

Counseling and Rehabilitation Education Graduate Student Manual

2024-2025



TABLE OF CONTENTS

I. Introduction	4
II. Mission and Goals	4
III. Learning Objectives	5
IV. Commitment to Diversity	5
V. Orientation	6
VI. Advising	6
VII. Program Accreditation	6
VIII. CARE Program Overview	7
a. Counseling Core	
b. Specialization	
c. Clinical Experiences and Fees	
VIV. Background Checks	9
IX. Professional Liability Insurance	10
X. Comprehensive Exam	10
XI. State and National Counselor Exams	11
XII. Course Load	12
XIII. Transfer Credits	12
XIV. Continuous Enrollment	13
XV. Program Delivery and Student Assessment	13
XVI. Financial Assistance	16
XVII. Ethical Adherence	17
XVIII. Graduate Student Rights and Responsibilities	16
XIX. Graduate Student Remediation Process	18
XX. Graduate Student Grievance Process	20
XXI. Graduation	21

XXII. Other Important Resources

22

Appendices

Appendix A: Student Acknowledgement of Program Manual Review	23
Appendix B: Student Acknowledgement Confidentiality	24
Appendix C: CARE Curriculum Requirements by Specialization	25
Appendix D. CARE Course Rotation Chart	28
Appendix E. Student Petition for Internship	30
Appendix F. Student Review Ethical Conduct	31
Appendix F. Student Request for Advisor Change	32
Appendix G. SIU-C Grievance Procedures	34

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 various settings. Rehabilitation and Mental Health Counseling offers a variety of exciting career options. Graduates are well-positioned to obtain excellent jobs in various 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 professional counselors. 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: Maintaining rigorous education, training, and clinical practice standards.
2. Respect for others: Demonstrating an appreciation for everyone's uniqueness and cultural differences.
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 all graduate students' emotional, relational, and academic potential.

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, which 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 therapeutic relationships.
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 understand 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 graduate program takes immense pride in its inclusive approach towards recruitment and serving a diverse student body. The program actively seeks qualified graduate students with the willingness, potential, and passion to learn the art of counseling. The program's primary goal is to positively impact society by training and developing professional counselors.

Therefore, SIU CARE graduate students are expected to understand counseling theory and its practical applications thoroughly. Furthermore, SIU CARE graduates are instilled with a heightened awareness of the diverse needs of the populations they will serve.

The program embraces and teaches a social justice approach to advocacy in counseling. SIU CARE graduates are equipped to challenge oppressive systems of power and privilege that affect professional counselors and their clients. SIU CARE counseling graduate students model behaviors that encourage clients to become advocates for themselves within their communities.

The CARE program adheres to the American Counseling Association's Code of Ethics and Standards of Practice, which governs the conduct of professional counselors and graduate students enrolled in counseling programs. The program's faculty promotes the welfare and well-being of all human beings, and graduate students entering the counseling program are held to these standards and a shared philosophy.

The CARE counseling program maintains a strict policy of non-discrimination. The program and its faculty 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.

V. NEW GRADUATE STUDENT ORIENTATION

The CARE program holds a mandatory Welcome and Orientation meeting for new graduate students every academic year. Topics reviewed include the graduate student manual, clinical experience opportunities, licensure/certification options, ethical and professional expectations, and requirements for graduation.

Graduate students must commit to their academic, professional, and personal growth. After attending the orientation, students must read and sign the agreement in *Appendix A*, confirming their agreement to follow the policies in the Counseling and Rehabilitation Education Master's Program Manual. Not signing the contract may result in disciplinary action.

VI. ADVISING

Graduate students in the CARE program are assigned a faculty advisor to guide them throughout their studies. Advisors help students develop academic plans, identify professional goals, and address issues. Students are still responsible for meeting all requirements. Requests to change advisors must be submitted in writing to the program director and accepted by the new advisor. The change of advisor form is available in *Appendix F*.

VII. PROGRAM ACCREDITATION

The North Central Association of Colleges and Secondary Schools (NCACSS) accredits SIU-C. 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 entry-level counselors in most but not all states (see Federal Licensing Disclosure Document and speak with your advisor).

The CARE program offers Illinois students a chance to earn their CADC by taking supplementary courses and completing their internship in a facility that provides services to individuals with substance use issues. The program has received accreditation from the Illinois Certification Board as an Advanced Training Program for CADCs. For more information, please consult your advisor or the program coordinator. Please refer to *Appendix C* for the required curriculum additions.

VIII. CURRICULUM REQUIREMENTS

The CARE program emphasizes professional competencies, counselor identity, and clinical skills. Its coursework can be categorized into counseling core, specialization area, and professional clinical skills.

Counseling Core

All graduate students take thirty-four 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 and D* 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 twelve credit 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 congenital disabilities, accidents, and 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 and D* for the specific curriculums, courses, and their place in the course rotation.

Clinical Experiences and Fees

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 require all students to review and submit a signed copy of Appendix B: Student Acknowledgement: Expected Behavior for Clinical Experience to their advisor. This document outlines the significance of professional behavior, confidentiality, respect for diversity, and use of supervision.

Practicum: All students must accrue a total of one hundred practicum hours, forty of which must be direct client contact. All practicum graduate students must complete CARE 500, CARE 501 or CARE 551, and CARE 541 before they can start practicum. CARE 541 may be taken concurrently with practicum.

Pre-Practicum: In this mandatory one-credit course, expectations of graduate students will be discussed, and paperwork will be reviewed and distributed. Students will engage in a review of best practices for counselors in training. Supervision requirements will be addressed, and placements will be identified by the end of the semester.

Placement: Graduate students must complete a practicum in a suitable setting while actively participating in the development process. The clinical coordinator provides a list of sites with a positive relationship with the university. Some sites prefer students to complete both practicum and internship for continuity. All practicum hours must be completed before enrolling in the Internship course.

Supervision: Graduate students in practicum receive group and triadic supervision and are videotaped and audiotaped. The assigned clinical coordinator and site supervisors review these. Students must complete a minimum of twenty individual counseling hours.

Internship: Students must petition for placement in an internship the semester before they intend to participate. See *Appendix D*. By submitting this form to both the Clinical Coordinator and your advisor; you are ensuring that the faculty members have sufficient time to review your progress and that you have demonstrated the necessary competencies to progress into a fieldwork position.

The internship course is a 600-hour, supervised field placement. Internship experiences for all graduate students **must** occur over two consecutive semesters by accrediting guidelines. The program requires all students to utilize *Tevera* for clinical documentation. Students gain access to this program and training in its uses during Pre-Practicum.

Placement: CARE prides itself on our relationship with many community partners. Students have completed internships at mental health centers, for-profit and non-profit community agencies, state and government agencies, substance use treatment centers, educational settings, residential treatment centers, vocational programs, employment centers, on-campus clinics, and medical centers.

Graduate students are expected to be proactive in searching for an internship site. Either your advisor or the clinical coordinator can 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 our program. No clinical experiences can be conducted at a site that does not have such an agreement with the CARE program and the University.

The CARE program is excited to develop agreements with new sites, and we are actively looking

for opportunities to create 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 know 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.

Fees: Graduate students will pay a \$215.00 one-time fee for lifetime access to Tevera <https://tevera.com/login>. Students use Tevera to maintain all their CARE course records, including clinical documentation.

Student Recordkeeping: Graduate students must maintain records of their client contact hours during the field experience. We have entered into an agreement with Tevera, to make this easier <https://tevera.com/login/>

All records will be entered and maintained electronically on Tevera (see Clinical Manual). At the midterm and the end of the field experience, the field supervisor will complete a rating instrument to evaluate the student's performance.

IX. BACKGROUND CHECKS

To take CARE 548B Individual Counseling Practicum or CARE 591 Counseling Internship, Graduate students must complete a Criminal Background Check. 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 about fingerprinting dates in Carbondale at www.accuratebiometrics.com, as well as related fees.
- 4) Upon completion of the fingerprinting, you will receive a receipt for each transaction and directions on obtaining your FBI background check from the Accurate Biometrics website. You are responsible for printing 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 your practicum and internship instructors require them. While a copy is placed in your graduate student file, you are responsible for providing 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.

Note: Graduate students' past interactions with law enforcement will not necessarily stop their participation in SIU CARE. Each student is evaluated on a case-by-case basis. To secure a spot at a counseling site, students must research their guidelines and speak with an advisor.

IX. PROFESSIONAL LIABILITY INSURANCE

Graduate students must carry liability insurance before working with clients (CARE 548B Counseling 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).

X. COMPREHENSIVE EXAM

This section is critical so please read carefully and ask your advisor to explain further 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 twice a year; every fall and spring semester. To complete the program, passing the CCE is mandatory.

The CCE is a multiple-choice exam and graduate students must answer 60% or more of the two hundred questions correctly to pass the exam. Every course will emphasize key knowledge areas covered on the exam. Every syllabus includes objectives that reflect knowledge areas that will be covered on the exam.

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.

You are responsible for initiating 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?

You may petition the faculty for a second opportunity to take the exam. Your request should be made immediately, no later than five working days after the first failed attempt. Your request must be in writing, with a copy sent to your advisor and the program director. Your request should include your justification for an exam retake. A decision will be made within ten working days from the time your petition is submitted to the advisor and program director.

In the infrequent 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 will consider the individual's circumstances. Faculty decisions are final.

XI. NATIONAL COUNSELOR EXAMS (CRCC and NCE)

By completing a program in Counselor and Rehabilitation Education at SIU, you become eligible to apply for and sit for either the **National Certified Counselor Examination (NCE)** or the **National Clinical Mental Health Counselor Exam (NCMHCE)** offered by the National Board for Certified Counselors (NBCC). <https://www.nbcc.org/exams>

After passing the exam, you can join the **National Board for Certified Counselors and become recognized as a National Certified Counselor (NCC)**. This certification acknowledges that you meet recognized professional standards and provides national recognition to clinical mental health counselors. If you are in your last semester, you may take the NCE. Passing the NCE exam allows students to apply for licensure in Illinois and other states. The NBCC administers the licensure examinations for all 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, and Guam. (You can find more information on Federal Licensure Disclosure on the SIU website or consult with your CARE advisor).

Moreover, graduate students who complete the Clinical Rehabilitation Counseling specialty courses may also take the **Commission on Rehabilitation Counseling exam (CRCC)**. <https://crccertification.com/>

After passing the exam, you can join the Commission on Rehabilitation Counseling and be recognized as a **Certified Rehabilitation Counselor**. This certification acknowledges that you meet recognized professional standards and provides national recognition to clinical rehabilitation counselors. If you are in your last semester, you can take the CRCC exam. Passing the CRCC exam allows students to apply for licensure in Illinois and other states.

Students who have completed the necessary course requirements for the **Certificate in Alcohol and Drug Counseling (CADC)** can take the exam prior to completion of their degree program. The Illinois Counseling Board <https://iaodapca.org/> offers this certificate.

The CADC qualifies students for work in a variety of setting that serve those with substance use or co-occurring disorders. If you're interested, you can contact the SIU Coordinator of the CADC Certificate program to learn more about this option. Once you contact us, we'll provide you with an application for the exam and a letter confirming that you have fulfilled the requirements. However, please note that you won't receive your certificate until you complete all course and internship requirements. Also, we advise you not to fill out the application online at the IAODAPCA website, as it will cost you more. We're here to help you with the application process when you're ready.

XII. COURSE LOAD

The policy of the SIU-C Graduate School states that graduate students at the master's level must complete 9 to 12 semester credits to be considered full-time. We recommend that you stick to this limit, but you may adjust your course load based on your ability and availability. Be sure to follow the course rotation schedule; however, you are not required to take all available courses in one semester. Choose a schedule that suits your needs. All classes are offered once during the school year.

XIII. TRANSFER CREDITS

CARE graduate students may request to transfer **up to twelve credit hours of graduate coursework toward completion of their graduate degree.**

If you are a graduate student wishing to transfer credit hours to the CARE program at SIU-C, you must petition the CARE program director. The credit hours can be from another college, university, program, or department at SIU-C. However, certain conditions need to be met before the transfer of credit hours can be approved.

Firstly, it needs to be determined that the courses meet the requirements of our accrediting bodies. This is important to ensure that the quality and standard of education provided through the transferred courses are on par with that of the CARE program.

Secondly, the content of the transferred courses should be compatible with similar course content through the CARE program. This will ensure that the transferred courses are relevant and valuable to your academic pursuits. Practicum and/or internship hours **are not** transferable.

Courses taken as an undergraduate and applied to the student's undergraduate degree requirements **are not** eligible for transfer.

Lastly, the completion dates of the transferred courses should not be more than five years prior to your application. This is to ensure that the knowledge and skills acquired through the transferred courses are still relevant and up-to-date.

Therefore, before you petition for the transfer of credit hours, it is essential to evaluate if the transferred courses meet these requirements carefully.

XIV. CONTINUOUS ENROLLMENT

Graduate students enrolled in the CARE program must maintain full-time enrollment throughout their academic program. Suppose health or other unique reasons make it difficult for the student to successfully continue attending the CARE program at SIU-C. In that case, the student may request a leave of absence for up to six (6) consecutive terms (Fall, Spring, Summer). Students may apply for a **Leave of Absence** through their department. Their advisor will review the application; if approved, the student will not be required to enroll for that semester. The decision to approve rests with the student's advisor and the Program Director.

If students need more time off than initially requested, they can apply for one (1) extension. The extension will be approved at the discretion of the CARE faculty and program director and with permission from the SIU Graduate School. Students are limited to one extension request.

A **Withdrawal** is not the same as a Leave of Absence. You may withdraw from the program at any time. The refund policy for tuition will be determined by the bursar, who will calculate your refund based on your last date of attendance. Graduate students who withdraw from the program but return within 12 months of their withdrawal do not need to re-apply for admission. However, they must receive approval from their former faculty advisor or the program director before registering. These students must complete their program based on the program requirements that were in place when they were accepted.

Graduate students who have not taken any classes for 24 months must re-apply for admission and will be subject to any new program requirements.

Graduate students who do not attempt to take classes, complete their projects with their research advisors, or contact their advisors will be put on "Inactive" status. The student must contact the program to resume their studies. If a student's six-year limit expires while in inactive status, an extension will not be granted.

XV. PROGRAM DELIVERY AND STUDENT ASSESSMENT

Methods of Instruction

Class sizes are kept small to ensure more personalized and individualized attention. Clinical courses include fewer graduate students. Various instructional methods are utilized in academic classes, including 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 living outside a reasonable commuting distance to campus. Graduate students who do not live within a reasonable commuting distance of the SIU-C campus need to consider travel time and expenses as part of their graduate school experience.

Methods of Assessment

The CARE program aims to ensure that graduate students are graded fairly and possess the necessary skills required by the university and accrediting bodies. Clear information will be provided to students regarding the tasks they must perform to achieve the best grades in each course.

Each syllabus outlines the key things students need to learn and do to become professional counselors. The syllabus also contains a list of key performance indicators (KPIs) that indicate how healthy students are performing. For each KPI, a rubric is provided, explaining the knowledge, skills, and abilities being tested and the skill level required to achieve the best grade. Instructors will highlight the rubrics at the beginning of each course.

The CARE program evaluates a student's counseling competencies based on their observed behavior, professionalism, and progress toward becoming a counselor. Information is collected from various sources, including faculty, clinical coordinators, clinical supervisors, the student's self-evaluation, and the Counselor Competencies Scale-Revised (CCSR) scores. Therefore, it is crucial that students admitted to the CARE program understand that their behavior in the community, classroom, and with faculty members all contribute to their counseling competency rating within our program.

The CCSR tool helps teachers provide feedback to students about their counseling skills, professional behavior, and attitude. Students receive a score from one to five. If a student's score is 2.5 or less, it means that the student needs to work with their advisor to create a mutually agreed-upon contract. This contract should include specific objectives and completion dates to support the student's improvement. Follow-up support should also be provided to ensure that the student is making progress.

CARE assesses student progress at three different points in the program. The first assessment, Benchmark one, occurs before practical work begins. The second assessment, Benchmark two, occurs after the practical work and before the internship. The third assessment, Benchmark three, occurs towards the end of the program. CARE evaluates student performance by considering their grades, practical work, and CCSR scores.

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), and for requesting accommodation from faculty. 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. To utilize DSS services, graduate students must contact the disability office

and ask to speak with a counselor. The initial interview process typically involves a review of student-supplied documentation and the completion of any necessary agreement. For more information, visit <http://disabilityservices.siu.edu/>.

Grade Expectations

As a CARE graduate student, you will be evaluated on your academic coursework through various methods such as projects, research, class participation, tests, and other assignments that are deemed appropriate. In order to successfully enter clinical experiences, you are required to maintain a minimum average of "B" (3.0 GPA) in your coursework. If you receive a grade lower than "C" (2.0 GPA) in any required degree course, you must retake that course until you receive a grade of "B" (3.0) or better.

To graduate, successful completion of practicum and internship is required. Clinical courses are graded as "S" for Satisfactory or "U" for Unsatisfactory. If your clinical experiences overlap semesters, you will receive a "DEF" or deferred grade. This will be replaced with an "S" after completing all the required hours. A "DEF" grade does not impact your GPA, but it may impact your ability to graduate if it is not changed by your instructor. Therefore, it is essential to keep an eye on your grade and ensure that it is updated when you have completed your clinical experiences.

INC, W, and WF Grading: As a graduate student, be aware of the grading system for incomplete (INC), withdrawal (W), and withdrew fail (WF) grades. Instructors may, at their discretion, have the authority to assign an INC grade to students who face uncontrollable circumstances and cannot complete all course assignments. However, it is vital to note that students have one year to complete the course before the INC grade is automatically converted to an F.

Students who start a class but cannot complete it will receive a W grade. It is important to note that withdrawing officially from a course differs from not completing it. If students fail to complete the course despite not withdrawing officially, they will receive a WF grade.

Important: To achieve academic success, it is essential to stay in touch with your instructor or advisor regularly. They have the expertise and knowledge to guide and support you in effectively completing your coursework. Do not hesitate to contact any CARE faculty member whenever you need assistance, to ensure that any temporary obstacles do not become permanent barriers that hinder you from achieving your academic objectives.

Academic Honesty

The academic community is 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. The Office of Registration and Records maintains student academic misconduct 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 play a crucial role in any profession. They offer opportunities for continuing education, define the scope of practice, and establish ethical codes of conduct. These organizations provide continuing education opportunities through annual conferences, professional journals, newsletters, and online platforms.

Graduate students should get involved in professional organizations, especially those in Clinical Rehabilitation and Mental Health Counseling. Attending conferences like the American Counseling Association (ACA) annual conference is highly recommended for graduate students. Other professional conferences and meetings that graduate students can attend include but are not limited to the American Mental Health Counseling Association (AMHCA), the Association for Addiction Professionals (NAADAC), the International Association of Addictions and Offender Counselors (IAAOC), the National Rehabilitation Association (NRA), and the American Rehabilitation Counseling Association (ARCA). Occasionally, funding is available from the University to support graduate students' attendance at these conferences, and assistance may also be available through graduate student membership with these organizations.

XVI. FINANCIAL ASSISTANCE

If you're interested in joining the CARE program, you must make arrangements for your own financial needs beforehand. We understand that pursuing higher education can be expensive, but we'll try our best to help you find ways to finance your education. Our CARE faculty members will update you about financial aid, scholarship, and grant options through email notifications and postings to accepted students. Nonetheless, it's crucial that you take responsibility for your own financial planning before joining the program. We encourage students to discuss financial aid and scholarship options with their advisors. You can find financial aid information 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 most significant number of awards offered by the University. Non-declared 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.

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/>.

Scholarships

SIU-C offers multiple opportunities for students to obtain financial assistance through scholarships. These include the SIU Graduate School Tuition Scholarship and the Graduate Scholarship Program.

Visit Academic Works at <https://siu.academicworks.com/> for a complete listing and the SIU General Scholarship Application link.

Contact your advisor for more information.

XVII. ETHICAL ADHERENCE

Graduate students entering the CARE program must adhere to professional codes of ethics and the SIU Student Conduct Code. You must review and become familiar with the documents. All graduate students must indicate that they have reviewed this information by signing *Appendix E* and returning it to their advisor.

Plagiarism

It is prohibited to submit someone else's work as your own, to submit previously submitted work for current assignments without the instructor's written permission, to engage in any form of plagiarism, to use unauthorized materials intentionally in an academic exercise, or to aid.

someone in committing academic dishonesty. Consequences for such actions range from receiving a failing grade in the specific assignment to being expelled from the program, depending on the severity of the offense.

Please refer to the SIU Graduate Student Manual for further clarification regarding academic dishonesty. If you are unsure about what constitutes plagiarism, intentional or unintentional, it is recommended that you consult with your advisor.

XVIII. SIU GRADUATE STUDENT RIGHTS AND RESPONSIBILITIES (SRR)

The SIU Student Conduct Code is a set of policies that describe the unique culture of the university. All students who are part of the SIU community must comply with this code, which is administered in a fair, educational, and consistent manner by the Office of Student Rights and Responsibilities (SRR). This ensures that students and student organizations are held accountable for their actions by the Student Conduct Code.

The Student Conduct Code is a set of policies providing a framework for the SIU community to work towards common goals. It reflects the university's commitment to procedural fairness and shared accountability. The code outlines policies intended to ensure that all university community members comply fully with all local, state, and federal laws permanently. This includes students who must abide by the standards of conduct and university policies outlined in the Student Conduct Code throughout their time at SIU.

The SRR office is dedicated to supporting students and providing opportunities for them to reflect on their behavior and grow in the process. The office works in alignment with the vision of student affairs at SIU. It aims to be recognized by students as a resource where they can receive assistance without judgment. Every visit to the SRR office is equally important, and the office is committed to ensuring that all students are treated fairly and with respect.

In conclusion, the SIU Student Conduct Code is an important policy that reflects the university's unique culture. It ensures that all members of the SIU community comply with all local, state, and federal laws. The SRR office is responsible for administering the code somewhat and consistently and supporting students who need it.

XIX. GRADUATE STUDENT REMEDIATION

The CARE program is committed to respecting all University community members and providing a quality educational experience for all students. The CARE program follows the SIU- graduate school policies on retention, remediation, and dismissal from the program.

We believe that everyone has the potential to learn and grow and, with effort and dedication, can acquire the necessary skills to succeed in our program. However, there are times when the student's choice of career path may be the wrong one. In that case, the faculty must act as gatekeepers to the profession. The CARE faculty is committed to ensuring transparency and fairness in their gatekeeping procedures with students. To achieve this, students will receive ongoing feedback throughout their studies. Students will be informed of the expected competency levels, the appraisal method used, and the time frame for improving.

To maintain academic standards, certain factors might need to be considered when deciding whether a student should develop a remediation plan or be asked to leave the program. It is important to note that such decisions are not taken lightly and the process is designed to be fair and transparent. In this regard, a summary of the factors that could influence such decisions, as well as an overview of the remediation process, will be provided.

Professional Behavior

The CARE program places great importance on respecting human dignity and fostering a sense of belonging. To achieve this, it is necessary to practice civil behavior, avoid disrespecting others, and express your opinions in a respectful manner. It is recommended that you read the following sections carefully. If you have any questions, please feel free to ask the faculty.

- I. The following is a limited but not comprehensive list of potential problematic

behaviors:

- lack of satisfactory progress toward the degree and falling behind in coursework or other academic requirements
- inappropriate or unprofessional behavior for their level of experience, such as violating ethical codes of conduct or engaging in conduct that reflects poorly on the counseling profession.
- violation of the Ethical Standards of the American Counseling Association, which is the governing body for counseling professionals in the United States
- behavior that puts the learning experience of fellow students at risk
- plagiarism of any kind
- dual relationships that lead to harmful interactions
- unsuitability for a counseling-related profession due to factors such as lack of empathy, or a history of behavior incompatible with the profession's values

In any of these scenarios, the faculty will take the necessary steps to ensure that the student receives the appropriate support and guidance, and to ensure that faculty and students are working together in a safe, respectful, and welcoming environment.

If a graduate student in CARE fails to meet the expected standards for professional competencies and behavior, the faculty may take specific measures. These measures will involve executing a series of steps to assist the students in making the necessary adjustments to ensure that they are able to continue in the program. These steps will be taken should any of the above scenarios arise.

1. The faculty instructor who has noted that changes need to occur meets with the graduate student and offers suggestions for changes in performance or behavior.
 - a. A mutually agreed-upon plan for improvement with a specific period(s) for review is developed
 - b. A copy of the plan is provided to the student's faculty advisor
2. The faculty instructor and advisor monitor and keep records of the student's performance and compliance with the plan. If sufficient improvement is within the agreed-upon period, the student moves on in the program. If insufficient progress is seen within the agreed-upon period, the faculty instructor and the advisor initiate a more formal review by requesting in writing a meeting between the student, the instructor, the advisor, and the CARE program director
3. During this meeting, a second mutually agreed upon contract will be developed with specific objectives, goals with measurable outcomes, and specific deadlines for performance.
4. Faculty members may unanimously approve dismissal from the program if the student fails to meet the agreed-upon objective goals and measurable outcomes within the specified period. This determination is only made when it is necessary to ensure our program's highest standards of excellence are being upheld.
5. Lack of participation in this remediation process will result in the student's removal from the program.

II. Immediate suspension or expulsion from the program

Behaviors that will not be tolerated and will result in immediate expulsion from the program include:

- **Threatening behavior**

Threatening behavior is intentional and hostile conduct that makes a person fear harm. It includes aggressive actions like yelling, kicking, insulting, bullying, intimidating, pounding on desks, slamming doors, and issuing threatening or disparaging messages.

- **Discriminatory or Racist Behavior**

If a student displays discriminatory conduct that causes a racially hostile environment to develop, thereby impacting the enjoyment of the educational program for others, the CARE program must take immediate action. It is important to note that this obligation remains regardless of the identity of the person(s) responsible for the harassment, whether it be a teacher, student, or any other individual. Any form of discriminatory behavior will not be tolerated and will be dealt with swiftly and decisively.

III. Appeals

It is important to note that Graduate students have the right to appeal the faculty's decision. Students should contact the department chair or school director for advice and resolution. The next level should be the college dean: The Student Conduct Code and the graduate catalog guide policy.

XX. GRADUATE STUDENT GRIEVANCE PROCEDURE

Graduate students at SIU have the right to appeal for the redress of grievances through established channels. Grievance policy and procedures are detailed in the SIU Graduate Catalog, which is the primary source of information on graduate school regulations. See **appendix G**, which outlines the process for student Grievance Procedures. Graduate students considering this option should know pertinent policies and procedures in the catalog. Information on initiating a grievance follows:

If a graduate student desires a Review before a grievance committee, a written request must be submitted to the Program Director no later than thirty 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 Review must state the following:

- a. Name of the grievant.
- b. Program in which the grievant is enrolled.
- c. Name of the grievant program advisor.
- d. Name and title of the person(s) against whom the grievance is filed.
- e. Current address and phone number of the grievant.

- f. Statement of the grievance including descriptions of the incident(s) involved, date(s) of occurrence, what remedy is being sought, and 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 fears for grievance.

XXI. GRADUATION

Applications for graduation should be filed with the Office of Admissions and Records during the first week of the semester 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 the August graduation.) The graduate student must 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 their advisor or another appropriate person. Items to be cleared include

- a. Meets the Graduate School minimum GPA of 3.0
- b. Meets semester hour requirements for the degree.
- c. Core and specialty requirements satisfied.
- d. Grades submitted for all courses, including clinical experiences.
- e. Internship completed and grade submitted.
- f. Unclassified and transfer courses approved for credit.
- g. Comprehensive Exam is taken.

Should the graduate student fail to complete all requirements for the degree during the semester for which they applied to graduate, they 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

XXII. OTHER IMPORTANT RESOURCES

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 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 essential resources. Students are encouraged to stop by the Center in Student Services Building Room 140 to see the resources available and discover ways to get involved on campus.
3. Assess your writing skills and 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 kiosks). 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/>. 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** at 453-2361, the Counseling Center at 453-5371, and the Wellness Center at 536-4441, and this website: <https://clinicalcenter.siu.edu/>
8. **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/>
9. **Student Health Services** is a fantastic 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

XXIII. APPENDICES*Appendix A***Student Acknowledgment: Program Manual Review**

I have read the Student Manual for 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, grounds for dismissal from the program.

Student Signature Date

Advisor Signature Date

*Appendix B***Student Acknowledgement: Confidentiality**

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 my clients' welfare and 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 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. You are responsible for communicating 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 ensure 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, and shred all documents with identifying information.

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)

*Appendix C***REQUIRED COURSES BY SPECIALTY****Clinical Mental Health Course Requirements (61 credits)**

CARE 461 (3): Introduction to Substance Use Disorders and Behavioral Addictions (CADC)

CARE 500 (3): Interviewing and Skills

CARE 501 (3): Introduction to Clinical Mental Health Counseling

CARE 503 (3): Family Dynamics

CARE 505 (3): Professional Identity & Ethics

CARE 512 (3): Developmental Processes Across the Lifespan

CARE 514 (3): Case Management and Treatment Planning

CARE 535 (3): Special Topics in Counseling

CARE 541 (3): Counseling Theory

CARE 542 (3): Career Development Procedures and Practices

CARE 543 (3): Group Theory and Practice

CARE 544 (3): Assessment & Testing

CARE 545 (3): Multicultural Counseling

CARE 546 (3): Crisis Assessment

CARE 547 (3): Research & Program Evaluation CARE 548B (3): Practicum

CARE 549 (3): Mental Health Diagnosis and Psychopharmacology

CARE 550 (1): Pre-Practicum

CARE 591 (6): Internship

QUAN Statistics (3): 400 or 500 level

Clinical Rehabilitation Counseling Course Requirements (61 credits)

CARE 461 (3): Introduction to Substance Use Disorders and Behavioral Addictions (CADC)

CARE 500 (3): Interviewing and Skills

CARE 505 (3): Professional Identity & Ethics

CARE 512 (3): Developmental Processes Across the Lifespan

CARE 513 (3): Medical Aspects of Disability

CARE 533 (3): Vocational Testing and Measurement

CARE 535 (3): Special Topics in Counseling

CARE 541 (3): Counseling Theory

CARE 542 (3): Career Development Procedures and Practices

CARE 543 (3): Group Theory and Practice

CARE 545 (3): Multicultural Counseling

CARE 546 (3): Crisis in Counseling

CARE 547 (3): Research & Program Evaluation

CARE 548B (3): Practicum

CARE 549 (3): Mental Health Diagnosis and Psychopharmacology

CARE 550 (1): Pre-Practicum

CARE 551 (3): Clinical Rehabilitation Theory and Practice

CARE 575 (3): Clinical Rehabilitation Case Management

CARE 591 (6) Internship

QUAN Statistics (3-4)

CADC Certificate

Advanced training for a CADC certificate is available to CARE students as an added elective to their required degree curriculum. The Illinois Certification Board requires students to complete 20-21 credits of coursework for their CADC, including an academic discipline-based 500-hour internship (8 credits). The SIU CARE program requires ten credits.

Courses include:

- CARE 461 (3) Introduction to Substance Use Disorders (in person and synchronous online)
- CARE 471 (3) Treatment of Substance Use Disorders (asynchronous online)
- CARE 558 (3) Special Populations and Substance Use Disorders (asynchronous online)
- CARE 566 (3) Advanced Treatment (synchronous online)
- Elective (3) Counseling related (any of your core curriculum courses can be considered-such as case management, counseling skills, ethics)

Clinical:

- CARE 548B (3) Practicum
- CARE 550 (1) Pre-practicum
- CARE 591 (6) To gain clinical experience, a SIU-approved clinical site is mandatory. There are specific requirements for the site, and you may combine these hours with the hours required for your degree if the site serves individuals with substance use disorders. Speak to the program coordinator for further details.

Appendix D

Course Rotation- Semester Offerings for all CARE Courses

CARE graduate students have the option to enroll in any of these offered courses. CARE offers specializations. To assist in academic planning, courses designated as "All" are mandatory for all students. Courses designated as "CRC" are mandatory for Clinical Rehabilitation students only. Courses designated as "CMHC" are mandatory for Clinical Mental Health students only. To obtain CADC certification, students must complete CADC courses, including CARE 461, which is compulsory for all students.

Fall		Spring		Summer
CARE 461 (3): Introduction to Substance Use Disorders and Behavioral Addictions (All/CADC)		CARE 461 (3): Introduction to Substance Use Disorders and Behavioral Addictions (All/CADC)		CARE 545 (3): Multicultural Counseling (All)
CARE 471 (3) SUD Treatment (CADC)		CARE 503 (3): Family Dynamics (CMHC)		CARE 546 (3): Crisis Assessment (CMHC)
CARE 500 (3): Interviewing and Skills (All)		CARE 512 (3): Developmental Processes Across the Lifespan (All)		CARE 591(3) Internship (All)
CARE 501 (3): Introduction to Clinical Mental Health Counseling (CMHC)		CARE 513 (3): Medical Aspects of Disability (CRC)		CARE 548B (3): Practicum (All)
CARE 505 (3): Professional Identity & Ethics (All)		CARE 514 (3): Case Management and Treatment Planning (CMHC)		
CARE 541 (3): Counseling Theory (CMHC)		CARE 533 (3): Vocational Testing and Measurement (CRC)		Continued next page

CARE 550 (3) Pre-practicum (All)		CARE 542 (3): Career Development Procedures and Practices (All)		
CARE 551 (3) Clinical Rehabilitation Counseling Theory (CRC)		CARE 543 (3): Group Theory and Practice (All)		
CARE 535 (3): Special Topics in Counseling (All)		CARE 547 (3): Research & Program Evaluation (All)		
CARE 544 (3): Assessment & Testing (All)		CARE 548B (3): Practicum (All)		
CARE 575 (3): Clinical Rehabilitation Case Management (CRC)		CARE 549 (3): Mental Health Diagnosis and Psychopharmacology (All)		
CARE 591 (3): Internship (All)		CARE 558 (3): SUD and Special Pops (CADC)		
Quantitative Methods Education (3) Statistics 400 or 500 level offered Fall and Spring (All)		CARE 566 (3) Advanced Treatment (CADC)		

*Appendix E***Student Petition for Internship**

To apply for an internship, students must have completed CARE 548C or plan to complete it before starting. They should be in good standing with the CARE program.

The CARE program and the University, via a Memorandum of Understanding, must approve internship sites. Your advisor can provide a list of approved internships.

Submit a petition for an internship to your advisor at least one semester before you start.

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.)

*Appendix F***Graduate Student Mandatory Review of Ethical Guidelines and Professional Standards**

Please be advised that all students must review the information on Counseling Conduct and Ethics available at the websites provided.

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://crccertification.com/code-of-ethics-4/>

Phone: 847-944-1325

Fax: 847-944-1346

contactus@crccertification.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

*Appendix G***Request for Advisor Change - Sample Cover Letter**

Submit your letter to the program director, your current advisor and your new advisor, along with the attached form (next page)

Dear [Name],

I hope this message finds you well. I am writing to formally request a change of faculty advisor in the Counseling and Rehabilitation Education Program. As I progress in my academic journey, it has become clear that a change of advisor is necessary to achieve my goals and succeed in this program.

I have carefully considered my options and identified a new advisor I believe will be a better fit for me. I am confident that this change will provide me with the support and guidance to excel in my coursework and achieve my academic aspirations.

Please see the attached form, which is completed according to program guidelines.

Thank you for your attention to this matter. I look forward to your response and working with my new advisor.

Best regards,

[Your Name]

Request for Advisor Change - Signature Form

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

Reason (briefly stated here):

1) From: _____ Current Advisor

_____ Approved
 _____ Disapproved

Faculty Signature Date: _____

2) To: _____ New Advisor

_____ Approved
 _____ Disapproved

Faculty Signature Date: _____

Student Signature Date: _____

Approved by:

Program Director Signature Date: _____

*Appendix H***SOUTHERN ILLINOIS UNIVERSITY (CARBONDALE) GRADUATE STUDENT ACADEMIC GRIEVANCE POLICY***Excerpt from the SIU-C Graduate Catalogue 2024*

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:

- a. 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.
- b. the assignment of a course grade by criteria not directly reflective of performance relative to course requirements.
- c. 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:

- a. an attempt at an informal resolution.
- b. a hearing before an academic grievance committee of a department/school.
- c. a decision by the department chair/school director.
- d. an appeal to the Graduate School's Student Appeals Committee.
- e. a hearing before the Graduate School's Student Grievance Committee; and
- f. 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 the Financial Aid office administers.

Informal Resolution

A graduate student seeking redress through a grievance must first attempt to resolve the matter informally by contacting the party against whom redress is sought (respondent). Suppose the dispute is not resolved at this stage. In that case, 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. If an academic unit has not established such methods, the following procedures 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 is usually granted. The request for a hearing must state the following:

- a. Name of the grievant.
- b. Program in which the grievant is enrolled.
- c. Name of the grievant primary adviser.
- d. Name and title of the person(s) against whom the grievance is filed.
- e. Current address and phone number of the recipient.
- f. Statement of the grievance, including descriptions of the incident(s) involved, date(s) of occurrence, what remedy is being sought, and any supporting documents.
- g. 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 appoint an ad-hoc grievance committee. The committee members 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:

- a. Name of the appellant.
- b. Program in which the appellant is enrolled.
- c. Name of the appellant's major adviser.
- d. Name and title of the person(s) against whom the original grievance was filed.
- e. Current address and phone number of the appellant.
- f. 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.
- g. Summary of grievance proceedings held at the department level and the decision(s) rendered at that time.
- h. 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.
5. Each party may make an opening and closing statement.
6. The committee shall decide all matters, procedural and substantive, by simple majority vote.
7. 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 at 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. A witness list and documents should 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 a 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 there with throughout the remainder of the process.