

**Counseling and Rehabilitation Education
Graduate Student Manual**

2022-2023



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COUNSELING AND REHABILITATION EDUCATION GRADUATE PROGRAM STUDENT MANUAL

I. INTRODUCTION

The Southern Illinois University Carbondale (SIU-C) Counseling and Rehabilitation Education Program (CARE) is housed within the School of Human Services within the College of Health and Human Sciences. Degrees offered through our program include a Bachelor of Science (B.S.) degree in Rehabilitation Services and a Master of Science (M.S.) degree in Clinical Rehabilitation Counseling and Clinical Mental Health Counseling. The handbook for the college can be found on the college website.

Clinical Mental Health and Clinical Rehabilitation Counseling are specialized areas of professional counseling practice. The CARE Master's degree is designed to develop your potential as a professional counselor in a variety of settings. Rehabilitation and Mental Health Counseling offers a variety of exciting career options. Graduates are well-positioned to obtain excellent jobs in a variety of professional counseling and human service settings. Following completion of the CARE program of study, graduate students will demonstrate excellence in all skills and knowledge required to function effectively as a professional counselor. The faculty is dedicated to facilitating the development of these goals with graduate students in the program.

II. MISSION AND GOALS

The Counseling and Rehabilitation Education (CARE) program promotes the professional development of graduate students to prepare them to provide ethical, culturally inclusive practices that sustain and empower those using counseling services. **To meet the mission statement faculty, commit to:**

1. Staff professionalism: pledging to maintain rigorous standards for education, training, and clinical practice.
2. Respect for others: demonstrating an appreciation for the uniqueness and cultural differences of each individual.
3. Relevance in teaching: learning experiences will reflect evidence-based practices, they will be relevant, and purposeful.
4. Innovation in learning: Graduate students develop understanding through inquiry, use of new technologies, creative problem solving, and critical thinking skills.
5. Expanding graduate student potential: Learning experiences will promote the emotional, relational, and academic potential of all graduate students.

III. LEARNING OBJECTIVES

Faculty in the program recognize the uniqueness of human beings and are dedicated to helping graduate students obtain the knowledge, skills, and experiences necessary to work with a wide range of clientele. Through a combination of course and clinical experiences, SIU CARE graduates will demonstrate the behaviors and possess the attributes which are required of competent, professional counselors:

1. CARE graduates demonstrate the content knowledge and dispositions necessary to be effective counselors and social justice advocates in their specialty areas.
2. CARE graduates appropriately respond to the unique combination of cultural variables, including ability, age, beliefs, ethnicity, gender, gender identity, race, level of acculturation, and socioeconomic status, that influence the counseling process.
3. CARE graduates understand that human development occurs in critical contexts that are influenced by a person's race, ethnicity, religion, and factors such as poverty, loss, developmental and physical trauma, and access to resources.
4. CARE graduates conceptualize the career decision-making process as developmentally influenced, and individually determined.
5. CARE graduates value the influence of a strong working alliance built upon honesty and trust, in achieving success in the therapeutic relationship.
6. CARE graduates differentiate between theories of group counseling and utilize effective interventions and leadership skills in facilitating several types of groups.
7. CARE graduates possess an understanding of developmentally and culturally appropriate approaches to assessment and testing.
8. CARE graduates value the use of statistically supported, evidence-based psychoeducational and psychotherapeutic interventions in their practice.
9. CARE graduates who specialize in clinical mental health counseling promote the development of healthy coping capacities and support systems, for individuals who identify as a person with mental illnesses, to assist them in improving their quality of life.
10. CARE graduates who specialize in clinical rehabilitation counseling advocate for the removal of functional, environmental, and social barriers that impede self-sufficiency and reduce the quality of life, for persons who identify as an individual with a disability.

IV. COMMITMENT TO DIVERSITY

The program proudly recruits and serves a diverse graduate student body. We actively recruit qualified graduate students who have the willingness, potential, and drive to learn the craft of counseling. We want to positively affect society through the training and development of professional counselors. To that end, SIU CARE graduate students are expected to acquire knowledge and skill in the fundamentals of counseling theory and applications. More importantly, SIU CARE graduates will possess a heightened awareness of the needs of the diverse populations they will serve. We embrace and teach a social justice approach to advocacy in counseling. SIU CARE graduates will be prepared to confront the oppressive systems of power and privilege that affect professional counselors and their clients.

SIU CARE counseling graduate students model behavior that encourages clients to become advocates for themselves within their communities. The American Counseling Association's Code of Ethics and Standards of Practice (2014) governs the behavior of professional counselors and graduate students in counseling programs. Section C.5. Nondiscrimination states: "Counselors do not condone or engage in discrimination against prospective or current clients, graduate students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law" (p. 9). The counseling faculty promotes the welfare and well-being of all human beings. Graduate students entering the counseling program are held to these standards and a shared philosophy.

V. GRADUATE STUDENT RECRUITMENT POLICY

It is the policy of the Counselor and Rehabilitation Education Program at Southern Illinois University, Carbondale to actively recruit all qualified persons without regard to age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, or socioeconomic status. The Program recognizes that the barriers of age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, or socioeconomic status of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination. The program actively seeks to recruit graduate students from diverse backgrounds to enhance and improve the learning experience for everyone.

VI. ADMISSION

Competitive Admission

The CARE program has a limited number of spaces, and admission is a competitive process. Graduate students must complete additional admissions requirements (beyond general SIU-C admissions) and participate in a multistep selection process. Admission is based upon a combination of factors including GPA, interviews with faculty, and essay submission. Accommodations will be provided for those requiring sign language, TTY, and closed captioning.

Application materials must include a completed graduate school application, three letters of recommendation, a personal statement explaining the graduate student's interest in the field of counseling, and other prior academic records. At present we do not require the GRE (Graduate Record Examination) for admittance.

The admissions coordinator reviews new applications for completeness. Applications with missing information will not be accepted. All applicants will receive an acknowledgment

letter and email notifying them of their application status from the admissions coordinator. Applicants who meet entry standards are notified that they are eligible to participate in the Applicant interview by teleconference or in-person if that is feasible. Applicant interviews are conducted every semester since CARES is an open enrollment program.

Applicant Interview

Applicants will engage in a group interview with other applicants, complete a writing exercise, and participate in individual interviews with various members of the faculty. This interview will also allow applicants to learn more about the program and to meet with graduate students who are currently attending the program. After the interview is complete, faculty members will make recommendations to the graduate school and the applicants will be notified of their status.

Acceptance decisions consider the applicant's prior work or volunteer experiences related to the helping professions, academic record, letters of recommendation, and interview performance. Equal weight is given to each of these areas in making admittance decisions.

Admittance

Admittance is based on overall rating, a majority vote from faculty, and space availability. Applicants are notified of faculty decisions by mail and by email. Accepted Applicants receive a link to the program manual and links to information on financial aid and scholarships.

Applicants enter the CARE program as part of one of two groups: full standing or conditional. Accepted counselors in training who are in full standing will immediately begin the outlined course of study. Conditionally accepted counselors in training may be asked to take additional coursework during their first semester. Working with their advisor, conditionally accepted graduate students will transition to full standing at the end of their first semester.

VII. NEW GRADUATE STUDENT ORIENTATION

At the start of each school year, the CARE program director and faculty members hold a Welcome and Orientation meeting for new and existing graduate students. This is a mandatory meeting for new graduate students and optional for existing graduate students. While each orientation is different dependent on changes in the field and new developments in our program, every orientation will include a review of the following: graduate student manual, clinical experience opportunities, licensure/certification options, ethical and professional expectations, and requirements for graduation.

CARE Program graduate students are expected to commit themselves to their academic, professional, and personal growth. Upon acceptance into the program and following attendance at the new graduate student orientation, graduate students are required to read and sign the agreement located in **Appendix A** and submit it to their faculty advisor or the program director. This agreement confirms that graduate students have read the *Counseling and Rehabilitation*

Education Master's Program Manual and agree to adhere to the policies included. Failure to sign and submit to the agreement may result in disciplinary action.

VIII. ADVISING

Upon admission to the program, graduate students are assigned to one of the Counseling and Rehabilitation Education faculty advisors for the duration of their time in the program. Advisors assist graduate students in developing their academic plans. In addition, advisors help graduate students in defining their professional identity, developing research interests, and responding to any other needs that may arise.

The advisor does not relieve the student of his or her responsibility for meeting program requirements, including university and graduate school procedures. Consultation with an advisor can assist a graduate student in eliminating problems that could delay the successful completion of the program.

A graduate student who wishes to change advisors must submit this request in writing to the program director. Graduate students are expected to discuss this change with their present advisor and must be accepted by the new advisor. The change of advisor form is available in **Appendix F**.

IX. PROGRAM ACCREDITATION

SIU-C is accredited by the North Central Association of Colleges and Secondary Schools (NCACSS). All graduate students in the CARE program complete the same core coursework currently required by CACREP. Because our curriculum reflects CACREP core competencies, our graduates qualify for professional licensing and certification as an entry-level counselor in many but not all states (see Federal Licensing Disclosure Document and speak with your advisor).

X. CURRICULUM REQUIREMENTS

Central to any quality program is a unified curriculum, rather than a collection of courses. In addition to meeting CACREP standards, the SIU counseling program has, over the past 25 years, developed its unique nature. This character is evident in the emphasis placed in the program's curriculum on several areas of study relevant to the profession, such as group work, and clinical skills.

It might be helpful to think of the program's coursework as falling into three broad categories: 1) counseling courses required of all graduate students, the "counseling core", 2) courses within graduate students' chosen specialization area, and 3) courses focused on developing professional clinical skills.

Counseling Core

All graduate students take 34 credits of foundational coursework. These courses are designed to aid counseling graduate students in building a professional counselor identity by

acquiring the knowledge, awareness, and skills necessary for ethical and effective practice. See **Appendix C** for a current listing of core courses and their place in the course rotation. \

Specialization

In addition to the core coursework, graduate students may choose to take 12 credits hours in one of two specialty areas: mental health or rehabilitation counseling. The clinical rehabilitation counseling specialty courses focus on advanced preparation in methods to maximize the independence and employability of persons coping with personal, social, and vocational difficulties that result from birth defects, accidents, physical or mental challenges. The clinical mental health specialty courses focus on advanced training in group work, trauma, and child and family counseling, to promote optimum mental and emotional health. See Appendix C for the listing of courses and their place in the course rotation.

Clinical Experiences

Clinical experiences include practicum and internship. A Clinical Experiences Handbook, which more clearly defines the specific requirements, is made available to all students when they enter the program. It is also posted on the CARE website.

Practicum and internship experiences are designed to strengthen graduate student's counseling skills by integrating their counseling education with closely related practical work experiences. We ask that student review and submit a signed copy of **Appendix B: Student Acknowledgement: Expected Behavior for Clinical Experience**.

This document outlines the significance of professional behavior, confidentiality, respect for diversity and use of supervision.

Practicum: CACREP requires practicum graduate students to accrue a total of 100 practicum hours, 40 of which must be direct client contact. Unlike many counselors' education programs, CARE requires graduate students to take two semesters of practicum, so CACREP requirements are met across more than one class. Practicum includes both individual and group experiences.

Orientation: All practicum graduate students must attend a mandatory internship orientation before they can take practicum. At this mandatory orientation, expectations of the graduate students and site supervisor will be discussed, and paperwork will be reviewed and distributed.

Placement: Graduate students complete practicum in a setting consistent with their individual needs and career goals. It is expected that graduate students are active participants in the practicum site development process. The practicum coordinator will provide you with a list of sites that have developed a positive working relationship with the university.

Practicum graduate students are video and audiotaped, receive group and triadic supervision under program faculty, and with site supervisors. A minimum of 20 face-to-face individual counseling hours is required for completion of the individual practicum.

In addition, graduate students serve as leaders for groups of approximately 10 undergraduate graduate students enrolled in CARE 100, Decision Making. These groups provide support for graduate students who are exploring their career goals. Graduate students typically accrue 28 direct client contact hours through this experience.

Locating a Site: There is not an official list of "approved" sites. However, you will be provided with a list of sites that have developed a positive working relationship with the university. Most graduate students begin the process of locating a practicum site during the Pre-practicum/Counseling classes (CARE 500). Many sites prefer that graduate student's complete practicum and internship at the same site for continuity, so it is important to clarify the requirements of the site. Importantly, all practicum hours must be completed before enrolling in the Internship course.

Internship: Students must petition for placement in internship the semester before they intend to participate. See appendix D. Submitting this form to the Internship Coordinator or your advisor assures that faculty have time to review your progress to date to assure you have demonstrated the needed competencies to move into a fieldwork position. It also provides faculty with ample time to identify a site.

The internship course is a 600-hour, supervised field placement. Internship experiences for all graduate students must occur over two consecutive semesters to allow adequate time for counselors in training to demonstrate clinical skill development.

Orientation: All Graduate students must attend a mandatory internship orientation before they can take the internship course. This orientation is typically held at the beginning of the fall semester. If you plan to begin an internship in a spring semester, you must attend the internship orientation in the preceding fall semester. At this mandatory orientation, internship expectations of the graduate students and site supervisor will be discussed, and paperwork will be reviewed and distributed.

Placement: Internship sites may include mental health centers; special community agencies like women's centers, prisons, or work-release centers; residential treatment centers; employment centers; and medical centers. It is expected that graduate students will be proactive in the search for an internship site. The internship coordinator will provide you with a list of sites that have developed a positive working relationship with the university. These agencies also have an existing Memorandum of Understanding (MOU) with the School of Health and Human Sciences (SHHS). No clinical experiences can be conducted at a site that does not have such an agreement with the CARE program and the SHHS.

The CARE program is excited to develop agreements with new sites and we actively look for opportunities to develop new partnerships. However, approval of these agreements involves a multi-step review process involving administrative offices, and the CARE faculty cannot assure that an MOU will be completed, reviewed, and approved, in time for the graduate student to start their practicum or internship in a timely fashion. Nonetheless, if you are aware of a site that may be a good addition to our clinical cache, please talk to your advisor or the program director who will explore the opportunity further. Important:

When graduate students have identified a field experience site, they must meet with a local supervisor who will agree to supervise the field experience. This is normally a senior employee of the proposed site who has experience in the professional role sought by the graduate student. When the supervisor has agreed to supervise the field experience, he or she and the graduate student sign an internship agreement (see Clinical Experiences Handbook). Both the graduate student and supervisor sign the contract, which is then submitted to the graduate student's advisor for approval.

During the field experience, graduate students will maintain records of their client contact hours (see Clinical Experiences Handbook) that must be turned in to the faculty internship coordinator regularly and before grading. At midterm and the end of the field experience, a rating instrument will be completed by the field supervisor for completion. These instruments are used in computing the graduate student's final grade, although they are not the sole criterion.

XI. BACKGROUND CHECKS

To take CARE 548B Individual Counseling Practicum or CARE 591 Internship in Counseling, Graduate students are required to complete a Criminal Background Check. SIU is no longer legally able to require school counseling. Graduate students submit to a criminal background check. However, individual school districts often require criminal background checks for individuals working in schools (check with YOUR practicum/internship school placement district for details).

The following procedure has been established to ease this process.

- 1) Pick up a fingerprinting packet (form and instructions) from the central office in Wham 223.
- 2) Complete the "Fingerprint Applicant Form."
- 3) Take the completed "Fingerprint Applicant Form" to an authorized Accurate Biometrics Office to be fingerprinted. You can find more information on www.accuratebiometrics.com about fingerprinting dates in Carbondale as well as related fees.
- 4) Upon completion of the fingerprinting, you will be given a receipt for each transaction and directions on how to obtain your FBI background check from the Accurate Biometrics website. It is your responsibility to print your test results from the Accurate Biometrics portal within 14 days (about 2 weeks).
- 5) Bring a copy to your advisor. It is strongly suggested that you make multiple copies as they are required by your practicum and internship instructors. While a copy is placed in your graduate student file, it is your responsibility to provide practicum and internship instructors with your results.
- 6) You are advised to begin this process early. Unforeseen delays can hinder your ability to register for classes.

Graduate students are often concerned about whether their past interactions with law enforcement will preclude their participation in the SIU CARE program. The faculty consider each graduate student on a case-by-case basis. Graduate students may wish to consult with their

advisors early on. Please note that being allowed to proceed in the CARE program does not mean automatic access to all counseling sites. Some sites have more stringent background check requirements that graduate students will need to consider as they plan their course of study. You are expected to research potential sites' guidelines and talk with your advisor if any obstacles exist in securing a spot at a clinical site given their requirements.

XII. PROFESSIONAL LIABILITY INSURANCE

Graduate students are required to carry liability insurance **before** they will be allowed to work with clients (CARE 548B Counseling Practicum, CARE 548C Group Practicum, and CARE 591 Internship.) Graduate students must provide evidence of current liability insurance and insurance **must be maintained throughout graduate students' clinical practice** in the program. Liability insurance for counseling professionals in training can be obtained through graduate student membership in professional organizations (See below).

XIII. COMPREHENSIVE EXAM

This section is especially important so please read carefully and ask your advisor to further explain if you have any questions.

All CARE graduate students are required to pass a graduate comprehensive exam (Counseling Comprehensive Examination). This is separate from the NCE exam, described in the section below. This exam is administered by the CARE program and is offered two times per year; on the fifth Friday of every fall semester and the fifth Friday of every spring semester. Successful completion of the CCE is required to complete the program.

Graduate students must register for comprehensive exams no later than the third week of the semester in which they plan to sit for the CCE. Registration forms are available from the graduate student's advisor, and once complete, the graduate student must obtain a signature on that same form from their advisor. The completed, signed form should be submitted to the Admissions Coordinator.

The CCE is a multiple-choice exam and graduate students must answer 60% or more of the 200 questions correctly to pass the exam. Every course will emphasize key knowledge areas that will be covered on the exam. Every syllabus includes objectives that reflect knowledge areas that will be covered on the exam. Whenever possible a special weekend Concepts Review workshop will be held **30 days (about 4 and a half weeks) before the exam**. In addition, graduate students find that the formation of peer study groups is helpful.

Note: This is a proctored exam, administered via PC, on campus, in a central location. The location will be announced well in advance of the exam date. You may not bring any books, backpacks, electronic devices, or scratch paper to the exam. The exam begins at 8:00 a.m. and ends at noon.

Exam Accommodation: Graduate students with disabilities must notify Disability Support Services and their advisor of any accommodation requests for a graduate comprehensive exam in advance so that an interactive discussion can take place between DSS, the graduate student, and the academic department as part of the coordination process.

If you identify as an individual with a disability, you must first register with the DSS office. Their contact information is 618-453-5738 or VP 618-615-4492. By email: disabilityservices@siu.edu, or in-person at the Graduate student Health Center, Room 220

It is your responsibility to initiate this contact to request specific accommodation for graduate comprehensive exams. This is important because you may not fully realize the need for accommodation and DSS may not know what form those accommodations will take depending on the location of the exam.

What happens if you do not pass the exam? First, this is rare. Faculty works hard to prepare you well. However, a “no pass” on any exam can occur for several reasons. Recognizing this, the faculty of the CARE program will consider your written petition to retake the CCE.

The petition should include (a) reasons why you believe you failed the first attempt, (b) what you will change to improve your performance, and (c) why you believe your petition should be approved by the faculty. This petition is due to the faculty no later than the 9th week of the same semester in which the first attempt at the CCE resulted in a no pass grade.

In the extremely rare case in which a graduate student fails the comprehensive examinations twice, the graduate student fails to complete the master's degree. That graduate student may petition the faculty for an alternative form of evaluation once. Whether either petition is granted is at the discretion of the faculty who take will consider the individual's circumstances. Faculty decisions are final.

XIV. NATIONAL COUNSELOR EXAMS (CRCC and NCE)

Completing a program in Counselor and Rehabilitation Education at SIU allows you to apply for and sit for the National Certified Counselor Examination (NCE) offered by the National Board for Certified Counselors (NBCC). Upon passing the exam, counselors are awarded the title of NCC (National Certified Counselor). The NCC certification gives national recognition to counselors who meet recognized professional standards, and it is also a requirement for licensure in most states (see Federal Licensure Disclosure or CARE advisor).

The NCE is offered in April and October. Graduate students wishing to take the NCE should complete and submit their application **the semester before** they wish to take the NCE. This is a **firm deadline** as faculty must meet to review graduate student requests for endorsement. NBCC requires a faculty endorsement for each NCE graduate student applicant. This endorsement indicates that the graduate student applicant is within six hours of completing the program, has met minimum standards of professional development, and that faculty have no reservations about the graduate student application for certification.

A graduate student who completes the Clinical Rehabilitation Counseling specialty courses may also sit for the Commission on Rehabilitation Counseling exam (CRCC).

XV. COURSE LOAD

The SIU-C Graduate School policy states that 9 graduate semester credits constitute full-time master's-level graduate study. Furthermore, the program considers 3 credits of internship to be full-time. CARE graduate students should follow the course rotation to the best of their ability. Most courses are offered once in the school year. However, individual course loads should be determined by your ability and time availability. It is important to remember that graduate school courses can require extensive reading and research.

XVI. TRANSFER CREDITS

CARE graduate students may request to transfer **up to 12 credit hours toward completion of their graduate degree**. Students must be accepted into the CARE program to earn the remaining hours, even if the student took more than 12 credit hours at SIU before their application. The graduate student must petition the CARE program director for transfer of these credit hours which may be from another college or university, another program or department at SIU-C, or unclassified credits from SIU-C. A written request including the department, course number and name, the course catalog description, syllabus, the number of semester hours, semester taken, and grade received, must be made available.

Courses must be graduate-level courses and must be within the six-year time requirement for degree completion established by the SIU-C Graduate School. The number of credits (between 0 and 12) considered for acceptance will be determined by the program faculty. If the courses are deemed appropriate to the degree, the Program Director will then submit a supporting letter from CARE to the Graduate School who determines whether to accept the courses as part of the student's master's degree program. Practicum and/or internship hours **are not** transferable. Courses taken as an undergraduate and which were applied to the student's undergraduate degree requirements **are not** eligible for transfer.

XVII. CONTINUOUS ENROLLMENT

CARE graduate students are expected to maintain continuous full-time enrollment. Full-time enrollment is necessary to complete the program within 24 months (about 2 years). Graduate students not intending to enroll for course work for a given fall or spring semester will be automatically enrolled for one (1.0) semester hour of CARE 601, Continuing Enrollment.

Alternatively, graduate students who are making satisfactory progress toward the completion of their degrees and who do not intend to enroll for a given fall or spring semester may, upon application to the department and showing good cause, be granted a Leave of Absence for the said semester. Approval of the request will be at the discretion of the graduate student's advisor with the concurrence of the CARE program Director.

Graduate students who withdraw from the program but return to the program **within 12 months** of their withdrawal are not required to reapply for admission. They must, however, request and obtain approval from their former faculty advisor or the program director before registration. These students will complete their program under the program requirements that were in place at the time they were accepted. Care graduate students who have **not taken classes**

for 24 months (about 2 years) must re-apply for admission and will be subject to any new program requirements.

Inactive Status

Graduate students who do not attempt to take classes, complete their projects with their research advisors, or otherwise contact their advisors, will be put into "Inactive" status. Status may be reactivated at any time, at the student's request, and at the discretion of the academic advisor. While in inactive status, no action will be taken on the part of the graduate student by the faculty or staff of the CARE Program. No extensions will be granted if the graduate student's six-year limit expires while he/she is in inactive status.

XVIII. ACADEMIC EXPECTATIONS

Methods of Instruction

Class sizes are kept small to ensure more personalized and individualized attention. Clinical courses include fewer graduate students. A variety of instructional methods are utilized in academic courses including, but not limited to, role plays, lectures, readings, presentations, written reflections, group collaboration, experiential exercises, and discussions.

Please Note: The CARE program is not responsible for developing online courses or internship sites for graduate students who live outside of a reasonable commuting distance to campus. Graduate students who do not live within a reasonable commuting distance to the SIU-C campus need to consider travel time and expenses as part of their graduate school experience.

Methods of Assessment

Transparency and equity in grade assignments are essential to the CARE program. The CARE program uses a combination of a formative and summative process to assure that graduate students possess the competencies required by the university, the program, and our accrediting bodies. Graduate students will be provided with clear information about what is required of them to obtain their highest potential grades in every course.

Course Rubrics: Each syllabus includes learning objectives and key performance indicators (KPI) that reflect CACREP competencies for professional counselors. It is upon these competencies that the graduate student's performance will be measured. Each KPI is matched to a rubric that outlines the knowledge, skills, and abilities being assessed. Each rubric indicates the level of performance needed for the graduate student to obtain their highest grade. Every required CARE course includes these rubrics. They are attached to specific course activities and are made available to students for review, via the D2L Learning platform. Instructors are required to identify and point out these rubrics at the start of every course.

Clinical Skills and Counseling Dispositions: CARE has adopted the Counselor Competencies Scale-Revised (CCSR) to measure clinical counseling dispositions. The CCS - R measures student clinical progress and facilitates discussions with trainees about their strengths and growth areas. The CCS-R provides clinical supervisors and counseling trainees with a

standardized measure to provide direct feedback to students on their demonstrated ability to apply counseling skills.

The CCS-R is a reliable and valid, three-factor assessment tool, which measures counseling skills, professional dispositions, and professional behaviors. The CCS-R uses a five-point scale ranging from least skilled (harmful) to most skilled (exceeds expectations). Item scores are summed and averaged. Students receiving a score of 2.5 or less will meet with their advisor to develop a mutually agreeable remediation plan which supports the student in improving their performance. Importantly, this standardized assessment provides CARE faculty a rubric designed to aid counselor educators in monitoring student dispositions throughout the academic program.

In addition to the CCS-R, the student and their practicum and internship site supervisor complete written evaluations of student performance. These evaluations are compiled and recorded by the students' faculty supervisor at mid-term and at the end of the semester. Copies of student evaluation forms are included in the Clinical Experiences Handbook.

Clinical skills and dispositions are assessed at three Benchmarks. **Benchmark 1** occurs before the student's progression into practicum following completion of their pre-practicum course (CARE 500) in the first semester. **Benchmark 2** occurs after completing the practicum and before the student's progression into the internship (end of spring second semester). **Benchmark 3** occurs near the end of the student's final year (Spring or Fall semester). For each Benchmark, the CARE faculty will assess each student's performance. Student performance will be evaluated using a combination of documentation, including a summary of student performance in relevant courses (CARE 500, 545B, and 591), practicum and internship records, and the CCS-R results.

Accommodation

The CARE faculty are committed to utilizing instructional strategies that support and facilitate available learning communities with an emphasis on respect for different learning styles. The Disability Support Services staff ensures that all materials (program, instructional, occupational, testing, etc.) are made available in an alternate format to meet the individualized needs of each student. Examples of modifications include notetaking, sign-language interpreting, speech-to-text services, testing accommodations, tutoring, and housing accommodations, to name a few.

Students are responsible for identifying themselves with Disability Support Services (DSS), for providing documentation, and for requesting accommodation. DSS staff try to be available on a walk-in basis, but graduate students may ensure prompt attention by calling ahead for appointments. DSS provides the required academic and programmatic support services to students with permanent and temporary disabilities. Disability services are located throughout the University in integrated settings. DSS provides centralized coordination and referral services. To utilize DSS services, graduate students must come to the disability office to open cases. The process involves interviews, reviews of student-supplied documentation, and completing

Disability Accommodation Agreements. For more information, visit <http://disabilityservices.siu.edu/>.

Grade Expectations

Assessment of academic course work will occur through projects, research, class participation, tests, and other assignments deemed appropriate. A grade of “A,” “B,” or “C” is required in all graduate courses; however, graduate students must maintain a “B” or better average (3.0 GPA) in their coursework to successfully enter clinical experiences. Successful completion of practicum and internship is required to graduate.

In rare and extenuating circumstances will faculty consider an INC (Incomplete) grade as an alternative for required course work. According to the SIU-C Graduate School guidelines, an INC may be assigned at faculty discretion, when, for reasons beyond their control, graduate students engaged in passing work are unable to complete all class assignments for the course. The maximum period allowed by SIU-C policy and the Graduate School, for graduate students to complete the course (before the INC is converted to an F) has been set one year from the close of the term in which the course was taken.

If a graduate student has registered and started to attend class but is unable to complete the class, the instructor will issue a W (Authorized Withdrawal) grade at the end of the semester. Graduate students who have registered for a course and fail to officially withdraw but ceased attending and failed to complete requirements for the course or notify the instructor, will receive a WF (Failure). Therefore, it is essential that you remain in contact with the instructor, your advisor if you are having difficulty in meeting program requirements.

Academic Honesty

The academic community is operated based on honesty, integrity, and fair play. The Counseling and Rehabilitation Education Program follows the standards laid out by the SIU student conduct code. Graduate students found guilty of academic misconduct are subject to penalties, up to and including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at <https://isat.siu.edu/undergraduate/academic-dishonesty.php>.

Professional Identity

Professional organizations are a vital component of any profession. They provide continuing education, define the scope of practice, and establish the ethical code of conduct for the profession. Associations provide continuing education opportunities at annual conferences, in professional journals and newsletters, and online continuing education opportunities.

Graduate students need to become involved in professional organizations to facilitate growth such as Clinical Rehabilitation and Mental Health Counselors. As such, graduate students are encouraged to attend the American Counseling Association (ACA) annual conference every year. Graduate students are urged to attend other professional conferences and meetings including but not limited to: the American Counseling Association (ACA), the American Mental

Health Counseling Association (AMHCA), the Association for Addiction Professionals (NAADAC), the International Association of Addictions and Offender Counselors (IAAOC), the National Council of Rehabilitation Educators (NCRE), the National Rehabilitation Association (NRA), and the American Rehabilitation Counseling Association (ARCA) as well as their state chapters. Periodically funding is available from the University to support graduate student attendance at these conferences. Assistance may also be available through graduate student membership with the organization. Information about financial assistance and dates of meetings and conferences will be announced by faculty on the CARE website and can be found on the website of each association.

Ethical Adherence

Graduate students entering the CARE program are required to adhere to professional codes of ethics and the SIU Student Conduct Code. It is mandatory that you review and become familiar with the documents. See **appendix E**.

XIX. SIU GRADUATE STUDENT RIGHTS AND RESPONSIBILITIES (SRR)

All students must comply with the SIU Student Conduct Code. **See appendix E**. The Office of Student Rights and Responsibilities (SRR) supports students and administers a fair, educational, and consistent conduct process that holds students and student organizations accountable to the Student Conduct Code. The Student Conduct Code describes a set of policies designed to reflect the unique culture of the SIU community. This code is intended to provide a framework upon which we can all rely as we work toward our common goals. It also reflects the University's commitment to procedural fairness and shared accountability.

All students are expected to comply fully with all local, state, and federal laws always. All members of the SIU community are held to a higher standard of conduct than those who have not chosen to become a part of the university community. Therefore, in addition to complying with all local, state, and federal laws, students are required to comply with the standards of conduct and university policies outlined in the Student Conduct Code, which applies to all students throughout their time as members of the SIU community.

The SRR office works to provide opportunities for students to reflect on their behavior and grow in the process. Student Rights and Responsibilities (SRR), in alignment with the vision of student affairs at SIU, hopes to be recognized by SIU students as a resource office where concerns are received without judgment, and every visit is felt to have equal importance.

XX. GRADUATE STUDENT REMEDIATION

The CARE program follows the SIU-C graduate school policies on retention, remediation, and dismissal from the program. The CARE program also has a due process plan that student are familiarized with by their advisors. This plan is summarized below and detailed in the CARE Clinical Experiences Handbook.

The following is a summary of the steps that may be taken if in the professional judgment of the faculty a CARE graduate student: (a) is not making satisfactory progress toward the degree, (b) exhibits behavior deemed inappropriate or professionally unbecoming for his or her level of experience, (c) appears in violation of the Ethical Standards of the American Counseling Association, or (d) seems personally unsuited for a counseling-related profession.

1. The faculty advisor meets with the graduate student and offers suggestions for changes in performance or behavior.
 - a. The faculty advisor and the graduate student develop a mutually agreed-upon plan for improvement with a specific period(s) for review.
2. The faculty advisor monitors and keeps records of the student's performance and compliance with the plan. At the next Faculty meeting, the advisor reports on the student's progress as part of the program review function.
3. If within the agreed-upon period, there is insufficient improvement within the mutually agreed upon period, the faculty advisor initiates a more formal review by requesting in writing that the Counseling and Rehabilitation Education program director appoints a hearing committee. The graduate student is sent a copy of this letter.
4. The program director informs the SHHS school director of the student's status and appoints a hearing committee composed of the advisor and two additional faculty members. The graduate student is informed in writing of the committee membership, and when and where the hearing will be held. The graduate student has two weeks to prepare and submit pertinent written information to the chair of the hearing committee.
5. After interviewing the graduate student and reviewing pertinent documents, the hearing committee determines: (a) if the presenting problem has been resolved, (b) if there are additional actions needed, or (c) if the graduate student shall be dropped from the program.
6. The hearing committee authors a report including recommendations or decisions and forwards the report to the Counseling and Rehabilitation Education Program faculty, Program Director, and the School Director.
7. When the faculty has acted upon the hearing committee's report, the advisor or Coordinator writes to the Graduate student to convey recommendations and/or decisions.
8. If the graduate student requests to appeal the faculty decision, they may submit the appeal in writing to the program director. A request for a grievance hearing follows departmental grievance procedures as detailed under the Grievance Policy and Procedures in the SIU Graduate Catalog.

Lack of participation in this remediation process will result in the removal of the student from the program.

The **Clinical Experiences Handbook** also includes steps for remediation pertaining to those activities and you should be familiar with those prior to entering the clinical phases of your degree program. Your advisor will be happy to review these with you in advance and answer any questions you may have.

XXI. GRADUATE STUDENT GRIEVANCE PROCEDURE

Graduate students at SIU have the right to appeal for the redress of grievance through established channels. Grievance policy and procedures are detailed in the SIU Graduate Catalog which serves as the primary communication of Graduate School regulations. See **appendix G**, which outlines the process for student Grievance Procedures. Graduate students considering this option should become knowledgeable of pertinent policies and procedures in the catalog. Information on initiating a grievance follows:

In the event a graduate student desires a hearing before a grievance committee, a written request must be submitted to the Program Director no later than 30 calendar days after the beginning of the semester following the incident in question, excluding summer term. A student may request an extension of the deadline in writing by petitioning the Department Chair. The request for a hearing must state the following:

1. Name of the grievant.
2. Program in which the grievant is enrolled.
3. Name of the grievant program advisor.
4. Name and title of the person(s) against whom the grievance is being filed.
5. Current address and phone number of the grievant.
6. Statement of the grievance including descriptions of the incident(s) involved, date(s) of occurrence, what remedy is being sought, as well as any supporting documents.

Before initiating an appeal, graduate students may wish to speak directly with the Program Director to determine if the concern can be addressed less formally. Graduate students may also contact the University Ombudsman to clarify the appropriateness of their concern for grievance.

XXII. PLAGIARISM STATEMENT

Submitting the work of others as their own, submitting previously submitted work for present assignments without written permission of the instructor, plagiarism in any form, intentionally using unauthorized materials in an academic exercise, or intentionally helping another to commit an act of academic dishonesty will result in penalties ranging from a failing grade in the specific assignment to expulsion from the program depending on the severity of the offense. Refer to SIU Graduate Student Manual for further clarification. If you are unclear about what constitutes plagiarism (intentional or unintentional), you are encouraged to go to the Writing Center to obtain more information.

XXIII. FINANCIAL RESOURCES

Financial Aid

Students are encouraged to meet with their advisors to discuss financial aid and scholarship options. Financial aid information can be found on the SIU website at <https://fao.siu.edu/>.

Graduate Assistantships

Graduate assistantships (GAs) are available in a variety of places across campus, from academic departments and research centers to administrative and service units. This type of graduate assistantship appointment comprises the largest number of awards offered by the University. Nondeclared graduate students are not eligible for graduate assistantships unless granted an exception by the Graduate School. Graduate assistants are not allowed to hold a student worker position unless they have special approval through the Graduate School. Students who secure graduate assistantships must maintain a 3.0 or better GPA and register for at least 5 graduate credits in the fall and spring semesters and 3 graduate credits in the summer semester.

There are three types of graduate assistantships:

- Teaching Assistantships
- Research Assistantship
- Administrative Assistantships
- These assistantships are offered as half-time (50%) or quarter-time (25%). Half-time (50%) assistantships require 20 hours of work per week. Quarter-time (25%) assistantships require 10 hours of work per week.

Availability and guidelines are available at: <https://gradschool.siu.edu/cost-aid/ga/>. You will also want to talk to your CARE advisor about being a

Scholarships

Scholarships are awards granted to graduate students who meet certain criteria. SIU-C offers multiple opportunities for students to obtain financial assistance through scholarships. These include SIU Graduate School Tuition Scholarship, the Graduate Scholarship Program, among others. Some programs have scholarships available to qualified students. Contact your CARE advisor or program director for more information or visit <https://siu.academicworks.com/> for a complete listing and the link to the SIU General Scholarship Application.

XXIV. GRADUATION

Applications for graduation should be filed with the Office of Admissions and Records during the first week of the semester in which the graduate student wishes to graduate. (This is the second or third week in January for the May graduation and the second or third week in June for August graduation.) It is the graduate student's responsibility to ensure that the CARE graduate survey is completed before this date. These deadline dates are strictly adhered to. At that time, graduate students should request that their transcript be sent to the CARE Program advisor.

The Graduate School requires a departmental clearance three **weeks** before

commencement. The graduate student should check and clear any deficiencies with his/her advisor or another appropriate person. Items to be cleared include:

1. Meets the Graduate School minimum GPA of 3.0
2. Meets semester hour requirements for the degree.
3. Core and specialty requirements satisfied.
4. Grades submitted for all courses, including clinical experiences.
5. Internship, completed and grade submitted. (Grade will not be submitted until the evaluation from the supervisor, as well as the graduate student's the report, have been received.).
6. Unclassified and/or transfer courses approved for credit.
7. Comprehensive Exam is taken.

Should the graduate student fail to complete all requirements for the degree during the semester for which he/she applied to graduate, he/she must reactivate the application by the end of the first week of the term during which he/she plans to graduate. This can be done with a letter to Admissions and Records and the Graduate School.

SIU Graduate School Forms and Other Information

618-536-7791

gradschl@siu.edu

XXV. OTHER IMPORTANT INFORMATION

1. The Dean of Students provides a **Guide for SIU Carbondale Students, Faculty, and Staff** that is regularly updated. This guide will make you aware of and give you access to valuable information and resources available to you at SIU-C. The guide is available to you here: https://dos.siu.edu/policies_resources/hioa-letter.php
2. The **SIU Student Multicultural Resource** Center welcomes and invites students to explore their website: <https://smrc.siu.edu/>. This organization is tremendously supportive and one of SIU's important resources. Students are encouraged to stop by the Center, located in Student Services Building Room 140, to see the resources available and discover ways to get involved on the campus.
3. Assess your writing skills, knowledge of APA style (7th ed). Graduate studies require quality writing; build these skills as soon as possible. **The Writing Center** (453-6863) aids all students.
4. If you need help with D2L or any learning platforms, contact the **Center for Teaching Excellence**: <https://cte.siu.edu/>
5. If you have email or connectivity issues, contact the **Office of Information Technology**. They provide technology services and support online and in-person (library kiosk). Their contact is: <https://oit.siu.edu/>

6. Become familiar with **Morris Library** and its multiple student educational support offerings. The library provides research and learning workshops regularly: <https://lib.siu.edu/>. You can also reserve rooms at the library for study groups and other group projects.
7. **Disability Support Services** are available at <http://disabilityservices.siu.edu/>
8. As a student, areas that challenge you in life and have an impact on your counseling may arise. Counseling services are available at the university's **Clinical Center** 453-2361, the Counseling Center at 453-5371, and the Wellness Center at 536-4441, and this website: <https://clinicalcenter.siu.edu/>
9. **SAFE** at SIU is a resource for undergraduate and graduate students, faculty, staff, and visitors of SIU. This website contains information about campus resources, crime reporting, crime prevention, and campus safety. Additional information is available on the university reporting structure for incidents related to sexual violence, domestic and dating violence: <https://safe.siu.edu/>
10. **Student Health Services** is an amazing resource for the student. You can contact them by phone at 618-453-3311, online at <https://shc.siu.edu/>, or in person at 374 E. Grand Avenue in Carbondale.

XXVI. APPENDICES

*Appendix A***Student Acknowledgment: Program Manual Review**

I have read the Student Manual for the Counselor and Rehabilitation Education and understand the contents including program objectives, requirements, student retention policy, supervised experience requirements, and clinical experiences confidentiality policies. Further, I have reviewed and agree to abide by the current Ethical Standards of the ACA/CRCC, and the student code of conduct for Southern Illinois University. I recognize that failure to participate in the Counseling and Rehabilitation Education graduate program as described and explained to me, maybe grounds for dismissal from the program.

Student Signature Date

Advisor Signature Date

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Appendix B.

Student Acknowledgement: Expected Behavior for Clinical Experience

As a graduate student in the Counselor and Rehabilitation Education Program, I understand that the therapeutic services I provide clients are expected to be at the highest level of professional practice. Furthermore, I understand the standards for practice are determined by policies and criteria established by various institutions and agencies including, the Southern Illinois University Carbondale Student Conduct Code, the Ethical Codes of the American Counseling Association and the Council for Rehabilitation Certification, state and federal legislation, judicial rulings, and state administrative agencies.

I am mindful of my obligations as a mandated reporter, to protect the welfare of my clients, and to warn others when a client presents a danger to themselves or others. I am aware of my responsibilities under the ACA Code of Ethics Section C.5. Nondiscrimination states: “Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law” (p. 9).

A practicum or internship student who is in a counseling relationship with a client has an ethical and legal obligation to keep all information contained within that relationship. Confidentiality is the ethical and legal term ascribed to the information communicated within the counseling relationship, and it must be maintained unless keeping that information confidential leads to foreseeable harm. It is your responsibility to communicate sensitive information via face-to-face contact or phone call with your faculty supervisor, and not by e-mail or inserting this into the client's record without appropriate supervision. It is your responsibility to assure that any record that includes information about clients including tapes, videos, and documents is handled with confidentiality in mind. Secure all information, do not share passwords, shred all documents with identifying information on it.

In keeping with my responsibilities toward attention to client welfare, I acknowledge the ultimate responsibility for client welfare resides with my faculty and on-site supervisors. Therefore, I will honor this supervision by preparing diligently for each client session. I will accept suggestions for improvement with an open mind. I understand that if I develop concerns about my ability to serve a client, I immediately will relay those concerns to my supervisor.

Student's Signature and Date

Faculty Signature and Date

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Appendix C

Fall 1		Spring 1		Summer 1
CARE 461 (3):		CARE 512 (3): Life Span		CARE 545 (3):
Fall 2		Spring 2		Summer 2
CARE 471 (3): Addictions (SUD) Treatment		CARE 461 Introduction to SUD		CARE 545 (3): Multicultural
CARE 470 (3): ** SUD Treatment (CADC)**		CARE 512 (3): Medical Aspects of Disability		CARE 546 (3): Online (All)
CARE 544 (3): Assessment & Testing (All)		CARE 503 (3): Family Dynamics		CARE 546 (3): Online (CMHC)
CARE 500 (3): Interviewing and Skills (All)		CARE 543 (3): Group Theory and Practice (All)		CARE 591 (3): Online (All) 1 (All)
CARE 575 (3): Clinical		CARE 533 (3):		CARE 591 (3):
CARE 501 (3): Case Management (CMHC)		CARE 549 (3): Diagnosis & Measurement Counseling (All)		Internship 1 (All)
CARE 590 (3): Trauma and Interpersonal Violence		CARE 542 (3): Career Development		
CARE 505 (3): Professional Identity & Ethics (All)		CARE 548 (3): and Practices (All) Online		
CARE 541 (3): Counseling		CARE 558 (3):		
CARE 591 (3): Internship 1 (All)		CARE 547 (3): Career & Life (CADC) Situation (All)		
CARE 548C		CARE 566 (3):		
Quantitative Statistics* (All) Counseling (CMHC)		CARE 591 (3): Internship (All) Online (CADC)**		
QUAN 402 or 506 (3-4) Statistics* (All)				
Continued next page...				

[CARE Appendix C](#)

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I. CACREP Core Courses (39 total hours)

CARE 505: Professional Orientation & Ethics (first semester)

CARE 500: Interviewing Skills (first semester)

CARE 512: Life Span and Sexuality Development

CARE 541: Theories (first semester)

CARE 542: Vocational & Career Development

CARE 543: Group Theories & Counseling

CARE 544: Assessment & Testing

CARE 545: Social and Cultural Diversity

CARE 546: Crisis Counseling

CARE 547: Research & Program Evaluation

CARE 549: Diagnosis & Treatment Planning

CARE 461: Introduction to SUDs

QUAN 402: Statistics

II. CACREP CLINICAL Experiences 9-12

CARE 548B: Individual Practicum (prereqs: Professional Orientation & Ethics; Theories)

CARE 548C Advanced Group Work (prereqs: Group Counseling; Development) (CMHC only)

CARE 591: Internship I (prereqs: Individual Practicum; Group Practicum) (preferred: Diagnosis & Treatment Planning; Intro to Specialty Area; CARE501 or 551)

CARE 591: Internship II (prereqs: Internship I)

III. CACREP Specialty Courses (9 CMHC or 12 CRC hours)

CMHC 501, CRC 551

CMHC 537 or 503, CRC 513

CMHC 590, CRC 575

CMHC 548C Advanced Group Work CRC 533

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*Appendix D***Student Petition for Internship**

Students submitting a petition for internship must have completed CARE 548C or will have completed this course before starting an internship. Students must be in good standing with the CARE program before beginning their fieldwork.

Internship sites must be approved by the CARE program and by the University through a Memorandum of Understanding. An internship list is available from your advisor.

This document should be turned in to your advisor at least one semester prior to starting internship. Information included will be used to facilitate planning and placement decisions.

Student Name: _____

Email address: _____

Phone number: _____

Concentration (check one)

- Clinical Mental Health _____
- Clinical Rehabilitation Counseling _____

I intend to start

- Fall _____
- Spring _____
- Summer _____

I have been provided with a list of approved internship sites.

- Yes
- No
-

Requests/Comments:

(Indicate any special considerations such as requests for accommodation of a disability, transportation needs, the population of interest, any barriers to placement, etc.)

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*Appendix E***Mandatory Review: Conduct, Ethics:**

American Counseling Association Ethics and Professional Standards:

<https://www.counseling.org/knowledge-center/ethics>

Phone: 800-347-6647

Fax: 800-473-2329

College of Health and Human Sciences Student Handbook

<https://chhs.siu.edu/common/documents/student-handbook.pdf>

Commission on Rehabilitation Certification Code of Ethics

<https://crrcertification.com/code-of-ethics-4/>

Phone: 847-944-1325

Fax: 847-944-1346

contactus@crrcertification.com

SIU Student Conduct Code

<https://srr.siu.edu/student-conduct-code/>

Student Rights and Responsibilities

1263 Lincoln Drive - MC 4718

Student Services Building, 497

studentrights@siu.edu

Phone: 618-536-2338

Fax: 618-453-7666

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Appendix F

**COUNSELING AND REHABILITATION EDUCATION
REQUEST FOR CHANGE OF FACULTY ADVISOR**

I hereby request a change of faculty advisor in the Counseling and Rehabilitation Education Program as follows.

Reason (briefly stated here):

_____ Date:

Student Signature

1) From: _____

Current Advisor

_____ Approved

_____ Disapproved

_____ Date:

Faculty Signature

2) To: _____

New Advisor

_____ Approved

_____ Disapproved

_____ Date: _____

Faculty Signature

Approved by:

_____ Date: _____

Director Signature

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*Appendix G***GRADUATE STUDENT ACADEMIC GRIEVANCE POLICY**

Excerpt from the 2021-2022 Graduate Catalogue

Graduate students at SIU shall have the right to appeal for redress of grievance through established channels under the conditions stated below. Access to these channels is restricted to complaints by graduate students alleging that some member of the university community has caused the student to suffer some specific harm related to a matter within the authority of the dean of the Graduate School (i.e., matters pertaining to academic progress of a student). Grievances which have been brought to a hearing under another campus grievance procedure shall not be brought to a hearing under this procedure.

With respect to students' complaints alleging capricious grading, the following guidelines shall apply: Instructors are expected to evaluate student work according to sound academic standards. Equal demands should be required of all students in a class, and grades should be assigned without departing from announced procedures. It is the instructor's prerogative to assign grades in accordance with his/her academic/professional judgement, and the student assumes the burden of proof in the appeals process. Grounds for appeals include:

1. the application of non-academic criteria in the grading process, as listed in the University's nondiscrimination and affirmative action statements: race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap.
2. the assignment of a course grade by criteria not directly reflective of performance relative to course requirements.
3. the assignment of a course grade by standards different from those which were applied by the instructor to other students in the course.

Graduate Student Academic Grievance Procedures

The steps for dealing with a graduate student academic grievance are detailed below and may include:

1. an attempt at an informal resolution.
2. a hearing before an academic grievance committee of a department/school.
3. a decision by the department chair/school director.
4. an appeal to the Graduate School's Student Appeals Committee.
5. a hearing before the Graduate School's Student Grievance Committee; and
6. a decision by the dean of the Graduate School.

Cases involving academic dishonesty will be handled according to the Student Conduct Code. Separate grievance procedures exist for cases covered by the University Policy on Sexual Harassment, the Policy Accommodating Religious Observances of Students, the Policy on the Release of Student Information and Access to Student Records at Southern Illinois University, the Policy on Immunization of Enrolled Students, the Policy on the Determination of Residency Status, and the University's response to comply with Americans with Disabilities Act. These procedures are published in the Undergraduate Catalog. Graduate students employed as student workers are covered by a student worker grievance procedure, which is administered by the Financial Aid office.

Informal Resolution

A graduate student seeking redress through grievance must first attempt to resolve the matter informally by contacting the party against whom redress is sought (respondent). If the dispute is not resolved at this stage, the student should contact the respondent's departmental chair/school director or another appropriate mediator, such as the university ombudsman, if any, who shall attempt to resolve the dispute.

DEPARTMENTAL/SCHOOL GRIEVANCE PROCEDURE - ACADEMIC GRIEVANCE COMMITTEE

If the dispute is not resolved informally, a graduate student may ask for and receive a hearing before a departmental/school academic grievance committee. Such a grievance shall be governed by the procedures established by the academic unit in which the complaint arose. In the event an academic unit has not established such procedures, the procedures outlined below shall govern the grievance.

Filing a Grievance

A graduate student desiring a hearing before a grievance committee of an academic department/school must submit a written request to the chair/director of the department/school no later than twenty-one (21) working days* after the beginning of the semester following the incident in question, excluding summer term. A student may request an extension of the deadline in writing by petitioning the department chair/school director. If informal proceedings continue toward resolution, such a request shall normally be granted.

The request for a hearing must state the following:

1. Name of the grievant.
2. Program in which the grievant is enrolled.
3. Name of the grievant major adviser.
4. Name and title of the person(s) against whom the grievance is being filed.
5. Current address and phone number of the grievant.
6. Statement of the grievance, including descriptions of the incident(s) involved, date(s) of occurrence, what remedy is being sought, as well as any supporting documents.

*Working days shall mean those days during which the University is in session, excluding weekends or legal holidays.

Department/School Action on Grievance

Upon receiving a written request for a hearing regarding an academic grievance, the department chair/school director shall send the respondent a copy within five (5) working days, who shall provide the chair/director with a written response within ten (10) working days. The chair/director shall then forward the grievance and response to the department/school graduate academic grievance committee within five (5) working days.

A department/school graduate academic grievance committee shall be advisory to the department chair/school director and shall submit its findings to the department chair/school director. The committee shall consist of three members. The department chair/school director may designate an existing department/school committee to serve in such a capacity (subject to the qualifications listed herein) or may appoint an ad-hoc grievance committee. The members of the committee shall be appointed wherever possible from the department/school in which the grievance arose. Of those three members, two shall be appointed from the senior graduate faculty and one shall be appointed from the graduate student body upon consultation with the leadership of the department/school graduate student organization. A department/school graduate student grievance committee shall meet and elect its chair from among its graduate faculty membership. Any faculty member involved in the dispute shall not be appointed to the grievance committee.

The department chair/school director shall notify the parties of the identity of the individuals who have been selected to serve on the grievance committee. The participation of any committee member may be challenged for cause. If the department chair/school director determines that the challenge is valid, she/he shall name a substitute.

The committee chair shall request copies of both parties of any documents and a list of witnesses they wish to introduce. These should be submitted without delay. The committee chair shall convene a

hearing within fifteen (15) working days of receipt of the substantiating documents. These documents shall be available to both parties at least five (5) working days prior to the hearing.

The hearing shall be conducted by the committee according to the hearing procedures which are outlined below.

In the absence of compelling circumstances, the committee shall make its recommendation on the grievance to the department chair/school director within ten (10) working days after the conclusion of the hearing.

The department chair/school director shall decide to accept or reject the committee's recommendations and render a decision on the grievance promptly. The decision and the reasons for it shall be submitted to the parties, the committee members, and the collegiate dean at the same time.

The department chair/school director shall advise the parties of their right to appeal to the dean of the Graduate School. Hearings of appeals shall not be automatically granted. Dissatisfaction with the decision shall not be sufficient grounds for appeal. The appellant must demonstrate that the decision at the department/school level was in error.

If the Department procedures and this Policy/Procedure conflict, the Department procedure will govern the notification.

APPEALS OF DEPARTMENT/SCHOOL DECISIONS TO THE GRADUATE SCHOOL

Filing an Appeal

If a graduate student wishes to appeal a decision of the department/school she/he must file a written appeal, on the form designated by the University, with the dean or designee of the Graduate School within twenty-one (21) working days of receipt of the department/school decision. Once timely filed, the processing of all grievances filed under this Policy/Procedure shall be stopped between May 15 and August 15. The appeal must state the following:

1. Name of the appellant.
2. Program in which the appellant is enrolled.
3. Name of the appellant's major adviser.
4. Name and title of the person(s) against whom the original grievance was filed.
5. Current address and phone number of the appellant.

6. Copies of the original statement of grievance, the response by the person against whom it was filed, supporting documents, as well as a statement of what remedy is being sought.
7. Summary of grievance proceedings held at the department level and the decision(s) rendered at that time.
8. Statement of why the previous decision may be in error.

Graduate School Student Appeals Committee

The dean shall promptly forward the material to the coordinator of the Student Appeals Committee of the Graduate School SAC (Statistical Analysis Centers). The Vice-Chair of the Graduate council shall be the Coordinator of the SAC who will select three members of the Graduate Council (two faculty members, one student) to form the SAC.

The SAC coordinator shall solicit a reply to the appeal from the respondent, who shall have ten (10) working days from the coordinator's request to provide a written response. The coordinator shall then promptly forward all materials to the SAC members and shall convene the committee at the earliest opportunity. The coordinator is welcome to attend the beginning of the SAC meeting, but once the SAC begins deliberations, the coordinator cannot be present.

The SAC shall decide by simple majority whether a hearing should be held. The SAC shall determine whether there is sufficient evidence provided by the appellant and not sufficiently rebutted by the respondent to indicate that the decision might have been made in error. If so, a hearing should be held.

The SAC shall designate one of its members to inform the coordinator of the SAC's decision within three (3) working days of the decision. If a hearing is not granted, the coordinator shall forward all materials to the dean of the Graduate School and inform both parties of the reasons for the denial. The grievant shall have no further appeals.

Graduate School Student Grievance Committee

If the SAC grants the appellant's hearing request, then a Student Grievance Committee of the Graduate School shall be convened. The SAC coordinator shall request from the Graduate Council a list of graduate faculty members and from the Graduate and Professional Student Council a list of graduate students available to serve as members of the Student Grievance Committee. These people may not be members of the same college as the parties to the grievance. It is permissible for these people to have previously served on the SAC in the same matter. The coordinator shall appoint three graduate faculty members and two graduate students and so notify the parties to the grievance. Committee members may

be challenged for cause and, if the coordinator determines the challenge to be valid, she/he shall name substitute(s) from the lists. The committee shall select its own chair.

Upon formation of the Student Grievance Committee, the SAC coordinator shall forward all materials to the committee chair. The chair shall convene a hearing within twenty-one (21) working days of the formation of the Student Grievance Committee.

The hearing shall be conducted by the committee according to the procedures listed below, with the exception that new evidence and witness testimony may be introduced only at the discretion of the committee. The hearing at this level shall be limited to the issues raised to the academic grievance committee of the department/school and/or to the Student Appeals Committee of the Graduate School. New evidence shall not normally be permitted.

The committee shall make its recommendation on the appeal to the dean of the Graduate School within ten (10) working days after the conclusion of the hearing. The dean of the Graduate School shall decide to accept or reject the committee's recommendations and render a decision on the grievance promptly. The decision and the reasons for it shall be submitted to the parties, the Student Grievance Committee members, and the department chair/school director.

All records of the appeal and hearing shall be deposited with the Graduate School upon completion of the Student Grievance Committee's work.

Hearing Procedures

1. The principal parties to the grievance shall have the right to be accompanied by an advisor of their choice. The advisors may speak on behalf of their clients only with the approval of the committee. At the sole discretion of the committee, the committee may allow a party to appear via appropriate electronic means.
2. All hearings shall be open unless either of the parties' requests that the hearings be closed. If the hearing is closed, only the parties, their advisor, and the committee shall be present during the taking of evidence. Witnesses for either party shall be present only while giving testimony if the hearing is closed.
3. All hearings shall be audio or video recorded, except that the deliberations of the committee members, after completion of the witness's testimony and/or party presentations, shall not be recorded. The recording shall be deposited in the Graduate School or department/school, as applicable, at the conclusion of the hearing.
4. Witnesses:

- a) In the hearing of the academic grievance committee within a department/school, each party may call witnesses to present evidence. Each party shall have the right to examine any witness called by the opposing party. If a witness is unable to attend in person, then the committee, in its sole discretion, may allow the witness to appear before the committee via appropriate electronic means and/or to submit written statements. If the presence of a witness is required to ensure fairness to all parties, the hearing may continue until such a witness is able to attend the hearing.
- b) In the hearing of the Graduate School's Student Grievance Committee, witnesses shall not typically be permitted and may be presented only at the discretion of the committee. If witnesses are allowed, the provisions of paragraph 4.a above shall apply.
- c) Each party may make an opening and closing statement.
- d) The committee shall decide all matters, procedural and substantive, by simple majority vote.
- e) Decisions by the committee shall be based upon a preponderance of the evidence (i.e., the evidence taken makes a party's claim more likely than not).

GRADUATE SCHOOL PROCEDURES FOR CHARGES OF ACADEMIC DISHONESTY LEADING TO POSSIBLE RESCISSION OF DEGREE

Introduction

Charges against a former student relating to acts of academic dishonesty in the submission of graduate degree requirements shall be handled to the extent feasible under the SIU Student Conduct Code procedures applicable to charges relating to academic dishonesty. The dean of the Graduate School has the responsibility for the formal resolution of charges involving academic dishonesty in Graduate School programs. Since the Student Conduct Code procedures are not in all respects applicable to charges involving an individual no longer enrolled in the University, the following supplemental procedures will be followed for settling such charges.

Notification of Charges

Charges against a former student involving allegations of academic dishonesty in the completion of graduate degree requirements shall be initiated by the dean of the Graduate School by letter to the individual, sent certified mail/return receipt requested, stating the specific charges, and the date, time,

and place for the hearing, and enclosing a copy of the Student Conduct Code and these procedures. The charge letter shall be mailed at least twenty (20) business days in advance of the date of the hearing.

Hearing Agent

Charges shall be heard by a five-member hearing committee, the members of which shall be appointed from those colleges/schools having graduate programs. Of the five members, three shall be appointed from the graduate faculty and two shall be appointed from the graduate student body. The dean will seek nominations for a committee hearing a case from the Graduate and Professional Student Council for the graduate student members, and from the Graduate Council for the graduate faculty members. The committee will be demographically representative of the University as far as possible. The academic unit from which the charge arose will not have a member appointed to the hearing committee. Once a hearing committee is constituted it shall meet and elect its own chair from among its graduate faculty membership. The individual charged shall have the right to challenge membership of the hearing committee as provided in the Student Conduct Code.

Hearing Procedures

Hearings shall be conducted in accordance with the formal disciplinary procedures set forth in the Student Conduct Code. In addition, the following procedures shall govern the conduct of the hearing:

1. The individual charged shall have the right to be accompanied by an adviser of his/her choice. An adviser will be permitted to advise the individual in the hearing, and to speak on behalf of the individual and cross-examine witnesses with the consent of the hearing committee.
2. The dean of the Graduate School and the individual charged shall provide the hearing committee with a list of witnesses to be called and copies of any documents which they seek to introduce into evidence at the hearing. The committee chair will furnish copies of these for the other party. Such a witness list and documents shall be provided to the hearing committee not less than ten (10) business days prior to the date scheduled for the hearing, and to the parties not less than five (5) business days before the date of the scheduled hearing.

3. All hearings shall be closed unless the individual charged requests that it be open. If the hearing is closed, only the parties, their adviser, and the committee members shall be present during the taking of evidence. Witnesses for either party shall be present only while giving testimony.
4. All hearings shall be tape-recorded. The tape-recording will be submitted along with the entire case record and the committee's findings and recommendations to the dean of the Graduate School following conclusion of the hearing.
5. Each party may make an opening statement before the presentation of any evidence and a closing argument following the conclusion of all evidence.
6. The charges against the individual and witnesses testifying in support thereof shall be presented first. The individual charged shall have the right to respond to the charges and present witnesses and evidence on his/her own behalf.
7. Each party shall have the right to ask questions of any witness called by the other party. Members of the committee may also question witnesses.
8. Written statements in lieu of personal testimony may be used only with the permission of the committee and only in the event a witness is physically unable to attend the hearing. The opposing party shall be given notice at least three (3) days prior to the commencement of the hearing of the fact that an individual will not be physically present to give testimony and so that objection may be made to the use of written statements. If the committee determines that the actual presence of the witness is required to ensure fairness to all parties, the hearing may be continued until such witness is physically able to attend the hearing.
9. The hearing committee will decide all matters, procedural and substantive, by simple majority vote.

10. In the absence of compelling circumstances, the committee shall make findings and recommendations on the charges to the dean of the Graduate School within fifteen (15) business days after the conclusion of the hearing. The dean of the Graduate School shall render a decision, absent compelling circumstances, within ten (10) business days after receipt of the committee's findings and recommendations. The decision and the reasons therefore shall be submitted to the individual charged by certified mail, return receipt requested, and to the committee chair. If the dean determines that additional evidence is necessary to decide the matter(s), the dean may remand the matter to the committee for the taking of further evidence, and in doing so, may limit the issues on which additional evidence may be taken. When a matter is remanded to the committee, the committee shall follow the procedures set forth above.

Sanctions

Sanctions which may be imposed include the completion of any additional academic requirements deemed necessary for continued holding of the degree, or, if it is found that the degree was improperly awarded because of academic dishonesty on the part of the former student in the submission of degree requirements, a recommendation that the degree be rescinded. A recommendation that a degree be rescinded will be made to the chancellor through the vice chancellor for academic affairs and provost and will require final action by the Board of Trustees of Southern Illinois University.

Appeal

If the individual is not satisfied with the decision of the dean, a written argument stating the reasons for such dissatisfaction may be submitted to the vice president for academic affairs and provost within ten (10) business days after the date that delivery of the decision was tendered by the U.S. Postal Service to the individual. Such a written argument shall be attached to the dean's decision and remain therewith throughout the remainder of the process

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