

Rehabilitation Counseling

Masters of Arts (MA)

STUDENT HANDBOOK

Policies and Procedures of the

Master of Arts (MA) Rehabilitation Counseling Program

**Michigan State University
Department of Counseling, Educational
Psychology and Special Education
College of Education
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<http://www.educ.msu.edu/cepse/rehab/default.asp>

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Preface

On behalf of the faculty and students at Michigan State University (MSU), we want to welcome you to the Master of Arts (MA) Rehabilitation Counseling program. The program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). The U.S. News & World Report Graduate Education Program Ranking Guide currently ranks our program #1. Our program has a long and distinguished history having graduated many of the past and current leaders in the rehabilitation field in Michigan. You are entering graduate school at an exciting and propitious time. The rehabilitation counseling profession is currently in great need of a new generation of rehabilitation practitioners, and we want to contribute to meeting that need. We are very pleased that you are part of our program, and look forward to working with you to support your learning and development.

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

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

- Academic Programs Catalog
<https://reg.msu.edu/AcademicPrograms/>
- Graduate Student Rights and Responsibilities (GSSR)
<http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>

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

- Rehabilitation Counseling Program Homepage:
<http://www.educ.msu.edu/cepse/rehab/default.asp>
- College of Education Homepage: <http://www.education.msu.edu/>
- MSU Homepage: <http://www.msu.edu>

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

Program Overview

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

The MSU Rehabilitation Counseling program provides a strong foundation in the philosophy, process, and professional discipline of rehabilitation through didactic coursework, practicum, internship, and extracurricular experiences. It develops expertise in the independent living, medical, social, and psychological aspects of disability and in the vocational rehabilitation process. Skills are developed in vocational assessment, job placement, career development, and disability management.

Core competencies are developed in the areas of vocational assessment, effective rehabilitation planning and caseload management, service delivery methods and community resource utilization, vocational and personal adjustment counseling, job development, modification and restructuring, and utilization of rehabilitation engineering and accommodation services. Other areas where specific competencies are developed include knowledge of service delivery systems (e.g., state-federal, workers compensation) application of newer service models (e.g., transition from school to work, supported employment, disability management) and employer development training. Our goal is to train students who have the capacity to establish effective, trusting, and meaningful relationships with clients, service providers, and employers, while functioning in the capacity of rehabilitation counseling expert for the person with a disability.

Mission and Objectives

The mission of the MSU's MA Rehabilitation Counseling program is to promote the effective delivery of rehabilitation services to individuals with disabilities by providing graduates who have demonstrated through academic achievement, the skills, knowledge, and attitudes necessary to provide rehabilitation services to individuals with physical, mental, and/or emotional needs.

The objectives of the MSU's MA in Rehabilitation Counseling program are to provide students with the opportunity to:

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

Code of Professional Ethics for Rehabilitation Counselors

The faculty and students of the MA in Rehabilitation Counseling program at MSU adhere to the *Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics*. The following italicized content was excerpted directly from the CRCC website to provide information, guidance, and resources to students.

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

Key Components of the CRC/CCRC Code of Ethics

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

The web address for the Code of Professional Ethics for Rehabilitation Counselors effective January 1, 2017 is:

https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf

Departmental Structure

The Rehabilitation Counseling program resides within the Department of Counseling, Educational Psychology and Special Education (CEPSE) in the College of Education at MSU. The program has direct linkages with Special Education, School Psychology, Educational Psychology, Educational Technology, Measurement and Quantitative Methods, Kinesiology, Higher Education, and Teacher Education.

Program Faculty

Michael J. Leahy, PhD, LPC, CRC
University of Wisconsin-Madison

Michael Leahy is a University Distinguished Professor of rehabilitation counseling and director of the Office of Rehabilitation and Disability Studies. His continuing research interests include professional competency development and education, professionalization, regulation of practice, vocational assessment, disability and rehabilitation policy, case management practices, outcomes and evidenced-based practices in rehabilitation counseling. Dr. Leahy is a Past-President of the *National Council on Rehabilitation Education (NCRE)*, a Past Chair of the *Alliance for Rehabilitation Counseling*, and a Past-President of the *American Rehabilitation Counseling Association (ARCA)*. He has published more than 175 referred journal articles, books, book chapters, and research monographs, and presented his research to a variety of rehabilitation and business audiences, including international presentations. He has also acted as the principal investigator and managed nearly 30 large-scale research, training and service delivery grant projects at the state, national and international levels, and has been the recipient of over 25 national research, teaching and service awards during his career.

John F. Kosciulek, PhD, CRC
University of Wisconsin-Madison

John Kosciulek is a professor of rehabilitation counseling and director of the doctoral program in Rehabilitation Counselor Education. His experience involves clinical rehabilitation counseling practice, rehabilitation counselor education, and public education and advocacy regarding brain injury rehabilitation. His research focuses on research ethics, research methodology, consumer direction in disability policy development and rehabilitation service delivery, rehabilitation and disability theory development, research methodology, vocational rehabilitation, and school-to-career transition of students with and without disabilities. Dr. Kosciulek also has an extensive program of research in the area of family adaptation to having a member with a brain injury.

Gloria K. Lee, PhD, CRC, LLPC, Provisional Licensed Psychologist
University of Wisconsin-Madison

Gloria Lee is an associate professor of rehabilitation counseling and the director of the Master of Arts in the Rehabilitation Counseling program. She is the director of the research lab, LIFE (*Lifting Individuals and Families through Empowerment*) research lab:
<https://msuliferesearch.wordpress.com/>

Her research interests focus on psychosocial adjustment of caregivers and individuals with disabilities, as well as vocational issues among people with disabilities. Dr. Lee is interested in the specific psychosocial factors that affect the health and mental health of caregivers and individuals with disabilities, particularly those with autism spectrum disorder (ASD), intellectual and developmental disabilities (IDD), as well as chronic illnesses (e.g., traumatic brain injuries, multiple sclerosis, spinal cord injuries). Specific research areas of interests include understanding personal stressors, environmental stressors and unmet service needs, as well as providing strategies to alleviate such stressors using family intervention and emotional regulation strategies for these caregivers and individuals with disabilities. Dr. Lee is also interested in vocational issues among adolescents and college students with ASD and mental illnesses, particularly in the areas of career development, career decision-making, career self-efficacy, as well as barriers and supports to effective education/employment pursuits. She has published 80 articles and book chapters, as well as disseminated over 60 professional conference presentations in the areas of psychosocial adjustment and vocational rehabilitation. Dr. Lee has been principal investigator or co-investigator of various federal and state research grants. She is the representative of Region 5 for the *National Council on Rehabilitation Education*. She is a three-time recipient of the *American Rehabilitation Counseling Association* (ARCA) research award.

**Connie Sung, PhD, CRC, LPC
University of Wisconsin-Madison**

Connie Sung is an associate professor of rehabilitation counseling and co-director of *Spartan Project SEARCH*. Her educational background includes rehabilitation counseling psychology, neuropsychology and occupational science. Her research interests focus on biopsychosocial factors associated with successful transition, psychosocial and employment outcomes as well as quality of life of individuals with neurodevelopmental disabilities. Dr. Sung is also a Mary Switzer Fellow awarded by the *National Institute on Disability, Independent Living, and Rehabilitation Research* (NIDILRR). She has published over 50 refereed journal articles and book chapters. She is a principal investigator of several community-based participatory research projects, including evaluation of intervention strategies to improve career development and employment outcomes of transition-aged individuals with autism, intellectual disability, and/or epilepsy. As the co-director of *Spartan Project SEARCH*, Dr. Sung and her students provide support to students with intellectual/developmental disabilities who participate in internship experiences across the MSU campus. She also conducts research to examine the impact of the program on transition outcomes of participating students and campus climate/attitudes toward individuals with disabilities.

**Andrew Nay, PhD, CRC, CDMS, CMS
Michigan State University**

Andrew Nay is an assistant professor of rehabilitation counseling. His research interests include disability policy and legislation, counseling ethics and the law, and forensic rehabilitation. He also has a graduate degree from MSU in Human Resources and Labor Relations, is a Fellow on the *American Board of Vocational Experts*, and is a Certified Compensation Management Specialist, Rehabilitation Counselor, and Disability Management Specialist. Dr. Nay is frequently called upon to conduct forensic rehabilitation analyses to assess the employability and ability to earn wages of individuals involved in litigation at both the State and Federal level.

He routinely consults with employers, forensic accountants, insurance companies, and attorneys on issues involving employability affected by occupational or personal injury, employment discrimination, divorce and wrongful discharge. In 2014, he was appointed to the *Commission on Rehabilitation Counselor Certification (CRCC)* Ethics Committee tasked with providing advisory opinions on selected situations having ethical implications to the rehabilitation counseling community, and currently serves as a Board Member at Large with the *National Association of Service Providers in Private Rehabilitation (NASPPR)*. He continues to present at various state and national conferences on topics involving counseling ethics, forensic evaluation, vocational assessment, and conflict resolution.

Affiliated/Adjunct Faculty and Instructors

David Campbell, MA, CRC

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

Robert Fabiano, PhD., CRC, Licensed Psychologist

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

Todd Lewicki, PhD

Interest areas: counselor ethical practices, evidence-based practices, and empowerment/advocacy

Sukyeong Pi, PhD

Interest areas: program evaluation, transition for youth with disabilities, rehabilitation issues for people with developmental disabilities, and psychosocial aspects of disabilities

Barbara Roberts, PhD

Interest areas: disability accommodation in post-secondary and professional education

Tawa Sina, PhD

Interest areas: Multicultural counseling, counseling supervision

Overview of Program Requirements

Rehabilitation counseling candidates must complete a minimum of 48 credits under Plan B (without thesis). This includes 9 credit hours of professional courses in counseling, 18 credit hours of rehabilitation counseling core courses, 6 credit hours in research and evaluation, and 15 credit hours of practicum and internship. The program requires 2 to 3 years of academic work including summer session. Students may pursue study on a part-time basis; however, these students usually take 3 to 4 years to complete the program. In addition, students must submit a program portfolio that serves as the MA Certifying Exam at the end of their coursework to be eligible for graduation.

Curriculum

Requirements for the Master of Arts Degree in Rehabilitation Counseling

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

1. Counseling Core. All of the following courses (9 credit hours total)

CEP 861 Counseling, Theory, Philosophy, & Ethics (3 credit hours)

CEP 862 Introduction to Individual & Group Counseling (3 credit hours)

CEP 864 Career Counseling (3 credit hours)

2. Rehabilitation Counseling Core. All of the following courses (18 credit hours total)

CEP 868 Medical Aspects of Disability (3 credit hours)

CEP 870 Foundations of Rehabilitation Counseling (3 credit hours)

CEP 871 Cognitive & Psychological Aspects of Disability (3 credit hours)

CEP 872 Social & Environmental Aspects of Rehabilitation (3 credit hours)

CEP 873 Employment Strategies (3 credit hours)

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

3. Research and Evaluation. Both of the following courses (6 credit hours total)

CEP 822 Approaches to Educational Research (3 credit hours)

CEP 877 Assessment in Rehabilitation (3 credit hours)

4. Practicum and Internship. Both of the following courses (15 credit hours total)

CEP 894A Rehabilitation Counseling Practicum (6 credit hours)

CEP 893A Rehabilitation Counseling Internship (9 credit hours)

Course Descriptions

CEP 861 Counseling, Theory, Philosophy, & Ethics (3 credit hours)

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

CEP 862 Introduction to Individual & Group Counseling (3 credit hours)

Counselor skill in individual and group counseling. Forming, working with, and ending groups, building relationships, handling obstacles, and developing & carrying out agendas in counseling.

Simulated individual and group practice will be stressed. Students will understand helping process as it relates to various relevant groups) learn basic individual & group skills and demonstrate skill in individual & group interactions through taped & live simulations.

CEP 864 Career Counseling (3 credit hours)

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

CEP 868 Medical Aspects of Disability (3 credit hours)

Course focuses on functional implications of physical, cognitive and emotional disabilities for rehabilitation. Students will develop an understanding of the medical and characteristics of impairments frequently encountered by rehabilitation professionals. Students gain familiarity with medical terminology and the roles of health personnel.

CEP 870 Foundations of Rehabilitation Counseling (3 credit hours)

Course focuses on rehabilitation counseling history, philosophy, values, legislation, policy and practice. Students will become knowledgeable about the foundations of the profession, including an examination of current issues, community resources, services and processes, and the roles of rehabilitation counselors and related rehabilitation specializations in the rehabilitation process.

CEP 871 Cognitive & Psychological Aspects of Disability (3 credit hours)

Psychosocial adjustment to chronic illness and disability. Students will develop an understanding of cognitive and psychological characteristics of impairments frequently encountered by rehabilitation professionals. Course examines personal attitudes, feelings, and behavior toward persons with various characteristics. Content includes mental health diagnosis, etiology, and treatment models and methods.

CEP 872 Social & Environmental Aspects of Rehabilitation (3 credit hours)

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

CEP 873 Employment Strategies (3 credit hours)

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

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

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

CEP 822 Approaches to Educational Research (3 credit hours)

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

CEP 877 Assessment in Rehabilitation (3 credit hours)

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

CEP 894A Rehabilitation Counseling Practicum (6 credit hours)

Students obtain supervised counseling experience in a rehabilitation related service setting to develop skills, knowledge and behaviors appropriate for effective counseling relationships. Group seminars practice skill development in problem identification, problem solving, and assessment and case management based on the identification of client assets, needs and preferences. Students gain experience with various disabling conditions and are coached in the use of interviewing and counseling behaviors in order to develop effective strategies for client services. *Note that CEP 894A Rehabilitation Counseling Practicum is a prerequisite for CEP 893A Rehabilitation Counseling Internship.*

CEP 893A Rehabilitation Counseling Internship (9 credit hours)

Supervised internship in rehabilitation or related service systems for persons with disabilities. Students develop and demonstrate clinical and case management skills along with the appropriate professional interrelationships required of interdisciplinary rehabilitation practices. Competencies in all areas of the rehabilitation process: assessment, evaluation, counseling,

service provision, resource utilization, community liaison, job development and placement, follow-up, program development and documentation must be demonstrated within the course of the internship. Participation in monthly seminars and current topics forum provide group supervision for clinical and case service as well as exploration of emerging professional and ethical issues.

Student Advisement

All students in the Rehabilitation Counseling program are assigned an advisor. The advisor is a full-time member of the Rehabilitation Counseling faculty and is responsible for assisting in the orientation of the student to the program, college, and university. The advisor will provide assistance in academic advisement, including course selection and program planning, practicum selection, and internship selection and employment. Students develop a course of study in collaboration with their advisor.

Required signatures:

Advisor Signature/Date:

Name:

Chairperson Signature/Date:

Name:

Associate Dean Signature/Date:

Transfer Credits

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

Deferred Grades (DF)

DF-Deferred grades: The required work must be completed, and a grade reported within 6 months with the option of a single six-month extension. If the required work is not completed within the time limit, the DF will become U-Unfinished and will be changed to DF/U under the numerical and Pass-No Grade (P-N) grading systems, and to DF/NC under the Credit-No Credit (CR-NC) system. This rule does not apply to graduate thesis or dissertation work.

Responsible Conduct of Research (RCR) Plan

All new Master of Arts (MA) Rehabilitation Counseling students will complete the below 4 CITI online modules within the first year of enrollment in their program. Completion of this requirement will be tracked in SABA.

- Introduction to the Responsible Conduct of Research
- Authorship
- Plagiarism
- Research Misconduct

In addition to the online completion of the four modules, students will be involved in discussion-based training.

All MA Rehabilitation Counseling students will complete the CEP 822 Approaches to Educational Research course prior to receiving their degrees.

Certifying Exam

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

During your first semester, obtain a spiral binder with 10 dividers that correspond to the 10 educational outcomes clusters. List the specific competencies within each section of the portfolio. As you proceed through your courses and extracurricular experiences, collect evidence of your achievement of these outcomes. The evidence may include, for example,

papers that you write, presentations, case notes (with names removed), practicum and internship evaluations, personal logs and reflections, conference and workshop materials, etc.

The 10 educational outcome categories are as follows:

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

In addition to the careful selection of assignments that demonstrate the competency of the above ten categories, you are required to provide a one-page narrative for each of the ten categories, demonstrating how the selected assignments have contributed a sample of your learning goals, and how you would continue to maintain competency in these areas.

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

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

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

A second oral certifying exam meeting is then held with the student and two faculty members who participated in the first exam meeting. If during a second oral certifying exam meeting the

hard/electronic copy portfolio product and/or a student's verbal responses fail to demonstrate adequate competency in the 10 educational outcome categories, one or more of the following steps may occur depending on the type and extent of competency deficiencies:

1. A student may be advised to retake specific program courses in order to develop the requisite competencies.
2. A student may be advised to re-do the entire certifying exam process (portfolio development and oral meeting) during the next exam administration semester.
3. A student may be advised to withdraw from the program, if based on the two certifying exam administrations, it is determined based on faculty judgment that the student will not be able to develop the necessary competencies to adequately perform professional rehabilitation counseling job duties.

You should attend to your portfolio development throughout your tenure in the Rehabilitation Counseling program. If you notice an area that is not being sufficiently addressed, talk with your advisor about ways to further develop those skills.

Graduation Application

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

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

For students with MSUNetId and Password, fill out the on-line graduation application form using the following website: <https://reg.msu.edu/StuForms/GradApp/GradApp.aspx>

Financial Support

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

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

Rehabilitation Counseling

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

College of Education

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

The Graduate School

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

Office of Financial Aid

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

Office of Admissions

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

Information on Disability Services and Reasonable Accommodation

Information on disability services and the reasonable accommodation process at MSU can be found at the Resource Center for Persons with Disabilities (RCPD) website:

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

Grievance Procedures

Information on program grievance procedures can be found at the following website:

<http://www.educ.msu.edu/college/resources/Graduate-Student-Hearing-Procedures-Departments.pdf>

Retention and Dismissal Policy

All students in the Rehabilitation Counseling program are assigned an advisor. The advisor is a full-time member of the Rehabilitation Counseling faculty and is responsible for assisting in the orientation of the student to the program, college, and university. The advisor will provide assistance in academic advisement, including course selection and program planning, practicum selection, and internship selection and employment. Students develop a course of study in collaboration with their advisor.

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

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

Reasons for Dismissal from Program

At any point during the student's matriculation through the Rehabilitation Counseling program, the faculty retains the right to review student circumstances or personal performances that may negatively affect the student's competencies for independent professional practice or that may

threaten client and colleague welfare. Reasons for termination may be divided into two general categories: academic dismissals and disciplinary dismissals. These will be discussed separately.

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

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

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

- B. **Disciplinary Dismissals:**

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

1. Academic dishonesty
2. Criminal misconduct
3. Unethical practices and/or unprofessional conduct

Academic dishonesty is defined as behaviors that are in the form of cheating that occurs in relation to a formal academic exercise. Examples include plagiarism, fabrication of information/data, deception (e.g., providing false information to instructors about missing a deadline or having submitted work), cheating, (obtain assistance without due acknowledgement), bribery/paid services, sabotage (acting to prevent others from completing their work), impersonation (assuming a student's identity with the intention to provide an advantage for the student).

Criminal misconducts refer to any behaviors that are wrongful, improper, or unlawful conduct motivated by premeditated or intentional purpose or by obstinate indifference to the consequences on one's acts, thus, resulting in the breaking of the laws.

Unprofessional conducts, or students' dispositions, are defined as "the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (CACREP Standards, 2016, p. 43). The following professional dispositions are defined as follows:

1. **Interpersonal and Communication Skills** Ability to give and receive information and convey own ideas and opinions with others. Ability to maintain positive interpersonal relationships with others. Several forms of communication include: listening, interpreting, speaking, reading, and writing skills.
2. **Self-awareness and Insight** Ability to understand and judge own strengths and weaknesses, and to appreciate how one's actions are affecting others. Ability to demonstrate sensitivity to others and the ability to monitor and subtly adjust own behavior when appropriate.
3. **Helping Disposition** Ability to demonstrate willingness and eagerness to go out of his or her way to assist or help fellow students, classmates, faculty, co-workers, and clients, such as sharing information and resources.
4. **Able to Work Independently and as Part of a Team** Ability to work independently and demonstrate a sense of responsibility. Ability to work collaboratively with others, contribute to groups with ideas, suggestions, and effort. Respect for different opinions, customs, and individual preferences. Participation in group decisions.
5. **Positive Attitude and Enthusiasm** Ability to demonstrate a positive attitude and have an upbeat and cooperative manner, even while performing tasks.
6. **Professionalism** Ability to act responsibly and with integrity, accountability, and excellence. For instance, arriving on time for class and work, managing time effectively, being dressed appropriately, and working well with others.

Due process rights of the student and faculty will be upheld by following the procedure outlined in the following website:

Graduate Student Rights and Responsibilities (GSSR) <http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>

Dismissal Procedures

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

1. Student will be informed in writing by the Program Director (registered mail) of any charge, event, performance, or circumstance that may threaten the student's immediate status within the program. Such charges or complaints may emanate from members of

the program faculty, from other University faculty or personnel, from other students, or from professionals and agents outside of the University community.

2. As part of the above communication, the Program Director may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party and to inform the Director of the outcome of this action within 30 days.
3. If, however, informal methods of problem resolution are inappropriate or not satisfactory, as determined by the Rehabilitation Counseling Program Director, the Director will inform the student (in writing), the student's advisor and other interested parties that the student's status in the program may be in immediate jeopardy and that a formal meeting of the program faculty will be necessary to review the nature of the threat to the student's status and to arrive at a decision regarding dismissal. The Program Director may invite any persons judged to have relevant information to submit their information either in person at this meeting or in writing prior to the meeting. In advance of the meeting the student will be given copies of all written materials under consideration. The student and his/her counsel (as defined in Graduate Student Rights and Responsibilities (GSRR 5.4.10) would be invited to attend this meeting and to present testimony. In addition, the student may invite other individuals who have relevant testimony to attend the meeting or to present written information. The student will provide the Program Director with a list of these individuals at least 5 days in advance of the scheduled meeting.
4. Following the presentation of testimony and evidence, the program faculty will convene separately to deliberate and to arrive at a decision regarding the student's standing in the program. The decision may result in one of the followings: (1) a dismissal of the charges or threats against the student and a restoration of the student's good standing in the program; (2) a judgment to allow the student to continue in the program pending satisfactory completion of or compliance with specified conditions; or (3) immediate dismissal of the student from the Rehabilitation Counseling program.
5. Following completion of the program faculty's decision-making, the Program Director will inform the student and the student's faculty advisor (in writing) of the faculty's decision and, if appropriate, clearly specify what if any conditions must be satisfied by the student to maintain his or her standing within the program. The student will also be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures to be followed are specified in this Handbook.

Professional Credentials

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

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

Upon graduation from the program, students are eligible for licensure as a professional counselor (LPC) in the State of Michigan. For further information, please refer to:

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

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

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

Certified Rehabilitation Counselor (CRC)

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

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

Student Organization

The MA in Rehabilitation Counseling program student organization is the *Spartan Rehabilitation Association* (SRA).

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

Spartan Rehabilitation Association also uphold the goal of professional development and the process of building a professional identity for upcoming students and counselors through its support and promotion of affiliation with professional organizations. SRA encourages the membership of *National Rehabilitation Association* (NRA)/*Michigan Rehabilitation Association* (MRA), *American Rehabilitation Counseling Association* (ARCA)/*American Counseling Association* (ACA), *National Rehabilitation Counseling Association* (NRCA), and *National*

Council on Rehabilitation Education (NCRE), as a means of strengthening the political and social voice of the profession of Rehabilitation Counseling and its overall influence in research and practice. SRA will seek to promote attendance and participation in conferences as a means of sharing of knowledge in the field.

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

Resources for Students

Resources for College of Education Students (<http://education.msu.edu/resources/students/>)

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

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

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

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

Career Services:

<http://careernetwork.msu.edu/>

Center for Service-Learning & Civic Engagement:

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

Counseling & Psychiatric Services:

<https://caps.msu.edu/>

Department of Student Life:

<http://studentlife.msu.edu/>

WorkLife Office:

<http://worklife.msu.edu/>

Graduate Life and Wellness:

<https://grad.msu.edu/wellness>

Lesbian, Bi, Gay, Transgender Resource Center:

<http://lbgtrc.msu.edu/>

Multi-Racial Unity Living Experience (MRULE):

<http://mrule.msu.edu/>

MSU Safe Place:

<http://safeplace.msu.edu/>

Office of Cultural & Academic Transitions:

<http://ocat.msu.edu/>

Recreational Sports & Fitness Services:

<http://recsports.msu.edu/>

Resource Center for Persons With Disabilities:

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

The Writing Center:

<http://writing.msu.edu/>

Veterans' Resource Center:

<http://veterans.msu.edu/>

Useful Michigan State University Web Links

MSU Office of the Registrar:

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

MSU Graduate School:

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

MSU StuInfo: The site requires log-in information. It includes information and resources related to academic information, personal information, and financial information.

<https://stuinfo.msu.edu/>

MSU Academic Calendar:

<https://reg.msu.edu/ROInfo/Calendar/academic.aspx>

MSU Library:

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

MSU D2L:

<https://d2l.msu.edu/>

MSU Email:

<http://mail.msu.edu/>

Rehabilitation Counseling Resources and Web Links

Commission on Rehabilitation Counselor Certification (CRCC):

<http://www.crc certification.com/>

Michigan Board of Counseling:

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

Council for Accreditation of Counseling & Related Education Programs (CACREP):

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

American Counseling Association (ACA):

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

American Rehabilitation Counseling Association (ARCA):

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

National Rehabilitation Association (NRA):

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

National Rehabilitation Counseling Association (NRCA):

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

Michigan Rehabilitation Association (MRA):

<http://michiganrehabilitationassociation.org/>

National Council on Rehabilitation Education (NCRE):

<https://ncre.org/>

American Psychological Association (APA):

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