

Handbook of the Rehabilitation Counseling Program

Department of Counseling, School and Educational Psychology

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

2022-2023

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

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Mission

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

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

The hallmark of professional degree programs at research universities is that they teach not only the “how to do it”, but the “why it's done that way” – in other words students become schooled in evidence-based practice. The program is based on a philosophy that includes respect for human diversity and emphasizes accountability. Its purpose is to develop reflective counselor educators who possess the highest qualities of practice, scholarship, service, and leadership.

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 Graduate Program

Department Acronyms and Abbreviations

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

Rehabilitation Counseling Faculty

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

You are part of the University at Buffalo (UB) Rehabilitation Counseling Master of Science Degree Program, within the Department of Counseling, School, and Educational Psychology (CSEP) in the Graduate School of Education (GSE). Your graduate degree is

awarded through the UB Graduate School. CSEP faculty and instructors who are involved with the students are:

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Department Programs

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

Degree Program

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

PhD in Counselor Education
PhD in Educational Psychology and Quantitative Methods

Program Director(s)

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Dr. Sabrina Musson
Dr. Catherine Cook-Cottone
Dr. Kayte Conroy
Dr. Tony Tosado
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Dr. Jaekyung Lee
Dr. Rebecca Vujnovic
Dr. Sabrina Musson
Dr. Scott Sabella
Dr. Rebecca Vujnovic and Dr. Wendy Guyker
Dr. Timothy Janikowski
Dr. Jaekyung Lee

Graduate School of Education (GSE)

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

The Department of Counseling, School, and Educational Psychology is part of the

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

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The UB Graduate School

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

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

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

Department Student Organizations

Graduate Student Association:

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

Online students who choose to waive the GSA Fee are not eligible to participate in GSA provided services.

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 on a monthly basis during fall and spring semesters. There are also opportunities for community service in the greater Buffalo community.

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

Alumni Association

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

Professional Associations (see Appendix E)

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 E. The list includes several examples of organizations specific to the field of Rehabilitation Counseling, such as: [National Council on Rehabilitation Education](#), [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.

General Degree Requirements

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

The following are among the more important general requirements:

Time limit for Graduation

MS students are required to complete their degree within **four** years from date of matriculation. A petition must be submitted to the Graduate School to extend the time

limit to complete the degree if needed. Such requests, if granted, usually come with additional requirements. The petition is found at:

<https://grad.buffalo.edu/content/dam/grad/study/pet-extension.pdf>.

Continuous registration

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters prior to graduation) in order to retain their status in a degree program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitted a petition to the Graduate School signed by the student, faculty advisor, and Department Chair. The petition is found at: <https://registrar.buffalo.edu/pdfs/gradleaveofAbsence.pdf>. This petition must be submitted and approved prior to the end of the semester the student is taking the leave of absence. The leave of absence is only valid for the period of time specified, and normally granted for a maximum of one year, unless there are extenuating circumstances. Students who fail to maintain continuous registration without a valid leave of absence approved by the Graduate School will be automatically dropped from the Rehabilitation Counseling Program and will need to re-apply to the program if they wish to continue working toward the degree. If the student is approved to return, there will be a \$350.00 reactivation fee required to be paid by the student before the student is able to enroll for courses.

Course completion

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

Graduation Requirements

In order to graduate, the following records must be on file in the appropriate office:

1. The student must apply for graduation in HUB by specified Graduate School deadlines: Spring graduation (June 1) deadline is February 22; Summer graduation (September 1) deadline is July 15; and Fall graduation (February 1) deadline is October 15. **The department deadline may be sooner.**
2. All milestones for the program must be complete in the student's academic advising report (AAR).
3. Original transcripts from undergraduate and graduate universities other than UB must be received by the Registrar.

The Rehabilitation Counseling MS Degree

Program Mission

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

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 five objectives:

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

Objective 2: To attract and retain diverse faculty and students.

Objective 3: Excellence through program evaluation and self-study.

Objective 4: Critical evaluation of current syllabi for equity, diversity, social justice, and inclusion related content that reflects current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.

Objective 5: Increase the number of students who are participating in professional organizations

The Rehabilitation Counseling Program mission and objectives are consistent with the larger unit in which it resides, the Graduate School of Education (GSE).

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, passing the portfolio course, 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. 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, including repeating coursework, additional coursework, additional internship hours, independent study or skill building, personal counseling, etc.

Key Performance Indicators:

1. Ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling. (Section 2.F.1.i) (Rehab Foundations, Foundations of Counseling Theory, Legal & Ethical Issues)
2. Multicultural counseling competencies (Section 2.F.2.c) (Foundations of Counseling; Group work; practicum)
3. Strategies for identifying and overcoming barriers using social justice and advocacy (Section 2.F.2.h) (Rehab Foundations; Legal and Ethical Issues)
4. Systemic and environmental factors that affect development, functioning, and behavior (2.F.3.f) (Medical and Psychosocial Issues)
5. Theories and application of career development and counseling (2.F.4.a) (Career Development)
6. Establishing and maintaining effective therapeutic relationships (2.F.5.a, 2.F.5.d, 2.F.5.f) (Foundations of Counseling, Practicum, Internship)
7. Dynamics associated with group process, development, and effectiveness (2.F.6.b) (Intro Group Work, practicum/internship)
8. The use of assessments relevant to educational, career, personal, and social development (2.F.7.i) (Tests & Measurements; Career Development; Vocational Placement)
9. The use of evidence to inform practice (2.F.8.a) (Understanding Statistical Research)
10. Principles and processes of societal inclusion, participation, access, and universal design, with respect for individual differences (5.H.1.c) (Rehab Foundations; Career Development; Vocational Placement)

11. Medical and psychosocial aspects of disability, including attention to coexisting conditions (5.H.2.b) (Medical and Psychosocial Aspects)

Key Professional Dispositions:

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

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 (See Appendix C)**, state licensure guidelines dictate whether or not rehabilitation counselors are eligible to apply. 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.

Students interested in pursuing licensure in mental health counseling in **New York State** may apply to our Advanced Graduate Certificate ("Bridge Program") offered by the Mental Health Counseling Program in our Counseling, School, and Educational Psychology Department after graduation. The Bridge Program offers a means for students who have earned master's degrees in other fields to complete the required graduate coursework and training to become a 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 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>

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 phone or in-person interviews. Submission of Graduate Record Examination (GRE) test scores (Verbal, Quantitative, and Analytical Writing) is optional. 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% (9 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

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 *UBlearns*. You may request your official transcript in advance and have it held for degree conferral.

CRC Examination and Student Verification Form

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 \$410). 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/2021/10/Category-1-Student-Enrolled-in-a-CACREP-Accredited-Masters-Program-Verification-Form.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) Planning and delivery of rehabilitation counseling services to individuals with disabilities.** The area (2) has the following seven subcategories: case management, client assessment, service planning for individuals with disabilities, rehabilitation services coordination, job analysis, job development/placement, and advocacy.

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)

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.

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) or eight (8) semesters of part-time study (6-8 credits per semester), totaling 48 credit hours. All program courses are taught by rehabilitation counseling program or department faculty. For information on specific courses, see Degree Requirements for further detail regarding coursework.

Expectations of the Rehabilitation Counseling Students

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 *UBlearns* 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.

Professionally Relevant Behavior, Academic Integrity, and Ethical Conduct

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 and staff.
4. engage in constructive, collaborative consultation with other professional staff in serving clients with disabilities.
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 G**, which are expectations of students in all programs within the CSEP Department.

Due Process Procedure

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.

All students are responsible for being familiar with and adhering to the standards of the Code of Professional Ethics for Rehabilitation Counselors. https://crccertification.com/wp-content/uploads/2021/03/CRC_CodeEthics_Eff2017-Finalnewdesign.pdf

The Code was developed and endorsed by American Rehabilitation Counseling Association, the National Council on Rehabilitation Education, and the Commission on Rehabilitation Counselor Certification and covers all Certified Rehabilitation Counselors. **Having been admitted to the Master's Degree Program in Rehabilitation Counseling, all matriculated students are subject to the standards of behavior prescribed by the Code** (see Appendix A). 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>

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.

Summary of MS Degree Graduation Requirements

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 48 credit hours.

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 (48 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:

Fall Year 1

CEP 532	Understanding Statistical Research	3 credits
CEP 596	Field Work: Counseling Techniques (RC section)	3 credits
CEP 649	Rehabilitation Foundations	3 credits
CEP 653	Foundations of Counseling Theory	3 credits

Spring Year 1

CEP 680	Career Development	3 credits
CEP 597	Counseling Practicum (RC section; 150 contact hours)	4 credits
CEP 658	Introduction to Group Work	4 credits
CEP 661	Medical and Psychosocial Aspects of Disability	3 credits

Fall Year 2

CEP 503	Tests and Measurement	3 credits
CEP 683	Vocational Placement Process	3 credits
CEP 600	RC Internship (RC section; 300 contact hours)	6 credits

Spring Year 2

CEP 600	RC Internship (300 contact hours)	6 credits
CEP 705	Portfolio and Professional Development	1 credit

CEP 615	Legal and Ethical Issues	3 credits
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(CRC EXAM REQUIRED during the final semester but no credit value is assigned)

Total Credits = 48

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:

Fall Year 1

CEP 649	Rehabilitation Foundations	3 credits
CEP 653	Foundations of Counseling Theory	3 credits

Spring Year 1

CEP 661	Medical and Psychosocial Aspects of Disability	3 credits
CEP 680	Career Development	3 credits

Summer Year 1

CEP 532	Understanding Statistical Research	3 credits
CEP 615	Legal and Ethical Issues in Counseling*	3 credits

Fall Year 2

CEP 503	Tests and Measurement	3 credits
CEP 596	Field Work and Counseling Techniques*	3 credits

Spring Year 2

CEP 597	Counseling Practicum (150 contact hours)*	4 credits
CEP 658	Introduction to Group Work*	4 credits

Summer Year 2

CEP 683	Vocational Placement Process*	3 credits
CEP 705	Portfolio and Professional Development	1 credit

Fall Year 3

CEP 600	Internship (300 contact hours)*	6 credits
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Spring Year 3

CEP 600	Internship (300 contact hours)*	6 credits
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CRC EXAM REQUIRED during the final semester but no credit value is assigned)

Total Credits = 48

*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.

Portfolio Requirement “Save your class documents!”

Important Note: Each student is provided with their own UB Box account to save important work and course documents. It is very important that you use UB Box to back-up your files in case of computer loss or file corruption. The portfolio requirement must be met for graduation. Students should complete their portfolio in the final semester prior to graduation and register for CEP 705 for one credit. The portfolio is one of the important ways students will show they are ready for the RC field by demonstrating the ability to plan ahead, show organization, follow through, and many other transferable skills. (See Capstone Experience below for additional information.)

Clinical Training Experiences

Practicum and internship placements must be arranged through the Rehabilitation Counseling program Clinical Coordinator, Jennifer Dexheimer, MS, (716) 645-1048, email: jfarino2@buffalo.edu. Currently, the Clinical Coordinator is the staff member in the department who is responsible for overseeing linkages between students and cooperating counselors and their agencies. She is also responsible for securing and maintaining Affiliation Agreements between the University and cooperating agencies (e.g., rehabilitation facilities, mental health clinics, substance abuse treatment centers, private rehabilitation companies). Students will set up Practicum placements through a series of course assignments during the Field Work course and communication with the Clinical Coordinator. (See Practicum and Internship Manual for additional detail regarding placement process, requirements and **forms**). The practicum and internship placements should be set up no later than during the semester prior to when the student plans to take the relevant course. It is important for the student to communicate directly with the Clinical Coordinator while setting up the practicum/internship placements because there is no course connected to set up assignments beyond the Field Work course. (The internship placement set up process is similar to the Practicum placement set up.)

Supervision is provided by the on-site supervisor via a regularly scheduled meeting of at least one hour per week. In addition, students will enroll in practicum and internship courses where they will participate in weekly group supervision sessions either on campus or via our virtual classroom for the online cohort (synchronous attendance via web-based video conferencing). Assignments (e.g., journaling and practice topic presentations) accompany the practicum and internship courses and will compliment placement experiences by facilitating rehabilitation counseling skills and understanding of practice issues. There will be direct and periodic communication throughout the semester between the site supervisor and the faculty instructor and/or university Clinical Coordinator.

Many students come to the program with considerable experience in counseling and rehabilitation, gained through previous employment. It should be remembered that students are at the agency for an educational experience, not to serve as paid/unpaid employees, though they will help in the delivery of services. Occasionally, students want to use a place of employment to gather placement hours for Practicum or Internship. If a site meets the requirements for suitable placement, the fact that a student is a current or former employee will not disqualify the site. Generally, **students may use a place of employment for Practicum or Internship with prior approval, if the site and site supervisor meet CACREP standards and program requirements.**

Students will not be awarded internship credit for having a job in the field; specifically, the placement must constitute a bonafide learning experience, such as working in a new program or with different clientele, and with a new supervisor. The student is responsible for filling out an Approval Request for Placement with Employer. Faculty will review the request to determine whether or not it meets requirements for a placement site and for a bonafide learning experience. The approval must be requested well in advance. **Credit for past or current work experience will not be given.**

**See Practicum and Internship Placement Manual for additional information/details and forms.

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

CEP 596 Field Work and Counseling Techniques is the first of three sequential courses that provide a clinical experience component to the program (beginning the 1st first semester for full-time, on-campus students, and beginning the 4th semester for part-time, distance students). The expectation is that the student may not have had previous training or experience working in rehabilitation. This course provides basic training in counseling skills and prepares students for the practicum and internship experiences. Students are expected to complete assignments that include locating, visiting and exploring facilities and programs that employ Certified Rehabilitation Counselors to increase awareness and understanding of the field of rehabilitation counseling and the role and function of a rehabilitation counselor.

While enrolled in the Field Work course, it is expected that students will locate and secure an appropriate site for the Practicum experience and formulate ideas for the internship placement. The student individually chooses placements with the approval and support of the program's Clinical Coordinator. Additional materials to explain guidelines, expectations, procedures, and policies for placement sites will be reviewed and discussed throughout the course.

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

CEP 597 Practicum is the second of three sequential courses that provide a clinical experience component to the program. The clinical/field portion of the Practicum course should allow the student a chance to thoroughly learn about one particular agency, its clientele, and the method of operation. Client contact may begin with pre-counseling, information gathering, or observation of an individual, group or family session. In

preparation for the Internship experience, it is expected that students will begin counseling with a small caseload under the close supervision of their on-site and university supervisor/instructor, including audio or videotaping of counseling sessions when possible (after securing agency and client permission) or direct observation by the site supervisor.

The Practicum placement course is designed to help students examine the values, beliefs and behaviors of individuals from diverse populations. Students will advance cultural and ethical competence, increase sensitivity and encourage personal growth. The course will introduce students to counseling approaches, rehabilitation issues, and learn about the role and function of a rehabilitation counselor. The supervised rehabilitation counseling Practicum experience includes a minimum of **150 clock hours** of agency contact time (on average 10 hours per week for 15 weeks) in addition to coursework and class time. Although the program encourages students to complete close to 75 clock hours of direct service to individuals with disabilities, the minimum number of direct hours is 40 to meet CACREP guidelines. Students must arrange their schedules with their on-site supervisor to ensure they meet these minimum requirements. **At least one hour of weekly individual supervision** with the on-site supervisor is required.

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

CEP 600 Internship is the third of the three sequential courses that provide a clinical experience component to the program. The supervised rehabilitation counseling internship experience includes a minimum of **600 clock hours** of agency contact time with at least **240 hours** (300 hours is recommended) **of direct service** to individuals with disabilities, in addition to coursework. *NOTE: Internship is not a direct extension of Practicum, students are required to conduct their internship at a site different from their practicum, and with a different population and supervisor, unless there are justifying circumstances. Students may make a formal request to complete their Internship at the same site as their Practicum, though in these cases, they must provide evidence that the Internship will be a new and advancement in their professional experiences beyond what their Practicum role. In most cases this is working in a new role, with a new population, and with a different supervisor. All requirements for direct client contact and supervision must be adhered to in these cases.*

The internship should take the student 'counselor-in-training' with basic skills in counseling and experience, and provide additional experience and practice. The student should be given responsibility for a small caseload to be handled with only somewhat more

supervision than a beginning employee. At the end of the Internship, the student is expected to be able to function as an entry-level agency staff.

Every student is required to have a supervisor with a CRC signing off on his or her hours. (This can be either the site supervisor, or university supervisor/instructor with advance permission from the instructor).

Students are required to complete a minimum of 600 clock hours of agency contact time in addition to coursework and weekly class attendance. Most students complete a part-time internship experience (20 hours per week for 30 weeks) over the course of their final two semesters (Fall & Spring). This is the preferred timeframe for completion, however, students may have the option to complete their 600-hour internship as a full-time student in one semester (40 hours per week for 15 weeks, 12 credits). This option would need to be discussed and approved by the Faculty Advisor, Clinical Coordinator, and course instructor. It is also dependent upon appropriate availability of agency supervision and likelihood of being able to complete the required direct hours within the one semester timeframe. A one semester full-time placement also requires consideration of the impact on timing for scheduling and preparing for the CRC exam.

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.

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) and Portfolio.

Evaluation tools and timeline:

- Course completion and grades as evidenced by student transcripts at the end of each semester; (GPA \geq 3.0; Grades below B- will not count toward degree completion; Key Performance Indicators (KPIs) and Key Professional Dispositions (KPDs) scores “meet expectations”.

- Assessment of professional dispositions 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;
- Taking the Certified Rehabilitation Counselor (CRC) Examination while enrolled in internship;
- Successful completion of CRC Examination or the program Comprehensive Examination (if applicable);
- Satisfactory completion of Portfolio.

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.

Capstone Experience – Portfolio

A capstone experience is the final requirement for the degree of Master of Science in Rehabilitation Counseling. The capstone experience is met through the successful completion of the Portfolio. Students are required to build a program portfolio that includes a collection of documents that represents his or her program progress as well as professional growth and development. The program portfolio is an on-going, developmental process whereby candidates in the Rehabilitation Counseling Program document their professional growth through a collection of artifacts based on the Key Performance Indicators that align with CACREP Standards (both Section 2 and Section 5-H; see Appendix B.) **Students should save all projects, assignments, case studies, syllabi, etc. to ensure availability of an adequate selection of material to include in the portfolio.**

The portfolio is designed to be a dynamic document that evolves with the progress made by the student as he/she proceeds through the program. Students will work with their Faculty Advisor or other designated faculty to develop the portfolio. Students in the part-time online format will enroll in the CEP 705 course during the summer of their 2nd year and complete the portfolio under the direction of the designated faculty. Students in the full-time on-campus format will enroll in CEP 705 with their Faculty Advisor as the instructor in the last semester of their master's study. For these on-campus students, the completed portfolio should be submitted approximately 2 months prior to graduation and must be approved by their Faculty Advisor before the commencement. Additional information and timeframe for review will be provided in conference with their advisors.

What are some examples of portfolio submissions? The following are possible artifact examples (examples given are not exhaustive and should only serve as guidelines). Some syllabi will mention recommended assignments for compilation of the portfolio.

- Written self-reflection papers or self-reflection journals
- Written reports of formal and informal assessments
- Course exams and projects covering the particular body of knowledge in question
- Documentation of appropriate interventions with clients in practicum or internship
- Class or field presentations
- Case summaries and notes from classes or field placements
- Case study from classes or field placements
- Evaluation by supervisor (s) addressing the particular competency of interest
- Reviews of literature or other papers completed for class work
- Written reports (having been purged of all client identification information) with that presenting evidence-based planning, interventions, or programming

The goal of the portfolio is to provide evidence of your professional growth and development over the course of your master's program. Each of the core categories should have an artifact (tests, papers, lessons, assessments, projects, reviews, presentations, case summaries, etc.) that demonstrates growth and competency in that key performance area. There should be logical rationale for how each of the artifacts demonstrates your knowledge/skill growth in that area. Note that single artifacts may be used across multiple standards as appropriate. Advisors or designated faculty will provide further instructions, feedback on portfolios, and final approvals.

Portfolio Learning Objectives are assessed by the 11 Key Performance Indicators (Based on CACREP Standards):

1. Ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling. (Section 2.F.1.i; Professional Counseling Orientation and Ethical Practice)
2. Multicultural counseling competencies (Section 2.F.2.c; Social and Cultural Diversity)
3. Strategies for identifying and eliminating barriers, prejudices, and processes of oppression or discrimination (Section 2.F.2.h; Social and Cultural Diversity)
4. Systemic and environmental factors that affect development, functioning, and behavior (2.F.3.f; Human Growth and Development)
5. Theories and application of career development and counseling (2.F.4.a; Career Development)
6. Establishing and maintaining effective therapeutic relationships (2.F.5.a, 2.F.5.d, 2.F.5.f; Counseling and Helping Relationships)
7. Dynamics associated with group process, development, and effectiveness (2.F.6.b; Group Counseling)
8. The use of assessments relevant to educational, career, personal, and social development (2.F.7.i; Assessment and Testing)
9. The use of evidence to inform practice (2.F.8.a; Research and Program Evaluation)
10. Principles and processes of societal inclusion, participation, access, and universal design, with respect for individual differences (5.H.1.c; Foundations of Rehabilitation)
11. Medical and psychosocial aspects of disability, including attention to coexisting conditions (5.H.2.b; Contextual Dimensions in Rehabilitation)

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

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 and professional disposition expectations) 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> → HUB Student Center → Academics, My Academics → 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.

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 Aid

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

1 Capen Hall (North Campus)
114 Diefendorf (South Campus)
(716) 645-8232
UBFA@buffalo.edu

Campus Resources and Services

Departmental Resources

Student Lounge

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

Secretarial Services

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

Photocopying

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

Financial Aid Information

Sources of financial support and student loans may be obtained through the University Office of Financial Aid at 716-645-8232, <http://financialaid.buffalo.edu/>. The student is responsible for working with the financial aid office directly to understand the rules and requirements related to their awards (e.g. eligibility, satisfactory academic progress, and verification). Faculty and staff working in the Rehabilitation Counseling program do not have access to financial aid records and do not monitor deadlines or guidelines for support.

University Information

CSEP Department Office (716) 645-2484

Campus Police	(716) 645-2222
Parking and Transportation	(716) 645-3943
Accessibility Services	(716) 645-2608
UB Counseling Services	(716) 645-2720
Lockwood Library	(716) 645-2814
Health Sciences Library	(716) 829-3900
Career Services	(716) 645-2231

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

UBlearns Assistance (UB Information Technology)

UBlearns is the course management system at UB, where instructors may post the syllabi, readings, instructional resources, assignments and also communicate via discussion boards. UBlearns is powered by BlackBoard available 24 hours a day, seven days a week.

If you have any issues with signing into UBlearns or problems with this technology you can visit the student UBlearns help page at <https://www.buffalo.edu/ubit/service-guides/teaching-technology/learning-resources-for-students/ublearns.html>. Here you can find frequently asked questions and contact the UBlearns Help team with questions.

Computer Labs

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

Further information about GSE computer labs is available here: <http://ed.buffalo.edu/current-students/all-students/technology.html>. Students also have access to any of UB's computing sites. See <http://www.buffalo.edu/ubit/service-guides/computing-sites.html>

Library Services

UB students have full access to the University Libraries and Off-Campus Access to most resources as part of the SUNY "world-class" library system. Several databases are available, providing full text articles and/or empirical research studies. Consult the "Ask a Librarian" or "Research Help" resources or for more information concerning library

services for students at <https://library.buffalo.edu/research/> . All University Libraries provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. A Special Services Resource Room is available in Lockwood Library on the Amherst Campus for students with disabilities and study carrels are available in many libraries. You can call the Lockwood Library at 645-2815 or -2817 for more information.

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

For disability-related library assistance, students should first contact the Accessibility Resources Office at 716-645-2608, 716-645-2616 (TTY).

Writing Assistance Programs

There is a Center for Excellence in Writing located on the 2nd floor of Baldy Hall (209 Baldy). The Center offers personalized individual consultation sessions on your writing projects. This service is available to distance students as well by appointment. To make an appointment visit: <http://www.buffalo.edu/writing/make-an-appointment.html>

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

Accessibility Resources

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

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

Accessibility Resources provides students with disabilities with supports they may need as they pursue educational goals at SUNY Buffalo. If you need classroom or course accommodations, advice, information, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, adapted housing, campus orientation and mobility instruction, or other services that you cannot resolve yourself, it is recommended that you contact Accessibility Resources.

If you required course accommodations related to a disability, the first step is to contact the Accessibility Resources office. This office will process your case and will supply forms for notifying instructors of the appropriate accommodations that will be in place. Requests for accommodations do not automatically carry over for each semester. Students who are requesting accommodations should alert each instructor during each semester a need is present.

Career Resources

Before you apply for a job, it is critical that your application package is the best that it can be. The Graduate School has partnered with Career Services to offer resources to help you with your application package. Let us help you:

- [Build a competitive resume or curriculum vitae.](#)
- Learn how to [convert my CV to a resume.](#)
- [Craft a noteworthy cover letter.](#)
- [Develop an online profile](#) like LinkedIn or Bullseye powered by Handshake.
- Explore how best to [highlight my transferrable skills.](#)
- Learn how to [stand out in interviews.](#)

Be sure to visit [UB's Career Services website](#) for additional resources, including samples and information on how to meet with a professional to help you better tell your unique story.

University Policy and Procedures

The University at Buffalo complies with all federal and state laws relating to non-discrimination, affirmative action, and access for individuals with disabilities.

Academic Integrity

Effective Fall 2019, UB's Office of Academic Integrity and/or the Office of Student Advocacy is the main source for faculty and students to seek guidance/advice on alleged

academic misconduct matters as well as for students to only have one streamlined single appeal process. This policy includes a 3-step process at the graduate level.

First, the instructor and the student will attempt a **Consultative Resolution**. Second, the instructor will determine whether to impose **Sanctioning** or not.

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

Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at: <https://www.buffalo.edu/grad/succeed/current-students/policy-library.html#academic-integrity>

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

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

Grievance Procedures

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

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the satisfactory resolution of complaints. This set of procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate School goes well beyond an administrative interest in providing steps to be taken when one of its members

has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's intention that to the maximum extent feasible its procedures secure equitable treatment to every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity but also to considerations of substantive fairness." Find more information at <http://ed.buffalo.edu/policies.graduate.html> under "Academic Grievance."

Equity, Diversity and Inclusion

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

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

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

Student Code of Conduct

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

During your first semester at UB, you will be prompted to read and affirm the Student Code of Conduct which may be found at <https://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>

Additional Rules, Regulations and Guidelines

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

The Good Samaritan Policy

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

Guidelines for Reporting Bias-Related Confrontations and Incidents

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

Obstruction or Disruption in the Classroom

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

Photography and Video

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

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.

Appendices

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/2021/03/CRC_CodeEthics_Eff2017-Finalnewdesign.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

Council for Accreditation of Counseling and Related Educational Programs
Standards:

SECTION 2: Professional Counseling Identity (8 common core areas)

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 1. history and philosophy of the counseling profession and its specialty areas
 2. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
 3. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
 4. the role and process of the professional counselor advocating on behalf of the profession
 5. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
 6. professional counseling organizations, including membership benefits, activities, services to members, and current issues
 7. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
 8. current labor market information relevant to opportunities for practice within the counseling profession
 9. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
 10. technology's impact on the counseling profession
 11. strategies for personal and professional self-evaluation and implications for practice
 12. self-care strategies appropriate to the counselor role
 13. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
3. multicultural counseling competencies
4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
5. the effects of power and privilege for counselors and clients
6. help-seeking behaviors of diverse clients
7. the impact of spiritual beliefs on clients' and counselors' worldviews
8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

1. theories of individual and family development across the lifespan
2. theories of learning
3. theories of normal and abnormal personality development
4. theories and etiology of addictions and addictive behaviors
5. biological, neurological, and physiological factors that affect human development, functioning, and behavior
6. systemic and environmental factors that affect human development, functioning, and behavior
7. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
8. a general framework for understanding differing abilities and strategies for differentiated interventions
9. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

1. theories and models of career development, counseling, and decision making
2. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
3. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
4. approaches for assessing the conditions of the work environment on clients' life experiences

5. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
6. strategies for career development program planning, organization, implementation, administration, and evaluation
7. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
8. strategies for facilitating client skill development for career, educational, and life-work planning and management
9. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
10. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

1. theories and models of counseling
2. a systems approach to conceptualizing clients
3. theories, models, and strategies for understanding and practicing consultation
4. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
5. the impact of technology on the counseling process
6. counselor characteristics and behaviors that influence the counseling process
7. essential interviewing, counseling, and case conceptualization skills
8. developmentally relevant counseling treatment or intervention plans
9. development of measurable outcomes for clients
10. evidence-based counseling strategies and techniques for prevention and intervention
11. strategies to promote client understanding of and access to a variety of community-based resources
12. suicide prevention models and strategies
13. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
14. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders

5. approaches to group formation, including recruiting, screening, and selecting members
6. types of groups and other considerations that affect conducting groups in varied settings
7. ethical and culturally relevant strategies for designing and facilitating groups
8. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. methods of effectively preparing for and conducting initial assessment meetings
3. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
4. procedures for identifying trauma and abuse and for reporting abuse
5. use of assessments for diagnostic and intervention planning purposes
6. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
7. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
8. reliability and validity in the use of assessments
9. use of assessments relevant to academic/educational, career, personal, and social development
10. use of environmental assessments and systematic behavioral observations
11. use of symptom checklists, and personality and psychological testing
12. use of assessment results to diagnose developmental, behavioral, and mental disorders
13. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

1. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
2. identification of evidence-based counseling practices

3. needs assessments
4. development of outcome measures for counseling programs
5. evaluation of counseling interventions and programs
6. qualitative, quantitative, and mixed research methods
7. designs used in research and program evaluation
8. statistical methods used in conducting research and program evaluation
9. analysis and use of data in counseling
10. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

SECTION 5-H: Specialty Area, Rehabilitation Counseling

Students who are preparing to specialize as rehabilitation counselors will demonstrate the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context. Rehabilitation counselors work collaboratively with individuals with disabilities, their support systems, and their environments to achieve the personal, social, psychological, and vocational goals. Counselor education programs with a specialty area in rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

1. history, legislation, systems, philosophy, and current trends of rehabilitation counseling
2. theories, models, and interventions related to rehabilitation counseling
3. principles and processes of vocational rehabilitation, career development, and job development and placement
4. principles of independent living, self-determination, and informed choice
5. principles of societal inclusion, participation, access, and universal design with respect for individual differences
6. classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
7. methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results

2. CONTEXTUAL DIMENSIONS

1. professional rehabilitation counseling scope of practice, roles, and setting
2. medical and psychosocial aspects of disability, including attention to coexisting conditions

3. individual response to disability, including the role of families, communities, and other social networks
4. information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the *International Classification of Functioning, Disability and Health (ICF)*, *International Classification of Diseases (ICD)*, and *Diagnostic and Statistical Manual of Mental Disorders (DSM)*
5. impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
6. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
7. awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation
8. impact of disability on human sexuality
9. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability population
10. knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels/li>
11. education and employment trends, labor market information, and resource about careers and the world of work, as they apply to individuals with disabilities
12. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities
13. individual needs for assistive technology and rehabilitation services
14. advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation
15. federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities
16. professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling
17. legal and ethical aspects of rehabilitation counseling, including ethical decision-making models
18. administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping

3. PRACTICE

1. evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning

2. informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities
3. evaluation and application of assistive technology with an emphasis on individualized assessment and planning
4. understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling
5. strategies to enhance coping and adjustment to disability
6. techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process
7. strategies to facilitate successful rehabilitation goals across the lifespan
8. career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place
9. strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs
10. advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers
11. assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources
12. consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities
13. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention

Appendix C: CRC/CRCC Scope of Practice

Assumptions

- The Scope of Practice Statement identifies knowledge and skills required for the provision of effective rehabilitation counseling services to persons with physical, mental, developmental, cognitive, and emotional disabilities as embodied in the standards of the profession's credentialing organizations.
- Several rehabilitation disciplines and related processes (e.g., vocational evaluation, job development and job placement, work adjustment, case management) are tied to the central field of rehabilitation counseling. The field of rehabilitation counseling is a specialty within the rehabilitation profession with counseling at its core, and is differentiated from other related counseling fields.
- The professional scope of rehabilitation counseling practice is also differentiated from an individual scope of practice, which may overlap, but is more specialized than the professional scope. An individual scope of practice is based on one's own knowledge of the abilities and skills that have been gained through a program of education and professional experience. A person is ethically bound to limit his/her practice to that individual scope of practice.

Underlying Values

- Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
 - interdisciplinary teamwork
 - counseling to assist in maintaining a holistic perspective
 - a commitment to considering individuals within the context of their family systems and communities
- Recognition of the importance of focusing on the assets of the person.
- Commitment to models of service delivery that emphasize integrated, comprehensive services which are mutually planned by the consumer and the rehabilitation counselor.

Scope of Practice Statement

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal
- diagnosis and treatment planning
- career (vocational) counseling
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability
- case management, referral, and service coordination
- program evaluation and research
- interventions to remove environmental, employment, and attitudinal barriers
- consultation services among multiple parties and regulatory systems
- job analysis, job development, and placement services, including assistance with employment and job accommodations
- the provision of consultation about and access to rehabilitation technology

Selected Definitions

The following definitions are provided to increase the understanding of certain key terms and concepts used in the Scope of Practice Statement for Rehabilitation Counseling.

Appraisal: Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.

Diagnosis and Treatment Planning: Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.

Counseling Treatment Intervention: The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.

Referral: Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.

Case Management: A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems.

Program Evaluation: The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.

Research: A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.

Consultation: The application of scientific principles and procedures in counseling and human development to provide assistance in understanding and solving current or potential problems that the consultee may have in relation to a third party, be it an individual, group, or organization.

Appendix D: About CRC Certification

Students 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.

From time-to-time, organizations surface that may not adhere to the same standards as other well-respected organizations, such as the CRCC. This is because certification, as opposed to state licensure, is a voluntary process that is not government regulated.

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 E: Rehabilitation Counseling Professional Organizations

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.

[Association on Higher Education and Disability \(AHEAD\)](#)

Professional membership organization for individuals involved in the development of policy and in the provision of quality services to meet the needs of persons with disabilities involved in all areas of higher education.

[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 Council on Rehabilitation Education \(NCRE\)](#)

Professional organization dedicated to quality services for persons with disabilities through education and research. Reduced membership fees for students.

<https://ncre.org/membership-overview/student-membership/>

[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 F: New York State Licensed Mental Health Counselor Information

- Students interested in pursuing licensure in mental health counseling in New York State may apply to our Advanced Graduate Certificate (“Bridge Program”) offered by the Mental Health Counseling Program in our Counseling, School, and Educational Psychology Department after graduation. The Bridge Program offers a means for students with allied degrees in counseling to add the required graduate coursework and training to become and 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#>
 - See the following link for the laws and scope of practice for Licensed Mental Health Counselors in New York State:
 - <http://www.op.nysed.gov/prof/mhp/article163.htm#>
 - For information on licensure requirements in states other than New York, use this link to the American Counseling Association (ACA) description of state licensure requirements for each state.
 - <https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>
 - The Commission on Rehabilitation Counselor Certification (CRC) information on state licensure boards and requirements for each state is available at this link:
 - <https://crtc certification.com/advocacy-and-legislation/state-licensure-boards/>
- Information on the Advanced Graduate Certificate (“Bridge Program”) offered by our department can be found at the following weblink. Note that students have to have an earned master’s degree in counseling to apply, so must apply after graduation.
 - <http://ed.buffalo.edu/counseling/academics/ac/mental-health.html>

Appendix G: 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://crtcet.org/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, 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)
- 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

4. **Assessment Frequency and Method.**

- a. 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.
- b. Additionally, the 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, passing the portfolio course, and successfully meeting KPIs within intern evaluations during the practicum and internship courses (evaluation by on-site supervisor).
 - ii. The 3 Key Professional Dispositions (KPDs; see p. 14-15) 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.

5. Corrective/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 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).

6. 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)

c. Due Process Procedure

- i. 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.
- ii. 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.

- iii. 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> .