

**MICHIGAN STATE**  

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**U N I V E R S I T Y**

**Graduate Certificate:  
Applied Behavior Analysis**

**Program Handbook**

**2015-2016**

**College of Education  
Erickson Hall  
620 Farm Lane Room 335  
East Lansing, MI 48824**

# Welcome!

Welcome to the Graduate Certificate in Applied Behavior Analysis Program! We have developed this handbook to serve as a guide to you throughout your study.

We want you to be successful in this program, and we want policies and expectations in the program to be clear to you. This handbook is designed to be a primary resource for you, but information from your advisor, the program coordinator, and the program's orientation materials are also essential. Should you have any questions after reviewing the handbook and attending orientation, please contact the ABA program coordinator or your academic advisor.

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## I. Program Overview

The Graduate Certificate in Applied Behavior Analysis (GC-ABA) program is designed for highly committed and competent individuals who seek to become Board Certified Behavior Analysts (BCBAs). You will learn evidence-based practices and you will have opportunities to apply those methods in authentic educational and clinical contexts to become highly skilled practitioners. Throughout the GC-ABA program, you will learn concepts and principles of behavior analysis as you simultaneously engage in clinical projects that provide opportunities to administer a range of evidence-based assessments and interventions with the support, feedback, and collaboration of the program faculty.

The specific objectives for all students in the GC-ABA Program are:

Conduct descriptive and systematic behavioral assessments, including functional analyses, and provide behavior analytic interpretations of the results across a range of situations and cases.

Design and supervise behavior analytic interventions across a range of situations and cases.

Abide by the code of ethical and professional behavior for behavior analysts.

Become fluent in the delivery of behavior analytic instruction across a range of situations and cases.

Teach others to implement ethical and effective behavior analytic interventions.

Develop the communication, collaboration and consultation skills that will enable you to work with 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 collaboration, problem solving, continuous improvement, advocacy, and capacity building.

Be proficient in the collection, organization, and analysis of comprehensive data of student or client performance. Use graphed data to make decisions about educational or intervention programs.

Learn to communicate data-based outcome information in meaningful ways to stakeholders, students, families, and colleagues from diverse backgrounds.

Demonstrate the disposition of a scientist-practitioner: connect theory, research, practice, and individual student outcomes to inform educational decisions and instructional practices that are accurately implemented and consistently monitored.

## II. ADMISSIONS POLICIES

All applicants must complete and submit a Department and University application along with three letters of recommendation, a goal statement, and transcripts. 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, although they are not required.

We strongly recommend that you seek current 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 experience administering behavioral assessments and interventions. 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 colleagues, principals, or administrators that address your educational/clinical performance, 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 and evidence that there is a good match between your goals and the objectives of the emphasis area 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. Reviewers also look for evidence of leadership in special education and/or behavior analysis, 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](mailto:davisme@msu.edu)) for the special education department application or you may find it here: <http://education.msu.edu/cepse/specialed/masters/AdmissionMa.asp>.

Once applicants are accepted into the GC-ABA program, they must begin taking courses in the program within one year. Students may defer enrollment for up to one year following admission, pending approval from the ABA faculty. If they delay beyond a year, they must re-apply to the program.

### III. PROGRAM FEATURES AND COURSES

#### Technology Requirements

All GC-ABA courses are completed online, and all course projects and practicums are completed in a clinic, home program, or alternative educational setting 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 day.

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

Access to the Learning Management Systems at MSU ([Desire2Learn](#)).

- If you have trouble accessing the Desire2Learn site, please visit <http://help.d2l.msu.edu/> for help.

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 real time course discussions (e.g., Google+ Hangouts).

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 additional technology and/or programs.

## Academic Advising

When you are admitted to the program, you are assigned a full-time faculty member as an advisor. The ABA 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 program 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 your advisor when developing program plans. Your advisor can also help you with the difficulties you encounter in your coursework. 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 first speak directly to your advisor to resolve any issues you may have. If this does not resolve the issue, you can then contact the ABA 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 Overview (see Appendix A for course descriptions)

The GC-ABA includes six required courses (18 credits). The six required courses completed with an independent fieldwork experience meet the requirements of the Behavior Analyst Certification Board to take the BCBA exam. ABA 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. There is minimal flexibility in program sequence for students as each course is designed to build upon a previous course. Students are expected to complete at least one course per term in the fall and two in the spring semesters. You should make sure you consult with your advisor about these and other requirements so that you will graduate in a timely manner.

### Minimum GPA and Grades in Graduate Courses

The program and the university hold graduate students to high standards. MSU policy states that (<http://reg.msu.edu/academicprograms/Print.asp?Section=382>):

Michigan State University is committed to high academic standards and expects all graduate students to excel in their particular majors.

A 3.00 cumulative grade-point average for all courses counting toward the master's degree is the minimum university standard; however, colleges, departments, or schools may establish a higher minimum standard. Each college and department or school determines whether the minimum standards must be attained at the completion of a certain number of credits or by a specified interval after the student's first enrollment in

the degree program. Some colleges, departments, and schools will not permit a student to remain in a program if there is an accumulation of more than a specified number of graduate credits with lower than a 3.0 grade even though the cumulative grade–point average is 3.00. A student who fails to meet the standards set by the university, college, and department or school will not be permitted to continue to enroll in the degree program, and appropriate action will be taken by the college, department, or school.

***In addition, we require that GC-ABA students obtain a 3.0 in all required courses in the GC-ABA program.*** Required courses include all those courses that you are required to take in the emphasis area and practicum. If you obtain below a 3.0 in a course, you will be required to re-take that course and obtain a 3.0 or better the second time you take the course. You may not repeat a course more than once. Failure to obtain a 3.0 in a required course after the first retake will result in dismissal from the program. You must also have a grade of 3.0 or better for any course that you wish to transfer into the program.

## Program Plans

### **A plan of coursework 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. The GC-ABA program was designed to be completed in 2 years. If you have circumstances that require additional time, you will need to speak with your advisor about those circumstances and ensure you can progress through the program at an acceptable rate. ***Your program plan is due in the special education office by the middle of your first semester of study***, but we encourage you to complete it immediately upon starting your first semester.

The following sequence outlines your program plan if you are completing the GC-ABA only. If you are completing the GC-ABA in combination with Master’s program at MSU, you will need to discuss an individualized program plan with your advisor. If you are a GC-ABA only student and need to deviate from the plan below for any reason, you need to contact your advisor. Once you complete the official program plan form (downloadable from the College of Education Website), you can submit the form to Missy Davis ([davisme@msu.edu](mailto:davisme@msu.edu)). 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 Plan and Change Forms, and others, here: <http://www.educ.msu.edu/students/graduate/graduateforms.htm>.

Year	Fall	Spring
1	<ul style="list-style-type: none"> <li>✓ <b>CEP 844 (3)</b> Applied Behavior Analysis</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>CEP 845 (3)</b> Autism Spectrum Disorders: Assessment and Intervention</li> <li>✓ <b>CEP 846 (3)</b> Autism Spectrum Disorder: Advanced Topics</li> </ul>



2	✓ <b>CEP 854 (3)</b> Applied Behavior Analysis 2	✓ <b>CEP 855 (3)</b> Verbal Behavior in Education ✓ <b>CEP 942 (3)</b> Single Case Experimental Design
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## Practicum & Fieldwork Experience

All individuals seeking a BCBA **must complete a fieldwork experience in combination with the coursework sequence** offered in the GC-ABA program. Students cannot count experience hours until they begin taking courses in the GC-ABA program (this begins with CEP 844). All MSU students must complete an independent fieldwork experience. Students are responsible for finding a supervisor who meets the requirements of the Behavior Analyst Certification Board and for completing all fieldwork requirements with that supervisor. This option requires students complete 1500 hours of supervised independent fieldwork.

**Students have the option of completing their practicum through MSU at the Early Learning Institute (ELI) <http://earlylearning.msu.edu> as well as these other approved school districts/service providers:**

### Schools:

- Holt Public Schools
- Heartwood School
- Ingham Intermediate School District

### Local Agencies:

- Hope Autism and Behavioral Health Services, LLC
- Kaufman Children's Center
- Building Bridges Therapy
- Residential Options, Inc

**The practicum for the ABA Certificate** is CEP 894F and is offered every fall, spring, summer. Students should begin in the fall and plan to take all 3 courses. First priority will be given to those who do.

**The Behavior Analyst Certification Board provides an extensive overview of the experience standards:**

[http://www.bacb.com/Downloadfiles/ExamApplications/bcba/140113 experience standards.pdf](http://www.bacb.com/Downloadfiles/ExamApplications/bcba/140113%20experience%20standards.pdf).

Students are required to track and document all hours toward fulfilling the fieldwork requirement. Paperwork for tracking can be found on the BACB website or will be distributed to students during the first practicum course.

**Policy on Transfer Credit**

The GC-ABA program at MSU was developed to fulfill the coursework requirements of the 4<sup>th</sup> edition Behavior Analyst Certification Board (BACB) Task List. Any deviation in courses could result in students failing to meet these requirements. Although students may choose to independently combine courses from other institutions with some of the courses offered at MSU to meet these requirements, the program faculty do not provide a review of transcripts and cannot confirm that a student has an individualized sequence that will meet the requirements of the BACB. Students must make contact with the BACB and discuss their case with the Board. The matrix below depicts how the courses at MSU meet the various Task List areas.

**4<sup>th</sup> Edition Task List Matrix**

	CEP 844	CEP 845	CEP 854	CEP 855	CEP 942	CEP 846	TOTALS
45 hours in ethical & professional conduct			45 hrs				45 hrs
45 hours in concepts & principles of behavior analysis	21 hrs			24 hrs			45 hrs
25 hours in measurement (including data analysis)	6 hrs				19 hrs		25 hrs
20 hours in experimental design					20 hrs		20 hrs
30 hours in identification of the problem & assessment	9 hrs	21 hrs					30 hrs
45 hours in fundamental elements of behavior change & specific behavior change procedures	9 hrs	15 hrs		21 hrs			45 hrs
10 hours behavior change systems						10 hrs	10 hrs

10 hours in intervention & behavior change considerations		4 hrs				6 hrs	10 hrs
10 hours in implementation, management & supervision					6 hrs	4 hrs	10 hrs
30 hours in discretionary		5 hrs				25 hrs	30 hrs
TOTALS	45 hrs	45 hrs	45 hrs	45 hrs	45 hrs	45 hrs	

#### IV. 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 and Academic Honesty

It is important that you are thoroughly familiar with these policies before you begin work in your courses. These principles apply to all work in your graduate courses. Violation of these ethical principles and policies may result in a failing grade in a course. Violations in academic integrity may result in dismissal from the program. Students who are dismissed from the program due to violations in academic integrity will not be eligible for re-admission at any time.

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](#).

In a community of scholarship and practice, all of us share the responsibility of making sure that standards of academic honesty and integrity are understood and followed. Faculty and students at Michigan State University are expected to conduct themselves with the highest character and integrity. As stated in University policy:

***Academic honesty is central to the educational process and acts of academic dishonesty are serious offenses within the University community. Suspension from the University could be the consequence for acts of academic dishonesty.*** (Spartan Information and Services, p. 78)

As a student at Michigan State University, you are obligated to uphold MSU's principles of academic integrity, including the responsibility that "no student shall claim or submit the

academic work of another as one's own" (MSU Graduate School Rights and Responsibilities, General Student Regulation 1.0). You should understand that no student is permitted to:

- *Claim or submit the academic work of another as one's own.*
- *Procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.*
- *Complete or attempt to complete any assignment or examination for another individual without proper authorization.*
- *Allow any examination or assignment to be completed for oneself in part or in total, by another without proper authorization.*
- *Alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.*

Source: MSU, General Student Regulations, 1989, p. 79 Integrity of Scholarships and Grades

In addition, records of all field experiences, practicums, and internships must accurately specify the hours and activities you completed in these experiences. The parties specified in the policies for that particular course, internship, or practicum must sign all forms, and all signatures must be authentic. Any inaccuracies in hours and activities reported, or any forgeries or other violations in requirements for signatures, will result in a failing grade in the practicum or internship and may lead to dismissal from the program.

In your orientation materials, you received several resources to help you learn more about issues related to academic integrity. In particular, you should be fully aware of policies and consequences related to plagiarism—intentional or otherwise. We refer all students to the resource “iThenticate,” which is a free resource that will allow graduate students to check papers for unintended plagiarism before submitting them. Read more at: <http://tech.msu.edu/ithenticate/>

## **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 GC-ABA course), your advisor, the GC-ABA director, 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 B. 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 educators, practitioners, 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 Code of Ethics for Behavior Analysts. This extensive list of professional standards can be found at: [http://www.bacb.com/Downloadfiles/BACB\\_Compliance\\_Code.pdf](http://www.bacb.com/Downloadfiles/BACB_Compliance_Code.pdf)

In addition, as part of the Special Education program at MSU, we hold ourselves and our students to the professional standards of the Council for Exceptional Children (CEC). 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

## V. RETENTION AND DISMISSAL POLICIES

### Timelines for Completion of Degree

The University establishes explicit guidelines for the completion of graduate degrees at Michigan State University. The GC-ABA program must be **completed within five years** from the time a student begins taking graduate level courses. 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 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 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. Students who do not complete courses for one consecutive year will be required to re-apply to the GC-ABA program.

### 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://splife.studentlife.msu.edu/>), 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 the 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 program, the following steps will be taken as part of the Retention and Dismissal Review process:

1. The student will be informed in writing by the Program 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.

2. As part of the above communication, the Program Coordinator may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party, and to inform the Coordinator of the outcome of this action within 30 days.
3. If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Program 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.
4. The Program Coordinator may invite any persons judged to have relevant information, including the student and his/her counsel (as defined in the *Graduate Student Rights and Responsibilities* document), to submit such information in writing prior to the meeting. The student, if deemed necessary by faculty, will be invited to attend this meeting and to present testimony. If a student is invited to attend the meeting, the student may invite other individuals who have relevant testimony to attend the meeting or to present written information. The student will provide the Program Coordinator with a list of these individuals at least 5 days in advance of the scheduled meeting.
5. 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.
6. Following completion of the Program faculty's decision-making, the Program 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 GC-ABA 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 BACB Code of Ethics or the Council for Exceptional Children's Ethical Principles for Special Education Professionals ([http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc\\_lang=en](http://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards?sc_lang=en))
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.

## **VI. RECORDS POLICIES**

The special education program maintains records documenting each student's progress through the GC-ABA 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 secure 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 Program Coordinator. The only material that will be withheld is that which the student has clearly waived his or her right to examine, e.g., confidential reference letters. (Other than the latter, files generally 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://education.msu.edu/resources/students/>. Other resources that may be of interest to online Masters students are listed below.

Service	Web address
Black Student Alliance	<a href="https://www.msu.edu/~bsaemail/">https://www.msu.edu/~bsaemail/</a>
Campus Wellness Partnerships and Resources	<a href="http://www.msu.edu/user/gradschl/">http://www.msu.edu/user/gradschl/</a>
Career Services and Placement	<a href="http://www.csp.msu.edu/careerservices@csp.msu.edu">http://www.csp.msu.edu/careerservices@csp.msu.edu</a>
Counseling and Mental Health Resources	<a href="http://www.mentalhealthresources.msu.edu/">http://www.mentalhealthresources.msu.edu/</a>

English Language Center	<a href="http://elc.msu.edu/">http://elc.msu.edu/</a>
Family Resource Center	<a href="http://www.frc.msu.edu/">http://www.frc.msu.edu/</a>
Graduate School	<a href="http://www.msu.edu/user/gradschl/">http://www.msu.edu/user/gradschl/</a>
Judicial Affairs Office in Department of Student Life	<a href="http://studentlife.msu.edu/judicial-affairs">http://studentlife.msu.edu/judicial-affairs</a>
Lesbian, Bisexual, Gay, Transgender Resource Center	<a href="http://lbgtrc.msu.edu/">http://lbgtrc.msu.edu/</a>
Library	<a href="http://www.lib.msu.edu/">www.lib.msu.edu/</a>
Office of Diversity and Pluralism	<a href="http://odp.anr.msu.edu/">http://odp.anr.msu.edu/</a>
Office of Financial Aid	<a href="http://www.finaid.msu.edu/work.asp">http://www.finaid.msu.edu/work.asp</a>
MSU Computer Store	<a href="http://cstore.msu.edu/">http://cstore.msu.edu/</a>
Office for International Students and Scholars	<a href="http://oiss.isp.msu.edu/">http://oiss.isp.msu.edu/</a>
Office of Admissions and Scholarships	<a href="http://admissions.msu.edu/">http://admissions.msu.edu/</a>
Office of Financial Aid	<a href="http://www.finaid.msu.edu">http://www.finaid.msu.edu</a>
Office of the Registrar	<a href="http://www.reg.msu.edu/">http://www.reg.msu.edu/</a>
Olin Health Center	<a href="http://olin.msu.edu/">http://olin.msu.edu/</a>
Ombudsman	<a href="http://www.msu.edu/unit/ombud/">http://www.msu.edu/unit/ombud/</a>
Resource Center for Persons with Disabilities	<a href="https://www.rcpd.msu.edu/">https://www.rcpd.msu.edu/</a>

Sexual Assault and Relationship Violence Prevention Program	<a href="http://studentlife.msu.edu/sarv">http://studentlife.msu.edu/sarv</a>
Spartan Life (student rights and responsibilities)	<a href="http://splife.studentlife.msu.edu/">http://splife.studentlife.msu.edu/</a>
Student Employment Office	<a href="http://www.finaid.msu.edu/work.asp">http://www.finaid.msu.edu/work.asp</a>
Services for the deaf and hard of hearing	<a href="https://www.rcpd.msu.edu/services/deaf">https://www.rcpd.msu.edu/services/deaf</a>
Testing Office	<a href="http://www.testingoffice.msu.edu/">http://www.testingoffice.msu.edu/</a>

## 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](mailto: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

## Course Descriptions

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### Michigan State University: Courses in GC-ABA Program

#### **CEP 844**

#### **Applied Behavior Analysis**

#### **Fall semester**

This course examines multiple approaches to behavior analysis and intervention to assist students who engage in severe problem behavior. Course participants will develop a research-based understanding of theory and practice related to the provision of appropriate educational services to students with ASD. This course will emphasize the concepts, principles, techniques, strategies, interventions, and research within the fields of Applied Behavior Analysis and Positive Behavior Support when delivering instruction to students with ASD. The primary objective of this course is to provide participants with the skills necessary to complete a thorough functional behavior assessment, develop a function-based behavioral intervention plan, and implement the behavior plan with a student diagnosed with ASD. Participants will learn to implement antecedent strategies for the prevention of problematic behavior and interventions designed to decrease problem behavior while increasing acceptable alternative behaviors.

#### **CEP 845**

#### **Autism Spectrum Disorders: Assessment and Intervention**

#### **Spring semester**

This course examines assessment and intervention for students with autism spectrum disorders (ASD). Participants will develop an understanding of research-based theories and practices in providing appropriate educational services and supports to students with ASD. The course stresses assessments used to determine initial eligibility as well as formative and summative assessments for data-based decisions within the classroom environment. The participants of the course will understand reliability and validity of standardized assessment scores. Participants will develop an understanding and interpretation of standardized assessments including the Autism Diagnostic Observation Schedule (ADOS), Autism Diagnostic Interview-Revised (ADI-R), Autism Rating Scale (ARS), Childhood Autism Rating Scale (CARS), Social Responsiveness Scale (SRS), Test of Early Language Development, Vineland Adaptive Behavior Scales, Stanford-Binet Intelligence Scales-5<sup>th</sup> edition, and Weschler Intelligence Scale for Children – 4<sup>th</sup>

edition. This course will develop a link between pre-referral, referral, and placement decisions, situated in a multi-cultural context. In addition, this course emphasizes research-based interventions for students with an ASD across all levels of the education system, including developing functional goals.

## **CEP 846**

### **Advanced Topics in Autism Spectrum Disorders**

#### **Spring semester**

This course examines advanced topics in the educational treatment of individuals with autism spectrum disorders. The course will offer participants a broad overview of cutting edge treatments available to individuals with ASD and how to examine the research base these treatments. Additionally, participants will learn how to use professional judgment to examine the efficacy of a particular treatment for an individual student. The course stresses multiple perspective-taking, tapping into literatures from several fields, addressing the complex and dynamic nature of interactions that occur within multiple ecological levels and in varied systems and contexts. Students will access lectures and course materials online through the class website on Angel. The overarching goal of the course is to prepare course participants to be well-educated, thoughtful, and highly skilled practitioners who can develop the most appropriate interventions to meet the needs of their students.

## **CEP 854**

### **Applied Behavior Analysis II: Ethical Conduct for the Behavior Analyst**

#### **Fall Semester**

This course focuses on professional, legal, and ethical guidelines for the applied behavior analyst. The course will review ethical guidelines for assessment, intervention, and research. The primary objective of this course is to prepare participants to be ethical providers of behavior analytic services. Topical content will include informed consent, protection of confidentiality, selection of least intrusive and restrictive behavior change procedures, ethical decision making, and legal issues.

## **CEP 855**

### **Verbal Behavior in Education**

#### **Spring Semester**

This course examines educational procedures for teaching language and literacy using Skinner's (1957) conceptual analysis of Verbal Behavior as a foundation. Participants will learn the terminology associated with a behavioral explanation of language development, understand the historical controversy surrounding Skinner's conceptualization, and learn to administer educational procedures rooted in a verbal behavioral approach. Content includes a conceptual analysis of verbal behavior, early language assessment and instruction, procedures to promote

generativity of language, and literacy instruction for typical and atypical populations. The course material will come from a variety of literatures in the experimental analysis of behavior, applied behavior analysis, special education, and related fields.

## **CEP 942**

### **Single-case Experimental Research Design**

#### **Spring Semester**

This course will provide participants with a "compass" in the form of applications of research methodology involving direct observation and single-case experimental designs to identify evidence-based practices in education. It will introduce participants to a natural science approach to designing, conducting, and critically evaluating research involving applications of the experimental analysis of behavior to problems and needs of individuals with disabilities in educational, clinical, and community settings.

# Appendix B

## 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://studentlife.msu.edu/> or <http://www.msu.edu/unit/ombud/index.html>. At any point during this process, students and faculty may contact the University Ombudsman’s Office for advice, guidance or assistance with addressing and following through on their concerns.

### 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://studentlife.msu.edu/>

Office of the Ombudsman: <http://www.msu.edu/unit/ombud/>  
***Revised Code of Teaching Responsibility, 2005***  
<https://www.msu.edu/~ombud/classroom-policies/index.html>

***Academic Honesty***  
<https://www.msu.edu/~ombud/academic-integrity/index.html>

MSU Institutional Review Board (IRB): <http://www.humanresearch.msu.edu/>  
***Human Research Protection Manual:***  
<http://humanresearch.msu.edu/hrpmanual.html>

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