

Michigan State University

Program Handbook

**Masters of Special Education with Endorsement in Autism Spectrum Disorders and
Autism Spectrum Disorders Endorsement only Program**

2015-2016

Welcome to the MA in Special Education and Autism Spectrum Disorders Endorsement Programs. We have developed this handbook to serve as a guide to you throughout your graduate 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 MA program coordinator or your academic advisor.

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I. OVERVIEW OF THE MASTERS PROGRAM IN SPECIAL EDUCATION AND ASD ENDORSEMENT PROGRAM

The Masters Degree Program in Special Education offers emphasis areas in Autism Spectrum Disorders (ASD) and Learning Disabilities (LD). The ASD emphasis area offers an MA with ASD endorsement or an ASD endorsement only. The program is designed for highly committed and competent teachers in K-12 settings who have the skills, knowledge, and dispositions to become professional leaders, expert practitioners, and effective collaborators. You will learn research-validated instructional methods and evidence-based practices and you will have opportunities to apply those methods in authentic classroom contexts to become highly skilled practitioners. Throughout the ASD Endorsement Program, you will engage in clinical projects and practicums that provide opportunities to administer a range of evidence-based assessments and interventions and to reflect on teaching practice with the support, feedback, and collaboration of the teaching faculty.

The specific objectives for all students in the ASD Endorsement Program are:

Acquire and demonstrate knowledge of evidence-based approaches to teaching individuals with ASD and be able to discriminate evidence-based from non evidence-based practices.

Develop the instructional fluency needed to deliver effective instruction to students diagnosed with ASDs across all ages and levels of functioning.

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.

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

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.

Foster inclusive learning environments that support diverse learners.

Expect high performance and meaningful access to the curriculum through the use of assistive technology, instructional supports, and accommodations.

II. ADMISSIONS POLICIES

All applicants must complete and submit a Department and University application along with three letters of recommendation, a goal statement, transcripts, and a copy of teaching certificate(s). In addition, international applicants must submit scores on the TOEFL. If you have taken the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT), please submit these scores with your application, 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 teaching competence and experience. Thus, letters from former professors or other supervisors of graduate or undergraduate work are especially important in addressing your potential for graduate studies. Letters from teaching colleagues, principals, and administrators that address your teaching, leadership, and academic skills and dispositions are also important. We suggest you do not rely on letters from friends and family members when you submit your application. They will not be weighed as heavily in the admissions decision.

When reviewing applications, faculty look for indicators of probable success in master's study and evidence that there is a good match between your goals and the objectives of the emphasis area 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 strong and detailed letters of recommendation. It's important that you can demonstrate prior experience working with children and youth with disabilities (e.g., in a school or camp program) that is relevant to program requirements and expectations. Ideally, the experience should be related to your planned area of emphasis.

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

Once applicants are accepted into the ASD 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 Special Education Faculty. If they delay beyond a year, they must re-apply to the program.

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

III. PROGRAM FEATURES AND COURSES

Technology Requirements

All Special Education MA courses are completed online, and all course projects and practicums are completed in your classroom or an alternative educational setting that you locate and meets program requirements. Thus, it's very important 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 access to a wide range of Internet sites (including YouTube, Screencast, and Google Plus) without restrictions and 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 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 throughout your courses.
- 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, tenure-track faculty member as an advisor. The MA Program Coordinator makes every effort to assign you to an advisor who has expertise in your desired emphasis area. Students are distributed among the faculty so that

each faculty has an approximately equal number of advisees—which means you may not always be advised by someone in your primary area of interest. However, all advisors are fully familiar with 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 may also be able to help you with the difficulties you encounter in your coursework and assist you, upon request, in preparing for the Certifying Exam. You should feel free to contact your advisors at any time.

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

Coursework Overview (see Appendix B for course descriptions)

The ASD emphasis area offers two options: (a) a special education masters degree with ASD endorsement or (b) an endorsement in ASD without a masters degree. The number of credits in each program varies, depending on your prior coursework, certification status, undergraduate institution, and the option you have chosen. Special Education graduate courses are typically offered once a year and are spread out primarily over the fall, and spring semesters (there are some summer semester courses). 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 we may not be able to predict in advance.

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

A second consideration in designing your program is that the state of Michigan has several requirements of all students seeking a teaching endorsement or certificate. These are discussed in the section below titled “State of Michigan Requirements” and you may need to complete extra courses to fulfill these requirements. You should plan to check with your advisor to ensure you have completed the courses to fulfill the state requirements.

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

program can transfer up to 9 credits of equivalent graduate credit in some cases. Note that these transfer credits cannot typically replace any of the core ASD courses (CEP 843, CEP 844, CEP 845, CEP 846, and CEP 894J).

In all cases, from the date of the first course applied to a Masters Program (including transfer courses), you have 5 years to complete the MA program. If there are extenuating circumstances, you can request an extension to allow the additional time needed to complete the program. You must apply in writing to be considered for an extension, and a favorable decision is not always guaranteed.

Please note – *if you are not enrolled in courses for three consecutive semesters (e.g., summer, fall, spring), you will be automatically dismissed from the program.* You may be considered for readmission into the program by completing a Readmission Form and submitting it to the Program Secretary. However, readmission is by no means guaranteed.

You should make sure you consult with your advisor about these and other requirements to ensure you will be eligible for any desired endorsements, and 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 masters students to obtain a 3.0 in all required courses in the special education masters program.* Required courses include all those courses 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 the 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 masters program. This includes your post-BA coursework. If you have below a 3.0 in a course prior to matriculating into the masters program,

you will not be able to transfer that course into the masters program unless it is *not* a required course for your special education emphasis area.

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. However, program plans will differ in some respects, and it is important you consult with your advisor to understand the factors that influence the final program plan. The ASD program was designed to be completed in 1-2 years, depending on the sequence a particular student needs to complete. 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 first day of summer session (the first day of the first semester you enroll in a course)*, but we encourage you to complete it sooner than the deadline.

Program Planning Worksheets are provided in Appendix A. Once your advisor approves your planning worksheet, you can download the official program plan form from the College of Education website, complete the form, and submit it to Missy Davis (davisme@msu.edu). Any and all 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>.

Practicum Requirements

If you are seeking an endorsement in ASD, you will be required to take a practicum. The practicum ranges from 3-6 credits. Students seeking an MA and who have a special education endorsement take a 3-credit practicum. Students who are seeking the endorsement only or do not have a special education endorsement take a 6-credit practicum. The practicum is a course that involves readings and assignments related to specific course objectives. In a practicum, you are able to apply the theoretical and practical knowledge from the affiliated courses in the instruction and assessment of students with disabilities in school settings. If you are in an endorsement program, you are required to complete the practicum with the types of students in that endorsement area (i.e., students with ASD). The practicum will help you meet State of Michigan requirements for endorsement.

Students are required to track and document all hours toward fulfilling the practicum requirement. It is common for students to obtain up to 90 practicum hours through experiences related to assignments from CEP 843, CEP 844, CEP 845, and CEP 846. Thus, you will need to begin completing the practicum hours log (Appendix C) as soon as you begin taking the core ASD courses. Course instructors will provide details regarding the potential to earn practicum hours when taking these courses.

During your practicum, you will be asked to engage in a series of specific tasks in which you apply the assessment, instructional, behavioral, and collaborative skills you have learned in the

masters program. *The practicum can only be taken after you have completed all the other requirements of the program, and is offered in the summer and fall semesters.*

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

Practicum Hours: Depending on the endorsement sought, 180-240 total practicum contact hours are required. Up to 90 of these hours may come from experiences that are required as part of the ASD specific courses. The remaining hours are obtained when taking the practicum course (CEP 894J). *A log of hours must be completed and submitted at the conclusion of the practicum* (see Appendix C for a practicum hours log).

Instructional Group that Includes Students with ASD: In the practicum setting, you must have access to an instructional group that includes students with ASD. You may only count hours toward the practicum that are specific to providing instruction to students with ASD.

Onsite Supervisor: An onsite supervisor within the educational service agency must be identified, and the associated paperwork bearing the supervisor's signature must be submitted in order for the supervisory arrangement to be reviewed and approved. In order for an individual to be eligible to provide supervision in the practicum setting, he or she must have a Master's degree, meet one of the following requirements, and be approved by the MA Program Coordinator:

- Possess current ASD Endorsement and have 3 or more years experience delivering educational programming to individuals with ASD
- Possess current BCBA certification and have 3 or more years experience delivering educational programming to individuals with ASD
- Possess current CCC-SLP certification and have 3 or more years experience delivering educational programming to individuals with ASD
- Possess current School Psychologist Certification and have 3 or more years experience delivering educational programming to individuals with ASD

Appropriate Instructional Setting: Practicums must be completed in a K-12 educational setting and is directed by qualified personnel. Home-based tutoring, summer camps, or other activities conducted outside the auspices of a certified educational entity are not appropriate as internship or practicum settings.

Videotaping: Teaching videos are required as integral parts of the practicum. You will evaluate your own teaching, through the videos you create; additionally, the videos will be viewed by the course instructor(s). In some cases, you will be asked to share your teaching videos with other students in your program. Finally, teaching videos are a key piece in your teaching portfolio.

Certifying Exam

The Special Education Program at MSU requires that *all students seeking an ASD endorsement successfully pass a comprehensive examination* known as the Certifying Examination. The Certifying Examination is an online test that you must take to obtain a recommendation for endorsement in ASD and/or a Master's degree from MSU. Students can take the exam after completing CEP 843, CEP 844, CEP 845, and CEP 846 and *must be enrolled in at least one credit the semester they take the exam, per University policy*. A new exam is created each academic year and is based on the content included in the ASD courses for a given year. The exam is created with the intention of students taking it the same semester they take practicum (CEP 894J), which should be the Summer or Fall semester immediately following the completion of CEP 845 and CEP 846. If students choose to delay taking the exam, or do not take CEP 845 and CEP 846 simultaneously, they may take an exam that includes updated course content including a new/different text, readings, and supplemental materials. No accommodations will be made in these situations.

To prepare for the exam, *students are advised to keep all course materials the semester they take a* course (instructors will not re-open courses for students who need materials after the semester they complete a course) and to spend several months studying content from all ASD courses. The following details explain the exam process:

- The exam is posted online for a 2-week period. The exam will only be open during the designated time each semester and it must be taken during this period.
- You only have one opportunity to open the exam and begin taking it. Once you open it, you have a designated amount of time to complete the exam.
- You need to score 80% or above to pass. This is a pass/fail exam with the cut off score for passing at 80%; there is not a conditional pass.
- There are 50 questions that will come from a pool of approximately 200-300 questions from CEP 843, CEP 844, CEP 845, and CEP 846. The online system will randomly select the 50 questions you will receive - which means each person who takes the exam will get different questions, in different orders.
- The exam must be completed independently and not with another person present. Students are referred to the academic honesty policy for more information.
- If, for some reason, you do not pass the exam on your first attempt, you have one (and only one) opportunity to re-take the exam. A retake can be taken the following semester and you must be enrolled in at least 1-credit hour (per university policy) to be eligible to take the exam.
- If a student fails the exam two times, there are no other opportunities to take the exam, and the student will be dismissed from the program without earning a Master's degree or ASD endorsement. Students who are dismissed from the program due to failing the

comprehensive exam two times will not be eligible to re-apply until 5 years after the date of dismissal.

State of Michigan Requirements

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

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

The Masters program meets requirements for special education endorsements ***only in the State of Michigan***. States have varying requirements for certification/endorsement that include differences in coursework, categories of disability, sensitivity to the age of learners, and state tests. We cannot advise you regarding the requirements for certification/endorsement outside the State of Michigan. ***It is incumbent upon you to seek the advice of your state Department of Education if you teach or are planning to teach in a state other than Michigan.***

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

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

Michigan Test for Teacher Certification (MTTC). In addition to the Certifying Examination required by MSU for the ASD endorsement and MA degree, the State of Michigan requires that candidates who intend to add one or more endorsements to their Michigan teaching certificates pass the Michigan Test for Teacher Certification (MTTC) in their area(s) of emphasis (e.g., ASD). Each test is designed to evaluate a candidate's mastery of essential content in an emphasis area of special education. The appropriate test must be passed before the candidate can apply to add the endorsement. For test registration and information about the Michigan Test for Teacher

Certification, please visit <http://www.mttc.nesinc.com>. The site also includes information about test dates, test sites, test objectives, and practice exams.

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

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

V. STUDENT CONDUCT AND CONFLICT RESOLUTION

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

Student Conduct 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 and to the Certifying Exam. Violation of these ethical principles and policies may result in a failing grade in a course and will result in a failing grade on the Certifying Exam. Violations in academic integrity may result in dismissal from the special education program without the award of a degree or endorsement. 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 may have 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 special education course), your supervisor (if the problem is specific to practicum), your advisor, the special education coordinator, and/or the department chairperson.

If your problem cannot be resolved at the departmental level or if you prefer discussing the matter with someone from outside the department, consider seeking help from the [MSU](#)

[Ombudsman](#), the [Judicial Affairs Office](#), the [Women's Resource Center](#), Associate Dean for Student Affairs in the [College of Education](#), or the Dean of the [Graduate School](#).

The Graduate School conducts [workshops](#) on Communicating Your Message: Effective Communication Strategies That Work on Setting Expectations and Resolving Conflicts that are designed to help graduate students work effectively with their faculty mentors and to make good progress toward their degrees.

A student who believes his or her rights have been violated by a member of the Michigan State University community shall first attempt to resolve the dispute in an informal discussion with the appropriate individual(s). (See AFR 2.4.2 and GSRR 5.3.1 and 5.3.2.)

If after this discussion, the student remains dissatisfied with the results, the student should meet with the Chair of the Department and/or the University Ombudsman to seek a resolution. (See AFR 2.4.2 and GSRR 5.3.2.)

The Department Chair may respond by asking the complainant to consult with the appropriate Program Director. This does not preclude the student's right to consult with the Department Chair, either instead of, or after, consulting with the relevant degree Program Director.

If after this discussion, the student remains dissatisfied with the results, the student may submit to the Department Chair a written, signed request for an academic grievance hearing. The letter must (1) specify the alleged violations of academic rights to justify the hearing, (2) identify the individual(s) against whom the complaint is filed, and (3) state the suggested remedy that could be implemented by the Department Chair or degree Program Director. (See AFR 2.4.2 and GSRR 5.3.2 and 5.3.6.)

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

Professional Ethics in Practice

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

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

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
- K. Engaging in the improvement of the profession through active participation in professional organizations.
- L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

RETENTION AND DISMISSAL POLICIES

Timelines for Completion of Degree

The University establishes explicit guidelines for the completion of graduate degrees at Michigan State University. Certifying examinations must be *passed within five years* and all remaining requirements for the master's degree must be *completed within five years* from the time a

student 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 Masters Program Coordinator. Extension of time is not automatically granted. An advisor must approve a student's first request; requests for a second extension require approval of the full special education faculty. A student must also specify why the first time extension was not sufficient for completing degree requirements. Each extension is for no more than two semesters, and no more than two extensions can be granted. The Dean of the College of Education must also approve each extension.

Retention and Dismissal Policies

Faculty also initiate a Review of the student's status in the program in the event of any evidence that indicates impairment or violation of the University's Regulations (for MSU General Student Regulations see *Spartan Life*: <http://www.vps.msu.edu/SpLife/index.htm/>), legal statutes, or ethical and professional standards. Examples of violations include, but are not limited to, criminal misconduct, academic dishonesty, unethical practices, and unprofessional behavior. Evidence of cognitive, affective, and/or behavioral impairments that interfere with the graduate preparation and/or threaten the welfare of others may also lead to a Review. Examples of impairment include, but are not limited to, substance abuse, mental health problems, and interpersonal difficulties. The Review process consists of examining the nature of the impairment, violations or alleged misconduct, and the evidence with the student. The outcome of the Review may be (a) to retain the student in good standing, (b) to allow the student to continue in the program on probationary status until specified conditions are met, or (c) to immediately dismiss the student from the program. The faculty reserves the right to restrict 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 MA 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 Special Education Area Coordinator of any charge, event, performance, or circumstance that suggests impairment or violation of University, legal, ethical, or professional codes. Such charges or complaints may emanate from members of the Program, College, or University faculty, clinical supervisors, clients, or professionals and agents outside of the University community.
2. As part of the above communication, the Area Coordinator may initially advise the student to seek an informal resolution of the charge or complaint with the accusing party, and to inform the Coordinator of the outcome of this action within 30 days.
3. If, however, informal methods at problem resolution are inappropriate or unsatisfactory, the Area Coordinator will inform (in writing) the student, the student's advisor, and other interested parties that the student's status in the Program is being reviewed and that a

formal meeting of the Program faculty will be necessary to evaluate the nature of the problem and to decide on a course of action. Depending on the nature of the charges, event, performance, or circumstance, a student's status in the program may be in immediate jeopardy and the goal of the Review would then be for faculty to decide whether to retain or dismiss the student from the program.

4. The Area 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 Area 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 Area Coordinator will inform the student and the student's advisor (in writing) of the faculty's decision and, if appropriate, clearly specify what, if any, conditions must be satisfied by the student to maintain his or her good standing within the Program. The student also will be advised that if he or she wishes to grieve the outcome of the faculty's decision, the grievance procedures specified in *Graduate Student Rights and Responsibilities* should be followed. This document can be obtained from the Graduate School or the Ombudsman's Office or found on the web at <http://www.msu.edu/unit/ombud/index.html>

Dismissal from the Program

The dismissal of a student from the special education masters program is a significant event for both the student and the program faculty. It represents the conclusion of the faculty that the student has cognitive, affective, and/or behavioral impairments that interfere with professional functioning or that the student has not demonstrated an adequate level of competency in either academic or instructional skills or professional conduct. Dismissal action is generally the final outcome of several informal and formal communications with the student regarding his or her unsatisfactory progress through the program and, when appropriate, special efforts at helping the student meet program requirements and objectives. The final decision regarding whether or not a student should be terminated from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, rests with the tenure-stream special education faculty.

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

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

IX. RECORDS POLICIES

The special education program maintains records documenting each student's progress through the masters program. These records, which are maintained in the program secretary's files, include the program plan, records of internship and practicum supervision, certifying exam, portions of the original application to the program, and other materials that are deemed necessary. Additionally, to facilitate student advising, advisors may keep files containing such items as their advisees' grade transcripts, exam responses, and advising notes. All student records are kept 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 Area Coordinator. The only material that will be withheld is that which the student has clearly waived his or her right to examine, e.g., confidential reference letters. (Other than the latter, files generally contain records of which students already possess copies.) Once

students graduate, a permanent file is only maintained by the program, which, among other things, may assist in documentation for future employment and credentialing.

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

Student Resources

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

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

Service	Web address
Black Student Alliance	https://www.msu.edu/~bsaemail/Welcome.htm
Campus Wellness Partnerships and Resources	http://www.msu.edu/user/gradschl/
Career Services and Placement	http://www.csp.msu.edu/careerservices@csp.msu.edu
Counseling and Mental Health Resources	http://www.mentalhealthresources.msu.edu/
English Language Center	http://elc.msu.edu/
Family Resource Center	http://www.frc.msu.edu/
Graduate School	http://www.msu.edu/user/gradschl/
Judicial Affairs Office in Department of Student Life	http://www.studentlife.msu.edu/current_students/judicial.htm

Lesbian, Bisexual, Gay, Transgender Resource Center	http://lbgtrc.msu.edu/resources/ncod.htm
Library	www.lib.msu.edu/
Office of Diversity and Pluralism	http://odp.anr.msu.edu/
Office of Financial Aid	http://www.finaid.msu.edu/work.asp
MSU Computer Store	http://cstore.msu.edu/
Office for International Students and Scholars	http://oiss.isp.msu.edu/
Office of Admissions and Scholarships	http://admissions.msu.edu/
Office of Financial Aid	http://www.finaid.msu.edu
Office of the Registrar	http://www.reg.msu.edu/
Olin Health Center	http://olin.msu.edu/
Ombudsman	http://www.msu.edu/unit/ombud/
Resource Center for Persons with Disabilities	http://www.rcpd.msu.edu/
Sexual Assault and Relationship Violence Prevention Program	http://www.studentlife.msu.edu/current_students/sarv/sarv.htm
Spartan Life (student rights and responsibilities)	http://www.vps.msu.edu/SpLife/index.htm
Student Employment Office	http://www.finaid.msu.edu/work.asp
Services for the deaf and hard of hearing	http://www.rcpd.msu.edu/programs/hearingtech
Testing Office	http://www.testingoffice.msu.edu/

Additional information:

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

Writing Center: experienced writing consultants talk one-on-one with writers of all levels of proficiency at all stages of a composition. Get assistance in brainstorming topics, organizing

ideas, developing rough drafts, and fine-tuning your writing. For an answer to a quick question, use the Grammar and Usage. Hotline at the same phone and E-mail address (grammar@msu.edu; <http://writing.msu.edu>)

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

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

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

Appendix A
Program Planning Worksheets

ASD Track 1: ASD Emphasis Area for Students without a Prior Special Education Endorsement

Track 1 is for students who **do not** have a prior endorsement in special education. That is, ASD will be your first special education endorsement. Your approved program plan following the track outlined below must be on file in the special education office before the start of your first semester in the program. Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor to determine if they are eligible for transfer into the masters program. MSU's post-BA courses must meet the University's timeline for transfer.

Year	Summer	Fall	Spring
1	<ul style="list-style-type: none"> ● CEP 840 (3) Policies, Practices, and Perspectives in Special Education ● CEP 850 (3) Technology and Literacy for Students with Mild Disabilities 	<ul style="list-style-type: none"> ● CEP 803A (3) Assessment of Students with Mild Disabilities 	<ul style="list-style-type: none"> ● CEP 801A (3) Collaboration and Consultation in Special Education ● CEP 842 (3) Content Area Instruction for Students with Mild Disabilities
2	<ul style="list-style-type: none"> ● CEP 841 (3) Classroom & Behavior Management in the Inclusive Classroom ● TE 846 (3) Accomm Diff's Literacy Learners 	<ul style="list-style-type: none"> ● CEP 843 (3) Autism Spectrum Disorders: Characteristics and Educational Implications ● CEP 844 (3) Applied Behavior Analysis for Teachers 	<ul style="list-style-type: none"> ● CEP 845 (3) Autism Spectrum Disorders: Assessment and Intervention ● CEP 846 (3) Autism Spectrum Disorder: Advanced Topics
3	<ul style="list-style-type: none"> ● CEP 894J (6) Summer or Fall Special Education Practicum: Children and Youth with Autism Spectrum Disorders ● MA Exam Summer or Fall 		

**MA students who hold Secondary Education teaching certificates may need additional courses in literacy and mathematics in addition to the practicum and/or internship. Please contact your advisor for more information.

ASD Track 2: Autism Spectrum Disorder: ASD Emphasis Area for Students who Hold a Special Education Endorsement from an institution other than Michigan State University

Track 2 is for students who **already have an endorsement in special education**. You must complete a program plan worksheet following the outline below and have it approved by your advisor. Your approved program plan must be on file in the special education office before the start of your first semester in the program.. Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor determine if they are eligible for transfer into the masters program. MSU’s Post-BA courses must meet the University’s timeline for transfer.

Year	Summer	Fall	Spring
1	<ul style="list-style-type: none"> ● CEP 850 (3) Technology and Literacy for Students with Mild Disabilities ● TE 846 (3) Accomm Diffs Literacy Learners 	<ul style="list-style-type: none"> ● CEP 803A (3) Assessment of Students with Mild Disabilities 	<ul style="list-style-type: none"> ● CEP 801A (3) Collaboration and Consultation in Special Education ● CEP 842 (3) Content Area Instruction for Students with Mild Disabilities
2	<ul style="list-style-type: none"> ● CEP 841 (3) Classroom & Behavior Management in the Inclusive Classroom 	<ul style="list-style-type: none"> ● CEP 843 (3) Autism Spectrum Disorders: Characteristics and Educational Implications ● CEP 844 (3) Applied Behavior Analysis for Teachers 	<ul style="list-style-type: none"> ● CEP 845 (3) Autism Spectrum Disorders: Assessment and Intervention ● CEP 846 (3) Autism Spectrum Disorder: Advanced Topics
3	<ul style="list-style-type: none"> ● CEP 894J (3) Summer or Fall Special Education Practicum: Children and Youth with Autism Spectrum Disorders ● MA Exam Summer or Fall 		

**MA students who hold Secondary Education teaching certificates may need additional courses in literacy and mathematics in addition to the practicum and/or internship. Please contact your advisor for more information.

ASD Track 3: Autism Spectrum Disorder: ASD Emphasis Area for Students who hold a Special Education Endorsement from Michigan State University

Track 3 is for students who **already have an endorsement in special education**. You must complete a program plan worksheet following the outline below and have it approved by your advisor. Your approved program plan must be on file in the special education office before the start of your first semester in the program Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor determine if they are eligible for transfer into the masters program. MSU’s Post-BA courses must meet the University’s timeline for transfer.

Year	Summer	Fall	Spring
1	<ul style="list-style-type: none"> ● CEP 841 (3) Classroom & Behavior Management in the Inclusive Classroom ● TE 846 (3) Accomm Diff's Literacy Learners 	<ul style="list-style-type: none"> ● CEP 843 (3) Autism Spectrum Disorders: Characteristics and Educational Implications ● CEP 844 (3) Applied Behavior Analysis for Teachers 	<ul style="list-style-type: none"> ● CEP 845 (3) Autism Spectrum Disorders: Assessment and Intervention ● CEP 846 (3) Autism Spectrum Disorder: Advanced Topics
2	<ul style="list-style-type: none"> ● CEP 894J (3) Summer or Fall Special Education Practicum: Children and Youth with Autism Spectrum Disorders ● MA Exam Summer or Fall 		

**MA students who hold Secondary Education teaching certificates may need additional courses in literacy and mathematics in addition to the practicum and/or internship. Please contact your advisor for more information.

ASD Track 4: ASD Emphasis Area: Endorsement Only

Track 4 is for students who are seeking an endorsement in Autism Spectrum Disorder (ASD) but who **do not wish to obtain a masters degree**. You must complete a program plan worksheet following the outline below and have it approved by your advisor. Your approved program plan must be on file in the special education office before the start of your first semester in the program. Any courses, other than post-BA courses taken in the Teacher Education program at MSU, must be reviewed by your advisor to determine if they are eligible for transfer into the masters program. MSU's post-BA courses must meet the University's timeline for transfer. Please note—this program plans assume you are a certified teacher.

Year	Summer	Fall	Spring
1	<ul style="list-style-type: none"> ● CEP 841 (3) Classroom & Behavior Management in the Inclusive Classroom ● TE 846 (3) Accomm Diff's Literacy Learners 	<ul style="list-style-type: none"> ● CEP 843 (3) Autism Spectrum Disorders: Characteristics and Educational Implications ● CEP 844 (3) Applied Behavior Analysis for Teachers 	<ul style="list-style-type: none"> ● CEP 845 (3) Autism Spectrum Disorders: Assessment and Intervention ● CEP 846 (3) Autism Spectrum Disorder: Advanced Topics
2	<ul style="list-style-type: none"> ● CEP 894J (6) Summer or Fall Special Education Practicum: Children and Youth with Autism Spectrum Disorders ● MA Exam Summer or Fall 		

**MA students who hold Secondary Education teaching certificates may need additional courses in literacy and mathematics in addition to the practicum and/or internship. Please contact your advisor for more information.

Appendix B
Course Descriptions

Michigan State University: Courses in Masters Degree ASD Emphasis Area

CEP 801A

Collaboration and Consultation in Special Education

Spring semester

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

CEP 802A

Mildly Impaired

Fall semester

CEP 803A

Assessment of Students with Mild Disabilities

Fall semester

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

CEP 804A

Literacy Instruction for Students with Mild Disabilities

Spring semester

This course develops the knowledge, skills, and predispositions related to the effective assessment and implementation of reading and written language interventions for students with literacy related difficulties. Difficulties in reading, language, and writing impede with the performance of students with disabilities across the school curriculum. This course is designed to help educators respond to these difficulties through an examination of methods that can be

employed to: (1) observe and measure the reading and writing performance of special education students; (2) design interventions that address students' phonemic awareness, decoding, vocabulary, fluency, comprehension, and motivation abilities; (3) develop and implement literacy interventions that improve the strategy knowledge and self-regulated performance of students as they read and write expository or narrative texts; (4) evaluate the literacy progress of students through frequent progress monitoring; and (5) implement evidence-based teaching practices that promote students' deep knowledge, mastery and understanding of literacy principles and skills.

CEP 840
Policies, Practices, and Perspectives in Special Education
Summer semester

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

CEP 841
Classroom and Behavior Management in the Inclusive Classroom
Summer semester

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

CEP 842
Content Area Instruction for Students with Mild Disabilities
Spring semester

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

CEP 843

Autism Spectrum Disorders

Fall semester

This course will provide participants with specific knowledge on the characteristics associated with individuals on the Autism Spectrum. The disorder currently includes Autism, Asperger Syndrome, Pervasive Developmental Disorder Not Otherwise Specified, Rett's Syndrome, and Childhood Disintegrative Disorder. This course will also explore the history of Autism Spectrum Disorders (ASD); the etiology of ASD; past and present theories of ASD; prevalence of ASD; co morbid conditions; research on ASD; and the impact of ASD on learning, family systems, and communities. Additionally, this course provides an introduction to various topics including: identification and State of Michigan definition of ASD; pre-referral, referral, and placement; parental collaboration and cultural variability, the impact of ASD on language/communication, behavior, sensory processing, social functioning, and academics; other health and medical considerations, as well as transitions and post-secondary needs. The overarching goal of this course is to provide participants with a broad understanding of the impact of ASD on learning, family, and the community across the lifespan.

CEP 844

Applied Behavior Analysis for Teachers

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-5th edition, and Weschler Intelligence Scale for Children – 4th 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 850
Technology and Literacy for Students with Mild Disabilities
Summer semester

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

CEP 894J**Special Education Internship: Teaching Students with ASDs****Summer or Fall semester**

This course focuses on the application and implementation of practices, techniques, and strategies with students with autism spectrum disorders (ASD). This primary objective is achieved by providing a forum for a supervised practicum experience in which course participants will be supervised by a highly qualified teacher who has an endorsement in ASD. In accordance with the State of Michigan Department of Education, the practicum experience will require a minimum of 240 or 180 direct contact hours for individuals seeking an initial or additional endorsement, respectively. In order to ensure course participants are reaching the teaching standards set forth by Michigan State University they will also be observed, critiqued, and provided feedback via technology by a Michigan State University instructor numerous times throughout the course. Additionally, participants will develop an understanding of creating individualized education plans that are based on formative assessment. Participants will help all students access the general education curriculum using either grade level content expectations or the extended grade level content expectations, creating a curriculum unit that focuses on general education or functional goals.

Appendix C

Required Practicum Hours Log

Name: _____

required)

I am pursuing an additional endorsement (180 hours

I am pursuing an initial endorsement (240 hours required)

Date	Student contact time and hours	Supervising teacher meeting time and hours	IEP Meeting	Team Meeting	EBP used in teaching	Accommodations/modifications (assignments, tests, etc.) provided within the general education environment
Example: 1/9/12	9:00 - 9:30 30 minutes	8:00-8:30 30 minutes	60 minutes	30 minutes	Video modeling	Modified spelling test Accommodated writing assignment using P-Touch
Totals						

Appendix D

Grievance Procedures for Students

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

Approved April 24, 2006
Corrected 5-4-06

The “Academic Freedom for Students at Michigan State University” (AFR), the “Graduate Student Rights and Responsibilities at Michigan State University” (GSRR,) and the “Integrity of Scholarship and Grades” documents establish the rights and responsibilities of MSU students and prescribe procedures for resolving allegations of violations of those rights through formal grievance hearings.

In accordance with the AFR and the GSRR, the Department of Counseling, Educational Psychology, and Special Education (CEPSE) in the College of Education, has established the following procedures for adjudicating undergraduate and graduate student academic grievances. This also includes *non-disciplinary* hearings regarding allegations of academic dishonesty, violations of professional standards and falsification of academic records when a failing grade has been issued. (Grievances involving the outcome of *disciplinary hearings*, which impose sanctions other than, or in addition to, a failing grade, are appealed to the Academic Integrity Review Board for Undergraduate students and to the University Graduate Judiciary for Graduate students. (See AFR 2.4.6, 2.4.7.1 and 4.3.11; GSRR 5.5.2 and "Integrity of Scholarship and Grades" policy, and General Student Regulation 1.00, “Protection of Scholarship and Grades.”))

Note: Students may not seek redress through a grievance hearing regarding alleged incompetence of instruction. (See AFR 2.2.1 and 2.2.2; and GSRR 2.2.1, 2.2.2.) Students should consult the AFR and the GSRR (published as part of *Spartan Life: Student Handbook and Resource Guide*) for a statement of student rights and responsibilities. A copy of this document can be obtained from the Department of Student Life or the Ombudsman’s Office. It can also be found on the web at: <http://www.vps.msu.edu/SpLife/index.htm> or <http://www.msu.edu/unit/ombud/index.html>. At any point during this process, students and faculty may contact the University Ombudsman’s Office for advice, guidance or assistance with addressing and following through on their concerns.

JURISDICTION OF THE DEPARTMENT OF CEPSE HEARING BOARD

The Department of CEPSE Hearing Board serves as the initial hearing board for students seeking redress for grievances that originate in this department and alleged violations of academic and professional rights set down in the AFR or the GSRR. The hearing board also serves as the initial venue for students to contest allegations of academic misconduct. (See AFR 2.4.2, 2.4.2.2 and 2.4.9; GSRR 5.1.1, 5.3.2 and 5.3.6.2.)

The Department of CEPSE Hearing Board may serve as the initial hearing board for cases involving ambiguous jurisdiction that are referred by the Assistant Provost for Undergraduate Education. (See AFR 2.4.6.1.)

COMPOSITION OF THE DEPARTMENT OF CEPSE HEARING BOARD

The Department of CEPSE shall constitute a Hearing Board by fall semester of each academic year. (See AFR 2.4.4.1; GSRR 5.5.2.)

The Hearing Board shall be composed of the unit administrator or designee, three faculty, and three students (See AFR 2.4.3 and 2.4.4.1 and GSRR 5.1.2). Members shall serve one year beginning in the fall semester. The one-year term does not preclude reappointment of any member the following year. (See GSRR 5.1.2, 5.1.5, and 5.1.6.)

The Department Faculty Advisory Committee (FAC) shall select the three faculty members and three alternates by the fall semester of each academic year (See AFR 2.4.3 and 2.4.4.1 and GSRR 5.1.2). The FAC will select the Chair of the Hearing Board. The Department Hearing Board will also include the Chair of the Department or a designee, who will vote only in the case of a tie of the other six members of the Board (three faculty and three students).

Three student members and three alternate members at each degree level (undergraduate and graduate) will be selected by the representative student groups at the beginning of each fall semester.

For hearings involving *undergraduate* students, the Department Hearing Board shall include the three faculty members and three *undergraduate* student members. (See AFR 2.4.3 and 2.4.4.1).

For hearings involving *graduate* students, the Department Hearing Board shall include the three faculty members and three *graduate* student members. (See GSRR 5.1.2).

No one involved or having conflicts of interest in the case may serve on the Hearing Board. Procedures for challenging and replacing the membership of the Board are outlined in the AFR and GSRR. (See AFR 4.2.7; GSRR 5.1.2 and 5.1.7.)

[See further reference to the rights of complainants and respondents concerning Hearing Board membership below, in III.F.]

REFERRAL TO THE DEPARTMENT OF CEPSE HEARING BOARD

A student who believes his or her rights have been violated by a member of the Michigan State University community shall first attempt to resolve the dispute in an informal discussion with the appropriate individual(s). (See AFR 2.4.2 and GSRR 5.3.1 and 5.3.2.)

If after this discussion, the student remains dissatisfied with the results, the student should meet with the Chair of the Department and/or the University Ombudsman to seek a resolution (See AFR 2.4.2 and GSRR 5.3.2.)

The Department Chair may respond by asking the complainant to consult with the appropriate Program Director. This does not preclude the student's right to consult with the Department Chair, either instead of, or after, consulting with the relevant degree Program Director.

If after this discussion, the student remains dissatisfied with the results, the student may submit to the Department Chair a written, signed request for an academic grievance hearing. The letter must (1) specify the alleged violations of academic rights to justify the hearing, (2) identify the individual(s) against whom the complaint is filed, and (3) state the suggested remedy that could be implemented by the Department Chair or degree Program Director. (See AFR 2.4.2 and GSRR 5.3.2 and 5.3.6.)

A request for a grievance hearing must normally be initiated no later than mid-semester following the semester in which the alleged violation of academic rights occurred (excluding summer semester). If either the student (the "complainant") or the individual(s) alleged to have violated the student's academic rights (the "respondent") is absent from the University during that semester, or if other appropriate reasons exist, the Hearing Board may grant an extension to this deadline. If the University no longer employs the respondent before the formal grievance procedures are completed, the grievance may still proceed. (See AFR 2.4.2 and 2.4.2.1; and GSRR 5.3.6.1.)

Upon receipt of a written request for a grievance hearing from an undergraduate student, the Department Chair shall promptly forward the complaint to the Chair and members of the Department Hearing Board and to the respondent. (See AFR 2.4.2.3.)

Upon receipt of a written request for a grievance hearing from a graduate student, the Department Chair shall promptly forward the complaint to the Chair and members of the Department Hearing Board and to the respondent within **10** class days. (See GSRR 5.4.3.)

The Department Chair also shall include the Department's Grievance Procedures with the complaint when the latter is forwarded to the Hearing Board members and to the parties to the grievance.

Until such time as any of the alternates are called to become full members of the Hearing Board, they shall not receive any communications about the grievance in order to protect the confidentiality of the complainant and the respondent.

In cases involving alleged student academic misconduct or violation of academic and professional rights of students, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for a hearing to the College Hearing Board. (See AFR 2.4.2.2, and 2.4.6; GSRR 5.3.6.2.)

The Chair of the Department Hearing Board shall then promptly convene a meeting of the Hearing Board to review the request for a grievance hearing, for both jurisdiction and judicial merit. The Board may also request a written response from the respondent. After considering all submitted information, the Hearing Board may:

Decide that sufficient reasons for a hearing do not exist and dismiss the grievance, providing a written explanation to all appropriate parties to the grievance, to the Department Chair, to the Ombudsman, and to the Dean of the College. The student may appeal this decision to the College Hearing Board.

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

Invite the parties to meet with the Hearing Board for an informal discussion of the issues. Such a discussion shall not preclude a later formal hearing.

(See AFR 4.4.2; GSRR 5.4.6.)

If the Department Hearing Board decides to schedule a grievance hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date with the Board members and with the parties to the grievance. An additional meeting only for the Hearing Board should also be scheduled, in the event that additional deliberations on the findings become necessary.

At least **3** class days before a scheduled hearing involving an undergraduate student, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of (1) the nature of the issues, charges and/or conflicts in sufficient detail to enable preparation of individual cases; (2) the time, date and place of the hearing; (3) the names of the parties to the grievance; (4) the names of the Hearing Board members, including alternates; and (5) the names of the witnesses and advisor, if any; and (6) the right to challenge Hearing Board members because of a conflict of interest. (See AFR 4.2.7 and 4.4.3.)

At least **6** class days before a scheduled hearing involving a graduate student, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of (1) the nature of the issues, charges and/or conflicts in sufficient detail to enable preparation of individual cases; (2) the time, date and place of the hearing; (3) the names of the parties to the grievance; (4) the names of the Hearing Board members, including alternates; and (5) the names of the witnesses and advisor, if any. (See GSRR 5.4.7.) This notification should also remind the parties to the grievance of their right to challenge the membership of the Hearing Board, both for and without cause, under the rules prescribed in GSRR 5.1.7.

At its discretion, the Hearing Board may set reasonable time limits for each party to present its case and must so inform the parties of the time limit in the written notification of the hearing.

To protect the confidentiality of the information and the privacy of the student, attendance at the hearing may be limited to the Department Hearing Board members, the complainant, the respondent, witnesses for either party, if any, and an advisor for each party, if any. The Hearing Board may limit the number of witnesses. (See AFR 4.2.4 and 8.1.6; GSRR 8.1.4.) Unless otherwise approved by the Hearing Board, advisors and witnesses shall be limited to members of the MSU community (faculty, staff and students).

Should the respondent fail to acknowledge the notice of a hearing, the Hearing Board may either postpone or proceed with the hearing. (See AFR 4.4.5.)

If the complainant fails to appear at the hearing, the Department Hearing Board may either postpone the hearing or dismiss the case. (See GSRR 5.4.9a.)

If the respondent fails to appear at the hearing, the Hearing Board may either postpone the hearing or hear the case in the respondent's absence. (See AFR 4.4.7b; GSRR 5.4.9b.)

In unusual circumstances, the Hearing Board may accept written statements from either party to a hearing in lieu of a personal appearance. These written statements must be submitted to the Hearing Board at least *1* day before the scheduled hearing. (See AFR 4.4.7c; GSRR 5.4.9c.)

Students enrolled in *fully off-campus* degree programs who are unable to attend in person, may participate in *real time* by speakerphone or by the use of other technologies.

Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See AFR 4.4.6; GSRR 5.4.8.)

Members of the Hearing Board must not talk about the hearing with either party before the scheduled hearing.

DEPARTMENT OF CEPSE HEARING PROCEDURES

General Procedures

The Chair of the Department Hearing Board shall convene the hearing at the agreed-upon time, date and place. The Hearing Board Chair will ensure that a collegial atmosphere prevails. (See AFR 2.4.4, 2.4.4; GSRR 5.4.10.)

During the hearing, parties to a grievance shall have an opportunity to state their cases, present evidence, designate witnesses, ask questions and present a rebuttal. (See AFR 2.4.4; GSRR 5.4.10.1.) The procedures may be taped.

All witnesses shall be excluded from the proceedings except when testifying. Witnesses must confine their testimony to their own independent recollection and may not speak for others.

Involvement of counsel/advisor normally should not be required. Each party must present her/his own case, and counsel/advisors may have a voice in the hearing. (See AFR 2.4.4.2, 4.3.5, 4.4.8d and 8.1.6; GSRR 5.4.10, 8.1.4.)

To assure orderly questioning, the Chair of the Hearing Board shall recognize individuals before they speak. All parties have the right to speak without interruption. Each party has the right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. The Chair of the Hearing Board will enforce any announced time limits on each party to present its case and, if necessary, extend equal time to each party.

Hearing Procedures

Introductory remarks by the Chair of the Hearing Board: The Chair introduces hearing panel members, the complainant, the respondent and the advisor(s), if any. The Chair reviews the hearing procedures, including time limits, if any, for presentations by each party and witnesses. The Chair explains that the burden of proof rests with the complainant, with the exception of appeals of allegations of academic dishonesty, in which case the instructor bears the burden of proof, which must be met by a “preponderance of the evidence.” If the proceedings are being taped, the Chair must inform the parties. (See AFR 2.4.9 and 8.1.17; GSRR 5.5.1, 8.1.16.)

Presentation by the Complainant: The Chair recognizes the complainant to present without interruption any statements relevant to the complainant’s case, including the redress sought. The Chair then recognizes questions directed at the complainant from the Hearing Board, the respondent and the respondent’s advisor, if any.

Presentation by the Complainant’s Witnesses: The chair recognizes the complainant’s witness(es), if any, to present, without interruption, any statement relevant to the complainant’s case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent and the respondent’s advisor, if any.

Presentation by the Respondent: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent’s case. The Chair then recognizes questions directed at the respondent from the Hearing Board, the complainant and the complainant’s advisor, if any.

Presentation by the Respondent’s Witnesses: The chair recognizes the respondent’s witnesses, if any, to present, without interruption, any statement relevant to the respondent’s case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant and the complainant’s advisor, if any.

Rebuttal and Closing Statement by Complainant: The complainant may refute statements by the respondent and the respondent’s witnesses and advisor, if any, and present a summary statement.

Rebuttal and Closing Statement by Respondent: The respondent may refute statements by the complainant and the complainant’s witnesses and advisor, if any, and present a summary statement.

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

Hearing Board’s Deliberations, Decisions, and Report

Deliberations by the Hearing Board: After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair will excuse all parties to the grievance and meet in executive session to determine its findings. When possible, deliberations

should take place immediately following the hearing. If the Hearing Board is unable to complete its deliberations and reach a decision at the meeting, the Hearing Board should reconvene at the previously scheduled follow-up meeting. (See III. G. above.)

Outcome: If a majority of the Hearing Board finds, based on a “preponderance of the evidence” (See AFR 8.1.17; GSRR 8.1.16), that a violation of the complainant’s academic rights has occurred and that redress is possible, it shall direct the Chair of the Department of Counseling, Educational Psychology, and Special Education to implement an appropriate remedy, in consultation with the Hearing Board. (See AFR 2.4.5 and 8.1.17; GSRR 5.4.11 and 8.1.16.) If the Hearing Board finds that no violation of academic rights has occurred, the case is dismissed. In cases in which the Hearing Board is asked to resolve an allegation of academic dishonesty and finds no misconduct, the Hearing Board may recommend to the Chair that the penalty grade be removed, the written record of the allegation, if any, be removed from the student’s records and a good faith evaluation of the student’s academic performance take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and any written records of the allegation may remain on file. (See AFR 8.1.15 and GSRR 8.1.15.)

Written Report: The Chair of the Hearing Board shall promptly prepare a written report of the Hearing Board’s findings, including redress for the complainant, if applicable. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, which support the Hearing Board's decision. (See AFR 2.4.5; GSRR 5.4.11.)

The report also should inform the parties of the right to appeal within **10** class days following notice of a decision. (See AFR 2.4.7, 2.4.7.2, 2.4.7.3; GSRR 5.4.12 through 5.4.12.3.) The Chair shall forward copies to the parties involved, the Chair of the Department, the Dean of the College, the Ombudsman and, in cases involving graduate students, the Dean of the Graduate School. All recipients must respect the confidentiality of the report. (See AFR 2.4.5; GSRR 5.4.11.)

APPEALS

Either party to a grievance may appeal the decision of the Department Hearing Board to the College Hearing Board. The request for a hearing on appeal must be in writing, signed and submitted to the Dean of the College within **10** class days following notification of the Hearing Board’s decision. While under appeal, the decision of the Department Hearing Board will be held in abeyance. (See AFR 2.4.7 and 2.4.7.3; GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)

A request for an appeal must allege, in sufficient particularity to justify a hearing, that the initial Department Hearing Board had failed to follow applicable procedures for adjudicating the hearing or that findings of the initial Hearing Board were not supported by a “preponderance of the evidence.” The request also must include the redress sought. Presentation of new evidence normally is inappropriate. (See AFR 2.4.7.2 and 8.1.16; GSRR 5.4.12.1 through 5.4.12.2 and 8.1.16.)

RECONSIDERATION

If new evidence should arise, either party to a hearing may request the Hearing Board reconsider the case within 60 days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See AFR 4.2.6; GSRR 5.4.13.)

[Note: The preceding references to the AFR and GSRR documents are not exhaustive. Parties to the grievance hearing should consult the appropriate document. Use of the word “promptly” or the phrase “as soon as possible” rather than a specific number of class days is taken from the AFR, and occurs in situations when the GSRR cites a specific time reference.]

RESOURCES

Helpful information on University policy and procedures may be obtained at:
Spartan Life: Student Handbook and Resource Guide:

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

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

Revised Code of Teaching Responsibility, 2005

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

Academic Honesty

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

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

Human Research Protection Manual:

http://www.humanresearch.msu.edu/regs/regs_index.htm

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

Guidelines for Graduate Student Advising and Mentoring Relationships

Guidelines for Integrity in Research and Creative Activities

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