspracitcestandards/default.htm)
7. Cognitive, affective, and/or behavioral impairments that obstruct the training process and/or the students' interactions with learners and/or other clients.
8. Failure to make satisfactory progress in completing program requirements.

9. Failure to maintain regular contact with the program and internship/practicum supervisors.

IX. RECORDS POLICIES

The special education program maintains records documenting each student's progress through the masters program. These records, which are maintained in the program secretary's files, include the program plan, records of internship and practicum supervision, certifying exam, portions of the original application to the program, and other materials that are deemed necessary. Additionally, to facilitate student advising, advisors may keep files containing such items as their advisees' grade transcripts, exam responses, and advising notes. All student records are kept in secure filing cabinets or private offices to protect students' privacy and confidentiality; only program faculty and staff will have access to this material. Students are strongly advised to maintain copies of forms for their personal records.

Students may request to examine their own files; this request should be directed to the student's advisor or the Area Coordinator. The only material that will be withheld is that which the student has clearly waived his or her right to examine, e.g., confidential reference letters. (Other than the latter, files generally contain records of which students already possess copies.) Once students graduate, a permanent file is only maintained by the program, which, among other things, may assist in documentation for future employment and credentialing.

Students may challenge the accuracy or completeness of any information in their records by writing a letter to the MA Program Coordinator that specifically states the information that they wish to challenge, and how they would like to see the issue resolved. The Program Coordinator will meet with the student to gain a better understanding of the issues involved, and to make recommendations about how they could be resolved. The program coordinator will then present the students' concerns or disputes and possible resolutions to the Area Faculty, who will vote on an action to resolve the dispute. This action will then be communicated to the student in writing by the MA Program Coordinator.

Student Resources

The College of Education website can be accessed at this link: <http://www.educ.msu.edu/>. Information for College of Education students can be accessed at the following link: <http://ed-web3.educ.msu.edu/infostu/>. This webpage has resources for [undergraduate/teacher candidates](#) and graduate students and for [teacher education program applicants](#) in the College of Education. You will find important information on application procedures, jobs, scholarships, financial aid, student organizations, workshops and other resources.

Graduate students in the College of Education can access resources specific to their concerns at this link: <http://ed-web3.educ.msu.edu/infostu/graduate.htm>. Other resources that may be of interest to online Masters students are listed below.

Service	Web address
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Black Student Alliance	https://www.msu.edu/~bsaemail/Welcome.htm
Campus Wellness Partnerships and Resources	http://www.msu.edu/user/gradschl/
Career Services and Placement	http://www.csp.msu.edu/careerservices@csp.msu.edu
Counseling and Mental Health Resources	http://www.mentalhealthresources.msu.edu/
English Language Center	http://elc.msu.edu/
Family Resource Center	http://www.frc.msu.edu/
Graduate School	http://www.msu.edu/user/gradschl/
Judicial Affairs Office in Department of Student Life	http://www.studentlife.msu.edu/current_students/judicial.htm
Lesbian, Bisexual, Gay, Transgender Resource Center	http://lbgtrc.msu.edu/resources/ncod.htm
Library	www.lib.msu.edu/
Office of Diversity and Pluralism	http://odp.anr.msu.edu/
Office of Financial Aid	http://www.finaid.msu.edu/work.asp
MSU Computer Store	http://cstore.msu.edu/
Office for International Students and Scholars	http://oiss.isp.msu.edu/
Office of Admissions and Scholarships	http://admissions.msu.edu/
Office of Financial Aid	http://www.finaid.msu.edu
Office of the Registrar	http://www.reg.msu.edu/
Olin Health Center	http://olin.msu.edu/
Ombudsman	http://www.msu.edu/unit/ombud/
Resource Center for Persons with Disabilities	http://www.rcpd.msu.edu/
Sexual Assault and Relationship Violence	http://www.studentlife.msu.edu/current_students/sarv/sarv.htm

Prevention Program	
Spartan Life (student rights and responsibilities)	http://www.vps.msu.edu/SpLife/index.htm
Student Employment Office	http://www.finaid.msu.edu/work.asp
Services for the deaf and hard of hearing	http://www.rcpd.msu.edu/programs/hearingtech
Testing Office	http://www.testingoffice.msu.edu/

Additional information:

Learning Resources Center (LRC): provides instructional facilities, staff, and materials for MSU students interested in improving thinking, reading, writing, listening, study, time management, and test-taking skills. All services and workshops are provided free of charge. (<http://lrc.msu.edu/>)

Writing Center: experienced writing consultants talk one-on-one with writers of all levels of proficiency at all stages of a composition. Get assistance in brainstorming topics, organizing ideas, developing rough drafts, and fine-tuning your writing. For an answer to a quick question, use the Grammar and Usage. Hotline at the same phone and E-mail address (grammar@msu.edu; <http://writing.msu.edu>)

Career Development Center (CDC): The CDC contains a comprehensive collection of books and files on thousands of career fields and 3,200 employers as well as career and employer directories, MSU curriculum files, graduate and student information, audio-visual aids, and self-evaluation modules. Students in the College of Education receive help in activating a Placement File, preparing resumes, researching employers, and preparing for job interviews. Assistance is also offered in teacher certification in career planning and teaching market research. (<http://www.csp.msu.edu>)

Service Learning Center: MSU students may receive placement assistance here for volunteer experiences and internships related to their majors. The office is open Monday - Friday, Noon - 5:00 pm. (<http://www.servicelearning.msu.edu>)

The Testing Office: registration materials for the LSAT, GRE, MCAT, and GMAT are available here, as well as foreign language placement tests. Registration materials for the NMC are available in the College of Education Student Affairs Office, 134 Erickson Hall. (<http://www.testingoffice.msu.edu>)

Appendix A
Program Plan Forms

**ASD Emphasis Area for Students without a Prior Special Education Endorsement
Program Plan**

This program plan is for students who are **do not** have a prior endorsement in special education. That is, ASD will be your first special education endorsement. Your approved program plan must be on file in the special education office by the start of your second semester in the program. Please see the list of ASD courses for names and semester in which they are usually offered. Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor to determine if they are eligible for transfer into the masters program. MSU's post-BA courses must meet the University's timeline for transfer. Please note—these program plans assume you are a certified teacher.

Your name: _____ PID: _____

Required course	Fill in year & semester in which you plan to take the course
CEP 801A	
CEP 803A	
CEP 840	
CEP 841	
CEP 842	
CEP 843	
CEP 844	
CEP 845	
CEP 846	
CEP 850	
CEP 893J (6 credits)	
Total Credits:	
Should be 36 total credits	

Autism Spectrum Disorder: ASD Emphasis Area for Students who Hold a Special Education Endorsement

This program plan is for students who **already have an endorsement in special education**. You must complete this program plan and have it approved by your advisor. Your approved program plan must be on file in the special education office by the start of your second semester in the program. Please see the list of ASD courses for names and semester in which they are usually offered. Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor determine if they are eligible for transfer into the masters program. MSU's Post-BA courses must meet the University's timeline for transfer. Please note—these program plans assume you are a certified teacher.

Last Name	First Name	PID

If you received your undergraduate degree at MSU with an endorsement in special education		If you <i>did not</i> complete your undergraduate degree at MSU but have an endorsement in special education from elsewhere.	
Required course	Fill in year & semester in which you plan to take the course	Required course	Fill in and semester in which you plan to take the course
CEP 843		CEP 801A	
CEP 844		CEP 803A	
CEP 845		CEP 841	
CEP 846		CEP 842	
CEP 894J		CEP 843	
Elective Choose from: CEP 841, CEP 842, CEP 850, CEP 882, CEP 883, TE 846		CEP 844	
XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	CEP 845	
XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	CEP 846	
XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	CEP 850	
XXXXXXXXXX	XXXXXXXXXXXXXXXXXX	CEP 894J	
Total Credits:		Total Credits:	
Should be 18 credits + 12 post-BA credits = 30 total credits (if 12 post-BA credits are eligible for transfer)		Should be 30 credits	

ASD Emphasis Area: Endorsement Only

This program plan is for students who are seeking an endorsement in Autism Spectrum Disorder (ASD) but who **do not wish to obtain a masters degree**. Your approved program plan must be on file in the special education office by the start of your second semester in the program. Please see the list of ASD courses for names and semester in which they are usually offered. Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor to determine if they are eligible for transfer into the masters program. MSU's post-BA courses must meet the University's timeline for transfer. Please note—this program plans assume you are a certified teacher.

Your name: _____ PID: _____

Required course	Fill in year & semester in which you plan to take the course
CEP 841	
CEP 843	
CEP 844	
CEP 845	
CEP 846	
CEP 894J (6 credits)	
Total Credits:	
Should be 21 total credits	

**Learning Disabilities: LD Emphasis Area *Without* an Endorsement
Program Plan**

This program plan is for students who are seeking a Masters Degree in special education but are **not** seeking an endorsement in Learning Disabilities (LD). You must complete this program plan and have it approved by your advisor. Your approved program plan must be on file in the special education office by the start of your second semester in the program. Please see the list of LD courses for names and semester in which they are usually offered. Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor to determine if they are eligible for transfer into the masters program. MSU's Post-BA courses must meet the University's timeline for transfer

Your name:

PID:

If you received your undergraduate degree at MSU with an endorsement in LD or Deaf Ed, complete this column		If you received your undergraduate degree at MSU in teacher education, <i>without</i> an endorsement in LD, complete this column		If you <i>did not</i> complete your undergraduate degree at MSU, complete this column	
Required course	Fill in year & semester in which you plan to take the course	Required course	Fill in year & semester in which you plan to take the course	Required course	Fill in and semester in which you plan to take the course
CEP 844 (fall 2011 or spring 2012)		CEP 801A (spring)		CEP 801A (spring)	
CEP 841 (summers)		CEP 803A (fall)		CEP 803A (fall)	
CEP 842 (spring)		CEP 804A (fall)		CEP 804A (fall)	
CEP 850 (summers)		CEP 844 (fall 2011 or spring 2012)		CEP 844 (fall 2011 or spring 2010)	
TE 846 (all semesters)		CEP 840 (summers)		CEP 840 (summers)	
Elective: List course number and name		CEP 841 (summers)		CEP 841 (summers)	
		CEP 842 (spring)		CEP 842 (spring)	
		CEP 850 (summers)		CEP 850 (summers)	
				TE 846 (fall, spring, summer)	

				Elective: List course number and name	
Total Credits:		Total Credits:		Total Credits:	
Should be 18 total credits (if 12 post-BA credits are eligible for transfer)		Should be 24 total credits (if 6 post-BA credits are eligible for transfer)		Should be 30 credits	

**Learning Disabilities With an Endorsement in LD
Program Plan**

This program plan is for students who have an endorsement in an area OTHER than LD and who are seeking a masters degree in special education and an endorsement in Learning Disabilities (LD). You must complete this program plan and have it approved by your advisor. Your approved program plan must be on file in the special education office by the start of your second semester in the program. Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor to determine if they are eligible for transfer into the masters program. MSU's post-BA courses must meet the University's timeline for transfer. Please note—these program plans assume you are a certified teacher and have taken the prerequisite courses required by the State of Michigan for endorsement and certification. Please see the attached list of courses to assist you in completing your program plan.

Your name:

Your PID:

If you received your undergraduate degree at MSU in Teacher Education, <i>without</i> an endorsement in special education, complete this column		If you <i>did not</i> complete your undergraduate degree at MSU, but completed a program in teacher education elsewhere, complete this column.	
Required course	Fill in year & semester in which you plan to take the course	Required course	Fill in and semester in which you plan to take the course
CEP 801A (spring)		CEP 801A (spring)	
CEP 803A (fall)		CEP 803A (fall)	
CEP 804A (fall)		CEP 804A (fall)	
CEP 894H--practicum (must be taken concurrently with CEP 804A) (Fall)		CEP 894H--practicum (must be taken concurrently with CEP 804A) (Fall)	
CEP 844 (fall 2011 or spring 2012)		CEP 844 (fall 2011 or spring 2012)	
CEP 840 (summer)		CEP 840 (summer)	
CEP 841 (summer)		CEP 841 (summer)	
CEP 842 (spring)		CEP 842 (spring)	
CEP 894H--practicum (must be taken concurrently with CEP 842) (spring)		CEP 894H--practicum (must be taken concurrently with CEP 842) (spring)	
CEP 893F—internship (spring)		CEP 850	

of last year in program)		(summer)	
		TE 846 (Spring, summer, or fall	
		CEP 893F—internship (spring of last year of program)	
Total Credits:		Total Credits:	
Should be 30 total credits (if 6 post-BA credits are eligible for transfer)		Should be 36 credits	

Appendix B
Course Descriptions

Michigan State University: Courses in Masters Degree ASD Emphasis Area

CEP 801A

Collaboration and Consultation in Special Education

Spring semester

This course develops the knowledge, skills, and professional dispositions related to effective collaborative problem solving. Special educators and general educators interact together in many collaborative activities both inside and outside of school to support students, families, and the community. This course explores evidenced-based practices in key collaborative spaces in schools, including (1) IEPs, (2) pre-referral intervention assistance teams (i.e. child study teams, student support teams), (3) Positive Behavior Intervention and Supports, (4) RTI teams, (5) behavioral consultation, (6) working with paraeducators, (7) transition planning, (8) collaborative teaching, (9) serving as an intervention specialist who helps create access to the general education curriculum, and (10) home/school/community services. Undergirding the course is a focus on developing and applying key principles of effective collaboration and consultation while developing a critical content expertise about best practices in key collaborative structures.

CEP 803A

Assessment of Students with Mild Disabilities

Fall semester

Assessment serves as a cornerstone of special education, both in terms of eligibility determination and instructional planning. This course focuses on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, curriculum-based assessments and measurement, and dynamic assessment. We examine assessments designed specifically for evaluating students' literacy skills, mathematics skills, behavior, and intelligence. Students conduct an in-depth assessment project in which multiple assessment methods are used to evaluate an at-risk student or student identified with special needs in a particular domain and make recommendations for services and instruction.

CEP 804A

Literacy Instruction for Students with Mild Disabilities

Fall semester

This course develops the knowledge, skills, and predispositions related to the effective assessment and implementation of reading and written language interventions for students with literacy related difficulties. Difficulties in reading, language, and writing impede with the performance of students with disabilities across the school curriculum. This course is designed to help educators respond to these difficulties through an examination of methods that can be employed to: (1) observe and measure the reading and writing performance of special education students; (2) design interventions that address students' phonemic awareness, decoding, vocabulary, fluency, comprehension, and motivation abilities; (3) develop and implement literacy interventions that improve the strategy knowledge and self-regulated performance of

students as they read and write expository or narrative texts; (4) evaluate the literacy progress of students through frequent progress monitoring; and (5) implement evidence-based teaching practices that promote students' deep knowledge, mastery and understanding of literacy principles and skills.

CEP 840

Policies, Practices, and Perspectives in Special Education

Summer semester

This course introduces the practice of special education in today's schools, with a focus on the United States. We will analyze characteristics of students with learning and behavior disabilities and the implications of learner differences for the legal and professional responsibilities of classroom teachers. We will survey general principles of instruction that can help improve students' access to the general education curriculum, including collaboration with other professionals, universal design for learning, response to intervention (RTI), and assistive technology. Each of these topics is covered in more depth in later courses. We also address multicultural considerations in the diagnosis and instruction of students with disabilities. The overall goal of the course is to expand your expertise and confidence in providing an inclusive classroom that effectively addresses the needs of the diverse population of students.

CEP 841

Classroom and Behavior Management in the Inclusive Classroom

Summer semester

This course is designed to provide teachers and other practitioners with a foundational knowledge in classroom management, behavioral intervention for mild/moderate behavioral challenges, and knowledge of behavioral technologies to support classroom teaching with diverse students, including those with special needs. Especially salient to this course is the acknowledgement of prevention and intervention strategies conducted at multiple levels, including the macro level of schools and communities and at the micro level as teachers negotiate meaning with students on a moment-to-moment basis. Students will directly utilize a series of behavioral assessments in a variety of domains to build a technology of resources for identifying and successfully intervening with problematic behavior. The functional analysis of the etiology of behaviors will allow students to identify crucial factors that motivate, prompt, and maintain the behavior. Students will then apply their principles and understanding of behavioral change to develop and implement behavioral, social, and academic interventions.

CEP 842

Content Area Instruction for Students with Mild Disabilities

Spring semester

In this course, we will investigate instructional practices that can be used in general education classrooms to improve the learning and academic performance of students with mild learning problems and disabilities. We will focus on instruction in the content-area subjects of science, social studies, and mathematics. Our goal is not to examine how to teach these subjects, but, rather, how to design and differentiate instruction that is sensitive to individual learning needs

and preferences. We also will address Universal Design for Learning, collaborative planning for instruction, secondary and transition services, and creating a classroom climate in which all students have the opportunity to participate and succeed.

CEP 843

Autism Spectrum Disorders

Fall

Characteristics and Educational Implications. Characteristics of individuals on the Autism Spectrum, including Asperger's Syndrome, Pervasive Developmental Disorder Not Otherwise Specified, Rett's Syndrome, Childhood Disintegrative Disorder. History of ASD; Etiology of ASD; Past and present theories of autism. Prevalence, comorbid conditions, research on ASD. Impact of ASD on learning, family systems, and learning.

CEP 844

Applied Behavior Analysis

Fall

The description and utilization of concepts, principles, techniques, strategies, interventions, and research within the field of Applied Behavior Analysis. History of ABA. Data collection, measurement, design, analysis. Functional analysis.

- [Home](#)
- [Program Overview](#)
- [Apply to the Program](#)
- [Program Information](#)
- [Program Faculty](#)
- [Research and Projects](#)
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- [FAQ](#)

Special Education Masters Courses

Learning Disabilities and Autism Spectrum Disorders -
Course Descriptions and Syllabi

Program Quicklinks

- [Program Handbook](#)
- [Program Plans](#)
- [Program Plan Form](#)
- [Program Plan Change Form](#)

CEP 801A

Collaboration and Consultation in Special Education

This course develops the knowledge, skills, and professional dispositions related to effective collaborative problem solving. Special educators and general educators interact together in many collaborative activities both inside and outside of school to support students, families, and the community. This course explores evidenced-based practices in key collaborative spaces in schools, including (1) IEPs, (2) pre-referral intervention assistance teams (i.e. child study teams, student support teams), (3) Positive Behavior Intervention and Supports, (4) RTI teams, (5) behavioral consultation, (6) working with paraeducators, (7) transition planning, (8) collaborative teaching, (9) serving as an intervention specialist who helps create access to the general education curriculum, and (10) home/school/community services. Undergirding the course is a focus on developing and applying key principles of effective collaboration and consultation while developing a critical content expertise about best practices in key collaborative structures.

CEP 803A

Assessment of Students with Mild Disabilities

Assessment serves as a cornerstone of special education, both in terms of eligibility determination and instructional planning. This course focuses on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, curriculum-based assessments and measurement, and dynamic assessment. We examine assessments designed specifically for evaluating students' literacy skills, mathematics skills, behavior, and intelligence. Students conduct an in-depth assessment project in which multiple assessment methods are used to evaluate an at-risk student or student identified with special needs in a particular domain and make recommendations for services and instruction.

CEP 804A

Literacy Instruction for Students with Mild Disabilities

This course develops the knowledge, skills, and predispositions related to the effective assessment and implementation of reading and written language interventions for students with literacy related difficulties. Difficulties in reading, language, and writing impede with the performance of students with disabilities across the school curriculum. This course is designed to help educators respond to these difficulties through an examination of methods that can be employed to: (1) observe and measure the reading and writing performance of special education students; (2) design interventions that address students' phonemic awareness, decoding, vocabulary, fluency, comprehension, and motivation abilities; (3) develop and implement literacy interventions that improve the strategy knowledge and self-regulated performance of students as they read and write expository or narrative texts; (4) evaluate the literacy progress of students through frequent progress monitoring; and (5) implement evidence-based teaching

practices that promote students' deep knowledge, mastery and understanding of literacy principles and skills.

CEP 828

Behavioral Analysis and Intervention for Students with Emotional Impairments

Knowledge and understanding of behavioral assessments and intervention strategies. Resources for identifying and successfully intervening with problematic behavior. Measurement of behavior in naturalistic environments.

CEP 840

Policies, Practices, and Perspectives in Special Education

This course introduces the practice of special education in today's schools, with a focus on the United States. We will analyze characteristics of students with learning and behavior disabilities and the implications of learner differences for the legal and professional responsibilities of classroom teachers. We will survey general principles of instruction that can help improve students' access to the general education curriculum, including collaboration with other professionals, universal design for learning, response to intervention (RTI), and assistive technology. Each of these topics is covered in more depth in later courses. We also address multicultural considerations in the diagnosis and instruction of students with disabilities. The overall goal of the course is to expand your expertise and confidence in providing an inclusive classroom that effectively addresses the needs of the diverse population of students.

CEP 841

Classroom and Behavior Management in the Inclusive Classroom

This course is designed to provide teachers and other practitioners with a foundational knowledge in classroom management, behavioral intervention for mild/moderate behavioral challenges, and knowledge of behavioral technologies to support classroom teaching with diverse students, including those with special needs. Especially salient to this course is the acknowledgement of prevention and intervention strategies conducted at multiple levels, including the macro level of schools and communities and at the micro level as teachers negotiate meaning with students on a moment-to-moment basis. Students will directly utilize a series of behavioral assessments in a variety of domains to build a technology of resources for identifying and successfully intervening with problematic behavior. The functional analysis of the etiology of behaviors will allow students to identify crucial factors that motivate, prompt, and maintain the behavior. Students will then apply their principles and understanding of behavioral change to develop and implement behavioral, social, and academic interventions.

CEP 842

Content Area Instruction for Students with Mild Disabilities Spring Semester

In this course, we will investigate instructional practices that can be used in general education classrooms to improve the learning and academic performance of students with mild learning problems and disabilities. We will focus on instruction in the content-area subjects of science,

social studies, and mathematics. Our goal is not to examine how to teach these subjects, but, rather, how to design and differentiate instruction that is sensitive to individual learning needs and preferences. We also will address Universal Design for Learning, collaborative planning for instruction, secondary and transition services, and creating a classroom climate in which all students have the opportunity to participate and succeed.

CEP 850

Technology and Literacy for Students with Mild Disabilities

This course will examine the use of technology to meet the needs of students who face challenges reading and comprehending text. We will examine ways in which technology can be used to support students' literacy acquisition and to improve their performance and independence as they read and write. We will consider students with literacy difficulties and students with mild disabilities (such as learning disabilities), and will examine technology applications that can be used in the general education classroom. Participants will examine a variety of technology-based applications online, choose applications that are relevant for the students they teach, and create a technology and literacy plan.

CEP 894G

Special Education Practicum: Children and Youth with Learning Disabilities

Field experience with students who have learning disabilities, coordinated to extend course content in CEP 804A and CEP 842. Includes planning, implementing, and critiquing instruction in elementary and secondary school settings.

CEP 893F

Special Education Internship: Teaching Students with Learning Disabilities

Supervised student teaching in elementary and secondary education programs for students with learning disabilities.

TE 846

Accommodating Differences in Literacy Learners

There are very few classrooms in the United States today that do not have at least a few struggling readers and writers. More and more, teachers and schools are being held accountable for meeting these students' literacy learning needs. To meet these needs in a diverse student population, it is vital to make sure every instructional staff member (a) understands how literacy is relevant to student success, regardless of content area, and (b) can successfully integrate evidence-based literacy instructional practices into their teaching. Accordingly, this course is organized around five broad topical areas and associated literacy instruction and assessment practices: cultural and linguistic differences, individual motivation differences, neuropsychological differences, instructional arrangements to accommodate learning differences, and core components of effective literacy instruction. Students in the course learn about the principles of instruction and remediation in reading and writing, classroom assessment

techniques for reading and writing, and materials and adaptations for reading and writing instruction. They also learn how to critically evaluate materials, curricula, programs, and practices used in literacy instruction, and how to select, modify, and design literacy materials, tasks, and teaching techniques to meet the specific needs of struggling readers and writers.

Courses in Masters Degree ASD Emphasis Area

CEP 801A Collaboration and Consultation in Special Education

This course develops the knowledge, skills, and professional dispositions related to effective collaborative problem solving. Special educators and general educators interact together in many collaborative activities both inside and outside of school to support students, families, and the community. This course explores evidenced-based practices in key collaborative spaces in schools, including (1) IEPs, (2) pre-referral intervention assistance teams (i.e. child study teams, student support teams), (3) Positive Behavior Intervention and Supports, (4) RTI teams, (5) behavioral consultation, (6) working with paraeducators, (7) transition planning, (8) collaborative teaching, (9) serving as an intervention specialist who helps create access to the general education curriculum, and (10) home/school/community services. Undergirding the course is a focus on developing and applying key principles of effective collaboration and consultation while developing a critical content expertise about best practices in key collaborative structures.

CEP 803A Assessment of Students with Mild Disabilities

Assessment serves as a cornerstone of special education, both in terms of eligibility determination and instructional planning. This course focuses on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, curriculum-based assessments and measurement, and dynamic assessment. We examine assessments designed specifically for evaluating students' literacy skills, mathematics skills, behavior, and intelligence. Students conduct an in-depth assessment project in which multiple assessment methods are used to evaluate an at-risk student or student identified with special needs in a particular domain and make recommendations for services and instruction.

CEP 840 Policies, Practices, and Perspectives in Special Education

This course introduces the practice of special education in today's schools, with a focus on the United States. We will analyze characteristics of students with learning and behavior disabilities and the implications of learner differences for the legal and professional responsibilities of classroom teachers. We will survey general principles of instruction that can help improve students' access to the general education curriculum, including collaboration with other professionals, universal design for learning, response to intervention (RTI), and assistive technology. Each of these topics is covered in more depth in later courses. We also address multicultural considerations in the diagnosis and instruction of students with disabilities. The overall goal of the course is to expand your expertise and confidence in providing an inclusive classroom that effectively addresses the needs of the diverse population of students. CEP 841

CEP 841 Classroom and Behavior Management in the Inclusive Classroom

This course is designed to provide teachers and other practitioners with a foundational knowledge in classroom management, behavioral intervention for mild/moderate behavioral challenges, and knowledge of behavioral technologies to support classroom teaching with diverse students, including those with special needs. Especially salient to this course is the acknowledgement of prevention and intervention strategies conducted at multiple levels, including the macro level of schools and communities and at the micro level as teachers negotiate meaning with students on a moment-to-moment basis. Students will directly utilize a series of behavioral assessments in a variety of domains to build a technology of resources for identifying and successfully intervening with problematic behavior. The functional analysis of the etiology of behaviors will allow students to identify crucial factors that motivate, prompt, and maintain the behavior. Students will then apply their principles and understanding of behavioral change to develop and implement behavioral, social, and academic interventions.

CEP 842 Content Area Instruction for Students with Mild Disabilities

In this course, we will investigate instructional practices that can be used in general education classrooms to improve the learning and academic performance of students with mild learning problems and disabilities. We will focus on instruction in the content-area subjects of science, social studies, and mathematics. Our goal is not to examine how to teach these subjects, but, rather, how to design and differentiate instruction that is sensitive to individual learning needs and preferences. We also will address Universal Design for Learning, collaborative planning for instruction, secondary and transition services, and creating a classroom climate in which all students have the opportunity to participate and succeed.

CEP 843 Autism Spectrum Disorders

Characteristics and Educational Implications. Characteristics of individuals on the Autism Spectrum, including Asperger's Syndrome, Pervasive Developmental Disorder Not Otherwise Specified, Rett's Syndrome, Childhood Disintegrative Disorder. History of ASD; Etiology of ASD; Past and present theories of autism. Prevalence, comorbid conditions, research on ASD. Impact of ASD on learning, family systems, and learning.

CEP 844 Applied Behavior Analysis

The description and utilization of concepts, principles, techniques, strategies, interventions, and research within the field of Applied Behavior Analysis. History of ABA. Data collection, measurement, design, analysis. Functional analysis.

CEP 845: Autism Spectrum Disorders: Assessment and Intervention Spring

Eligibility assessment, ongoing academic and behavioral assessment and corresponding established treatment interventions for students with Autism Spectrum Disorders.

CEP 846: Autism Spectrum Disorder: Advanced Topics
Spring

Advanced issues, theories, technologies, practices and research related to the education of students with Autism Spectrum Disorders. Including advanced topics related to academic, behavioral, social, and communicative programming for students with Autism Spectrum Disorders.

CEP 850
Technology and Literacy for Students with Mild Disabilities
Summer semester

This course will examine the use of technology to meet the needs of students who face challenges reading and comprehending text. We will examine ways in which technology can be used to support students' literacy acquisition and to improve their performance and independence as they read and write. We will consider students with literacy difficulties and students with mild disabilities (such as learning disabilities), and will examine technology applications that can be used in the general education classroom. Participants will examine a variety of technology-based applications online, choose applications that are relevant for the students they teach, and create a technology and literacy plan.

CEP 883: Psychology of Classroom Discipline
Summer

Theories of and strategies for the resolution of classroom discipline problems.

CEP 894J: Special Education Practicum: Children and Youth with Autism Spectrum Disorders
Summer

Supervised practicum with students who are identified as Autism Spectrum Disorders at the elementary or secondary levels.

CEP 893J: Special Education Internship: Teaching Children with Autism Spectrum Disorders

Supervised practicum with students who are identified as Autism Spectrum Disorders at the elementary or secondary levels.

TE 846
Accommodating Differences in Literacy Learners
Summer semester

There are very few classrooms in the United States today that do not have at least a few struggling readers and writers. More and more, teachers and schools are being held accountable for meeting these students' literacy learning needs. To meet these needs in a diverse student population, it is vital to make sure every instructional staff member (a) understands how literacy is relevant to student success, regardless of content area, and (b) can successfully integrate evidence-based literacy instructional practices into their teaching. Accordingly, this course is organized around five broad topical areas and associated literacy instruction and assessment practices: cultural and linguistic differences, individual motivation differences, neuropsychological differences, instructional arrangements to accommodate learning differences, and core components of effective literacy instruction. Students in the course learn about the principles of instruction and remediation in reading and writing, classroom assessment techniques for reading and writing, and materials and adaptations for reading and writing instruction. They also learn how to critically evaluate materials, curricula, programs, and practices used in literacy instruction, and how to select, modify, and design literacy materials, tasks, and teaching techniques to meet the specific needs of struggling readers and writers.

Note: Schedule of course offerings subject to change based on enrollment and other factors.

Michigan State University: Courses in Masters Degree LD Emphasis Area

CEP 801A

Collaboration and Consultation in Special Education

Spring semester

This course develops the knowledge, skills, and professional dispositions related to effective collaborative problem solving. Special educators and general educators interact together in many collaborative activities both inside and outside of school to support students, families, and the community. This course explores evidenced-based practices in key collaborative spaces in schools, including (1) IEPs, (2) pre-referral intervention assistance teams (i.e. child study teams, student support teams), (3) Positive Behavior Intervention and Supports, (4) RTI teams, (5) behavioral consultation, (6) working with paraeducators, (7) transition planning, (8) collaborative teaching, (9) serving as an intervention specialist who helps create access to the general education curriculum, and (10) home/school/community services. Undergirding the course is a focus on developing and applying key principles of effective collaboration and consultation while developing a critical content expertise about best practices in key collaborative structures.

CEP 803A

Assessment of Students with Mild Disabilities

Fall semester

Assessment serves as a cornerstone of special education, both in terms of eligibility determination and instructional planning. This course focuses on the wide array of assessment methods available for identifying students with disabilities and evaluating their responsiveness to instruction, including norm-referenced tests, criterion-referenced assessment tasks, curriculum-based assessments and measurement, and dynamic assessment. We examine assessments designed specifically for evaluating students' literacy skills, mathematics skills, behavior, and intelligence. Students conduct an in-depth assessment project in which multiple assessment methods are used to evaluate an at-risk student or student identified with special needs in a particular domain and make recommendations for services and instruction.

CEP 804A

Literacy Instruction for Students with Mild Disabilities

Fall semester

This course develops the knowledge, skills, and predispositions related to the effective assessment and implementation of reading and written language interventions for students with literacy related difficulties. Difficulties in reading, language, and writing impede with the performance of students with disabilities across the school curriculum. This course is designed to help educators respond to these difficulties through an examination of methods that can be employed to: (1) observe and measure the reading and writing performance of special education students; (2) design interventions that address students' phonemic awareness, decoding, vocabulary, fluency, comprehension, and motivation abilities; (3) develop and implement

literacy interventions that improve the strategy knowledge and self-regulated performance of students as they read and write expository or narrative texts; (4) evaluate the literacy progress of students through frequent progress monitoring; and (5) implement evidence-based teaching practices that promote students' deep knowledge, mastery and understanding of literacy principles and skills.

CEP 828

Behavioral Analysis and Intervention for Students with Emotional Impairments

Knowledge and understanding of behavioral assessments and intervention strategies. Resources for identifying and successfully intervening with problematic behavior. Measurement of behavior in naturalistic environments.

CEP 840

Policies, Practices, and Perspectives in Special Education

Summer semester

This course introduces the practice of special education in today's schools, with a focus on the United States. We will analyze characteristics of students with learning and behavior disabilities and the implications of learner differences for the legal and professional responsibilities of classroom teachers. We will survey general principles of instruction that can help improve students' access to the general education curriculum, including collaboration with other professionals, universal design for learning, response to intervention (RTI), and assistive technology. Each of these topics is covered in more depth in later courses. We also address multicultural considerations in the diagnosis and instruction of students with disabilities. The overall goal of the course is to expand your expertise and confidence in providing an inclusive classroom that effectively addresses the needs of the diverse population of students.

CEP 841

Classroom and Behavior Management in the Inclusive Classroom

Summer semester

This course is designed to provide teachers and other practitioners with a foundational knowledge in classroom management, behavioral intervention for mild/moderate behavioral challenges, and knowledge of behavioral technologies to support classroom teaching with diverse students, including those with special needs. Especially salient to this course is the acknowledgement of prevention and intervention strategies conducted at multiple levels, including the macro level of schools and communities and at the micro level as teachers negotiate meaning with students on a moment-to-moment basis. Students will directly utilize a series of behavioral assessments in a variety of domains to build a technology of resources for identifying and successfully intervening with problematic behavior. The functional analysis of the etiology of behaviors will allow students to identify crucial factors that motivate, prompt, and maintain the behavior. Students will then apply their principles and understanding of behavioral change to develop and implement behavioral, social, and academic interventions.

CEP 842

Content Area Instruction for Students with Mild Disabilities Spring Semester

In this course, we will investigate instructional practices that can be used in general education classrooms to improve the learning and academic performance of students with mild learning problems and disabilities. We will focus on instruction in the content-area subjects of science, social studies, and mathematics. Our goal is not to examine how to teach these subjects, but, rather, how to design and differentiate instruction that is sensitive to individual learning needs and preferences. We also will address Universal Design for Learning, collaborative planning for instruction, secondary and transition services, and creating a classroom climate in which all students have the opportunity to participate and succeed.

CEP 850 Technology and Literacy for Students with Mild Disabilities Summer semester

This course will examine the use of technology to meet the needs of students who face challenges reading and comprehending text. We will examine ways in which technology can be used to support students' literacy acquisition and to improve their performance and independence as they read and write. We will consider students with literacy difficulties and students with mild disabilities (such as learning disabilities), and will examine technology applications that can be used in the general education classroom. Participants will examine a variety of technology-based applications online, choose applications that are relevant for the students they teach, and create a technology and literacy plan.

CEP 894G: Special Education Practicum: Children and Youth with Learning Disabilities Fall (for CEP 804A) and Spring (for CEP 842) semesters

Field experience with students who have learning disabilities, coordinated to extend course content in CEP 804A and CEP 842. Includes planning, implementing, and critiquing instruction in elementary and secondary school settings.

CEP 893F Special Education Internship: Teaching Students with Learning Disabilities

Supervised student teaching in elementary and secondary education programs for students with learning disabilities.

TE 846 Accommodating Differences in Literacy Learners Summer semester

There are very few classrooms in the United States today that do not have at least a few struggling readers and writers. More and more, teachers and schools are being held accountable for meeting these students' literacy learning needs. To meet these needs in a diverse student population, it is vital to make sure every instructional staff member (a) understands how literacy

is relevant to student success, regardless of content area, and (b) can successfully integrate evidence-based literacy instructional practices into their teaching. Accordingly, this course is organized around five broad topical areas and associated literacy instruction and assessment practices: cultural and linguistic differences, individual motivation differences, neuropsychological differences, instructional arrangements to accommodate learning differences, and core components of effective literacy instruction. Students in the course learn about the principles of instruction and remediation in reading and writing, classroom assessment techniques for reading and writing, and materials and adaptations for reading and writing instruction. They also learn how to critically evaluate materials, curricula, programs, and practices used in literacy instruction, and how to select, modify, and design literacy materials, tasks, and teaching techniques to meet the specific needs of struggling readers and writers.

Note: Schedule of course offerings subject to change based on enrollment and other factors.

Appendix C

Grievance Procedures for Students

Department of Counseling, Educational Psychology, and Special Education
College of Education
Michigan State University

Approved April 24, 2006
Corrected 5-4-06

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.vps.msu.edu/SpLife/index.htm> 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.

JURISDICTION OF THE DEPARTMENT OF CEPSE HEARING BOARD

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.)

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.)

COMPOSITION OF THE DEPARTMENT OF CEPSE HEARING BOARD

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.)

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.)

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).

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.

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).

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).

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.]

REFERRAL TO THE DEPARTMENT OF CEPSE HEARING BOARD

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.)

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.

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.)

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.)

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.)

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:

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.

Decide that sufficient reasons for a hearing exist and accept the request, in full or in part, and proceed to schedule a formal hearing.

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.)

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.

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.)

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.

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).

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.

DEPARTMENT OF CEPSE HEARING PROCEDURES

General Procedures

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.)

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.

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.

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.)

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.

Hearing Procedures

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.)

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.

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.

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.

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.

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.

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.

Final questions by the Hearing Board: The Hearing Board may ask questions of all parties to the grievance.

Hearing Board’s Deliberations, Decisions, and Report

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.)

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.)

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.)

APPEALS

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.)

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.)

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.]

RESOURCES

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

Spartan Life: Student Handbook and Resource Guide:

<http://www.vps.msu.edu/SpLife/index.htm>

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

Revised Code of Teaching Responsibility, 2005

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

Academic Honesty

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

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

Human Research Protection Manual: http://www.humanresearch.msu.edu/regs/regs_index.htm

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

Guidelines for Graduate Student Advising and Mentoring Relationships

Guidelines for Integrity in Research and Creative Activities

<http://grad.msu.edu/staff/mentoreport.pdf>