

# **Handbook of Mental Health Counseling Advanced Graduate Certificate Program**

## **Department of Counseling, School and Educational Psychology**

**Graduate School of Education  
University at Buffalo  
State University of New York**

2023-2024

While this handbook has been developed to assist you throughout this academic program, it does not constitute the whole of UB or GSE policies concerning students. It is the student's responsibility to be aware of and comply with all policies, procedures and deadlines.

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## Mission

The Graduate School of Education is a professional school with a social mission in the public interest. We create and apply knowledge informed by research on human development, educational policy, pedagogy and information science.

The Department of Counseling, School and Educational Psychology's mission is to inform and influence the fields of education, counseling and psychology through scholarship.

## Welcome

We'd like to welcome you to the Advanced Graduate Certificate (AGC) in Mental Health Counseling (MHC) program! We are excited that you have selected us to continue your education and that you are allowing us to be your partner in seeking the New York State (NYS) Mental Health Counseling License (LMHC) or the license in your area.

We've designed this program with you in mind. It's flexible. Coursework is offered online and on campus and can be taken in the combination and on the time schedule that works best for you. Some students are looking to finish quickly and take multiple classes in a semester; some are not in a rush and take one course each semester. Both options, and anything in between, are possible with this program. Flexibility is a key and you set your pace.

Another key are the instructors, both career faculty and seasoned practitioners, who are with you on this journey. We are pleased to be able to connect you with a high quality, experienced faculty who are ready and excited to be working with you!

The University at Buffalo is New York State's largest and most comprehensive public university. It's a premier, research-intensive public university dedicated to academic excellence. Our thinking, research, creative activity and people positively impact the world. Though UB is a large university with more than 30,000 students and nearly 10,000 graduate students, it is our hope that you feel a part of the community and develop a network of colleagues beyond your local area.

**NOTICE TO THE STUDENTS:** This Handbook has been developed to help orient you to the Advanced Graduate Certificate (AGC) in Mental Health Counseling (MHC) program. It includes University and Departmental information and regulations, academic and clinical training requirements, and resources available to the student. It will be your "go to" reference.

# Overview of Graduate Program

## Department Acronyms and Abbreviations

AC = Advanced Certificate  
AGC = Advanced Graduate Certificate  
CAS = Certificate of Advanced Study  
CASA = Certificate of Applied Statistical Analysis  
CE = Counselor Education  
CPSP = Counseling Psychology/School Psychology  
CSEP = Counseling, School and Educational Psychology  
EdM = Master of Education  
EPQM = Educational Psychology and Quantitative Methods  
GSE = Graduate School of Education  
MA = Master of Arts  
MHC = Mental Health Counseling  
MS = Master of Science  
MCWE = Mindful Counseling for Wellness and Engagement  
PhD = Doctor of Philosophy  
RC = Rehabilitation Counseling  
SC = School Counseling  
SP = School Psychology

## Mental Health Counseling Faculty Members

<http://ed.buffalo.edu/counseling/directory/faculty.html>

Sabrina Musson, PhD, LMHC  
Clinical Assistant Professor  
414 Baldy Hall  
(716) 645-1120  
[sabrinam@buffalo.edu](mailto:sabrinam@buffalo.edu)

Wendy Guyker, PhD  
Clinical Associate Professor  
401 Baldy Hall  
(716) 645-1105  
[wmguyker@buffalo.edu](mailto:wmguyker@buffalo.edu)

Myles Faith, PhD  
Professor  
419 Baldy Hall  
(716) 645-1124  
[mfaith@buffalo.edu](mailto:mfaith@buffalo.edu)

Scott Meier, PhD  
Professor  
417 Baldy Hall  
(716) 645-1121  
[stmeier@buffalo.edu](mailto:stmeier@buffalo.edu)

Amy Reynolds, PhD  
Professor, Department Chair  
408 Baldy Hall  
(716) 645-1112  
[alr24@buffalo.edu](mailto:alr24@buffalo.edu)

Sandro Sodano, PhD  
Associate Professor  
427 Baldy Hall  
(716) 645-1131  
[smsodano@buffalo.edu](mailto:smsodano@buffalo.edu)

## **Mental Health Counseling Program and Clinical Director:**

Jennifer Dexheimer  
413 Baldy Hall  
716-645-1048  
[jfarino2@buffalo.edu](mailto:jfarino2@buffalo.edu)

## **Department Chair:**

Amy Reynolds, PhD  
Professor  
408 Baldy Hall  
(716) 645-1112  
[alr24@buffalo.edu](mailto:alr24@buffalo.edu)

## **Program Department Staff**

<http://ed.buffalo.edu/counseling/directory/staff.html>

Jennifer (Jen) Austin, PhD, CRC  
Academic Advisor  
481 Baldy Hall  
(716) 645-1004  
[jhaustin@buffalo.edu](mailto:jhaustin@buffalo.edu)

TBA  
Office Assistant  
409 Baldy Hall  
(716) 645-1114

Benjamin Poremski  
Assistant to the Chair  
406 Baldy Hall  
(716) 645-1554  
[bmporems@buffalo.edu](mailto:bmporems@buffalo.edu)

## Department Programs

The Mental Health Counseling AGC Program is one of a number of programs that comprise the Department of Counseling, School and Educational Psychology.

### **Degree Program**

AC in Applied Statistical Analysis  
AGC in Mental Health Counseling  
AC in Mindful Counseling for Wellness and Engagement  
AC in Rehabilitation Counseling  
CAS in School Counseling  
EdM in School Counseling  
MA in Educational Psychology and Quantitative Methods  
MA/AC in School Psychology  
MS in Mental Health Counseling  
MS in Rehabilitation Counseling  
PhD in Counseling Psychology/School Psychology  
PhD in Educational Psychology and Quantitative Methods

### **Program Director(s)**

Dr. Jaekyung Lee  
Dr. Sabrina Musson  
Dr. Catherine Cook-Cottone  
Dr. Scott Sabella  
Dr. Luis Tosado II  
Dr. Luis Tosado II  
Dr. Jaekyung Lee  
Dr. Rebecca Vujnovic  
Dr. Sabrina Musson  
Dr. Scott Sabella  
Dr. Wendy Guyker  
Dr. Jaekyung Lee

## **Graduate School of Education (GSE)**

<http://ed.buffalo.edu/about/directory/staff.html>

The Department of Counseling, School, and Educational Psychology is part of the Graduate School of Education (GSE). The three other departments that comprise the GSE are Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Information Science (IS). The GSE Dean's Office is located in 367 Baldy Hall (ph. 716-645-6640). The GSE administration includes:

Suzanne Rosenblith, PhD  
Dean of GSE  
Professor  
(716) 645-6640  
[rosenbli@buffalo.edu](mailto:rosenbli@buffalo.edu)

X. Christine Wang, PhD  
Associate Dean for Interdisciplinary  
Research  
Professor  
716-645-2379  
[wangxc@buffalo.edu](mailto:wangxc@buffalo.edu)

Raechele Pope, EdD  
Senior Associate Dean for Faculty &  
Student Affairs & Chief Diversity Officer  
Professor  
(716) 645-1130  
[rlpope@buffalo.edu](mailto:rlpope@buffalo.edu)

Julie Gorlewski, PhD  
Associate Dean for Academic Affairs and  
Teacher Education  
Associate Professor  
424 Baldy Hall  
(716) 645-2455  
[jgorlews@buffalo.edu](mailto:jgorlews@buffalo.edu)

## **The UB Graduate School**

All UB graduate degrees come from the University Graduate School , located at 408 Capen Hall, ph. (716) 645-2939 (not to be confused with the Graduate School of Education).

The AGC Program in Mental Health Counseling must conform to the guidelines set by the Graduate School, whose Policies and Procedures (P&P) are located in the on-line Policy Library: <https://grad.buffalo.edu/succeed/current-students/policy-library.html>.

The Dean of the Graduate School is Dr. Graham Hammill, who is also the Vice Provost for Graduate Education.

## **Department Student Organizations**

### **Graduate Student Association:**

The Department's Graduate Student Association is a part of the University Graduate Student Association. Consequently, a prorated share of your fees is available to the Department Student Association. These fees are used for sponsoring colloquia, symposia, and other informal learning opportunities, for defraying costs of social events, and for securing needed educational materials for the use of students in the Department. The Department GSA operated based on a constitution, and officers are elected annually.

One of the clubs assisted by the GSA is the CSEP-GSA (the department chapter). It is important to support this organization and get involved in its activities. With GSA support, CSEP students have many social and professional activities. In addition, CSEP-GSA usually conducts at least one professional or research program each year. Meetings of the organization are announced in classes, student listserv (email) or on the departmental bulletin board.

In addition, the Department solicits from GSA nominations of students to serve on major committees in the Department in the Graduate School of Education. For example, a student sits in on all Departmental meetings, another serves on the GSE Executive Committee, and so on.

### **The Committee for Social Justice and Inclusion (CSJI):**

The Committee for Social Justice and Inclusion (CSJI) is a CSEP student organization. The CSJI supports the CSEP department's mental health and school professionals in training to advocate for social justice and inclusion through education and outreach. Meetings in the form of workshops, training, and peer-to-peer discussions are offered monthly during fall and

spring semesters. There are also opportunities for community service in the greater Buffalo community.

In addition to providing support to peers, the CSJI also functions as a conduit for the expression of student concerns and feedback to faculty.

### **Alumni Association**

GSE Alumni Association: <https://ed.buffalo.edu/alumni.html>

### **Professional Association**

**State.** The primary professional association for mental health counselors in the state of New York is the New York Mental Health Counseling Association (NYMHCA) which also takes student members. This professional body was instrumental in passage of the NY state mental health counseling licensure law and is active in lobbying Albany to support the growth and development of our profession in New York state. To find out more about NYMHCA or to join as a student member go to:

<http://legislativeaction.homestead.com/>

**National.** Students enrolled in a graduate level counseling program may join the American Counseling Association (ACA; <https://www.counseling.org/>) as student members at a reduced rate of dues. ACA also has a division for mental health counselors: American Mental Health Counselors Association (AMHCA; <https://www.amhca.org/home>). Membership includes a variety of benefits including a quarterly professional journal, newsletters, reduced dues for conferences, professional insurance, and more. The American Psychological Association (APA; <https://www.apa.org/>) also offers student memberships at a reduced rate.

### **General Degree Requirements**

The various degree programs in GSE involve a number of general requirements of which the student should be aware. More specific requirements are listed in the section of this Handbook dealing with the degree the student is pursuing. Students in the program must abide by the Graduate School policies found at: <http://grad.buffalo.edu/succeed/current-students/policy-library.html>. The following are among the more important general requirements:

#### **Continuous registration**

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to graduation) in order to retain their status in a degree program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitted a petition to the Graduate School

signed by the student, faculty advisor, and Department Chair. The petition is found at: <https://registrar.buffalo.edu/pdfs/gradleaveofAbsence.pdf>. This petition must be submitted and approved prior to the end of the semester the student is taking the leave of absence. The leave of absence is only valid for the period specified, and normally granted for a maximum of one year, unless there are extenuating circumstances. Students who fail to maintain continuous registration without a valid leave of absence approved by the Graduate School will be automatically dropped from the Mental Health Counseling Advanced Graduate Certificate Program and will need to re-apply to the program if they wish to continue working toward the degree. If the student is approved to return, there will be a \$350.00 reactivation fee required to be paid by the student before the student is able to enroll for courses.

### **Course completion**

Students must satisfactorily complete all courses required for the degree on which they are working.

Mental Health Counseling AGC Instructors

### **Sabrina Musson, PhD, LMHC**

MHC Program Director and Clinical Assistant Professor

Sabrina G. Musson joined the University at Buffalo faculty in the Department of Counseling, School, and Educational Psychology in the Fall of 2018. She is the Program Director for both the MS Mental Health Counseling and AGC Mental Health Counseling programs and as a Clinical Assistant Professor. She earned her Master's degree in Mental Health Counseling at Medaille College and her PhD in Counselor Education at the University at Buffalo. She has over twenty years of experience, working in human services, clinical experience, and research. Her fields of specialization include addictions, intimate partner violence, crisis intervention, and clinical supervision.

Link: <http://ed.buffalo.edu/counseling/directory/faculty/profile.html?uid=sabrinam>

### **Wendy Guyker, PhD**

Clinical Associate Professor

Wendy Guyker, Ph.D., is a Clinical Associate Professor at SUNY at Buffalo. Wendy teaches courses on research methods, assessment, psychopathology, and evidence-based mindfulness interventions. Wendy's research interests are in veteran mental health as well as the areas of mindfulness and self-care, with an emphasis on practical applications in both clinical and community populations. Wendy is on the Editorial Board of *Eating Disorders: The Journal of Treatment and Prevention*. Wendy is also a yoga teacher and board member for Yogis in Service, and currently brings yoga and its many tools to veterans at the Buffalo VA. In addition, Wendy serves on the Board of Directors for Adoption STAR, a non-profit, local adoption agency. Wendy also maintains a private practice, specializing in mindfulness-based interventions.

Link: <http://ed.buffalo.edu/counseling/directory/faculty/profile.html?uid=wmguyker>

### **Michele Shanahan, PhD**

Clinical Associate Professor

Michele Shanahan (Ph.D. in Cognitive Psychology, University at Buffalo, SUNY), Clinical Associate Professor. With over 15 years of teaching and research experience in cognitive psychology, Dr. Shanahan teaches a variety of courses for students in the Graduate School of Education, including educational psychology, human development, and cognition. She is active in supporting student research projects and activities. Her main focus is on using developmental and cognitive strategies to enhance classroom teaching and learning. Her research interests also include the transition from high school to college and retention in learning.

Link: <http://ed.buffalo.edu/counseling/directory/faculty/profile.html?uid=meshady>

### **Louis Altman, JD, CRC**

Adjunct Assistant Professor

Adjunct Professor Louis Altman, JD, CRC, teaches CEP 615, “Legal & Ethical Issues in Counseling”, for the Rehabilitation Counseling distance learning master’s program, having graduated from the program himself in 2013. Louis is a licensed attorney in New York, and currently works as a Vocational Rehabilitation Counselor for the VA in their Syracuse, NY Office. Louis has been teaching the law and ethics course since the summer of 2014. In 2015 the Open SUNY Center for Online Teaching Excellence chose CEP 615 as an Exemplar Course for Observation, based on creative course design.

### **Shannon Wichlacz, PhD**

Adjunct Assistant Professor

Dr. Wichlacz is the Director of Evaluation for NYS Area Health Education Center (AHEC) System, where she oversees statewide comprehensive evaluation efforts to enhance access to quality health care and improve health care outcomes by strengthening the health workforce and connecting skilled professionals to medically disadvantaged communities and populations within New York State. She is also a Research Assistant Professor in the University at Buffalo Primary Care Research Institute in the UB Department of Family Medicine, and an adjunct faculty member with UB’s Online Rehabilitation Counseling Master’s Degree program.

### **Donald Nowak, PhD**

Adjunct Assistant Professor

Donald E. Nowak, Jr., Ph.D., earned his master's degree in mental health counseling and his Ph.D. in counselor education at the State University of New York at Buffalo. Dr. Nowak’s dissertation, “A Meta-Analytical Synthesis and Examination of Pathological and Problem Gambling Rates Among College Students and Student-Athletes,” reflects his concern for

young people and addiction, specifically gambling. His fields of specialization include Online/Hybrid Course Construction and Instruction, Group Counseling, Grief and Loss Issues/Counseling, Gambling & Addiction Studies, and Counselor Wellness/Self-Care. In his free time, Dr. Nowak plays competitive tennis and has appeared in several United States Tennis Association national championships.

Link: <http://www.buffalo.edu/directory/find-people-detail-page.html?uid=denowak>

### **Daniel Ventura, PhD**

Adjunct Assistant Professor

After graduating from the University of Buffalo with a Bachelor's degree in psychology, I attended Canisius College and attained a Master's degree in school counseling and mental health counseling. I returned to the University of Buffalo where I received a PhD in counselor education. I have experience in school counseling, mental health counseling, family therapy, and rehabilitation counseling; My main interests include rehabilitation counseling, family therapy and group counseling. In addition to teaching at the University of Buffalo I am the Director of Clinical Services for an agency in the area.

## **The Mental Health Counseling Advanced Graduate Certificate Program**

The Advanced Graduate Certificate (AGC) in Mental Health Counseling (MHC) program is a rigorous post-Master's degree program that prepares individuals for the professional practice of MHC by helping them to meet the educational requirements for the New York State (NYS) Mental Health Counseling License (LMHC). The program is registered by the New York State Education Department as licensure qualifying. The Advanced Graduate Certificate is an official post-baccalaureate credential in New York State.

Admission to the AGC MHC program requires a Master's in Counseling or closely related field. Students come with previous coursework in all, most or some of the required content areas. Students in the program work in a variety of fields, including School Counseling, Rehabilitation Counseling, Marriage and Family Therapy, Art Therapy, and Psychology. This diversity of preparation backgrounds is a strength for course discussions, with a variety of viewpoints addressed.

For the NYS LMHC your educational preparation must include at least 60 semester hours of graduate student that includes the following areas:

- human growth and development;
- social and cultural foundations of counseling;
- counseling theory and practice;

- psychopathology;
- group dynamics;
- lifestyle and career development;
- assessment and appraisal of individuals, couples, families and groups;
- research and program evaluation;
- professional orientation and ethics;
- foundations of Mental Health Counseling and consultation;
- clinical instruction; and
- include a minimum one-year supervised internship or practicum in Mental Health Counseling where one year means at least 600 clock hours.

The AGC MHC program is designed to be as flexible as possible, we offer both online and campus delivery of the NYSED required coursework. You are free to pick and choose how you would like to meet your course requirements.]

## Coursework Requirements

### Course Descriptions

See the Graduate School of Education site at

<http://ed.buffalo.edu/academics/courses.html>. Graduate level courses are only those numbered 500 and above.

#### CEP 521LEC Mental Health Counseling

##### Lecture

This introductory course provides an overview of mental health counseling as a profession. The texts and assignments are designed to introduce students to the field. Core topics include: history and current trends of counseling, mental health counselor's activities and work settings, role of diagnosis and counseling theories, community interventions and outreach, professional issues, and ethics. The eight core areas of the Standards of Practice for CACREP (Council for the Accreditation of Counseling and Related Educational Programs) also will be briefly examined: human growth and development, social and cultural foundations, helping relationships, career development, group work, appraisal, research and program evaluation, and professional ethics. Emphasis on multicultural competence and social justice advocacy as well as awareness of personal characteristics and strengths needed to be an effective counselor are also explored in this class.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

#### CEP 532LEC Understanding Statistical Research

##### Lecture

The purposes of this course are to understand the reasoning and methods upon which quantitative research is conducted and to interpret and critique research studies involving quantitative data. This course is designed for consumers of empirical research. Learning will take place through reading about statistics, critiquing journal articles, and participating in class activities and discussions. Although some statistical methods are discussed and practiced, this course would not be sufficient preparation for the completion of a master's thesis or doctoral dissertation.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

#### CEP 541LEC Human Growth & Development

##### Lecture

This course is designed to engage students in a meaningful exploration of human development from prenatal experience through adolescence. The central questions of developmental psychology concerning the nature and sources of development, as well as the importance of the cultural contexts in which development occurs, will be considered throughout. Special attention will also be given to contemporary themes, such as the meaning of childhood, cognitive development and schooling, identity formation, and cultural influences on development. This course is especially useful for professionals who work with children in a variety of settings, such as schools, daycare centers, or child service agencies.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

#### CEP 586SEM Assess MH Counseling

##### Lecture

This course provides mental health counseling students with knowledge, skills, and practice necessary to understand and implement counseling assessment tools used to identify and evaluate various mental health dysfunctions and disorders. Students will administer, score and interpret select assessment tools appropriate for mental health counseling practice. Students will study practical implications of psychometrics, biopsychosocial assessment, and clinical principles relevant to understanding and treating mental health-related problems. In addition, assessment issues will be discussed within the context of cultural and special populations as well as legal and ethical considerations.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

#### CEP 615LEC Legal and Ethical Issues in Counseling

##### Lecture

This course will present a contemporary frame of reference for the relevance of ethics and law to the practice of counseling. We will explore the various legal and ethical frameworks supporting the work of the counselor. Through a learning group approach, we will combine the theoretical and the practical to develop the knowledge, skills and attitudes relative to these frameworks that are necessary for effective counseling professionals.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

### CEP 634LEC Multicultural Counseling

Lecture

This course is designed to assist students in understanding and valuing diversity so they can become multiculturally competent and better able to work effectively with diverse clients and communities. Specifically, the course focuses on self-awareness and self-assessment; explore various cultural groups; examine important constructs such as oppression, worldview, acculturation, and identity development, and examine numerous multicultural counseling strategies. This will help enhance students' sensitivity to social justice and ethical issues in multicultural encounters. Using class discussions, videos, experiential experiences, and classroom assignments, this course utilizes the tripartite model of multicultural awareness, knowledge, and skills as an organizing framework, leading to three primary course objectives: (1) To enhance multicultural awareness. This will include exploring the underlying values, biases, and assumptions influencing your worldview and your clinical work, (2) To increase multicultural knowledge. This will include exploring important definitions, constructs, and theories related to multicultural counseling such as power, privilege, and oppression, identity development, and a better understanding of within and between group similarities and differences across race, ethnicity, gender, sexual orientation, disability, and other unique social identity groups, and (3) To develop or enhance multicultural skills. This will include exploring the how to of culturally competent assessment, diagnosis, and treatment in diverse settings.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

*Prerequisites:* If not matriculated into a CSEP program, must obtain permission from instructor.

### CEP 653LEC Foundations of Counseling Theory

Lecture

The main function of this course is to introduce the major theories of counseling and psychotherapy, their background or history, the theories of personality from which they are derived, and their applications to counseling practice. The course also includes consideration of professional and ethical issues in counseling. In addition to learning about established

counseling theories, each student will have the opportunity to develop their own counseling theory. Class time will be divided among lecture presentations, viewing of videotapes of various counseling approaches, and small group discussions and activities. As a result of this course, you will: \* Be exposed to a variety of ethical and professional issues in counseling and develop positions on some of these issues. \* Study the ACA and/or APA ethics code(s) and have your own copy of them for future reference. \* Gain basic understanding of the theory, practice, and application of varied approaches to counseling. \* Form your own personal theory of counseling. \* Develop skills in self-evaluation, writing and critical thinking. \* Notice your own qualities that support and hinder your attempts at being therapeutic for others.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

### CEP 658LLB Introduction to Group Work

Lecture

This course will introduce counseling students to group counseling theory and practice. Group topics covered will include the interpersonal theory of groups, development, dynamics, goals, membership, leadership, stages, cohesion, norms, communication, interpersonal feedback, conflict, difficult members, and power. Special issues, topics, types of groups, and client populations will be covered. Students will learn about these topics from assigned readings, in class lectures and discussion, classroom experiential exercises (e.g. role plays), peer presentations, group projects, and written assignments. Finally, all class members will participate in experiential training groups co-facilitated by advanced students in counseling psychology and counselor education.

Credits: 4

Grading: Graded (GRD)

Typically Offered: Varies

### CEP 680LEC Career Development

Lecture

Work in America and basic aspects of vocational psychology; theories of career development and choice; relationship between education or training and work; career counseling in various settings and with diverse populations; special problems (e.g., job satisfaction, displacement, dual-career families, indecision, and indecisiveness, etc.); assessment and information issues; impact and development of interests, abilities, and values.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

### CEP 695LEC Psychopathology& Evidence-Based Interventions

Lecture

17

The course will focus on the fundamentals of psychopathology, diagnosis, and the integration of evidence-based biopsychosocial interventions in professional practice. Students will review the current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM-5) and consider the benefits and limits of the DSM. An additional emphasis of the class is the application of evidence-based therapeutic interventions.

Credits: 3

Grading: Graded (GRD)

Typically Offered: Varies

#### CEP 600TUT Internship Tutorial

Locations, case load, and work assignments based on student's program and specialization. Requires completion of work hours (programs vary) and achievement of performance/experience standards. Supervision by university faculty and agency personnel. On campus meetings for discussion of clinical issues and skill development. Register for sections according to program (see [CEP 596](#)). Prerequisite(s): [CEP 597](#); permission of program. Credits: 1-9

Credits: 1 - 12

Grading: Graded (GRD)

Typically Offered: Varies

## Individual Student Plan (ISP)

You received an **Individual Student Plan (ISP)** upon admission that includes the coursework that is needed for you to meet the NYS LMHC requirements. The Individual Student Plan requires a minimum of 15 credits and a maximum of 27 credits that are determined by your previous preparation and gaps in the New York State 60 graduate credit in counseling and 11 content area requirements. The Individual Student Plan is your quickest path to meeting the educational requirements you are able to build your expertise through a variety of electives.

Your program includes the number of credit hour requirements and coursework as listed on your ISP. Based on your previous preparation courses or requirements may be listed as “Waived” on your ISP. You will not need to take courses at UB to meet requirements listed as “Waived” on your ISP.

The Graduate School Policy (<http://grad.buffalo.edu/succeed/current-students/policy-library.html>) requires that a minimum of 90 percent of all credits applied to a UB advanced certificate credential must be comprised of UB credit. Therefore, no transfer credit is applicable to the program.

If you have previous coursework that you believe may meet one of your ISP listed courses, please forward the course description and syllabus to the MHC Program Director for review. Previous coursework must be a B or better and from an accredited institution. The MHC Program Director will determine if the course meets the NYS LMHC requirements. If the course is deemed applicable you will receive an updated ISP.

Typical courses found on an ISP include [NOTE: Consult YOUR ISP for the course that YOU need]

CEP 521: Mental Health Counseling  
CEP 541: Human Growth & Development  
CEP 586: Assessment in Mental Health Counseling  
CEP 634: Multicultural Issues in Counseling  
CEP 695: Psychopathology and Evidence-Based Interventions  
CEP 600: Internship in Mental Health Counseling

Other commonly needed courses include:

CEP 532: Understanding Statistical Research  
CEP 615: Legal and Ethical Issues in Counseling  
CEP 653: Foundations of Counseling Theories  
CEP 658: Intro to Group Work (4 credits)  
CEP 680: Career Development

Additional online electives are available. A tentative schedule of course offerings is attached as Appendix A.

## **Student Advisement and Course Selection**

Upon acceptance to the program, you will be assigned a Faculty Advisor and an Academic Advisor. You will work directly with your Faculty Advisor to coordinate completion of coursework to meet your Individual Student Plan (ISP). ISP, program and course related questions should be directed to your Faculty Advisor. All general student questions go to your Academic Advisor. The UB schedule of classes is located at:

<http://registrar.buffalo.edu/schedules/>.

## Internship

There is an internship requirement for the AGC MHC program. NYSED requires 600 university-supervised hours for LMHC eligibility. The Internship for Mental Health Counseling is offered as CEP 600: Internship. The 600-hour internship is completed in 12 credits, available in 1 credit = 50-hour increments. CEP 600 Internship is offered online fall, winter, spring, and summer semesters, and on campus during the fall and spring semesters.

### Important Notes

- You must successfully complete your other course work for the AGC before beginning internship.
- The supervisor and internship site must be pre-approved and internship site must have a signed Affiliation Agreement on file with the University and Department prior to the start of internship.
- You must attend an average of one (1) hour per week of site supervision AND meet in class once per week. Online internship sessions take place via UB's web-based video conferencing provider. Your internship instructor will provide you with a link to connect to your course.
- Students who are terminated by their internship placement site or removed from their internship placement site by UB faculty, will receive a "U" for that semester's internship placement credit hours.
- Students are expected to follow all internship requirements per the syllabus and additional internship materials provided by the department. Full internship requirements and expectations can be found in the document: Mental Health Counseling Internship Materials page available through UB:LEARNS in the Mental Health Counseling AGC – Student Program Information Section.

UB can waive up to 300 hours (6 credits) of internship, with documentation of a previously qualifying internship. You will need to submit: Course Syllabus, Supervisor Credentials, Internship Evaluation, and Log of Hours for review by the Program Director. Additional documentation may be required. Though NYSED may waive additional hours, a minimum of 300 internship hours is required for conferral of the AGC MHC certificate from UB.

## Completion of Program

### Apply for Graduation through HUB

Approximately two semesters prior to completing the program, you will need to apply before the deadline from the Registrar's office typically found at:

<https://grad.buffalo.edu/succeed/graduate/requirements.html>.

If you miss the deadline, you will need to postpone your conferral date. There is a continuous enrollment policy, and you must be enrolled in the semester in which your degree is conferred. If you postpone your conferral, additional course registration may be required.

You must complete your outstanding course work by the semester deadline in order to confer your certificate.

### Graduation Deadlines

A student who does not meet published graduation deadlines but who does complete all degree requirements by the last business day prior to the first day of classes for the following semester or summer session may graduate the following semester or summer session without registering or paying fees.

### Receiving Your Certificate

Once you have conferred your AGC your paper certificate will be mailed to the permanent address listed on your student record approximately 6-8 weeks after the conferral date. Certificates are not mailed if you have an outstanding financial obligation to the University. Additional information on your certificate can be found at the Office of Registrar. This link to the Registrar will open in a new page: <https://registrar.buffalo.edu/degrees/diplomas.php>.

### Transcripts

The AGC will be listed on your transcript on the date of conferral. You do not need to wait for your paper certificate to arrive in the main to being your LMHC Limited Permit application with New York State. You may request to have the official transcript of your UB academic work sent to yourself or designated third parties. Transcripts must be requested via the HUB Student Center. This link to MyUB will open in a new page (select the HUB Student Center Tab): <http://myub.buffalo.edu>. This link to the Registrars page on Transcripts will open in a new page: <https://registrar.buffalo.edu/transcripts/index.php>. There is no per-transcript charge (depending on your date of enrollment).

## **Post-Certificate Completion Licensure**

Upon completion of your AGC at UB it is up to each student if they wish to apply for licensure and submit their materials to NYSED or state licensing board. Your official UB transcript with your conferred AGC will have a HEGIS program code that NYS will use as evidence that your education meets the criteria for license eligibility.

Students who are seeking licensure in a state other than New York should consult directly with that states licensing board on requirements and procedure. Outside of New York an educational review may be required. Some states require additional course work or internship hours, beyond those required by New York State. Planning for and meeting these requirements is the responsibility of the student. Not all required course work might be available through the program.

## **Disclaimer**

This is not a comprehensive list of policies. Students are encouraged to review the full Policy Library at <http://grad.buffalo.edu/succeed/current-students/policy-library.html>

## Online Education

You may be part of the online program here at CSEP or have the option of taking your courses online. What are the online courses like?

### UB:LEARNS

UB:LEARNS is UB's branded Brightspace learning management system. It will be your "Home Base" for your courses and can be accessed directly at <http://ublearns.buffalo.edu> or through MyUB at <http://myub.buffalo.edu> → Click the UB:LEARNS tab.

### Panopto

Panopto allows you to record, edit and publish academic video and audio content from your computer or mobile device. You can record or do a live stream event. You can share your Panopto recordings rather than use a separate streaming service. You can also add captions to videos in Panopto with built-in Automatic Speech Recognition (ASR) (which can then be refined manually). <https://www.buffalo.edu/ubit/service-guides/teaching-technology/teaching-services-for-faculty/panopto.html>

### Zoom

Zoom is UB's web-based video conferencing system. All faculty, staff, and students have access to Zoom. Your instructor will provide links to classes or meetings via video conferencing.

## Synchronous Courses with Web-Based Video Conferencing

If your course is listed as ONLINE **with a day/time** for meetings then it is **Synchronous**. You will meet with your classmates and instructor at the designated day/time via Webex, UB's web-based video conferencing system. Your instructor will provide you links to access and a schedule for the meetings in your UB:LEARNS course room. Other parts of the course will be delivered via UB:LEARNS, UB's branded Blackboard learning management system.

These courses are regularly delivered synchronously. (Course delivery options are subject to change)

- CEP 600: Internship for MHC (meets weekly)
- CEP 658: Intro to Groups (meets some weeks, see schedule)

- CEP 615: Legal and Ethical Issues (meets weekly, summer)

## **Asynchronous Courses**

If your course is listed as ONLINE with no day/time meetings, then it is Asynchronous. UB:LEARNS will be your home base and there are not regularly required meeting times. (You may be meeting occasionally with a class – presentation, office hours, group work – but not a regularly designated time). While you don't have a specific meeting time, you will have specific assignments, due dates, and participation requirements. See the syllabus and course schedule for your course for details.

## **Where Do I Find My Class?**

Your classes will be available in UB:LEARNS at <http://ublearns.buffalo.edu> by the 9am EST on the first day of class. Some classes may be available prior to the first day of class. It takes up to 24 hours from the time of registration for your course to appear in your UB:LEARNS list.

We encourage you to login with your UBIT username and password to review the course syllabus and materials.

## **Update Your Software**

Take advantage of UB-provided (FREE) software and update your computer before the start of the semester. <http://www.buffalo.edu/ubit.html> (Service Guide → Software)

## **Online Orientation**

A self-paced online orientation is available to help introduce you to online learning at CSEP. It covers use of the technologies used and provides tips on navigating them successfully. It is typically available to new students: August 1 for Fall accepts, and December 1 for Spring accepts. You will have access through UB:LEARNS, and the “course” will be available to you throughout your program.

## **Fee Waivers**

Students who are taking online only classes and/or live a distance from campus may be eligible for fee waivers. Students must apply directly for these fee waivers each semester.

- 1. Partial Comprehensive Fee Waiver** – Graduate students can waive the Health Services, Transportation, and Campus Life Fee (Athletic Fees are not charged to graduate students). The College Fee, Technology Fee and Transcript Fee cannot be waived. YOU NEED TO APPLY DIRECTLY FOR THIS WAIVER. The required form is available at: <http://studentaccounts.buffalo.edu/tuition/compfee/waiver.php>.
- 2. Graduate Student Association (GSA) Fee** – The GSA requires students to submit their own fee waiver application directly to the GSA. You must meet the GSA eligibility for a waiver (The criteria includes living farther than 75 miles from campus, or an annual income less than \$8,000 for a family of three, see the form for further details) form is available at: <http://gsa.buffalo.edu/forms/student-forms/> (click Fee Waiver Application)
- 3. Health Insurance Waiver** – *If you are taking 9 graduate credits or more per semester* you may be eligible to waive UB Student Health Insurance. You must provide proof of coverage. Waiver and Student Health Insurance information is available at: <http://subboard.com/insurance/> (If you want to add coverage, you can do so at this site too)

# International Students Information

## International Student Services

<http://www.buffalo.edu/international-student-services.html>

210 Talbert Hall

Buffalo, New York 14260-1604

(716) 645-2258

[isss@buffalo.edu](mailto:isss@buffalo.edu)

## Immigration Services

<http://www.buffalo.edu/immigration-services.html>

1 Capen Hall

Buffalo, New York 14260-1604

(716) 645-2355

[immgsvc@buffalo.edu](mailto:immgsvc@buffalo.edu)

## Financial Aid

<https://financialaid.buffalo.edu/international-students/>

1 Capen Hall (North Campus)

114 Diefendorf (South Campus)

(716) 645-8232

[UBFA@buffalo.edu](mailto:UBFA@buffalo.edu)

# Campus Resources and Services

## Departmental Resources

### Student Lounge

The Gilbert D. Moore Room (415 Baldy) is used as a classroom but may be open for other student-related use such as meetings, receptions, and the like. Additionally, the Robert Rossburg Memorial Lounge (adjacent to 415 Baldy) was constructed with funds donated from the estate of Dr. Rossburg. It is open during business hours and accessible by combination lock after hours. This lounge provides students with a comfortable study and social environment and is equipped with couch, recliner, table & chairs, computer, telephone, refrigerator, and microwave. Use of the Rossburg Lounge is a privilege that requires conforming to the use guidelines that are posted in the lounge. The Department reserves the right to control who has access to the lounge and use privileges may be revoked for disruptive or abusive behaviors.

## **Secretarial Services**

Students may not use the Departmental secretarial services unless they are doing work specifically and directly for a professor in conjunction with their assistantships.

## **Photocopying**

There are photocopying/scanning machines located in the various libraries and elsewhere on campus. Departmental copiers cannot be used except by department staff for department business.

## **Financial Information**

The CSEP Department offers a limited number of assistantships. These are awarded on a competitive basis. Students are limited to no more than two years of support from this source, although other sources of support may be available for third- and fourth-year students. The award carries with it a tuition scholarship for up to a maximum of 9 credit hours. The awardee is expected to work up to 20 hours per week, usually as a research assistant for two or more professors, or for a campus laboratory or project. The stipends attached to these assistantships change annually, but typically start at \$23,000.

There are also possibilities for securing research and administrative assistantships in other sectors of the University. These opportunities are posted throughout the year on Bullseye through Career Services: <http://www.buffalo.edu/career/bullseye.html>. Students in need of such assistance should check frequently. Likewise, part-time community-based jobs are also posted.

The State of New York provides several types of assistance to residents. Federally sponsored assistance programs, ranging from low-interest, deferred payment loans to work/study are also available. Because the number, types, and conditions of these programs change so frequently, they are not described here. Students are urged to become a resident of New York State as soon as possible, and to contact the Office of Student Accounts for further information on these programs.

## **University Information**

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Services	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814

*Note:* Amherst (North) Campus telephone numbers begin with 645; Main Street (South) Campus numbers with 829. The area code is 716.

### **Computer Labs**

Students may use any of the three GSE computer labs when classes are not being held in them. Labs are located in Baldy 14 (Mac), and Baldy 14a (PC).

Further information about GSE computer labs is available here:

<http://ed.buffalo.edu/current-students/all-students/technology.html>. Students also have access to any of UB's computing sites. See <http://www.buffalo.edu/ubit/service-guides/computing-sites.html>.

### **Library Services**

UB students have access to the University Libraries as part of the SUNY "world-class" library system. Consult the [University Libraries Student Support link](#) for more information concerning library services for students. All [University Libraries](#) provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. A Special Services Resource Room is available in Lockwood Library on the Amherst Campus for students with disabilities and study carrels are available in many libraries. You can call the Lockwood Library at 645-2815 or -2817 for more information.

The University Libraries designates an Education Librarian, [Cynthia Tysick](#), who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Cynthia Tysick, 521 Lockwood Library, 645-8629, [cat2@buffalo.edu](mailto:cat2@buffalo.edu).

### **Editorial Assistance Program**

Editorial Assistance and Tutorial Support is provided by the Graduate Student Association's (GSA's) Graduate Writing Center located in 310 Student Union. For further information, go to: <https://gsa.buffalo.edu/gsa-editing-services/>. If you have waived your GSA fee, you are not eligible for services.

There is also a Center for Excellence in Writing located on the 2<sup>nd</sup> floor of Baldy Hall (209 Baldy). The Center offers 45-minute consultations on your writing. To make an appointment visit: <http://www.buffalo.edu/writing/make-an-appointment.html>

## **Accessibility Resources**

The University is committed to creating and maintaining a campus that is accessible to all students. The Office of Accessibility Resources (formerly the Office of Disability Services) is the University's coordinating center on behalf of people with disabilities. If you need any assistance or information during your educational experience at the University, you can contact the Office of Accessibility Resources, 60 Capen Hall, (716) 645-2608 (TTY (716) 645-2616).

Further information is available here: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

Accessibility Resources assists students with a wide variety of problems they may encounter as they pursue careers or educational goals at SUNY Buffalo. If you need advice, information, counseling, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, placement help, adapted housing, campus orientation and mobility instruction, or other services that you cannot resolve yourself, you should contact Accessibility Resources.

Requests for accommodations do not automatically carry over for each semester. Students who are in need of assistance should alert each instructor during each semester a need is present.

# University Policy and Procedures

## Professional Behaviors

In addition to performing at acceptable academic levels in coursework, it is expected that a mental health counseling student will demonstrate professional behaviors, including maturity, independence, conscientiousness, cooperation with others, interpersonal skills, integrity, ethical behavior, sensitivity to others' life circumstances and cultural differences, and the ability to control one's personal stress, emotional disorder or reactions that might interfere with functioning as a competent, entry-level professional in a training or internship setting. This aspect of student performance prior to and during internship, as well as involvement in other relevant professional activities (including interactions with faculty and other students), will be evaluated regularly, and will contribute significant information to the assessment of each student's progress toward the successful completion of the program.

It is expected that students will demonstrate appropriate levels of performance in relation to clients, supervisors, and other professionals in their clinical placements that are acceptable to the agency professional personnel, and the Department faculty and staff. Inability to maintain professional behaviors can result in disciplinary action, up to and including dismissal from the program.

Specifically, the student should be able to perform adequately in the following areas:

- The ability to develop and maintain satisfactory relationships with clients appropriate to the level of performance of the student.
- The ability to engage in acceptable peer and faculty relationships within the context of the professional work situation in the field and in the Department.
- The ability to engage in constructive consultation in the professional workplace involving communicating with other staff about clients and issues.
- The ability to accept and profit from professional supervisory relationships.
- The ability to function within guidelines and limits of the professional ethics and standards of the American Counseling Association (ACA) and, if applicable, the American Mental Health Counselors Association (AMHCA).

### Interpersonal and Social Aspects

- Cooperation with others including peers, supervisors, faculty, and staff at the University at Buffalo, SUNY as well as in all clinical placements
- The ability to develop and maintain satisfactory relationships with families, teachers, students and staff appropriate to the level of performance of the students
- Awareness of personal impact on others and demonstration of responsibility for the impact of one's actions on others.

- The ability to engage in acceptable peer and faculty relationships within the context of the professional work situations in the field and in the Department.
- The ability to engage in constructive consultation in the professional workplace involving communicating with teachers, school staff, families and children.
- Demonstrates appropriate interpersonal, listening, and communication skills.
- Interpersonal and professional competence (e.g., the ways students relate to diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals and the public).
- Gossiping and Complaining - Students should treat others professionally and work to promote collegial relationships. Participation in idle gossip or excessive complaining serves to form a negative view of the person engaging in this behavior and can be damaging to the larger department environment.

#### Managing Emotions and Stress

- The ability to manage and control one's personal stress
- Be able to express feelings and resolve conflicts in an appropriate and professional manner.
- Present with emotional disorder or reactions that might interfere with functioning as a competent, entry-level professional in a training or internship setting

#### Self-Awareness and Self-Reflection on Impact on Others who are Different

- Sensitivity to others' life circumstances and cultural differences
- Mental health counseling students must be committed to working professionally, with all students, their families, their classmates, school staff, program staff, and faculty regardless of their background in terms of ability, age, ethnicity, gender, gender. Students in the program should be able to convey respect, genuineness, and empathy with all the above individuals/identity/expression, race, religion/spiritual orientation, sexual orientation, and socioeconomic class.
- Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and the potential impact of one's own beliefs and values on diverse individuals, groups, and organizations including clients, peers, faculty, staff, allied professionals, and the public)

#### Ability to Respond Effectively to Feedback

- The ability to accept and integrate feedback.
- The ability to accept and profit from professional supervisory relationships.
- openness to processes of supervision (e.g., the ability and willingness to explore issues that interfere with the appropriate provision of care or impede the professional development or functioning)
- Ability to Resolve Problems or Issues

- Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty or by participating in personal therapy in order to resolve problems or issues).

#### Various Qualities

- Maturity and Independence
- Conscientiousness and Integrity
- Values- values and works to create positive learning environments, respects the learning process and is a reflective learner.
- Work ethic- demonstrates an overall work ethic (e.g., initiative, self-direction, diligence, responsibility, fairness, commitment to quality, dependability, compliance with required procedures, honesty).
- Timeliness- Responding in a timely manner to professional communications, including email

### **Professional Conduct as it Relates to Social Media and Electronics**

The MHC faculty would like to reiterate the importance of professional conduct as it relates to social media and electronics in the classroom and within a student-in-training's professional life in general. Course instructors may allow you to bring your laptop, tablet, phone, etc. to class for note taking or referring to online readings. However, web surfing, texting, Facebooking, messaging, etc. during class is not appropriate professional behavior. Due to the potential of class discussion including personal health information on clients, you must ask permission from the instructor before engaging in any recordings of class. In addition, there will be zero tolerance for any form of disrespect such as cyberbullying, unprofessional comments, or taking photos without a classmate's consent, and such actions may result in a change in your status in the program. Informal social conversations via text in class are not appropriate and are disrespectful to your classmates and your instructor. If you have a personal emergency or personal concern which requires you to have your phone out during class, please let the course instructor know in a general way what is going on, and if you need to step out of class to take a call or return a text. We strive to create an inclusive, supportive, and safe professional learning environment for all students within our program and our courses.

Professional expectations and dispositions are attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as graduate students interact with faculty, staff, and colleagues. These positive behaviors support effective classroom teaching, professional interactions, and learning. Professional expectations and dispositions are assessed during all classes, phone conversations, email/Internet transactions, and face-to-face meetings.

It is in the interest of the community for students to conduct themselves as responsible citizens of the larger university community by upholding and following all codes of conduct. Students will obey all university policies and procedures, as well as all local, state, and federal laws. Students will be mindful of the rights of others to use university property. They will maintain and regularly monitor their university accounts. Students will uphold and maintain honesty and integrity.

All students are responsible for being familiar with and adhering to the standards of the American Counseling Association Code of Ethics. **Having been admitted to the AGC Program, all students are subject to the standards of behavior prescribed by the ACA Code of Ethics.** Violation of the rules delineated by the ACA Code of Ethics is grounds for punitive action; up to and such action may vary from verbal warning to expulsion from the program. The latest version of the [ACA Code of Ethics](http://www.counseling.org/resources/aca-code-of-ethics.pdf) may be obtained here: <http://www.counseling.org/resources/aca-code-of-ethics.pdf>

## Rules, Regulations, and Policies for UB Students

In addition to the above areas, students are also subject to the rules, regulations and policies for students of UB, which can be found here: <https://www.buffalo.edu/studentlife/life-on-campus/community/rules.html>. Information on classroom policies for UB students can be found here: <https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>.

## Due Process

Evaluation of students is ongoing and not limited to the annual review. At any point in a student's academic training, problems may be identified by a faculty member or supervisor. Students who are demonstrating difficulty in their professionally relevant activities will be notified in writing. A plan for remediation will be adopted that may include several options including personal growth experiences, increased didactic instruction, a decreased course load or clinical load, increased supervision (e.g., additional field experiences, repeating internship, etc.), a leave of absence, and/or personal therapy. A specific date for reevaluation will be set. Students will be placed on probation during the remediation program. Students may also be placed on probation for poor academic performance, professional concerns, ethical concerns, and/or excessive delays in finishing incompletes (see separate statement below on Academic Review/Probation). Following the remediation program, a formal hearing will be held by the faculty to determine if the student shall be restored to full status within the Department, continued on probation or dismissed from the Department. Students must be provided a written notice of dismissal including the details of the reasons for the action. An opportunity for re-review of the case on appeal by the student will be provided. Normally the re-review

process will follow existing grievance procedures in effect at the University at Buffalo and administered by the Dean of the Graduate School of Education.

If a student is experiencing an issue, concern, or conflict related to a course or supervisor, the first step to resolution should be communication with the instructor or supervisor. In the case of an issue with an internship supervisor, the Internship Course Instructor should be consulted. If the issue with the instructor or faculty cannot be resolved, the Program Director should be consulted. If the Program Director is unable to bring the matter to a resolution, students may contact the Department Chair for additional options. See the [Graduate School Policies and Procedures](#) for further guidance.

## **Good Academic Standing**

Good academic standing means that a student is making acceptable progress toward a graduate degree and is eligible to register for and pursue academic coursework at this university for the current semester. All graduate students are expected to remain in good academic standing throughout the entire course of their study. Minimum Academic Requirements for Good Academic Standing established by the Graduate School are as follows (\*individual divisions may establish additional academic standards):

- All required courses must be passed with a grade of “B” or better\*;
- Exclusive of "S" grades, courses submitted for candidacy in a master's or doctoral program must average a "B" (3.00) grade point average or better;

(Note: An "S" grade may be awarded only in those instances where a student's letter grade would have been a "B" grade point or better).

\*Students who receive a grade of 'B-' or below in a required program course must repeat the course to obtain a grade of B or better. Students who receive a grade of 'B-' or below in an elective course must either repeat the course to obtain a grade of B or better or take another elective course and obtain a grade of B or better.

## **Academic Probation**

Any graduate student who receives a grade of 'U,' 'F,' 'D,' or 'C' in any course, or who falls below the minimum academic requirements stated above, or who indicates a lack of clinical progress as determined by the program faculty, or who indicates a lack of ability as determined by the Director of Graduate Studies or student's academic advisor, will receive an

immediate academic review. Upon completion of the academic review, the director of graduate studies may place the student on academic probation.

Students determined to be making unsatisfactory academic progress must be placed on academic probation. A probationary letter is issued to the student (with a copy to the advisor, if applicable) indicating the conditions that must be met and outlining an appropriate time frame in which to regain good academic standing in the graduate program. The outcome that will result if the conditions are not met must also be included in the probationary letter. Probationary letters will be made in writing by the director of graduate studies, or department chair or designee at the end of the semester (mid-December or mid-May) and will indicate the terms of the probation and its removal. After the specified time frame outlined in the probation letter, the student must be sent a letter removing the probationary status, or a dismissal letter, or a second probationary letter with a new set of conditions for regaining good academic standing.

## **Academic Dismissal and Transcripts**

Graduate students not meeting the written terms of their academic probation may be academically dismissed from the program by the director of graduate studies, chair of the department, or graduate program director. Such dismissals shall be done in a timely fashion but no later than three weeks after the completion of the term. The Graduate School will be notified in writing of all such academic dismissals. Graduate students who are dismissed for academic reasons from a graduate program will have a "GRD" (Graduate School) service indicator placed on their academic record to prevent future registration.

## **Reinstatement.**

A graduate student who has been officially dismissed and who seeks reinstatement shall submit a formal request for reinstatement, along with a supporting statement of explanation, to the chair of the academic department. The request shall be acted upon by the established procedure or review group appropriate to the particular graduate program. If a student is subsequently reinstated to the program from which they were dismissed or admitted into another graduate program, the "GRD" service indicator will be removed from the student record by written request from the academic department to the Graduate School.

## **Enrollment and Certificate Completion Policies and Procedures**

## Continuous Registration Requirement

As part of the registration process, students select a program of courses with the advice of their advisors or committee and with the approval of their program director. Students must then officially register every semester for the appropriate courses according to established registration procedures and within the deadline dates announced by the Office of the Registrar.

Graduate students must register for a minimum of one credit hour each fall and spring term until all requirements for the degree are completed. If continuous registration is impossible at any time, the student **must** secure a [leave of absence](#) from the Office of the Registrar. Failure to secure a leave of absence by the end of the semester in which the leave is to begin will result in a \$350 reactivation fee being assessed to the student's account when the student subsequently registers for classes. Students may not be on a leave of absence in the semester immediately preceding degree conferral. Under some circumstances, the continuous registration requirement may be waived for the semester immediately prior to degree conferral if the student has an approved [Application to Candidacy](#) on file in the Graduate School, will not be using any university services or faculty time and has submitted all required conferral materials to the Graduate School *prior* to the first day of the semester. Students may request a waiver of continuous registration by filing the [Graduate Student Petition for Waiver of Continuous Registration](#) with the Graduate School.

Graduate School forms may be found at this link: <http://grad.buffalo.edu/succeed/current-students/forms.html>

## Leave of Absence Policy

A request for a leave of absence must be negotiated through the chair or director of graduate studies of the student's major department using a [Graduate Student Petition for a Leave of Absence form Download pdf](#). The form must then be forwarded to the Office of the Registrar by the last day of classes of the semester in which the leave is to begin.

Normally, leaves are granted for a maximum of one year, but may be extended for up to one additional year if circumstances warrant. Each department may establish its own policies within the limits of these guidelines. All leave requests must be supported by adequate documentation.

Students approved for a leave of absence remain liable for any outstanding tuition and fee charges.

International students are advised to consult with International Student and Scholar Services, 210 Talbert Hall, North Campus, 716-645-2258, prior to applying for a leave of absence.

Failure to register for classes or secure a leave of absence by the last day of classes of the semester in which the leave is to begin, will result in the student losing their access to register for classes in a future semester. To regain registration access within a subsequent five-year period, the student's home academic department must file a semester record activation request on behalf of the student (see the "[Returning Student Semester Record Activation and Associated Fee](#)" section for more details).

Graduate School forms may be found at this link: <http://grad.buffalo.edu/succeed/current-students/forms.html>

## **Communication**

### **UB Mail (email)**

As a UB student you are required to obtain, activate, and regularly check your UB email account. Important University, Department, Program, and Instructor level communications come through email.

It is expected that all communication with faculty, staff, professionals, and other students, will be respectful and appropriate (including tone, grammar, spelling, addressing the person professionally, and will allow appropriate time for response.)

### **Office Hours**

Faculty office hour are by appointment for either calls or Webex/ Zoom meetings. Please check with the professors you wish to meet with. Email is also an appropriate and acceptable methods of communication.

### **Program Information**

Upon admission and assigning of your UBIT username and password you will have access in UB:LEARNS (<http://ublearns.buffalo.edu>) to the "Mental Health Counseling AGC-Student Program Information Section". You will see this "Program Information" course in your "My Courses" list in UB:LEARNS throughout your program. Program Information houses important information about your program including Announcements, Program Information, Internship Information, Resources and Billing Information, among others. You'll also get the semester Registration Information with courses and registration numbers via Program Information. You are encouraged to check Program Information regularly.

### **Academic Integrity**

Effective Fall 2019, UB's Office of Academic Integrity and/or the Office of Student Advocacy is the main source for faculty and students to seek guidance/advice on alleged academic misconduct matters as well as for students to only have one streamlined single appeal process. This policy includes a 3-step process at the graduate level.

First, the instructor and the student will attempt a **Consultative Resolution**. Second, the instructor will determine whether to impose **Sanctioning** or not. Third and final step is **Reporting**, in which the instructor sends the student a decision through UB e-mail, copying the department chair, dean, and Office of Academic Integrity. Should the student wish to appeal the decision, the student may submit an appeal request and the Office of Academic Integrity will make a determination as to whether the appeal has cause or not.

Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at:

[https://catalog.buffalo.edu/policies/academic\\_integrity\\_2019-20.html](https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html).

The Office of Academic Integrity (<https://academicintegrity.buffalo.edu/>) is located in 9A Norton Hall and the telephone number is (716) 645-3512.

The Office of Student Advocacy (<https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>) is located in 520 Capen Hall.

## Grievance Procedures

Students occasionally experience conflicts and disagreements with other students, faculty, and supervisors over the course of their graduate career. The usual procedure in such circumstances is to first raise the issue with the person in question and see if it can be informally resolved. If not, students should then seek the counsel of a third party. In all cases, the program director will be available to discuss these issues.

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the satisfactory resolution of complaints. This set of procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate School goes well beyond an administrative interest in providing steps to be taken when one of its members has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's

intention that to the maximum extent feasible its procedures secure equitable treatment to every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity but also to considerations of substantive fairness." Find more information at <http://gra.buffalo.edu/succeed/current-students/policy-library.html> under "Academic Grievance."

## **Equity, Diversity and Inclusion**

The Office of Equity, Diversity and Inclusion (EDI) manages and assists with the following UB policies:

- Discrimination and Harassment
- Reasonable Accommodation
- Religious Accommodation and Expression
- Web Accessibility
- Child Protection
- Sexual Violence Response Policy
- Student Preferred Name Policy

More information found at: <https://www.buffalo.edu/equity/policies.html>

## **Student Code of Conduct**

The Student Code of Conduct outlines what is expected from you as a UB student. Here, you will find information about your rights and responsibilities, standards of behavior and an overview of student-related University policies.

During your first semester at UB, you will be prompted to read and affirm the Student Code of Conduct.

## **Additional Rules, Regulations and Guidelines**

You may also be subject to additional rules, regulations, procedures and guidelines as a member of the UB community. Here are some of the most commonly referenced resources.

### **The Good Samaritan Policy**

The health and safety of UB students is our first priority. The Good Samaritan Policy eliminates disciplinary consequences for you and the people you are with if you call for help when drinking or using other drugs.

## **Guidelines for Reporting Bias-Related Confrontations and Incidents**

UB is committed to a safe and inclusive environment. As such, UB has specific guidelines and procedures in place to respond to bias-related confrontations and incidents. Bias-related incidents are prompted by intolerant behaviors and illegal discrimination based on issues of: Race, Color, National origin, Sex, Religion, Age, Disability, Gender, Pregnancy, Gender identity, Gender expression, Sexual orientation, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status.

## **Obstruction or Disruption in the Classroom**

As a student, your behavior in the classroom affects others. We encourage you to arrive on time, pay attention to your instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, you should still understand the expectations for your behavior — as well as the consequences for inappropriate actions. Instructors are encouraged to review and enforce policies for addressing obstruction or disruption in the classroom.

## **Photography and Video**

Photographs and videos of members of the University community are taken regularly, and are subsequently used for a variety of informational and promotional purposes. If you do not want your image to be used in this manner, it is your responsibility to advise the photographer/videographer accordingly. Should you choose to have any media asset in which you are depicted removed from the University's media repository, please contact University Communications at [ub-ucom@buffalo.edu](mailto:ub-ucom@buffalo.edu).

## **Public Health Compliance in the Classroom Setting**

As indicated in the Student Compliance Policy for COVID-19 Public Health Behavior Expectations (<https://www.buffalo.edu/studentlife/who-we-are/departments/conduct/coronavirus-student-compliance-policy.html>), in our classroom you are required to:

1. Obtain and wear masks/face coverings in campus public spaces, including campus outdoor spaces.
2. Maintain proper physical distancing in public spaces and must stay 6 feet apart from one another.
3. Stay home if you are sick.
4. Abide by New York State, federal and Center for Disease Control and Prevention (CDC) travel restrictions and precautionary quarantines.

5. Follow campus and public health directives for isolation or quarantine.
6. Should you need to miss class due to illness, isolation or quarantine, you are required to notify the course instructor and make arrangements to complete missed work.
7. You are responsible for following any additional directives in settings such as labs, clinical environments etc.
8. Students understand there may be additional risks within their internship site experiences.
9. Students will comply with their sites public health expectations and requirements.

Students who are not complying with the public health behavior expectations will be asked to comply. Should the non-compliant behavior continue, course Instructors are authorized to ask the student to leave the classroom. Non-compliant students may also be referred to the Office of Health Promotion to participate in an online public health class to better educate them on the importance of these public health directives for the entire community.

*The Counseling, School and Educational Psychology Department reserves the right to amend, alter, and update the policies, procedures, or other information provided in this handbook as needed. Changes, revisions, and amendments to the material in this handbook will be published on the Counseling, School and Educational Department website and in future editions of the handbook.*