



University at Buffalo

Department of Counseling, School
and Educational Psychology

Graduate School of Education



2026-2027 HANDBOOK

Rehabilitation Counseling MS Program

Graduate School of Education

University at Buffalo

State University of New York

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. 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.

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GSE Mission

With a focus on local-to-global impact, the **Graduate School of Education (GSE)** is an inclusive community engaged in ground-breaking research and teaching across education, human development and information science that improves educational, social and economic opportunities for individuals and communities.

Within the GSE, **The Department of Counseling, School and Educational Psychology** is an interdisciplinary and collaborative department operating within a community-based, scientist-practitioner methodology. In this model, we produce cutting-edge research that informs students, scholars, and practitioners to build upon the strengths of diverse populations. As scientist-practitioners, we educate students in mental health, rehabilitation, and school counseling as well as counseling psychology, school psychology, and educational data science for evidence-based policy and practice. Through an equity, diversity, justice, and inclusion (EDJI) infused framework, our teaching, research, and service has an impact at local, state, national, and international levels.

NOTICE TO STUDENTS: This handbook is a reference guide for students earning a Master of Science Degree in Rehabilitation Counseling at the University at Buffalo. It includes University and Departmental information and regulations, academic and clinical training requirements, and resources available to the student. **Students are responsible for knowing the information and complying with the standards and deadlines contained in this handbook, the Graduate School of Education policies and procedures, and the University at Buffalo (UB) Graduate School policies and practices** <http://grad.buffalo.edu/succeed/current-students/policy-library.html>. Read and review its contents carefully and refer to it throughout the course of your program. Consultation with your assigned Faculty Advisor is recommended if you require additional information or need clarification.

The Counseling, School, and Educational Psychology (CSEP) department reserves the right to amend, alter, or 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 Rehabilitation Counseling program page and in future editions of the handbook.

Overview of the Graduate Program

University Graduate School

<https://www.buffalo.edu/grad/explore/about/dean.html>

All graduate degrees at UB are awarded through the University Graduate School, located at 408 Capen Hall, phone 716-645-2939 (distinct from the Graduate School of Education).

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 at 1st floor Foster Hall (phone 716-645- 6640).

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Department of Counseling School & Educational Psychology

<https://ed.buffalo.edu/current-students/csep-students.html>

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Counseling, School and Educational Psychology Department Programs

The Rehabilitation Counseling MS Program is one of the programs that comprise the Department of Counseling, School and Educational Psychology. Other programs include:

Degree Program	Program Director
Applied Statistical Analysis – Advanced Graduate Certificate	Dr. Sunha Kim
Combined Counseling Psychology/School Psychology PhD	Dr. Wendy Guyker
Educational Data Science – Master of Science (MS)	Dr. Sunha Kim
Educational Data Science – Doctor of Philosophy (PhD)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods – Master of Arts (MA)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods PhD	Dr. Sunha Kim
Mental Health Counseling – Advanced Graduate Certificate	Dr. Amy Reynolds, interim
Mental Health Counseling – Master of Science (MS)	Dr. Amy Reynolds, interim
Rehabilitation Counseling – Advanced Certificate	Dr. Scott Sabella
Rehabilitation Counseling – Master of Science (MS)	Dr. Scott Sabella
School Counseling – Certificate of Advanced Study	Dr. Luis Tosado II
School Counseling – Master of Education (EdM)	Dr. Luis Tosado II

School Psychology – Master of Arts (MA) & Advanced Certificate	Dr. Rebecca Vujnovic
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Rehabilitation Counseling Program

<https://ed.buffalo.edu/academics/masters/rehab-counseling.html>

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Department Student Organizations

Graduate Student Association (GSA)

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>

Rehabilitation Counseling Professional Organizations

(See Appendix C; CACREP 1.M.11)

It is equally important to be aware of professional organizations that focus on the field of Rehabilitation Counseling. Staying current with legislative updates and other changes in the field, learning about workshops, training opportunities, conferences, scholarships, and employment announcements are some of the many benefits of a student or professional membership. We encourage all students to research various professional organizations and consider joining as a student while membership fees are often reduced and to continue membership throughout your career as a professional.

A general list of some professional counseling organizations can be found in Appendix C. The list includes several examples of organizations specific to the field of Rehabilitation Counseling, such as:

[**The National Rehabilitation Association**](#), [**National Association of Multicultural Rehabilitation Concerns**](#), and [**American Rehabilitation Counseling Association \(ARCA\)**](#).

The [**American Counseling Association**](#) (ACA) is another important counseling organization that provides resources, advocacy, and benefits to counselor members and to the counseling field as a whole. Students may consider joining the ACA for one of their benefits in providing free personal liability insurance to all student members. So, while you are a student in a master's program, you can obtain free

personal liability insurance coverage compliments of the ACA (the school provides insurance to all students while on practicum and internship, though students may consider additional personal liability insurance). There is also a new graduate discount for personal liability insurance that can be carried for 3 years after graduation.

The Rehabilitation Counseling MS Degree

Program Mission (CACREP 1.M.1)

The mission of the University at Buffalo Master of Science program in rehabilitation counseling (RC) is to provide high quality instruction and practical experiences, in order to develop competent and professional rehabilitation counselors who are committed to facilitating autonomy, inclusion and well-being of individuals with disabilities in employment and the community.

Program Objectives (CACREP 1.M.1)

The program faculty will continuously assess the program and student progress to ensure our mission to develop competent and professional rehabilitation counselors. We will promote pluralism and ideals which are consistent with the rehabilitation counseling philosophy.

Program faculty have identified the following three objectives:

Objective 1: Ensuring graduate competence in the latest knowledge skills, and dispositional standards.

Objective 2: Excellence through program evaluation and self-study.

Objective 3: Critical evaluation of current syllabi and program for emerging knowledge areas, and multicultural counseling competencies as defined in the CRCC code of ethics.

The Role of the Rehabilitation Counselor

Rehabilitation counseling is a counseling specialization and distinct profession concerned with assisting individuals with disabilities. It is an expanding field whose growth can be seen in both the increasing body of knowledge that constitutes the discipline and in the many settings where it is practiced. The rehabilitation counselor is one of a number of specialists working in a unified effort to help individuals with disabilities move toward living life as fully and as independently as possible. Disability is broadly considered to include any physical, cognitive, or emotional impairment that substantially limits major life activities. This may include physical, sensory, developmental, psychological (emotional), cognitive (mental), or other areas. Rehabilitation counselors work in diverse areas, including vocational settings such as state divisions of

vocational rehabilitation, vocational evaluation programs, vocational counseling centers, work incentive programs, supported employment programs, community rehabilitation programs, and Native American rehabilitation programs.

Broader rehabilitation settings include medical and veteran rehabilitation centers, psychiatric centers, alcohol, and substance abuse centers as well as other addiction programs, nursing support centers, youth and family service agencies, Independent Living Centers, correctional institutions, secondary and postsecondary educational institutions, workers' compensation agencies, community agencies, and in private practice. This is not an exhaustive list of settings, and depending on state laws, may include mental health counseling programs. The competencies and skills of the rehabilitation counselor may be applied to varied human environmental, behavioral, and personal factors; hence, the master's degree in Rehabilitation Counseling makes our graduates employable in a wide variety of settings and with numerous types of populations.

Although the role and function will vary depending upon the nature of their employment, rehabilitation counselors will primarily use an individualized, strengths-based approach which focuses on forming an ethical, collaborative, and therapeutic relationship with the client (who may also be referred to as consumer, customer, or patient in some settings). This generally includes counseling with the goal of helping the client to resolve personal, family, social, educational, behavioral, and vocational issues. Services may be provided on one-to-one, family, or within the context of a group (e.g., counseling, educational, or support groups). In many settings, the rehabilitation counselor may also provide and arrange other services such as evaluation or assessment, rehabilitation technology planning, supporting counseling and guidance, personal assistance services, work adjustment training, educational or vocational placement, community and client advocacy, and service planning, coordination, and referral. The rehabilitation counselor works at integrated settings alongside related professionals such as physicians, nurses, physical and occupational therapists, social workers, substance abuse counselors and others as a team member supporting client growth and goal attainment.

Although the role and training of a rehabilitation counselor includes counseling services for mental, emotional, and behavioral disorders or disabilities under the **CRCC Scope of Practice**, state guidelines dictate whether rehabilitation counselors are eligible to apply for licensure. New York State, for example, does not allow licensure as a mental health counselor unless the applicant has a degree in mental health counseling or has completed additional coursework to meet current requirements with a minimum 60 credit hours of specific graduate study courses. The Rehabilitation Counseling program is not designed to correspond with New York State requirements to become a licensed mental health counselor (LMHC).

The New York State Requirements for licensure as a mental health counselor can be found at the following link: <http://www.op.nysed.gov/prof/mhp/mhclhc.htm#>

Information regarding state licensure board guidelines for all states can be found at: <https://crccertification.com/advocacy-and-legislation/state-licensure-boards/> or

<https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>

(For more information on New York State Mental Health Counselor licensure, see Appendix G)

Admission

Students are generally admitted to the Rehabilitation Counseling (RC) program at the beginning of each fall semester. Those applying to the program must submit: an on-line application, post-secondary/undergraduate transcripts (review of Grade Point Average), at least two letters of reference, statement of educational and career goals, resume, and be willing to participate in 1-2 zoom or in-person interviews. Submission of Graduate Record Examination (GRE) test scores is optional (not required). Selection of students for the program is made on the basis of the appropriateness of their career goals, their demonstrated academic abilities and aptitude for graduate-level study, relevant experience, interpersonal skills and aptitude in forming counseling relationships, respect for cultural differences, and their professional attitudes and dispositions. Each year, the number of students admitted is determined with regard to the course capacity, quality of courses, supervision, and advisement.

Transfer students may only apply up to 20% (12 credits worth) of non-UB (other university) credits to the completion of their master's degree and all transfer credits must be approved by the program director at the time of admission. A syllabus from each course being reviewed for transfer must be supplied to the program director for review to determine their applicability and course equivalency. To be eligible for transfer, courses must be completed at an accredited or recognized institution, and the student must have earned the grade of B or better. If approved, the program director will file a Graduate Student Petition for Approval of (Non-UB) Transfer of Credit form.

Affirmative Action and Diversity Support Statement (CACREP 1.M.8)

The program is committed to seeking and supporting the efforts of qualified individuals with disabilities or who are minorities wishing to enter the field of rehabilitation counseling. No person, in whatever relationship with the University at Buffalo, shall be subject to discrimination on the basis of age, belief, color, disability, national origin, ethnicity, religion, gender, or military veteran status. For more information, see the UB Equity, Diversity and Inclusion webpage: <https://www.buffalo.edu/equity.html>.

The University, Graduate School of Education, and the Department of Counseling, School, and Educational Psychology supports and is committed to creating an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. Further, we wish to affirm our commitment to creating and maintaining a positive, welcoming, and inclusive environment that embraces diversity and strives to eliminate barriers to access, advancement, and full participation on the basis of race, gender, identity, sexual orientation, religion, disability, or veteran status for student, faculty, and staff.

CACREP Accreditation and CRC Certification

The program is fully accredited by the New York State Education Department and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) until October 2029.

Students of CACREP-accredited programs are eligible to apply to become a Certified Rehabilitation Counselor (CRC) under certification Category (1) and all students are required to take the national CRC Examination in their final year of the program. Seventy-five percent (75%) of coursework needs to be completed at least one to two months prior to taking the exam. Students who pass the CRC exam are eligible to submit their transcript, showing degree conferral, to the Commission on Rehabilitation Counselor Certification (CRCC) for processing. This process allows graduates of our program to hold the credential as a Certified Rehabilitation Counselor (CRC) without the need for additional supervised employment in the field, as required for other categories.

Please note that students who pass the CRC exam are not recognized as a CRC until they submit their final Official Transcript to the CRCC to verify degree conferral. Information on how to submit the transcript for processing can be found in the Practicum and Internship Manual or on the Announcement page in the Internship course on UB: Learns. You may request your official transcript in advance and have it held for degree conferral.

Student Assessment Procedures (CACREP 1.M.5)

- a. Professional expectations and dispositions are assessed during all classes through course contacts and grades, phone conversations, email/Internet transactions, face-to-face meetings, and through feedback from peers, supervisors, and other faculty.
- b. Academic “good standing” and course grade requirements are described fully in section on Rehabilitation Program Degree requirements starting on page 21
- c. Additionally, key performance indicators (KPIs) and key professional dispositions (KPDs) have formal assessment processes that occur on a regular schedule.
 - i. The 11 Key Performance Indicators (KPIs) will be evaluated by successfully passing applicable coursework and relevant embedded major assignments and successfully meeting KPIs within intern evaluations during the practicum and internship courses (evaluation by on-site supervisor).

The 3 Key Professional Dispositions (KPDs) will be assessed by program faculty based on instructor feedback at the end of Year 1 (faculty KPDs evaluation), then will also be assessed by on-site supervisors during practicum and internships (supervisor evaluations). The KPDs show that the student has demonstrated appropriate attitudes, commitments, values, and professional behaviors in interactions with faculty, supervisors and site personnel, and with clients.

Key Performance Indicators and Dispositions

All students who successfully complete the UB Rehabilitation Counseling Program will demonstrate knowledge, skills, and dispositions consistent with the CACREP standards. within the following Key Performance Indicators (KPI) and Dispositions (KPD): As part of these requirements, all rehabilitation counseling students are evaluated across a number of key performance indicators (KPIs) and key professional dispositions (KPDs). The KPIs will be evaluated by successfully passing applicable coursework and major assignments, and successfully meeting KPIs within onsite evaluations during the practicum and internship courses. The KPDs will be assessed by program faculty based on instructor feedback at the end of Year 1, then will also be assessed by on-site supervisors during practicum and internships. These KPDs show that the student has demonstrated appropriate attitudes, commitments, values, and professional behaviors in interactions with faculty, supervisors, and site personnel, and with clients. Students showing any areas “below expectations” or multiple KPI/KPDs “near expectations” on evaluations will be reviewed further to assess appropriate progress. It is expected that students will demonstrate competency across the KPIs and KPDs by the final evaluation of their internship. Any students, with KPIs or KPDs that are still “below expectations” or “near expectations” in their final internship evaluations will receive a review and remediation plan that could include multiple remediation strategies, including repeating coursework, additional coursework, additional internship hours, independent study or skill building, personal counseling, etc.

Key Performance Indicators and Key Professional Dispositions

Key Performance Indicators (KPIs)

1. Demonstrates understanding and application of ethical standards of the profession across service delivery modalities and practice settings. (CACREP 3.A.10; Professional Counseling Orientation and Ethical Practice) (CEP 615)
2. Demonstrates understanding and respect for the influences of culture, identities, and ability/disability in service delivery and wellness (CACREP 3.B.3 & 3.B.6; Social and Cultural Identities and Experiences) (CEP 634)
3. Demonstrates understanding of biological, psychological, and environmental factors and that affect development and functioning (CACREP 3.C, Lifespan Development) (CEP 541)
4. Demonstrates understanding and application of theories and models of career development and counseling (CACREP 3.D.1, Career Development) (CEP 680)
5. Demonstrates understanding and application of counseling strategies and techniques and facilitate the counseling relationship and client change (CACREP 3.E.8 & 3.E.10, Counseling Practice and Relationships) (CEP 653, Annotated Bibliography)
6. Demonstrates understanding of group process dynamics and factors contributing to group effectiveness (Note; students must have at least 1 experience leading or co-leading a group during their internship; CACREP 4.E) (CACREP 3.F.2 & 3.F.3, Group Counseling and Group Work) (CEP 658; Group Proposal)

7. Demonstrates understanding and application of structured interviewing and assessments for service planning and delivery (3.G.8 & 3.G.10) (Assessment and Diagnostic Processes Career Development) (CEP 503, test review)
8. Demonstrates understanding and application of research to inform counseling practice (CACREP 3.H.1) (CEP 532)
9. Demonstrates understanding and application of strategies to enhance adjustment and adaptation to disability (CACREP 5.G.2, Rehabilitation Counseling) (CEP 661)
10. Demonstrates understanding and application of principles of independence, self-determination, and informed choice (CACREP 5.G.4, Rehabilitation Counseling) (CEP 655).
11. Demonstrates understanding and application of classification, terminology, etiology, and associated functioning across disabilities (CACREP 5.G.7, Rehabilitation Counseling) (CEP 661)

Key Professional Dispositions

1. Demonstrates a professional attitude and appropriate conduct in working with faculty, supervisors, coworkers, and other professional contacts. (KPD 1) (first year faculty evaluation, CEP 597 and CEP 600 evaluations)
2. Demonstrates an appropriate “therapeutic attitude” in forming and maintaining productive therapeutic relationships with clients. (KPD 2) (first year faculty evaluation, CEP 597 and CEP 600 evaluations)
3. Demonstrates a commitment to facilitating independence, inclusion and wellbeing of people with disabilities in employment and the community. (KPD 3) (first year faculty evaluation, CEP 597 and CEP 600 evaluation)

CRC Examination and Student Verification Form (Capstone)

All students are required to take the CRC examination during their final year in the program while enrolled in CEP 600 Internship. The exam is offered three times per year (March, July, and October). The application for the exam is usually due approximately five months prior to the exam date. The typical student will complete the application and pay all fees by December of the previous year to take the exam in March.

Students are responsible for the following steps for CRC exam eligibility and proof of completion:

- Gathering application information and registering for the exam. The certification guide can be accessed at the CRCC website: <https://crccertification.com/wp-content/uploads/2021/01/CRCCertificationGuide-2021.pdf>
- Students should be aware of registration deadlines, which are several months in advance, and be prepared to pay an application fee (currently \$420). Information regarding the CRC examination is available at: <https://crccertification.com/get-certified/>
- The **Student Status Verification Form**, found in the application packet, must be signed by the student’s Faculty Advisor and included with the application. Students should complete the form

and contact their Faculty Advisor to make arrangements for signature at least two weeks prior to submission of the application to ensure timely delivery. The verification form for eligibility Category 1 (CACREP Accredited Programs) can be found at the following link:

https://crccertification.com/wp-content/uploads/2023/05/Category1_Student-Enrolled-CACREP-Accredited-Masters-Program-Verification-Form_ac.pdf

- After the exam, students are responsible for supplying their advisors with verification that they completed the exam. **When the student completes the CRC examination, they will receive a Test Completion Verification form or an email. This verification must be copied and sent to their Faculty Advisor for filing as proof of meeting the graduation requirement to take the CRC exam.** Information regarding additional submission of the form for database entry will be available in the Internship class.
- To pass the CRC, students must demonstrate professional competence in both of the two overall categories: (1) Counseling, and (2) Rehabilitation and Disabilities.

The structure and subcategories included on the exam can be found at the following link:

<https://crccertification.com/get-certified/crc-exam-overview/>

NOTE: If student does not pass the CRC exam, a diagnostic report from the CRCC indicating recommended areas for further study will be sent to the student. **The student must then pass the program's in-house, faculty-developed Comprehensive Exam (see below) in order to graduate.** When needed, students should discuss registration for the in-house Comprehensive Exam with their Faculty Advisor.

If desired, graduates who did not pass the CRC exam may contact the CRCC to re-take it in the future. Advisors may supply students with additional resources based on their exam diagnostic report.

Comprehensive Examination (if needed; Capstone)

Prior experience shows that the majority of students will fulfill the graduation requirement to show professional competency by successfully passing the CRC Exam. Students who do not pass the required CRC exam, however, will be given an opportunity to pass the faculty-developed Comprehensive Exam to meet this graduation requirement.

1) Students must score 70% or higher on each of the 5 sections to pass the Comprehensive Exam. This multiple-choice exam is delivered online or in the classroom and covers the same five CRC Exam general content areas: (1) Counseling Theory, (2) Career Development and Vocational Placement, (3) Tests and Measurements, (4) Rehabilitation Foundations and Professional Issues, (5) Medical and Psychosocial Aspects of Chronic Illness and Disability. Students are given two attempts to achieve a passing score in each section.

2) Students scoring 60%-70% in any of the 5 sections will be required to successfully answer essay questions related to exam content in each of the areas where they did not achieve a passing score. The essays must demonstrate competence and fulfillment of our entry-level rehabilitation counselor education standards.

3) Students who score lower than 60% on any of the 5 sections after their second attempt at the Comprehensive Exam will be given an academic review by the faculty and a subsequent remediation plan. This may include repeating course(s) related to the missed exam content or it may include independent study to show competence in missing areas.

Graduation will be delayed for those who fail to pass the CRC or Comprehensive Exams. Delayed students must enroll for at least one academic credit in the following semester and work with their Faculty Advisor or the Program Director to review deficient exam areas, their remediation plan, and re-take the CRC exam the next time it is offered or the Comprehensive Exam during the next semester.

Use of Artificial Intelligence (AI) in Comprehensive Examination

The use of AI for assistance in completing the comprehensive examination capstone is strictly forbidden. Any use of *generative* AI tools in this class will be considered a violation of UB's Academic Integrity policies.

Curriculum Overview

The Master of Science Degree in Rehabilitation Counseling is one of several programs in the Department of Counseling, School, and Educational Psychology (CSEP). The program has two course delivery formats (on-campus and online). Both formats follow equivalent curriculum to meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Rehabilitation Counseling guidelines and standards. The curriculum involves the equivalent of four (4) full-time semesters (12 credits per semester, on average, plus summer term the first year) or eight (8) semesters of part-time study (6-10 credits per semester), totaling 60 credit hours. All program courses are taught by rehabilitation counseling program, department faculty or adjunct faculty. For information on specific courses, see Degree Requirements for further detail regarding coursework.

Expectations for Rehabilitation Counseling Students

CACREP 1.M.3

Communication

Upon beginning the program, students in the Rehabilitation Counseling program are required to obtain and activate their UB accounts. Go to the UB Information Technology website at <http://www.buffalo.edu/ubit.html> and click "Activate UBITName." Information on accessing UB online services, checking your email, and getting free software is provided at this website.

There will be required GSE, Departmental, and Program Orientations on the weekend prior to the beginning of the fall semester. The invitation will be emailed to new students from the GSE Office of Admission or the department during the summer. Online students will be invited to attend via streaming or other electronic method.

Students are responsible for checking their UB emails (and UB: Learns announcements if any) on a regular, if not daily, basis to obtain information about program changes, course updates, and so forth.

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 allow appropriate time for response). Students demonstrating issues with appropriate communication will be provided corrective feedback from the faculty. Appropriate communication by students will be included in the assessment of professional dispositions. All students must meet expectations in all key professional dispositions to successfully graduate.

Office hours for faculty may be posted, or by appointment, for either in-person or virtual meetings. Please check with the professors with whom you wish to meet regarding scheduling. Email or phone calls are also appropriate and acceptable methods of communication.

Professional Behaviors

In addition to performing at acceptable academic levels in coursework, it is expected that a rehabilitation counselor-in-training will demonstrate exemplary levels of personal adjustment, maturity, good ethical judgment, respect for cultural differences, professional communication and interaction, and human relations skills in all of the academic and pre-professional activities in which they are engaged. This aspect of their performance while enrolled in Field Work, Practicum, Internship, as well as involvement in coursework and other relevant professional activities, will be evaluated, and will contribute 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. Specifically, the student should be able to perform adequately in the following areas.

The ability of the rehabilitation counselor-in-training to:

1. establish and maintain effective helping relationships with clients, using ethical standards.
2. engage in productive peer relationships in the clinical training experiences.
3. work collaboratively and communicate respectfully and professionally at all times with faculty members, staff, and field site personnel.

4. engage in constructive, collaborative consultation with other professional staff in serving clients with disabilities in field experiences.
5. accept and profit from professional supervisory relationships, including **openness to feedback**.

Students will be evaluated on the following relevant, key professional disposition (KPD) areas at multiple points throughout the program.

- A professional attitude and appropriate conduct in working with faculty, supervisors, coworkers, and other professional contacts. (KPD 1)
- An appropriate “therapeutic attitude” in forming and maintaining a productive therapeutic relationship with clients. (KPD 2)
- A respectful and resourceful commitment to facilitation of independence, integration, and inclusion of people with disabilities in employment and the community. (KPD 3)

Student’s performance will be reviewed in each of the above areas on a regular basis. Consultation with rehabilitation program instructors, faculty, site supervisors and clinical instructors will be a part of the process. Assessment instruments used during practicum and internship experiences will include professional disposition evaluation items.

Students who have demonstrated below expected standards in professional dispositions will be notified and the “below expectations” evaluation will be documented. If needed, plans for remediation will be developed as part of the due process procedure (see below).

All students are required to understand and comply with the UB Graduate School’s academic integrity policy. This means that we do not tolerate academic dishonesty, such as plagiarism, use of previously submitted work, cheating, selling or purchasing assignments/papers, etc. Depending on the severity of the transgression(s), academic dishonesty may result in warnings, revisions to work, reduction of grade, failure of the course, or university sanctions (such as suspension or expulsion from the university). The link to the academic integrity policies within the University at Buffalo Graduate School can be found here:

<http://ed.buffalo.edu/policies.html>

In addition to the above students are required to read the “**Professional Behaviors Expectations**” section of **Appendix D**, which are expectations of students in all programs within the CSEP Department.

Due Process Procedure (CACREP 1.M.6)

Students who are demonstrating significant difficulty in their academic and/or professional development will be notified in writing in a timely manner. According to due process, a plan for remediation shall be adopted that may include several options (e.g., additional (or repeating) coursework, personal growth experiences, additional clinical training experiences, a leave of absence from the program, personal counseling, or other appropriate actions). Students will be on probation during the remediation program

and a specific date for reevaluation will be set as appropriate in each instance. Students may be placed on probation for poor academic performance, not meeting expectations on Key Performance Indicators or Key Professional Dispositions, unethical or unprofessional behavior, and/or excessive delays in finishing incomplete grades.

Upon completion of a remediation plan, a formal meeting will be held by the rehabilitation counseling program director, faculty, and instructors to determine if the student shall be restored to good-standing status in the Department, continued on probation, or dismissed. Students may participate in the formal hearing in person, or virtually, if they so choose. If the hearing result is dismissal from the program, the student will be provided a written notice including the details of the reasons for the action. An opportunity for a timely re-review of the case on appeal by the student will be provided. 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.

Additional Information on the Professional Behavioral Expectations and Due Process can be found in Appendix D (Professional Behavior Expectations) and Appendix E (Due Process Procedures). Formal UB Graduate School Policy on Academic Grievance Procedures are available at the following link: <https://www.buffalo.edu/grad/succeed/current-students/policy-library.html>

All students are responsible for being familiar with and adhering to the standards of the Code of Professional Ethics for Rehabilitation Counselors. <https://crrcertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>

Violation of the rules delineated by the Code is grounds for punitive action; such action may vary from verbal warning to expulsion from the program. If there are any questions regarding the Code of Ethics, please speak to a faculty member.

If a student is experiencing an issue, concern, or conflict related to a course, the first step to resolution should be communication with the instructor. If the issue cannot be resolved, or if there is a program or curriculum issue, students should contact their advisor. If their advisor is unable to bring the matter to a resolution, students may contact the program director. Any issues which have not been resolved up to this level may be brought to the department chair.

Email and Communication Guidelines

Upon entering the program, all students are required to obtain and activate their UB email accounts (username@buffalo.edu). Email accounts are activated by acquiring your UB ID and following the instructions provided by Computing and Information Technology (CIT): <http://ubit.buffalo.edu/students/>. Specific information about your UB username and password will be sent by the GSE Admissions Office.

Students are expected to check their UB email regularly, as it is the primary method of communication for program announcements, deadlines, policy updates, internship and job opportunities, and other important information. In most cases, email will be the only method used for official communication. Additional announcements may occasionally be posted outside the CSEP Department Office (409 Baldy Hall).

Professional Communication Standards

All communication with faculty, staff, professionals, and peers must be respectful and professional. This includes appropriate tone, grammar, spelling, and addressing individuals formally. Allow sufficient time for responses.

Confidentiality Policy

Students are **not permitted** to use UB email or personal email accounts for **any** communication related to confidential practicum matters. All communication involving confidential, agency-level, or client-level information **must comply with practicum or internship site policies** and be conducted using agency-issued email accounts.

The Rehabilitation Counseling Degree Requirements

CACREP 1.M.2

The program leading to the Master of Science Degree in Rehabilitation Counseling involves the successful completion of the equivalent of four full-time or eight part-time semesters of coursework delivered on campus or online, totaling a minimum of 60 credit hours.

Academic and Research Advisement

Each student studies under the academic faculty advisement of a Rehabilitation Counseling Faculty Advisor for the entirety of the program. Accordingly, all coursework, internship, and certification questions should be asked of the assigned Faculty Advisor. The incoming student is expected to initiate and maintain regular contact with his/her advisor throughout the program. The Faculty Advisor is charged with overseeing the student's academic progress through program completion. Students who are demonstrating difficulty in their coursework, professional development, or academic progress should work with their Faculty Advisor to develop a plan for remediation. Health, personal, and other issues that may require the student to take a Leave of Absence from the program should be communicated to their Faculty and Academic Advisors for guidance based on needs.

Continuous Registration

The program must be completed within four years of the date of matriculation. An extension of this time limit may be petitioned, but students may be required to take additional coursework or show currency in other ways. Students need to maintain continuous registration each academic year (Fall and Spring semesters) from the time they matriculate until they graduate. Students who have not registered for at least one credit during each Fall and Spring semester after admission through graduation will be required to pay a \$350 reactivation fee, and/or may need to reapply for admission to the program, per Graduate School policy. (See Leave of Absence policy below.)

Leave of Absence

Illness or other personal reasons may require an interruption in study. Students may petition for a leave of absence, usually one or two semesters in length, when it is not possible for them to maintain registration. Time on leave of absence does not count against the four-year limitation, and the requirement for continuous registration is waived. If students anticipate the need to be absent, they must file a request for leave prior to the first day of the semester to begin their leave period. Petitions filed after leave has begun may be denied, and may incur a \$350 fee to be reinstated, if approved. If you plan to take a leave of absence, please contact your faculty advisor immediately to review your options. To discuss the necessary documentation required for a leave of absence, please contact Academic Advisor Jennifer Austin (jhaustin@buffalo.edu).

Curriculum and Course Sequencing

The online and on-campus curricula are identical (60 credit hours), but course sequencing differs by format. The series of three clinical courses must be taken in this sequence: CEP 596, CEP 597, and CEP 600. These, and many other courses, may only be offered once per year so any deviation from the sequence may delay graduation.

On Campus Full-Time Course Sequencing

The on-campus format is designed as a full-time program which may be completed over the course of two years (four semesters), though part-time programs may be developed in collaboration with faculty advisors to suit incoming students. On-campus students must attend Fall and Spring semesters. A typical program includes the following on-campus course sequencing:

Program Schedule
Year 1 FALL: Semester 1 (12 credits)

CEP 596: Field Work: Counseling Techniques in Rehabilitation Counseling (3 credits) CEP 649: Rehabilitation Foundations (3 credits) CEP 653: Foundations of Counseling Theory (3 credits) CEP 661: Medical and Psychosocial Aspects of Disability (3 credits)
YEAR 1 SPRING: Semester 2 (12 credits)
CEP 597: Practicum in Rehabilitation Counseling (150 contact hours) (4 credits) CEP 655: Case Management and Rehabilitation Practice (4 credits) CEP 658: Introduction to Groups Work (with lab) (4 credits)
SUMMER BETWEEN YEAR 1 & YEAR 2 (12 credits)
CEP 532: Understanding Statistical Research (3 credits) CEP 615: Legal and Ethical Issues in Counseling (3 credits) CEP 683: Vocational Placement Process (3 credits) Graduate Level Elective (3 credits)
YEAR 2 FALL: Semester 5 (12 credits)
CEP 503: Tests and Measurements (3 credits) CEP 541: Human Growth and Development (3 credits) CEP 600: Internship in Rehabilitation Counseling (300 contact hours) (6 credits)
YEAR 2 SPRING: Semester 5 (12 credits)
CEP 600: Internship in Rehabilitation Counseling (300 contact hours) (6 credits) CEP 634: Multicultural Issues in Counseling (3 credits) CEP 680: Career Development (3 credits)
CRC EXAM REQUIRED during the final semester, but no credit value is assigned
Total credit hours - 60

Online Part-Time Course Sequencing

The online format is designed as a part-time program which may be completed over the course of three years (8 semesters including 2 summer semesters). Online students are required to take coursework over two summers. A typical program includes the following online course sequencing:

Program Schedule
Year 1 FALL: Semester 1 (9 credits)

CEP 649: Rehabilitation Foundations (3 credits) CEP 653: Foundations of Counseling Theory (3 credits) CEP 661: Medical and Psychosocial Aspects of Disability (3 credits)
YEAR 1 SPRING: Semester 2 (10 credits)
CEP 634: Multicultural Issues in Counseling (3 credits) CEP 655: Case Management and Rehabilitation Practice (4 credits) CEP 680: Career Development (3 credits)
SUMMER BETWEEN YEAR 1 & YEAR 2 (6 credits)
CEP 532: Understanding Statistical Research (3 credits) CEP 615: Legal and Ethical Issues in Counseling (3 credits) *
YEAR 2 FALL: Semester 4 (9 credits)
CEP 503: Tests and Measurements (3 credits) CEP 596: Field Work: Counseling Techniques in Rehabilitation Counseling (3 credits)* CEP 541: Human Growth and Development (3 credits)
YEAR 2 SPRING: Semester 5 (8 credits)
CEP 597: Practicum in Rehabilitation Counseling (150 contact hours) (4 credits) * CEP 658: Introduction to Group Work (with Lab)* (4 credits)
SUMMER BETWEEN YEAR 2 & YEAR 3 (6 credits)
CEP 683: Vocational Placement Process (3 credits) Graduate Level Elective (3 credits)
YEAR 3 FALL: Semester 7 (6 credits)
CEP 600: Internship in Rehabilitation Counseling (300 contact hours) (6 credits)
YEAR 3 SPRING: Semester 8 (6 credits)
CEP 600: Internship in Rehabilitation Counseling (300 contact hours) (6 credits)
CRC EXAM REQUIRED during the final semester, but no credit value is assigned
Total credit hours - 60

*These courses have a synchronous component; students will meet as an entire class online via web-based video conferencing (such as Zoom): CEP 596 requires synchronous class sessions for skill practice and other assignments. CEP 597 and CEP 600 are clinical placement courses and must be completed with instructor supervision on a weekly basis during the semester. Students may also need to arrange synchronous meetings or presentations in CEP 683, CEP 658 and CEP 615. These courses cannot be passed without attendance at the synchronous meetings at designated times.

Course Management System

Courses are supported through Brightspace, accessible via UB:Learns. Once your UB credentials are activated, you can access program information pages and courses (by 9am on the first day of the semester) at: <https://ublearns.buffalo.edu/index.html>

Clinical Training Experiences

The Rehabilitation Counseling program requires students to secure practicum and internship placements via the Clinical Coordinator, Jennifer Dexheimer, MS, reachable at (716) 645-1048 or jfarino2@buffalo.edu. The Clinical Coordinator is an RC program staff who oversees linkages between students, cooperating counselors, and their agencies. They also handle Affiliation Agreements with cooperating entities such as rehabilitation facilities, mental health clinics, substance abuse treatment centers, and private rehabilitation companies.

Students are responsible to identify clinical training opportunities in their local community with the support of the Clinical Coordinator and should begin thinking about potential training sites that may be of interest to their career at the start of the RC program. To arrange clinical placements, students will complete a series of assignments during the Field Work course and communicate independently with the Clinical Coordinator. **The Clinical Placement Manual AND the affiliated MS Rehab Counseling Student Program Information course on UB Learns should be referenced regularly for instructional details on the placement process, requirements, and forms.** Students will arrange placements **no later than** during the semester prior to the one in which they plan to take the relevant course.

On-site supervisors will provide guidance during a minimum of one-hour weekly meetings. Additionally, students will partake in weekly group supervision sessions, facilitated by their faculty instructor, as part of their practicum and internship courses. Group supervision occurs synchronously every week, in the evening. Campus students attend group supervision on campus; online students attend group supervision online. Course assignments will further enhance placement experiences by fostering rehabilitation counseling skills, self-awareness, and understanding of practice issues. Regular

communication will occur between the site supervisor, faculty instructor, and/or university Clinical Coordinator throughout the semester(s).

Many students join the Rehabilitation Counseling program with extensive prior experience in counseling and rehabilitation. However, it's important to understand that the clinical placement is primarily an educational experience, not an employment opportunity, though students will contribute to service delivery. Internship credits are not granted for paid staff positions; students must engage in genuine internship experiences to earn Practicum and Internship credits.

Sometimes, students wish to use their place of employment for accruing Practicum or Internship hours outside of their job duties. This is permissible if the site satisfies the RC program's placement requirements and both the site and site supervisor adhere to CACREP standards and program requirements. A site can still qualify for practicum or internship, even if a student is or has been employed there. However, approval to use the site must be sought in advance by submitting a written proposal. Proposals are not guaranteed and are subject to thorough review by the RC program.

No internship credits will be awarded solely based on a student's job in the field. The placement should provide an authentic learning experience, such as exposure to new programs, different clientele, or new supervision. It's the student's responsibility to complete an approval request for placement with their employer. This request will be reviewed by program faculty to confirm it aligns with the criteria for a legitimate learning experience and a suitable placement site. **No credits will be granted for past or current work experience.**

See the **Clinical Placement Manual** for detailed information and form links.

1. Field Work and Counseling Techniques (preparation for clinical experience)

The CEP 596 Field Work and Counseling Techniques course is the first of three sequential courses and begins the clinical experience. It starts in the first semester for full-time students, and the fourth for part-time students. This course provides basic training in counseling skills and prepares students for the practicum and internship experiences. Assignments will guide students to locate, visit, and explore facilities and programs that employ Certified Rehabilitation Counselors, promoting a deeper understanding of the field and a CRC's professional role.

During the course, students are expected to individually identify an appropriate Practicum site and propose ideas for the internship placement, with approval and support from the Clinical Coordinator. Guidelines, expectations, procedures, and policies for clinical placement experiences should be referenced regularly via the **Clinical Placement Manual** and will be discussed throughout the course.

2. Practicum (150 agency-clock hours under supervision at the approved practicum site)

CEP 597 Practicum is the second sequential course and provides deeper immersion in a chosen agency, allowing students to understand its clientele and operations. As a precursor to the Internship, students will start counseling a small caseload under close supervision of their site and faculty supervisors, using tools such as audio or video recording of sessions (with proper permissions) or direct observation by the site supervisor.

The Practicum course aims to broaden students' cultural and ethical competence, encouraging personal growth and sensitivity. Students will explore counseling approaches, rehabilitation issues, and the role of a rehabilitation counselor. A minimum of **150 clock hours** at the agency (on average 10 hours per week for 15 weeks) is required, **in addition to coursework**. While 75 direct service hours are encouraged, a minimum of **40 direct hours** to individuals with disabilities is required to comply with CACREP guidelines. **Students must organize their schedules to meet these minimum requirements**, including at least one hour of weekly individual supervision with the on-site supervisor.

During the Practicum course, students are expected to individually identify an appropriate Internship site, with approval and support from the Clinical Coordinator.

Guidelines, expectations, procedures, and policies for clinical placement experiences should be referenced regularly via the **Clinical Placement Manual and the affiliated MS Rehab Counseling Student Program Information course on UB Learns.**

3. Internship (600 agency-clock hours under supervision at the approved internship site)

The third sequential course is CEP 600 Internship, which concludes the clinical placement experiences. A minimum of **600 clock hours** of agency contact time is required, including **at least 240 direct service hours** (300 hours is recommended) to individuals with disabilities, **in addition to coursework**. The required 600 clock hours can be completed part-time over two semesters (Fall & Spring) or full-time in one semester (subject to approval and feasibility). **Students must have 2 live or recorded direct supervisor observations with feedback during internship, per semester. Student must also have at least one experience leading or co-leading a group during internship. Students must organize their schedules to meet these minimum requirements**, including at least one hour of weekly individual supervision with the on-site supervisor.

The Internship is a demanding and often unpaid learning experience. Students must carefully consider how they will balance their jobs, personal commitments, and finances to fulfill this crucial program requirement. Proper planning and preparation are essential to successfully navigate this phase of your education.

Please note that the **Internship is not a direct extension of Practicum**, and internship should differ from the Practicum in terms of site, population, and supervisor, unless there are valid and justified reasons otherwise. Formal proposals can be made to conduct the Internship at the Practicum site, provided there will be new and unique learning opportunities and/or a significant advancement in professional

experience. Proposals are not guaranteed and are subject to thorough review by the RC program. All requirements for direct client contact and supervision must be adhered to in these cases.

The Internship aims to build on basic counseling skills, providing more experience and practice with only somewhat more supervision than a beginning employee. By the end, students should be prepared to function as if they are entry-level agency staff.

All students need to have a supervisor with a CRC to validate their hours. This can be **either the site supervisor, or university Practicum/Internship instructor** with advance permission from the instructor.

Occasionally, student evaluations indicate a need for additional experience beyond standard requirements. In such cases, an additional semester or more of internship may be required before the student is eligible to graduate. When students are required to do additional internships, supervision will be provided on a case-by-case basis. Some students request an additional semester of internship for their own professional growth or other reasons. Program staff will make every effort to provide the necessary supervision, but because of resource and class size limitations, it may not be possible to approve all requests for additional internship credits.

Guidelines, expectations, procedures, and policies for clinical placement experiences should be referenced regularly via the **Clinical Placement Manual and the affiliated MS Rehab Counseling Student Program Information course on UB Learns.**

CACREP Direct Service hours definition: Supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.

Standards for Course Load Expectations – GSE Policy

The UB Graduate School oversees all campus and distance graduate programs. The expectations for “Standards for Course Load Expectations” stem from the NYS Education Department requirements for all programs. For course load planning, based on a 15-week semester, students should anticipate the following expectations.

Each "Credit Hour" should be one in-class contact hour per week PLUS two or three hours of outside coursework. Expectations for a three-credit hour campus course should be three hours in-class per week + six to nine hours of coursework outside of class for an approximate total of between nine and twelve

hours per week, per three-credit course. Online courses follow equivalent expectations, though in-class contact hours may be replaced by synchronous or asynchronous learning activities.

NOTE: Placement hours are not included in the above calculation.

Evaluating Student Progress

Student evaluation is ongoing with progress being evaluated hierarchically at three levels: in courses, during field practice, and programmatically. This multi-level student monitoring process allows for continuous and aggregate assessment of student performance data at multiple time points, from multiple sources, and in multiple settings. Each semester, program faculty assemble to review and assess student's progress.

The student evaluation process is administered through faculty mentorship with oversight by the program director. Emphasizing student responsibility, the rehabilitation counseling faculty and instructors support the student through the process and makes annual reports. Data included in the evaluation process include: 1) course completion and grades, 2) faculty observation of professional disposition, 3) practicum and internship evaluations of performance and dispositions, 4) completion of the Certified Rehabilitation Counselor Examination (or satisfactory completion of the program Comprehensive Examination).

Evaluation Tools and Timeline (CACREP 1.M.5)

- Course completion and grades as evidenced by student transcripts at the end of each semester; (GPA = 3.0; Grades below B- will not count toward degree completion; performance of Key Performance Indicators (KPIs) for related coursework and embedded assignments.
- Assessment of professional dispositions (KPDs) as reported by program faculty after the first year of the program. This includes observation and qualitative feedback regarding professional dispositions and attitude, as well as ethical conduct and academic integrity.
- Evaluations of performance during and at the end of practicum, and internship experiences (including KPIs and KPDs)
- Taking the Certified Rehabilitation Counselor (CRC) Examination while enrolled in internship
- Successful completion of CRC Examination or the program Comprehensive Examination (if applicable)

Faculty Advisement

Each student is assigned a Faculty Advisor (the program director or his/her designee) upon beginning his/her program. The incoming student is expected to initiate and maintain regular contact with his/her advisor throughout the program. The Faculty Advisor is charged with overseeing the student's academic progress through program completion. Students who are demonstrating difficulty in their coursework, professional development, or academic progress should work with their Faculty Advisor to develop a plan for remediation. Health, personal, and other issues that may require the student to take a Leave of Absence from the program should be communicated to their Faculty and Academic Advisors for guidance based on needs.

Course Grades, Completion, and GPA

At the course level, students will be continually evaluated in terms of their mastery of course materials as well as their professional development. The course level evaluations are as critical as course sequences providing the base upon which professional practices are built. The Rehabilitation Counseling Program was designed to create professional, reflective, and effective counselors. The sequence of individual courses is strategically nested within the overall learning program and is intended to provide students with sequential experiences necessary to build the knowledge, skills, and dispositions necessary for effective practice. Specifically, the courses are offered in pedagogically efficient sequence designed to build a base of theoretical knowledge and basic counseling skills and move toward more complex practical applications (i.e., ethical considerations, treatment issues, diagnosis, and treatment planning).

Grades: Grading practices follow Graduate School and University guidelines. Each instructor will provide specific grading guidelines in the class syllabus.

A minimum Grade Point Average of 3.0 is required for maintaining good standing in the program and graduation. This GPA pertains to courses included on the approved Academic Advising Report (AAR).

It is expected that students will earn a B (3.0) or better in each required course in the program (a grade of B- will earn credit toward the degree). Those grades at C+ or below must be repeated until a passing grade is achieved. Anytime a student's GPA falls below 3.0 or multiple courses are not passed at the B-level, an academic review will be conducted and the student may be placed on academic probation.

Per GSE Policy Library, "For all graduate-level courses, an interim grade of incomplete (I) may be assigned if the student has not completed all requirements for the course. A grade of I (incomplete) may be assigned only if the student has a passing average in course requirements already completed and successful completion of unfinished coursework could result in a final grade better than the default grade. The instructor shall provide the student specification, in writing, of the requirements left to be fulfilled. An interim grade of I (Incomplete) shall not be assigned to a student who did not complete assignments due to non-attendance in the course.

Assignment of an incomplete grade is at the discretion of the instructor. The instructor must specify a default grade when the I (Incomplete) grade is submitted. A default grade is the letter grade the student will receive if no additional coursework is completed and/or a grade change form is not filed by the instructor. The default grade may be B+, B, B-, C+, C, C-, D, F, S or U.

The default grade shall become the grade of record if the I (Incomplete) grade is not replaced by a permanent grade 12 months after the close of the term in which the I (Incomplete) grade was assigned.” For more information, see Policy Library at <https://grad.buffalo.edu/succeed/current-students/policy-library.html>

Good Academic Standing (CACREP 1.M.7)

Good academic standing means that a student is making acceptable progress toward a graduate degree and is eligible to register and take 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:

Course grade and GPA expectations: To remain in good academic standing a student must hold a GPA of B or better within the required program coursework. Students are expected to earn a B (3.0) or better in all required courses within the program. Students who earn below a B- in coursework may be put on academic review and/or probation. Students who earn a C+ or below in any required course must repeat the course until they receive an acceptable grade.

Satisfactory/Unsatisfactory Grades: “S” indicates credit and “U” indicates no credit. An "S" grade will be awarded only in those instances where a student's letter grade would have been a "B" (3.0) grade point or better. No more than 25% of required course credits (not including courses taken as a master's thesis or project guidance or clinical experiences) shall be graded on an S/U basis.

Academic review/probation: Students must maintain a GPA of 3.0 or better and are expected to earn a B- or better in all coursework. Any graduate student who falls below the minimum academic requirements stated above, or who indicates a lack of clinical progress [including adherence to ethical standards, professional disposition expectations, and clinical evaluation expectations (KPIs/KPDs on practicum/internship evaluations)] as determined by the program faculty, will receive a timely academic review by her or his graduate program faculty. Upon completion of the academic review, the graduate program faculty may place the student on academic probation. Such notice will be made in writing by the Program Director or the Department Chair or other designee immediately following such a determination and will indicate the terms of the Probation and its removal. This action should be taken prior to the Add/Drop period of the next semester.

Academic dismissal and transcripts: Any graduate student not meeting the written terms of his or her academic probation may be academically dismissed from the University by her or his department/graduate program. Such dismissals shall be done in a timely fashion but no later than three weeks after the completion of the semester final examinations and/or final grade submission. The Office of 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 notation placed on their graduate transcripts indicating that they were academically dismissed and the date of the dismissal.

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 established procedure or review group within the particular graduate program shall act upon the request. Only if such students are subsequently readmitted to the program from which they were dismissed will the dismissal notations be removed from the transcripts by written request to the Office of the Graduate School.

Academic Forms, Procedures and Deadlines

There are a number of academic forms, procedures, and deadlines that you will be responsible for. Please watch for email and announcement information and be sure to adhere to the deadlines throughout your program or your graduation may be postponed. It is the student's responsibility to adhere to all guidelines and deadlines. You may also contact Jennifer Austin, Academic Advisor (jhaustin@buffalo.edu) for additional questions that may arise regarding the following:

Program Completion Statement (PCS)

As of the Spring 2019 semester, no paper forms will be accepted for conferral.

To confer your degree, you are required apply through the HUB Student Center for graduation [<http://myub.buffalo.edu> à HUB Student Center à Academics, My Academics à Graduation, Apply for Graduation] by the semester deadlines:

- October 1 for the Fall semester (February 1 conferral)
- February 22 for Spring semester (June 1 conferral)
- April 15 for Summer session (September 1 conferral)

You must complete your outstanding course work by the semester deadline in order to confer your degree. If you are making a change to your graduation plan, you must immediately amend your conferral date through HUB.

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.

Receiving your CRC Certificate

Once you have conferred, your paper degree will be mailed to the permanent address listed on your student record approximately 6 weeks after the conferral date. Degrees are not mailed if you have an outstanding financial obligation to the University. Additional information on your degree can be found at the Office of Registrar. This link to the Registrar will open in a new page:

<https://registrar.buffalo.edu/transcripts/index.php>

Transcripts

The MS degree will be listed on your transcript on the date of conferral. You do not need to wait for your paper degree or certificate to arrive in the mail to submit an advance request to have a UB transcript sent to yourself or designated third parties. Official and unofficial transcripts must be requested via the HUB Student Center. This link to MyUB will open in a new page: <http://myub.buffalo.edu> (select the HUB Student Center Tab). Then, click on the Registrars page and select “Transcripts” to open in a new page for submitting the request: <https://registrar.buffalo.edu/transcripts/index.php>

Transcript fees are included in your Comprehensive fees paid each semester.

Academic Review/Probation

(CACREP 1.M.7)

Academic Standing, Probation, and Dismissal Policy

Any graduate student who receives a grade of ‘U,’ ‘F,’ ‘D,’ or ‘C’ in any course, falls below the minimum academic requirements, or demonstrates insufficient clinical progress will undergo an immediate academic review. Clinical concerns may include, but are not limited to:

- A rating below **3** on any item of the practicum or internship evaluation form completed by a school-based supervisor
- Supervisor comments indicating concern about the student’s ability to fulfill the responsibilities of a school psychologist

Following this review, the program faculty will collaborate to determine appropriate next steps. Initial underperformance typically results in a Performance Improvement Plan (PIP). Failure to demonstrate sufficient progress on the PIP may lead to academic probation.

Academic Probation

GSE policy states that “all student grades are reviewed at the end of each fall and spring semester. If a student fails one or more classes in a specific semester and/or if their cumulative GPA falls below a 3.0, the student may be placed on academic probation.

Students on academic probation will receive a letter from the department outlining the terms of the probation and the requirements going forward. They will be required to meet with the Associate Chair and achieve a specific GPA during their next term. Additional requirements may be made specific to each student's case.

At the end of the subsequent semester, the students record will be reviewed again, and it will be determined if the student has met the terms of their probation letter. If they have, the student will be either taken off academic probation, or the probation will continue until the student achieves a cumulative GPA of 3.0 or higher.

If the student does not meet the terms of their probation letter, the student may be academically dismissed from their graduate program. This determination will be done by the Chair.”

Academic Dismissal

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.

Additional can be found on the GSE website → Policies, Procedures, & Resources:

<https://ed.buffalo.edu/policies.graduate.html>

University Policy and Procedures

Academic Integrity

UB's **Office of Academic Integrity** and the **Office of Student Advocacy** serve as primary resources for both faculty and students in matters related to alleged academic misconduct. These offices provide guidance and support, ensuring a clear and streamlined appeals process for students. For more information, visit the Office of Academic Integrity: <https://www.buffalo.edu/academic-integrity.html>

- Common Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at: <https://www.buffalo.edu/academic-integrity/about/violations.html>
- Academic Integrity Process: <https://www.buffalo.edu/academic-integrity/about/process.html>
- Student Resources can be found here: <https://www.buffalo.edu/academic-integrity/resources.html>

Chat GPT and Use of AI in Academic Work

The use of Chat engines or AI to aid in the writing of your work is not acceptable and will be considered “Falsifying Academic Materials.” Assignments must be completed by each student without enhancements through use of Chat or AI assistance. Writing supports through the writing center or instructor feedback are an acceptable part of the writing process, provided that revisions are completed by the student. The associated policy about falsification of academic materials can be found here (<https://catalogs.buffalo.edu/content.php?catoid=1&navoid=19#academic-integrity>)

Grievance Procedures

According to GSE policy, the Academic Grievance Preamble states that “it is an objective of the University at Buffalo and its Graduate School to encourage the prompt consultative resolution of grievances of graduate students as they arise and to provide orderly procedures for the formal consideration and resolution of complaints that cannot be resolved through consultation.

This set of procedures is designed to provide a well-defined, yet appropriately flexible structure that recognizes and reflects the issues unique to graduate education as well as academic areas common to all faculty-student or administrator-student relationships.

The following procedures provide a sequence of steps for the orderly and expeditious resolution of grievances initiated by graduate students. While recognizing and affirming the established principle that academic judgments and determinations are to be reached solely by academic professionals, it is the Graduate School's intention to secure, to the maximum extent feasible, equitable treatment of 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.”

Grievance definitions and limits, Academic grievance consultative resolution, and Academic grievance formal resolution processes can be found on the GSE website → Policies, Procedures, & Resources→Academic Grievance: <https://ed.buffalo.edu/policies.graduate.html>

UB Discrimination & Harassment

Equity, Diversity and Inclusion: The Office of Equity, Diversity and Inclusion (EDI) ensures UB's compliance with policies covering discrimination, harassment, accommodations, equal opportunity and child protection.

UB's Discrimination & Harassment Policy states: “The University at Buffalo (UB, university) is committed to ensuring equal employment, educational opportunity, and equal access to services, programs, and activities without regard to an individual's 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, reproductive healthcare choices, or criminal conviction status. This includes, but is not limited to, recruitment, the application process, examination and testing, hiring, training, grading, disciplinary actions, rates of pay or other compensation, advancement, classification, transfer and reassignment, discharge, and all other terms and conditions of employment, educational status, and access to university programs and activities. Employees, students, applicants, or other members of the university community (including but not limited to vendors, visitors, and guests) may not be subjected to harassment that is prohibited by law or treated adversely based upon a protected characteristic.

The university will provide accommodations to ensure the full participation of individuals in university programs, when such accommodations are reasonable and necessary due to an individual's disability, religion, pregnancy, maternity, breastfeeding, transgender status, or sexual violence victim status. The university will provide accommodations to individuals with disabilities in accordance with its *Reasonable Accommodation Policy*. Religious accommodations will be provided in accordance with the university's *Religious Accommodation and Expression Policy*.

Retaliation against anyone who reports discrimination, participates or assists in an investigation, or opposes a discriminatory act, practice, or policy is unlawful and is prohibited by this policy. Retaliation will not be tolerated and may result in a referral to the university's disciplinary process.

Discrimination Reporting

Equity, Diversity and Inclusion (EDI) is the campus office designated to manage reports of discrimination. EDI will receive reports of discrimination, conduct necessary investigations, report findings, and make recommendations in accordance with the process outlined below.

The discrimination reporting process provides a mechanism through which the university may identify, respond to, prevent, and eliminate incidents of illegal discrimination. It may be used by any person who believes they have been the subject of discrimination in connection with UB. If a claim of discrimination or harassment involves a non-UB entity such as a contractor, vendor, or affiliated hospital, UB will coordinate as necessary to ensure that an appropriate investigation is conducted and that discriminatory or harassing behaviors are addressed.”

Information related to the EDI Office can be found here: <https://www.buffalo.edu/equity.html>

Please note that the Discrimination and Harassment Policy states that supervisors, managers and instructors should report instances of discrimination and harassment to EDI. Therefore, if a student reports experiencing discrimination or harassment, the faculty member may be required to contact EDI for consultation.

Students can be assured that EDI will keep the matter private and will not take action without consulting with them.

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, Gender Identity, Gender Expression, Predisposing genetic characteristics, Marital status, Familial status, Veteran status, Military status, Domestic violence victim status, Ex-offender status

More information about reporting Bias-Related Confrontations and Incidents can be found here: <https://www.buffalo.edu/studentlife/who-we-are/departments/conduct/reporting-bias-related-confrontations-and-incidents.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 student rights and responsibilities, standards of behavior and an overview of student-related University policies.

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

More information can be found here: <https://www.buffalo.edu/studentlife/life-on-campus/community/rules.html>

Obstruction or Disruption in the Classroom

Each student's behavior in the classroom affects others. We encourage all students to arrive on time, pay attention to the instructors and focus on class materials during that time. While major obstructions or disruptions in class are rare, students should still understand the expectations for classroom 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.

Additional Rules, Regulations and Guidelines can be found here

<https://ed.buffalo.edu/policies.html>

Additional Campus Resources and Services

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
Immigration Services	http://www.buffalo.edu/immigration-services.html	1 Capen Hall Buffalo, New York 14260-1604 (716) 645-2355 immgsvc@buffalo.edu

Financial Information

The CSEP Department offers a limited number of assistantships for doctoral students. 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 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 start at \$23,690, effective fall 2025.

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, student assistant positions (hourly on campus employment), work study positions (must have a work study award as part of your Financial Aid package to be eligible) and part-time community-based jobs are also posted on Bullseye (powered by Handshake) through Career Services (link above).

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 New York State Higher Education Services Corporation (HESC) for further information on these programs.

<https://www.hesc.ny.gov/find-aid/nys-grants-scholarships>

Important University Resources

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Resources	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900

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, [Molly Poremski](#), who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Molly Poremski, 423 Lockwood Library, (716) 645-7750, poremski@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 the GSA fee, you are not eligible for services.

Center for Excellence in Writing

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

Accessibility Resources (CACREP 1.M.9)

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 (North Campus) or 1 Diefendorf Hall (South Campus), (716) 645-2608 (TTY 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 the University at 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.

Counseling Services (CACREP 1.M.10)

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services and Health Promotion are here to help with these or other issues you may experience. You can learn more about these program and services by contacting:

[Counseling Services](#)

120 Richmond Quad (North Campus), 716-645-2720

202 Michael Hall (South Campus), 716-829-5900

[Health Services](#)

Michael Hall (South Campus), 716-829-3316

Office of Health Promotion

114 Student Union (North Campus), 716-645-2837

Additional Resources

A list of all additional resources is posted on the UBLearns Program Page → Resources for Students → New Student Welcome Packet

These include:

Technology, UB library, Academic Support, Career Services, Conference Funding, Startup & Innovations, Workshop Sources, Mentoring, Health & Wellness, Food Support & Emergency, Faith, Child Care & NYS Supports and more

Appendix A: Rehabilitation Counselor Code of Ethics

It is every student's responsibility to be familiar with the Rehabilitation Counselor code of ethics for our field which can be downloaded from the Commission of Rehabilitation Counselor Certification (CCRC) website at the following link:

<https://crrcertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>

In addition, the American Counseling Association Code of Ethics may be found at the website at the following link:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Appendix B: Council for Accreditation of Counseling and Related Programs Standards

2024 Council for Accreditation of Counseling and Related Educational Programs Standards

The most relevant standards to students are Standards for Section 3: Foundational Counseling Curriculum (standards embedded in coursework) and Section 4: Professional Practice (practicum/internship standards), and Section 5-G: Rehabilitation Counseling Specialty standards.

Section 1: [The Learning Environment](#)

Section 2: [Academic Quality](#)

Section 3: [Foundational Counseling Curriculum](#)

Section 4: [Professional Practice](#)

Section 5-G: [Rehabilitation Counseling](#)

Appendix C: Rehabilitation Counseling Professional Organizations

(CACREP 1.M.11)

We encourage students to become familiar with professional counseling organizations that are relevant to their professional goals as rehabilitation counselors. Although there is sometimes a fee associated with joining these organizations, there are numerous professional benefits that may enhance your counselor development. Professional organizations typically have low rates for student memberships and offer access to academic journals, training opportunities, professional resources, discounted conference attendance, and networking opportunities that could broaden employment options after graduation. **They also offer discounted rates or free personal liability insurance to graduate level counseling students in internships.**

Consider the following professional organization options which will be discussed further in orientation and coursework (alphabetical by Organization Acronym):

[American Counseling Association \(ACA\)](#)

World's largest nonprofit association representing professional counselors in various practice settings. Benefits for students include resources, conference participation, and personal liability insurance.

[Professionals Networking for Excellence in Service Delivery with Individuals who are Deaf or Hard of Hearing \(ADARA\)](#)

Long-standing, nonprofit association of professionals and interested persons promoting and participating in quality human service delivery to Deaf and Hard of Hearing persons.

[American Rehabilitation Counseling Association \(ARCA\)](#)

Organization of rehabilitation counseling practitioners, educators, and students who are concerned with improving the lives of people with disabilities. Reduced fees for Student Membership Dues. Also has a Student Task Force <http://www.arcaweb.org/resources/student-task-force/>

[Association of VA Vocational Rehabilitation Professionals \(AVAVRP\)](#)

Membership organization that focuses on the professional development of vocational rehabilitation professionals that interact with today's veteran.

[Council for Accreditation of Counseling & Related Educational Programs \(CACREP\)](#)

Organization that accredits master's and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world.

[Council of State Administrators of Vocational Rehabilitation \(CSAVR\)](#)

Serves as an advisory body to the Rehabilitation Services Administration (RSA) and other federal agencies in the development of policies and administration of programs affecting the lives of persons with disabilities and impacting the national public program of vocational rehabilitation services.

[International Association of Rehabilitation Professionals \(IARP\)](#)

Encompasses a diverse membership practicing in the fields of long-term disability management consulting, case management and managed care, forensics and expert testimony, life care planning, and Americans with Disabilities Act (ADA) consulting.

[National Association of Multicultural Rehabilitation Concerns \(NAMRC; NRA division\)](#)

Professional association to promote cultural diversity and disability through advocacy for excellence and equity in rehabilitation research, education, and practice.

[National Rehabilitation Association \(NRA\)](#)

Member organization that promotes ethical and state-of-the-art practice in rehabilitation with the goal of the personal and economic independence of persons with disabilities.

[Rehabilitation Counselors and Education Association \(RCEA; NRA division\)](#)

Member organization, and the largest division within the National Rehabilitation Association (NRA), RCEA provides a framework for networking and affiliation.

Appendix D: Professional Behavioral Expectations

Our policy includes each of the following:

1. **Professional Behavioral Expectations and Rehabilitation Counseling Ethics.** It is important to consider the professional code of ethics relevant to your program and to align your professional behavioral expectations accordingly. Be sure to provide a link to the Professional Ethics for your field of study or practice.
 - a. The Code of Professional Ethics for Rehabilitation Counseling can be found here (note this code is nearly identical to the ACA code of ethics, though has some specific disability related content/language): https://crrcertification.com/wp-content/uploads/2021/03/CRC_CodeEthics_Eff2017-Finalnewdesign.pdf
 - b. Rehabilitation Counselors also abide by the American Counseling Association ethical code: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
 - c. Students are required to review the code and able to function within the ethical principles and use ethical decision-making. This includes commitment to diversity, respect for client rights and dignity, appropriate boundaries, professionally responsible behavior, appropriate respect and behavior toward peers and partners, and striving toward professional competence.
 - d. In addition to ethical standards, students are expected 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.
 - e. All students are required to understand and comply with the UB Graduate School's academic integrity policy. This means that we do not tolerate academic dishonesty, such as plagiarism, use of previously submitted work, cheating, selling or purchasing assignments/papers, etc. Depending on the severity of the transgression(s), academic dishonesty may result in warnings, revisions to work, reduction of grade, failure of the course, or university sanctions (such as suspension or expulsion from the university). The link to the academic integrity policies within the University at Buffalo Graduate School can be found here: <http://ed.buffalo.edu/policies.html>
2. **Faculty Gatekeeping Function**
 - a. Faculty have an ethical duty to “serve an important gatekeeping function to ensure that a minimal level of competency is achieved before supervisees assume professional counseling roles” CRC Code of Ethics, 2017, p. 23). This includes professional competency, behavior, and dispositions.

- i. The gatekeeping function includes academic performance and practical competence in providing rehabilitation counseling services (i.e., during practicum and internship). Students who have been assessed to not meeting minimum competencies to participate in practicum or internship experiences may receive remediation review and subsequent remediation plans.
 - ii. This gatekeeping function also includes assessment of student's professional dispositions, such as attitudes; commitments; respectful communication and interactions with clients, peers, supervisors, and other stakeholders; openness to feedback; and professional responsibility and behavior (Sabella et al., 2017). Appropriate professional dispositions are demonstrated through all verbal, non-verbal, and written communication and behavior as the student interacts with clients, other students, faculty, staff, supervisors, field environments, of other academic-connected environments. Positive dispositions support effective classroom teaching, professional interactions, and learning.
- b. As the CRC Code notes for the gatekeeping function of faculty and supervisors: "Through initial and ongoing evaluation, CRC/CCRC supervisors are aware of and address supervisee limitations that might impede performance. CRC/CCRC supervisors explore and introduce additional supervisory interventions (including direct observation) to foster supervisee development and protect client welfare. If remedial assistance does not resolve concerns regarding supervisee performance and supervisees are unable to demonstrate they can provide competent professional services to a range of diverse clients, CRC/CCRC supervisors may recommend dismissal from training programs or supervision settings. CRC/CCRC supervisors seek consultation and document their decisions to recommend dismissal. They make reasonable efforts to ensure that supervisees are aware of options available to them to address such decisions." (CRCC Code of Ethics, 2013, p. 28)
- c. Professional expectations and dispositions are assessed during all classes, phone conversations, email/Internet transactions, face-to-face meetings, and through feedback from peers, supervisors, and other faculty. Professional behaviors and dispositions are expected in classes, in all interactions with members of the academic environment (e.g., peers, faculty, staff), and in all field environments including practicum and internship (i.e., clients, coworkers, supervisor, of the staff, stakeholders).

3. **Professional Behavior Expectations Examples.** Students are expected to demonstrate professional responsibility and behavior, that includes but is not limited by the following examples:

- a. Interpersonal and Social Behavior

- i. Respectful communication and collaboration with others including peers, supervisors, faculty, and staff at the University at Buffalo, as well as in all clinical placements. This includes respectful communications through all verbal, non-verbal, and written interactions.
 - ii. The ability to develop and maintain satisfactory relationships with clients, students, faculty, staff, and clinical placement personnel.
 - iii. Self-awareness of personal impact on others and demonstration of responsibility for the impact of one's actions on others.
 - iv. Openness to feedback as this is a cornerstone of learning, particularly in clinical skills and professional dispositions.
 - v. 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.
 - vi. The ability to engage in constructive consultation and negotiation in the professional workplace involving communicating with clients, coworkers, supervisors, and other stakeholders/partners.
 - vii. Demonstrates appropriate interpersonal, listening, and communication skills.
 - viii. 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).
 - ix. Professional demeanor/attitude - Students should treat others professionally, respectfully, with constructive attitude, and work to promote collegial relationships.
- b. Managing Emotions and Stress
- i. The ability to manage and control one's personal stress and temperament, so that this does not interfere with their ability to: appropriately fulfill academic responsibilities; to interact appropriately with clients, peers, coworkers, supervisors, faculty, and staff; and to practice in professional field environments.
 - ii. Be able to express feelings and resolve conflicts in an appropriate and professional manner.
 - iii. Present with emotional or attitudinal reactions that might interfere with functioning as a competent, entry-level professional in a training or internship setting
- c. Self-Awareness and Self-Reflection on Impact on Others
- i. Sensitivity to others' life circumstances and cultural differences
 - ii. Rehabilitation students must be committed to working professionally with all students, clients, supervisors, program staff, and faculty regardless of their background in terms of ability, age, ethnicity, gender identity, sexual orientation, language, origin, socioeconomic status, or other cultural identity. Students in the program should be able to convey respect, genuineness, and empathy with all the above individuals.

- iii. 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)
- d. Ability to Respond Effectively to Feedback
 - i. The ability to accept and integrate feedback.
 - ii. The ability to collaboratively and constructively resolve or negotiate issues.
 - iii. The ability to accept and profit from professional supervisory relationships.
 - iv. 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)
- e. Ability to Resolve Problems or Issues
 - i. 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 reflection or counseling in order to resolve problems or issues).
- f. Professional Characteristics
 - i. Responsibility
 - ii. Maturity and Independence
 - iii. Conscientiousness and Integrity
 - iv. Values- values and works to create positive learning environments, respects the learning process and is a reflective learner.
 - v. Work ethic- demonstrates an overall work ethic (e.g., initiative, self-direction, diligence, responsibility, fairness, commitment to quality, dependability, compliance with required procedures, honesty).
 - vi. Timeliness- Responding in a timely manner to professional communications, including email

Appendix E: Corrective/Remediation Processes and Due Process

(CACREP 1.M.6)

Remediation Processes

- a. General concerns should be brought immediately and directly to the program director.
- b. Student's academic performance, behavioral expectations, academic integrity, and professional dispositions will be reviewed on a continuous basis, including through the above assessment methods (i.e., Assessment Frequency and Methods). Consultation with rehabilitation program instructors, faculty, site supervisors and clinical instructors will be a part of the process. Assessment instruments used during practicum and internship experiences will include professional disposition evaluation items.
- c. Students who have demonstrated below expected standards in key performance indicators or key professional dispositions will be notified and the "below expectations" evaluation will be documented. If needed, plans for remediation will be developed as part of the due process procedure (see below).
- d. It is expected that students will demonstrate competency across the KPIs and KPDs by the final evaluation of their internship. Any students, with KPIs or KPDs that are still "below expectations" or "near expectations" by their final internship evaluations will receive a review and remediation plan that could include multiple remediation strategies (see due process procedure below).

Potential Consequences. The above expectations are relevant to demonstrating students' successful progress in and completion of the program.

- a. Engagement in behaviors that violate the professional expectations and behavior policy of Rehabilitation Counseling program can result in a range of consequences including mandatory ethics or skills training, failing a class, change of program status, program probation contracting, and/or immediate dismissal from the program.
- b. If the student does not make satisfactory progress following the program's directives, dismissal from the Rehabilitation Program can occur if program faculty have determined that personal or professional limitations will prohibit a student from becoming a successful professional counselor. Faculty are bound by the Rehabilitation Code of Professional Ethics to ensure the quality of professionals entering the field remains high and must act to prevent unqualified students from gaining entrance to the field.
 - i. As the CRC Code notes for the gatekeeping function of faculty and supervisors: "Through initial and ongoing evaluation, rehabilitation counselor supervisors are aware of and address supervisee limitations that might impede performance. If

remedial assistance does not resolve concerns regarding supervisee performance and supervisees are unable to demonstrate they can provide competent professional services to a range of diverse clients, rehabilitation counselor supervisors may recommend dismissal from training programs or supervision settings. Rehabilitation counselor supervisors seek consultation and document their decisions to recommend dismissal. They make reasonable efforts to ensure that supervisees are aware of options available to them to address such decisions” (CRCC Code of Ethics, 2017, p. 25).

Due Process Procedure

- a. Students who are demonstrating significant difficulty in their academic and/or professional development will be notified in writing in a timely manner. According to due process, a plan for remediation shall be adopted that may include several options (e.g., additional (or repeating) coursework, personal growth experiences, additional clinical training experiences, a leave of absence from the program, personal counseling, or other appropriate actions). Students will be on probation during the remediation program and a specific date for reevaluation will be set as appropriate in each instance. Students may be placed on probation for poor academic performance, not meeting expectations on Key Performance Indicators or Key Professional Dispositions, unethical or unprofessional behavior, and/or excessive delays in finishing incomplete grades.
- b. Upon completion of a remediation plan, a formal meeting will be held by the rehabilitation counseling program director, faculty, and instructors to determine if the student shall be restored to good-standing status in the Department, continued on probation, or dismissed. Students may participate in the formal hearing in person, or virtually, if they so choose. If the hearing result is dismissal from the program, the student will be provided with a written notice including the details of the reasons for the action. An opportunity for a timely re-review of the case on appeal by the student will be provided. 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.
- c. Amicable resolutions are always the priority and the first step taken. However, if a student has a grievance regarding an action taken, the University at Buffalo Graduate School “Academic Grievance” policies can be found at the following link:
<https://www.buffalo.edu/grad/succeed/current-students/policy-library.html> .

Appendix F: About CRC Certification

(CACREP 1.M.12)

CRC Certification:

within the rehabilitation counseling master's program are eligible to take the CRC certification exam after completing 75% of their coursework. Students will apply under Category 1 for applicants coming from a CACREP accredited program.

Information about CRC exam schedules, eligibility and application requirements, and preparation can be found at: <https://crccertification.com/get-certified/>

Also view: <https://crccertification.com/wp-content/uploads/2021/01/CRCCertificationGuide-2021.pdf>

The Commission on Rehabilitation Counselor Certification (CRCC) sets the standard for quality rehabilitation counseling services in the United States and Canada. As an independent, not-for-profit organization, CRCC certifies rehabilitation counselors with its widely recognized, national Certified Rehabilitation Counselor (CRC) designation.

The CRCC developed its credentialing process in an effort to protect individuals with disabilities. Persons who earn the designation of Certified Rehabilitation Counselor (CRC) must meet acceptable standards of quality in their practice and have the requisite educational and professional background. To become certified, rehabilitation counselors must meet stringent eligibility requirements including advanced education and work experience, and must achieve a passing score on the CRC Exam. To maintain the CRC designation, certificants must renew their certification every 5 years via continuing education or re-examination.

Major Distinctions of the CRC Certification

- **National Accreditation:** The CRCC holds long-standing accreditation by the National Commission for Certifying Agencies (NCCA). Visit <http://www.credentialingexcellence.org/ncca> for more information about NCCA requirements for accredited organizations.
- **Eligibility Requirements:** CRCC has established specific eligibility requirements for certification, such as advanced education and work experience. Eligibility categories are based on research into current practices and requirements in the field.
- **Competency Standards:** A passing score on the CRC certification exam ensures that applicants meet nationally-accepted, key competency standards based on current practice in the field. Research is conducted at regular intervals to ensure the ongoing validity of the exam.
- **Code of Ethics:** CRCs are required to adhere to the CRCC's Code of Professional Ethics for Rehabilitation Counselors as overseen by the CRCC Ethics Committee.

- **Skill Development:** CRCC requires that individuals renew their certification every five years by documenting the accrual of at least 100 clock hours of continuing education or by re-examination.
- **Current Practices:** CRCC is committed to the continuous improvement and updating of the research which forms the foundation of the CRC Exam, as well as the techniques used to validate the exam through its administration. The certification process is built upon 40 years of empirical research of the competencies and job functions that are vital to the counselor's performance.
- **Written Policies:** CRCC has clearly stated policies and procedures regarding all aspects of its certification process as outlined in the CRC Certification Guide.

For the professional rehabilitation counselor, CRC certification:

- Establishes a professional identity,
- Establishes a minimum level of knowledge and a continuous upgrading of skills,
- Promulgates a code of ethical practice,
- Provides a review process of published standards of practice,
- Promotes ongoing role and function studies to validate their practice,
- Provides employers and clients with a recognizable point of difference,
- Is required by many state agencies, and
- Can lead to faster career and salary advancement

Appendix G: About New York State Licensure Requirements

(CACREP 1.M.12)

- The New York State Office of Professions governs the licensure requirements for New York State and we encourage all students and prospective students who are pursuing their LMHC to review these requirements closely; linked here: <https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements>
- Students will be required to fulfill 600 hours of supervised internship to earn their master's degree in rehabilitation counseling. An additional 600 hour supervised internship in a qualifying mental health counseling field site is required for the advanced certificate.
- New York State LMHC Educational Requirements: The certificate program is intended to meet the New York State LMHC educational requirements which includes coursework and supervised internship. For more information: <https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements>
- New York State LMHC Examination Requirement: completion of the graduate degree in counseling and additional educational requirements as a condition for admission to the qualifying examination. To meet the examination requirements, individuals must pass the National Clinical Mental Health Counselor Examination (NCMHCE).
- New York State LMHC Experiential Requirement: After graduation, applicants for the LMHC must complete 3,000 hours of supervised experience providing mental health counseling under an LMHC in an acceptable setting (this is post-graduation and is not part of the master's degree or advanced certificate program). For more information: <https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements>
- New York State Limited Permit: A limited permit may be granted which allows an individual who has submitted an LMHC application and who has fulfilled all of the requirements except for the examination requirement and/or the LMHC experiential requirement. For more information: <https://www.op.nysed.gov/professions/mental-health-counselors/license-requirements>

Appendix H: Recommending Students for Credentialing and Employment

(CACREP 1.M.13)

- Faculty recommendations for employment are at their sole discretion based on experiences with the students, assessment of skills and qualifications, assessment of professional dispositions and ethical behavior, and fit with employment role and scope of practice.
- Faculty recommendations for credentialing will be based on academic performance in meeting program expectations, the guidelines governing the credentialing body, adherence to ethical codes for ethical behavior and gatekeeping, and additional assessment and discretion based on suitability of the applicant to the credential being sought.
 - Students must fulfill all requirements for eligibility for the CRC based on CRC guidelines for academic coursework and internship requirements.
 - Students who have fulfilled academic requirements and who are not endorsed by faculty for CRC examination eligibility will be notified in writing.

Rehabilitation counselor educators are bound by the following sections of the CRC Code of Professional Ethics:

- Faculty supervisors “serve an important gatekeeping function to ensure that a minimal level of competency is achieved before supervisees assume professional counseling roles. CRC/CCRC supervisors, and educators strive to assist students and supervisees in developing their counseling knowledge and skills and to address barriers to competent practice. They also serve an important gatekeeping function to ensure that a minimal level of competency is achieved before supervisees assume professional counseling roles” (CRCC, 2023, p. 26)
- “ENDORSEMENT. CRC/CCRC supervisors endorse supervisees for certification, licensure, employment, or completion of academic or training programs based on satisfactory progress and observations while under supervision or training. Regardless of qualifications, CRC/CCRC supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement. Responsibility to maintain the standards of the profession of rehabilitation counseling supersedes the preferences of the supervisor or supervisee.” (CRCC, 2023, p. 28)