Handbook of the School Psychology MA/AC Program
Department of Counseling, School and Educational Psychology

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

2024-2025

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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Updated 08.23.2024

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Mission

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

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

Welcome

Welcome to the MA/AC. School Psychology Program at UB. The program adheres to the practicioner-scientist model of training, is NASP approved, and offers experiences in five areas: educational and psychological foundations, data-based decision-making and accountability, assessment, mutli-tiered interventions, and consultation and collaboration. Required courses are distributed to ensure preparation in each area. The practicioner-scientist model prepares graduates to function in schools by utilizing: (a) psychological assessment and data to guide interventions, (b) primary and secondary psychoeducational and mental health interventions, and (c) collaboration and consultation with parents and teachers. The program combines theoretical, empirical, and on-site experiences and requires three years of full-time enrollment. Upon completion of the program, graduates are eligible for initial certification from the Bureau of Certification of the New York State Education Department.

*This handbook is intended to: (a) provide an overview of the program of study, (b) outline requirements and written policies of the program, and (c) make available all forms that are utilized during the three years of study. Material is presented in a sequential manner to better assist students with program completion (refer to **Program Checklist** of this 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

School Psychology Faculty Members

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

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Department Programs

The School Psychology MA/AC Program if one of a number of programs that comprise the Department of Counseling, School and Educational Psychology.

Degree Program	Program Director
Applied Statistical Analysis – Advanced Certificate	Dr. Sunha Kim
Combined Counseling Psychology/School Psychology PhD	Dr. Wendy Guyker

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Educational Psychology and Quantitative Methods – Master of Arts (MA)	Dr. Sunha Kim
Educational Psychology and Quantitative Methods – Doctor of Philosophy (PhD)	Dr. Sunha Kim
Mental Health Counseling – Advanced Graduate Certificate	Jennifer Dexheimer
Mental Health Counseling – Master of Science (MS)	Jennifer Dexheimer
Rehabilitation Counseling – Advanced Certificate	Dr. Scott Sabella
Rehabilitation Counseling – Master of Science (MS)	Dr. Scott Sabella
School Counseling – Certificate of Advanced Study	Dr. Luis Tosado II
School Counseling – Master of Education (EdM)	Dr. Luis Tosado II
School Psychology – Master of Arts (MA) and Advanced Certificate	Dr. Rebecca Vujnovic

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 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 MA/AC in School Psychology 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 degraying 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.

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 Association

Students enrolled in a graduate level counseling program may join the American Counseling Association (http://www.counseling.org/) as student members at a reduced rate of dues. Membership includes a variety of benefits including a quarterly professional journal, newsletters, and reduced dues for conferences, professional insurance, and more.

School Psychology Professional Organizations

National Association of School Psychologists (NASP)
NASPs mission is to empower school psychologists by advancing effective practices to improve students' learning, behavior, and mental health. For more information and to join NASP, please visit www.nasponline.org

New York Association of School Psychologists (NYASP)
NYASPs mission is to serve children, their families, and the school community by promoting psychological well-being, excellence in education, and sensitivity to diversity through best practices in school psychology. Join NYASP at http://www.nyasp.org/

Western New York Association of School Psychologists (WNYSPA)
For more information go to: http://wnyspa.net

General Degree Requirements

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

Statute of limitation

MA 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. Such requests, if granted, usually come with additional requirements. The petition is found at: https://grad.buffalo.edu/content/dam/grad/study/pet-extenstion.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 School Psychology MA/AC 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 must be complete and in appropriate offices by specified deadlines:

- The student must apply for graduation in HUB by specified Graduate School deadlines: Spring graduation (June 1) deadline is February 15; Summer graduation (September 1) deadline is July 15; and Fall graduation (February 1) deadline is October 15. The department deadline may be earlier.
- All milestones for the program must be complete in the student's academic advising report (AAR).

- Original transcripts from undergraduate and graduate universities other than UB must be received by the Registrar via the GSE Admissions Office.

The School Psychology MA/AC Degree

Program Goals and Objectives

The School Psychology MA/AC program follows a practicioner-scientist model of training for the preparation of students who will practice as school psychologists. Congruent with the practitioner-scientist model, the program has identified four program goals and related objectives:

Goal 1: To train specialist-level school psychologists consistent with the practitioner-scientist model (i.e., to maintain a curriculum and training environment in which psychological science and service provision are integrated and firmly grounded on, and guided by, evidence-based practice).

Objectives:
a. Students will be well-versed in the foundational psychological science knowledge areas including, but not limited to: (a) human development, (b) human learning, (c) principles of measurement, and (d) statistics.
b. Students will demonstrate knowledge of, and competencies in, research-based methods and techniques of practice, and will understand the conceptual and research findings upon which such practices are based (i.e., evidence-based practice).
c. Students will value and be capable of evaluation and conducting applied research such as, but not limited to, curriculum-based assessment, single subject design, responsiveness to intervention, ecological assessment, and functional-based assessment.

Goal 2: To provide students with in-depth training under supervised conditions in both the direct and indirect service models as articulated in the school psychology literature.

Objectives:
a. Students will demonstrate conceptual understanding of the two predominant service models (indirect, direct) currently extant in school psychology.
b. Students will demonstrate knowledge and appropriate application of theory and research pertinent to the direct service model in regard to (a) psychoeducational assessment, (b) behavioral interventions to address academic and social issues, and (c) individual and group counseling of school-age students.
c. Students will demonstrate knowledge and appropriate application of theory and research pertinent to the indirect service model in regard to: (a) case- and consultee-centered consultation, (b) team-based support systems, and (c) systems-level consultation.

d. Students will acquire and demonstrate competence in direct and indirect service provision via practica experiences that include close, individual supervision by Program faculty and on-site supervisors in the areas of (a) psychoeducational and behavioral assessment; (b) school-based consultation services; and (c) school-based individual and group interventions.

Goal 3: To train students to provide school psychological services in the context of a multicultural, pluralistic society such that inter-individual differences and differences in culture, ethnicity, gender, socioeconomic status and sexual orientation are understood and respected.

Objectives:
a. Students will demonstrate knowledge of inter-individual differences (e.g., temperament, learning abilities, personality attributes, and disability status) and knowledge of the influences of social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors on students' development and learning.
b. Students will apply knowledge of such differences in their assessment, consultation, counseling and other professional work in order to ensure effective, equitable, and respectful school psychological services to all of their clients and other service recipients.

Goal 4: To facilitate students' professional identity development as school psychologists and foster strong commitments to ethical guidelines regarding both professional practice and research.

Objectives:
a. Students will demonstrate knowledge of school psychology in terms of its historical development, traditional and emerging roles and functions, and its scope of research and practice.
b. Students will demonstrate professional identities as school psychologists through their membership and participation in national and state organizations, and through their expressed professional goals.
c. Students will demonstrate knowledge of, and adherence to, ethical and legal guidelines in all aspects of their professional work.

NASP Standards

The NASP standards are domains of competency that have been identified as prerequisite to the success of a new practitioner. NASP specifies 10 standards.

NASP Training Standards DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain.
2.1   Data-Based Decision Making and Accountability • School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.
2.2   Consultation and Collaboration • School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. • As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation and evaluation of services and programs.
2.3   Interventions and Instructional Support to Develop Academic Skills • School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- School psychologists have knowledge of biological, cultural, developmental and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

2.5 School-Wide Practices to Promote Learning
- School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.
- School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 Preventive and Responsive Services
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

2.7 Family-School Collaboration Services
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools.
- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context, and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

2.8   Diversity in Development and Learning
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists demonstrate skills to provide professional services that promote effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9   Research and Program Evaluation
- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

2.10   Legal, Ethical and Professional Practice
- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Expectations for Student Psychology Students

Professional Ethics

Please review UB BOX (https://buffalo.box.com/s/34xx2ezz82dgufevnc9mo9ockjtt15au) for a copy of The *NASP* Principles for *Professional Ethics* (PDF), which describes the proper conduct for professional school psychologists. The ethical principles provide an expectation for ethical conduct and professional practice.

Professional Behaviors

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

It is expected that students will demonstrate appropriate levels of performance in relation to clients, supervisors, and other professionals in their clinical placements that are acceptable to the agency professional personnel, and the Department faculty and staff. Specifically, the student should be able to perform adequately in the following areas:

- The ability to develop and maintain satisfactory relationships with families, teachers, students and staff appropriate to the level of performance of the student.

- The ability to engage in acceptable peer and faculty relationships within the context of the professional work situation in the field and in the Department.

- The ability to engage in constructive consultation in the professional workplace involving communicating with teachers, school staff, families and children.

- The ability to accept and profit from professional supervisory relationships.

- The ability to function within guidelines and limits of the professional ethics and standards of the National Association of School Psychologists (NASP).

Communication

Upon beginning the program, all students are required to obtain and activate their **UB email addresses**. UB email addresses (username@buffalo.edu) are activated by obtaining your UB ID and contacting Computing and Information Technology (CIT): http://ubit.buffalo.edu/students/. Specific instructions regarding usernames and passwords are sent to incoming students by the GSE Admissions Office. Students are responsible for checking their UB email on a regular basis to obtain announcements/information about deadlines, program changes, internship and job opportunities, and so forth. In most instances, email is the only vehicle used for announcements. In addition to email, announcements of interest to program students may also be posted near the CSEP Department Office (409 Baldy Hall area).

In addition to email, courses have webpages supported by Blackboard, hosted on UBlearns. Once you have activated your user name and password, you'll be able to access webpages for your courses at: https://ublearns.buffalo.edu/index.html

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

*Please note that students are not permitted to use UB email OR personal email for ANY confidential practicum related communication. ALL communication that contains any confidential, district or student level information MUST follow the district policies and utilize district email addresses.

Full-Time Status

All students are required to be enrolled full-time, taking all of the courses listed for each semester they are enrolled in the program in the exact sequence indicated in this handbook. There are no variations permitted unless done so under the auspices of a probation contract or other formal document. Please note, the semester workload is a full-time workload. Enrolling in the program is a marker of your commitment to the program and must be a student's first priority. If a student's responsibilities and distresses outside of the program interfere with academic or professional performance within program courses and duties, the program faculty may ask the student to request a leave or the student may be discontinued from the program. In addition, if a student feels that they can no longer commit to the program as a priority, they are required to request a meeting with the director of the program in order to formally arrange a leave or withdrawal from the program.

Transferring and Waiving Credits

If a student would like previous **_graduate_** work at another institution to be considered for transfer credits, they must contact the instructor/professor teaching the class for which they would like the transfer credits to be considered. They must provide that instructor/professor with a syllabus from the course they completed at the previous institution. If the instructor/professor at University at Buffalo, SUNY approves the course, they will write a memo to the director of the SP program indicating the approval. The student must then provide the director with a copy of the syllabus and the approval memo. The director will then review the student's transcript to be sure that the student received a grade of /B-/ or above. At that point, the director will make a note to the student's file. Please note, given the rigor of the coursework required for the program, approval does not frequently occur. Transfer forms can be found at: http://grad.buffalo.edu/content/dam/grad/study/pet-transfer.pdf.

Some students may have taken the course content covered by a particular course (e.g., CEP 522 stats). It is important to note that for both transfer and waived credits, no more than 20% of a master's program may be comprised of credits from another graduate program (see Graduate School of Education: Policies and Procedures). For example, the policy states that if you are in a 30-credit hour program you may only transfer up to 6-credits into your program. Students must get permission from the instructor (in writing) for the potentially waived or transferred course. To do this, the student must:

1. Send an email request to the instructor of the course with the syllabus of the course believed to cover the course content.

    i. The instructor of the course reviews the syllabus.
    ii. The course instructor may wish to conduct additional evaluation of student skills to assure mastery of course material. This is particularly relevant to the courses in the assessment sequence.
    iii. The instructor may or may not approve the course.

2. If the instructor deems the course appropriate, the student must then forward (a) the instructor's approval email, (b) the syllabus, and (c) a transcript showing a passing grade of B- or better to the program director.

3. If the course is approved, the program director will place a memo in your file (409 Baldy) with the approval documents attached.

4. The credits hour must be made up through additional coursework (see options below). Failure to do this may result in compromised eligibility for graduation or an extension of your coursework to correct appropriate credit hour load.

5. If the course is not approved, the student must register and take the required program coursework.

Additional Coursework

Students interested in taking additional coursework are encouraged to do that during the summer. The coursework sequence required for the SP MA/AC program of study is complete and includes all that is required to be an effective school psychologist. Each semester, the on-site experience in addition to the required coursework requires a student's full dedication. Recommended summer courses include: CEP 618 Principles and Practice of Counseling, CEP 634 Multicultural Counseling, 611 The Mindful Therapist, CEP 548 Coaching for Health and Wellness, CEP 566 Evidenced-based Interventions for Wellness and Engagement, CEP 553 Self-care in Service, CEP 750 Yoga for Health and Healing CEP 528 Hierarchical Linear Models (HLM): Multilevel and Longitudinal Data Analysis, and CEP 616 Grief Counseling. All additional coursework must be approved.

Academic Review/Probation

Any graduate student who receives a grade of 'U,' 'F,' 'D,' or 'C' in any course, or who falls below the minimum academic requirements stated above, or who indicates a lack of clinical progress as determined by ratings lower than a 3 on any item completed by the school-based supervisor on the practicum/internship ratings forms, or any comment made by the school-based supervisor indicating concerns related to the student's ability to perform the tasks of a school psychologist, will receive an immediate academic review. Upon completion of the academic review, the director of graduate studies may place the student on academic probation.

Please note, in order to be eligible to begin a school-based practicum or internship placement, a student must have successfully completed all earlier coursework by June 1st of the summer prior to the placement (please note, this allows the professors associated with the coursework to process materials by June 15th).   Students with incompletes will NOT be eligible to begin school-based practica or internship placements. Completion of coursework assures faculty that the student is prepared to meet the challenges of school-based work.

Students determined to be making unsatisfactory academic progress must be placed on academic probation.

A probationary letter is issued to the student (with a copy to the advisor, if applicable) indicating the conditions that must be met and outlining an appropriate time frame in which to regain good academic standing in the graduate program. The School Psychology Program faculty provide timely, written notification of the problem(s) in question, a proposed remediation plan, and probationary status (including a probationary contract signed by the student), if appropriate. The outcome that will result if the conditions are not met must also be included in the probationary letter. Probationary letters will be made in writing by the director of graduate studies, or department chair or designee at the end of the semester (mid-December or mid-May) and will indicate the terms of the probation and its removal. After the specified time frame outlined in the probation letter, the student must be sent a letter removing the probationary status, or a dismissal letter, or a second probationary letter with a new set of conditions for regaining good academic standing.

Students must incur no additional academic or programmatic standing issues while on academic probation.

This will be viewed as a violation of the probationary contact and can result in dismissal from the program. Students who fail to meet the objectives detailed in the probationary contract will also be immediately dismissed from the program.

Probationary Status

Students who are placed on academic probation must follow all aspects of their probation contract as well as continue to meet all other aspects of academic and programmatic standing. Violation of or failure to meet requirements of the probation contract can result in immediate termination from the program. All meetings regarding student standing are closed meetings.

Academic Dismissal and Transcripts

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

Your Personal Student/Professional File

To ensure that students are aware of the "what, when, and where" details of the program, a semester-by-semester checklist is provided. Each student is expected to create and maintain a Personal Student/Professional File. This file is in additional to the departmental file and is the

student's responsibility to maintain. Your Personal Student/Professional File should include a copy of all practica and internship forms, fingerprinting information, proof of mandated course attendance, PRAXIS-II scores, CITI scores, course syllabi, etc. It is not the responsibility of the faculty to make these copies for you. If you discover that you need a copy of a document, please contact the administrative assistant in 409 to arrange a time to review your file and secure your document.

The School Psychology Degree Requirements

Curriculum Plan

(63 Credit Hours)

Consistent with the practitioner-scientist philosophy of training, the UB Program Goals and Objectives, and the NASP Standards, the required course sequence provides knowledge, educational opportunities, supervised experiences, and integrated practica/internship placements that result in training which is sequential, cumulative, and graded in complexity.

Program Schedule
Year 1 FALL: Semester 1 (12 credits)
MA portion of Program
CEP 590 Psychology Measurement and Intellectual Assessment (3)
CEP 640 Perspectives in School Psychology (3)
CEP 653 Foundations of Counseling Theories (3)
CEP 656 Collaboration for School Safety (3)
YEAR 1 SPRING: Semester 2 (12 credits)
MA portion of Program
CEP 551 School-wide Practices for Diverse Learners (3)
CEP 592 Psychological Assessment of Children and Adolescents (3)
CEP 692 Specialized Counseling Techniques for Children & Adolescents (3)
CEP 644 Counseling with Children and Adolescents (3)
SUMMER BETWEEN YEAR 1 & YEAR 2 (6 credits)
MA portion of Program
CEP 634 Multicultural Counseling (3)
CEP 541 Human Growth & Development (3)
YEAR 2 FALL: Semester 3 (13 credits)
MA portion of Program
CEP 522 Statistical Methods I (4)
CEP 593B Practicum in School Psychology (3)
CEP 695 Psychopathology (3)
CEP 650 Behavioral Therapy w/ Children and Adolescents (3)

YEAR 2 SPRING: Semester 4 (12 credits) AC portion of Program
CEP 593B Practicum in School Psychology (3) CEP 664A Process of Consultation (3) CEP 694 Interventions to Develop Academic Skills (3) CEP XXX Research Methods
YEAR 3 FALL & SPRING: Semester 5 & 6 (3 credits each semester) AC portion of Program
CEP 699 Internship in School Psychology & CEP 699 Internship in School Psychology
Total credit hours - 61

**Please note, Assessment Fees and Test Kits associated with this class, which is ADDED to your UB TUITION. The SP program maintains an extensive assessment library. Due to the costly nature of psychological/educational tests and for reasons of test security, only the library coordinator and assessment course instructor have direct access to this library. As part of their training, students are required to sign out assessment kits. Once a student has signed out a kit, he/she is responsible for the security and integrity of that test kit. Should the test kit become damaged or any materials go missing, it is the responsibility of the student who signed out the kit to pay for the needed replacement(s). (Note: Test kits are expensive. Typical purchase prices for major cognitive batteries are between $1,000.00 and $2,000.00 per kit. Furthermore, it is the student's ethical responsibility to assure that test materials are not shared with non-professionals. Intentionally compromising test security by sharing test manuals, test items, answers, etc. with non-professionals will result in expulsion from the program. This test security responsibility will be explained further in class.)

Academic and Research Advisement

Each student studies under the _academic faculty advisement_ of the School Psychology Program Director for the entirety of the program. Accordingly, all coursework, internship, and certification questions should be asked of the School Psychology Program Director. Each year, the student will be notified regarding the specific due date for the annual portfolio review. The School Psychology faculty assesses yearly progress during the portfolio review meeting. The School Psychology faculty will conduct a formal review of the Program Portfolio **on that date** (refer to the **Program Portfolio** section of this Handbook). Each student will receive a letter reporting annual progress following the faculty portfolio review.

In regard to research, after gaining more familiarity with the faculty and her/his research, each student selects a research advisor. The student-selected research advisor will mentor the student in the Research Project (refer to the **Research Project** section of this Handbook).

Practica and Internship

Placements in practica and internship sites are monitored carefully to ensure that the settings are clearly committed to training, provide adequate and appropriate supervision, and offer a wide range of training and educational opportunities that reflect the UB Program Goals and Objectives and the NASP Standards. The School Psychology Clinical Coordinator selects and monitors both sites and supervisors to ensure appropriate quality and a best practices model of training. You must secure transportation to your prac and internship locations. It is ***not*** the responsibility of the program to arrange training based on your transportation issues. Rather, it ***is*** the program's responsibility to arrange your prac and internship placements to facilitate your training and to accommodate the professionals and school districts in the field. The field placements will be within a 90-minute commute from UB, unless otherwise arrange with the student.

Please note, in order to be eligible to begin a school-based practicum or internship placement, a student must have completed all earlier coursework. Students with incompletes will NOT be eligible to begin school-based practica or internship placements. Completion of coursework assures faculty that the student is prepared to meet the challenges of school-based work.

**PLEASE See Brightspace for all required forms

Practica

As a student progresses through the program, the hands-on and fieldwork experiences appropriately challenge students with gradually increased levels of responsibility. During the first year of training, the practica experiences are closely linked to the assessment courses and allow students to gain hands-on experience with the assessment instruments. During the fall and spring semesters of the second year, students are placed in two separate school-based sites that reflect variability in age, geographic region, and ethnic diversity (e.g., suburban elementary for fall semester, urban high school for spring semester). A certified school psychologist must serve as the on-site supervisor and provide two hours a week of individual supervision per week.

During the second year practica sequence, students complete 10-15 hours a week for a **total of 200 clock hours** of practica experiences per semester for a minimum of 400 hours over the course of the second year, of which at least **150 hours involve direct service experience** and **75 hours involve formally scheduled supervision** (*this works out to around 2 hours per week*). These hours must be documented in your log and signed by your

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supervisor and the program director. During the practica experiences, a UB faculty member will provide supervision via the **CEP 593 Practicum in School Psychology** course. The UB Clinical Coordinator orchestrates placements and completes at least **one on-site** meeting a semester with the practicum student and on-site supervisor. Students receive no financial reimbursement for the practica educational opportunities. Forms related to the practica experience include the:

a) **Practicum Role and Contract,** which is to be signed by the student, the on-site supervisor, and the Program Director;
b) **Practicum Log,** which documents weekly experiences in direct and indirect client contact, systems participation, and supervision;
c) **School Psychology Practicum Evaluation Assessment of Student Progress** which is completed ONLINE by the on-site supervisor and shared with the student and UB Program faculty at the end of the practicum experience; and
d) **Placement Evaluation** which allows students to provide an assessment of their practicum experience and is completed ONLINE

Copies of all forms are provided via Brightspace and several forms (i.e., contract and evaluations) will be completed using online systems.

Please note, all students must satisfactorily complete CEP 590, CEP 592, and both semesters of CEP 593A prior to starting their second-year practica sequence.

Practicum Supervisors will all have access to the PRACTICA Handbook and video orientation.

Internship

During the second year, students apply to school districts in the Western New York area that have agreed to hire school psychology interns. If a student is interested in applying to an internship outside of the area, he or she must work with the clinical coordinator throughout this process. **An internship in a school-based setting is a requirement of the program.**

These are the steps:
1. Select school districts in which you are interested. Students may elect to complete a school-based internship out-of-area. When possible, the UB program faculty assists students in identifying such school districts via professional contacts and national/state organization newsletters, conventions, and websites.
2. Submit applications for consideration to school districts with paid internships. School districts financially reimburse students for these services. Complete interviews on an invited basis.

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3. Submit an internship approval form to the clinical coordinator at UB.
4. If the internship is approved by the clinical coordinator at UB, sign a contract with the school district when hired.

All program requirements [e.g., contract, supervision, log of hours] are maintained for students placed in out-of-area internships except for attendance at the CEP 699 class and the on-site visit by the clinical coordinator. In lieu of these experiences, the UB Clinical Coordinator conducts bi-weekly telephone and e-mail contact with the intern and the on-site supervisor.

Students complete 35 hours a week for a **total of 1200 clock hours** of school-based internship experiences over the course of the third year. A certified school psychologist must serve as the on-site supervisor and provide **two hours a week of formally scheduled individual supervision per week**. During the internship experience, a UB faculty member will provide supervision via the **CEP 699 Internship in School Psychology** course. The UB Clinical Coordinator completes at least **one on-site** meeting a semester with the intern and on-site supervisor. These hours must be documented in your log and signed by your supervisor and the program director.

Forms related to the internship experience include the:
a) **Internship Role and Contract,** which is to be signed by the student, the on-site supervisor, and the Program Director;
b) **Internship Log,** which documents weekly experiences in direct and indirect client contact, systems participation, and supervision;
c) **School Psychology Internship Evaluation**, which is completed ONLINE by the on-site supervisor and shared with the student and Program faculty at the end of **each semester** of the internship experience;
d) **Placement Evaluation, which** allows students to provide an assessment of their internship experience and is completed ONLINE.

Copies of all forms are provided via Brightspace.

Please note, a student must be in good academic standing in order to apply for internship. Specifically, students must have completed two successful practica placements as well as all coursework required for years one and two. As internship applications are often due to districts prior to the submission of the year two portfolio due dates, permission to begin internship is tentative and can be revoked is a problematic portfolio is submitted by any student.

Practicum & Internship Ratings Completed by School Based Supervisors. Please note, in order to be eligible to move on to the subsequent school-based practicum (spring), internship placement, or graduation, a student must have demonstrated that he/she has successfully completed the current practicum/internship experience the previous semester. Successful completion of practicum/internship is considered to be earning a rating of 3 or better on ALL ITEMS completed by the school-based supervisor. Students who do not earn a rating of 3 or better may not be permitted to move on to their subsequent placement (For additional information, please refer to the Academic Standing & Professional Behavior Section below).

Internship Registration and Full-Time Status

Students must register for CEP 699 for 3 credit hours during each semester of the third year. Students who will need to be certified for full-time status, must complete a Certification of Full-Time Student Status form found at: https://grad.buffalo.edu/content/dam/grad/study/cert-fts-masters.pdf. This form allows students to be considered full-time at UB while being registered for less than 12 credit hours. This form can be used for loan application, loan deferral, immigration status and/or health insurance. If a student does not need this form for loan application, loan deferral, immigration status and/or health insurance, then the form is not required. It is important to note that the Certification of Full Time Status Form cannot be processed without the student and faculty advisor signature.

Applying to the Doctoral Program and Internship Applications

In the late fall and early spring of students' second year, some students consider applying for the doctoral program here or at other schools. The process of applying the doc program begins December 1st with the deadline for applications and continues until April 15th when all students must be notified of their acceptance. Unfortunately, this overlaps with the application process for internships for the MA/AC program. It is critical that you are aware of ethical behaviors in regard to accepting internship placement for the MA/AC program. Once you verbally and then contractually commit to an MA/AC internship, you have made a substantial commitment to a school district and the school district has made a commitment to you. It is not ethical to hold an internship position while you wait to hear from a doctoral program. This affects the program, the school district, and all future applicants to the school district.

PRAXIS

Successful completion of the PRAXIS exam, **with a passing score,** is required. The multiple-choice exam focuses on both content and process issues in five categories: (a)

Diagnosis and Fact Finding, (b) Prevention and Intervention, (c) Applied Psychological Foundations, (d) Applied Educational Foundations, and (e) Ethical and Legal Considerations. PRAXIS results must be on file before a student is approved for graduation. It is recommended that students complete the exam in the summer following their second year. For more information about the exam and to obtain a listing of specific dates and locations, visit www.ets.org/**praxis**/. *Please use this code when you take the test.* Our school code is #**2022**.

Mandated Workshops/Finger Printing

To be eligible for an internship, students must provide to the NYS Department of Education a completed Fingerprint Kit and documented attendance at two NYS approved workshops: (a) Mandated Child Abuse Reporting Workshop (b)Schools Against Violence in Education Workshop, and (c) Training in Harassment, Bullying, and Discrimination Prevention and Intervention. Students are responsible for securing the Fingerprint Kit and submitting fingerprints, monitoring their e-mail accounts for the mandated workshops, and maintaining a student/professional file with copies fingerprint documentation and proof of workshop attendance.

School Psychology Degree Completion (Milestone)

School Psychology Program Portfolio

Work products are clearly among the very best indicators of student growth and skill attainment. During the three years of the MA/AC program, each student will create and maintain a program portfolio. This portfolio is essentially a cumulative record of: (a) all of the student's major projects (which reflect developing competence in various areas of school psychology practice and reflect the attainment of various aspects of the NASP standards); (b) assessment devices and processes in which the student has gained competence; (c) technology with which the student has become familiar; and (d) evidence of the student's growth and development as a professional. This portfolio serves a variety of functions at the student and program level. These functions include: (a) providing a cumulative record of a student's products and activities while in the program, (b) ensuring that a student's work receives both formative and summative evaluations, (c) promoting student accountability and development apart from classes and practica/internship sites, and (d) assisting program faculty in the evaluation of each student as a developing professional.

Making a Difference: Outcome Data

Once a student enters a school district, he or she is expected to work toward making a positive difference in the lives of the children, families, and school personnel with whom he or she works. Accordingly, the behavior and academic outcome data artifact has been included in the portfolio forms in order provide a vehicle for reporting these data. Year one, no data sheet is required (although one can be submitted). Years two and three, student should submit at least 2 data sheets (one behavioral/counseling and one academic), although more can be submitted. The data sheets should be discussed in artifacts associated with the intervention addressed (e.g., FBA, BIP). The data sheet should also be discussed in the updated self-reflection artifact. You have the option to use your work on a research team to collect these data. Be sure to inform your research team leader that you are interested in collecting outcome data.

The behavior and academic outcome data artifacts are a vehicle for visually and quantitatively demonstrating the effectiveness of your interventions in an applied setting. It does not appear as a formal assignment in any course, but how to formally report behavioral outcome data to the program will be clearly delineated in your second-year courses. The behavior and academic outcome data artifacts should include: (a) objective behavior/academic definition(s) for the target behavior(s)/outcome(s); (b) a clear measurement strategy appropriate for the way you have defined the behavior(s)/academic outcome(s) (e.g., targeting: frequency,

intensity, duration or latency of behavior; exact frequency count over specific time period; interval recording; time sampling; etc. with details[1]); (c) behavioral/academic intervention design type (e.g., AB, Reversal Design, Multiple-Baseline, etc.); (d) intervention goals; (e) intervention description(s); and (f) graphing of baseline and intervention data points.

Successful Portfolio Submission

Each student must submit a satisfactory portfolio on the prescribed due date (see the **School Psychology Portfolio** section of this Handbook). Successful portfolio completion requires preparation of a set of artifacts that reflect the competencies expected at the completion of the respective year. It is important to note that submission of artifacts submitted for a previous year's portfolio (not updated), course assignments that were not refined and expanded for the portfolio, and poor quality artifacts will be considered problematic and will receive a poor rating. Additionally, failure to turn in a satisfactory portfolio on the due date (i.e., scores of 3 or better on all artifacts) will result in placement of the student on academic probation (refer to the **Academic Review/Probation** section of this Handbook). For more complete information about the School Psychology Portfolio, please refer to Appendix A. **NOTE**: if you do not pick up your portfolio by September 15th following the May of submission, your portfolio will be recycled.

**PLEASE See PROGRAM FOLDER in UB BOX for all FORMS to be completed for the submission of the PORTFOLIO

Portfolio Review

In order to remain in good academic standing, students are required to pass their portfolios with an average score of 3 on each artifact rating form. Those students who receive a score below 3 on any artifact will be required to resubmit the artifact prior to the commencement of the immediately following Fall semester. If the student fails to pass the artifact by the commencement of the following fall semester, they will be placed on academic probation. For a detailed description of portfolio requirements, see the portfolio section of this handbook.

Apply for Graduation

Meet with Faculty Advisor
You will work with your faculty advisor to determine the semester you will be graduating based on your current status and grades in the program. Your faculty advisor will present your candidacy at the next departmental meeting, at which time the faculty will vote on approving or denying your candidacy.

Apply through HUB

Once the department has approved your candidacy, you will be notified to apply for graduation through your HUB Student Center. You will need to apply before the deadline from the Registrar's office typically found at: https://grad.buffalo.edu/succeed/graduate/requirements.html.

School Psychology Certifications

Initial New York State Certification

Upon successful completion of all program requirements and graduation from the program, students are eligible for NYS School Psychologist Initial Certification. The **Certification Application** materials should be completed in the spring of the third year.

National Certification for School Psychologists (NCSP)

The Nationally Certified School Psychologist (NCSP) is the only professional credential acknowledging school psychologists who meet rigorous, nationally recognized standards of training and continuing professional development. Certification is awarded and renewed through the National School Psychology Certification System (NSPCS) of NASP. The UB School Psychology Program meets all NCSP certification requirements (i.e., coursework, 1200 clock-hour internship, and passing score on the PRAXIS exam).

We strongly encourage graduates to apply for the NCSP certification.

Please go to this link https://www.nasponline.org/standards-and-certification/national-certification

- General Information: Access certification applications, learn about qualification standards, and see certification requirements.
- NCSP Applications: For Graduates of NASP-Approved Programs and for Graduates of Non-Approved Programs.
- Save on Your Application Fee: Become a NASP member.
- Applying for the NCSP: Tips for Graduate Students (NASP members can log into the website to view the document)
- Recommendations, References, and Study Tips for The PRAXIS II Exam in School Psychology (NASP members can log into the website to view the document)
- ETS Praxis Exam Information: Learn about the Praxis Exam and when test results expire.

- FAQs: Common questions about the NCSP application process.

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

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

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

University Information

CSEP Department Office	(716) 645-2484
Campus Police	(716) 645-2222

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

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

Computer Labs

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

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

Library Services

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

The University Libraries designates an Education Librarian, Cynthia Tysick, who can provide discipline-specific research assistance for students and faculty in the GSE. Contact Cynthia Tysick, 521 Lockwood Library, (716) 645-8629, cat2@buffalo.edu.

Editorial Assistance Program

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

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

Accessibility Resources

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

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

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

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

University Policy and Procedures

Academic Integrity

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

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

Examples of Academic Dishonesty, further clarification of steps taken, and descriptions of types of sanctions can be found at:
https://catalog.buffalo.edu/policies/academic_integrity_2019-20.html.

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

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

Grievance Procedures

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

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the

satisfactory resolution of complaints. This set of procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate School goes well beyond an administrative interest in providing steps to be taken when one of its members has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's intention that to the maximum extent feasible its procedures secure equitable treatment to every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural integrity but also to considerations of substantive fairness." Find more information at http://gra.buffalo.edu/succeed/current-students/policy-library.html under "Academic Grievance."

Equity, Diversity and Inclusion

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

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

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

Student Code of Conduct

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

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

Additional Rules, Regulations and Guidelines

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

The Good Samaritan Policy

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

Guidelines for Reporting Bias-Related Confrontations and Incidents

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

Learn more about reporting Bias-Related Confrontations and Incidents

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.

Appendix A: Mandatory Professional Licensure Disclosure

New York State prides itself in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate has requirements that individuals must meet in order to be licensed or certified in New York State. SUNY's academic programs leading to licensure or certification are carefully designed to meet and exceed these State requirements. This is a role SUNY plays in protecting the public. Other states frequently have their own requirements, so if your goal is to practice in another state, this disclosure will help you check to see what that state requires.

Per U.S. Federal Regulations, §668.43 (2019 Rule), and in compliance with the State Authorization Reciprocity Agreements (SARA) Manual version 19.2, SUNY BUFFALO provides the following disclosure related to the educational requirements for professional licensure and certification.[1]

This Disclosure is strictly limited to the SUNY BUFFALO's determination of whether its educational program, *Masters of Education in School Psychology, with an advanced certificate (MA/AC)* that if successfully completed, would be sufficient to meet the educational licensure or certification requirements in a State for practice as a School Psychologist.[2] SUNY BUFFALO cannot provide verification of an individual's ability to meet licensure or certification requirements unrelated to its educational programming. Such individual determinations are made by state licensing boards, and are fact-specific determinations.

This disclosure does **not** provide any guarantee that any particular state licensure or certification entity will approve or deny your application. Furthermore, this disclosure does

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[1] The terms related to advance practice nursing, including licensure and certification, among others, vary by state and your state may use different terms.

[2] This determination is based on the educational and curricular requirements of each state for licensure (i.e., excluding any special, temporary licensure that may be granted) and does **not** imply that other requirements for licensure do not exist or have been determined to have been met by this program or that any necessary approvals for clinical placements have been secured at the time of enrollment. An unencumbered RN license in the state of intended practice is a requirement of entry and continuation in the program. Each student should verify their particular situation with their intended state's licensing entity.

not account for changes in state law or regulation that may affect your application for licensure and occur after this disclosure has been made. **Enrolled students and prospective students are strongly encouraged to contact their State's licensure entity using the links provided to review all licensure and certification requirements imposed by their state(s) of choice.**

SUNY BUFFALO has designed an educational program curriculum for a *Master of Science in Nursing- with concentrations in Acute Care Nurse Practitioner-Adult Gerontology, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner-* that if successfully completed **is sufficient to meet** the licensure and certification requirements for an advanced practice license in the following states[3]:

STATE	Department of Education Certification Contact
New York	http://eservices.nysed.gov/teach/certhelp/BaseExtReqSet.do?certCredential=69&WIN_TYPE=null

SUNY BUFFALO has designed an educational program curriculum for *Masters of Education in School Psychology, with an advanced certificate (MA/AC)*, and currently has made no determination that the curriculum is **insufficient to meet** the licensure and certification requirements for practice as a school psychologist in any of the 50 states and territories.

After making all reasonable efforts, SUNY BUFFALO **cannot determine** whether its educational program curriculum for a *Masters of Education in School Psychology, with an advanced certificate (MA/AC)* that if successfully completed, is sufficient to meet the licensure and certification requirements for practice as a school psychologist in the following states[4]:

Students may wish to visit the National Association of School Psychologist's State Certification page, found at: https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements

STATE	Board of Nursing- Licensure Contact

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[3] If the State does not regulate/license advanced practice nursing, SUNY ____'s program has been determined to be sufficient for these purposes.
[4] This does not mean the educational program will not ultimately be approved by the state entity, or that licensure could not result from attending this program.

Updated 08.23.2024

Alabama	https://www.alsde.edu/ https://www.alsde.edu/sec/ec/Pages/home.aspx
Alaska	https://education.alaska.gov/teachercertification/certification#master
American Samoa	https://www.doe.as/
Arizona	https://www.azed.gov/educator-certification/forms-and-information/certificates/
Arkansas	http://dese.ade.arkansas.gov/divisions/educator%20effectiveness/educator-licensure
California	https://www.ctc.ca.gov/credentials/req-credentials
Colorado	http://www.cde.state.co.us/cdeprof
Connecticut	https://portal.ct.gov/SDE/Certification/Bureau-of-Certification
Delaware	https://deeds.doe.k12.de.us/certificate/deeds_ia_instruct.aspx
District of Columbia	https://osse.dc.gov/page/licensure-and-certification-educators
Florida	http://www.fldoe.org/teaching/certification/certificate-subjects/administrative-rules/6a-4-0311.stml
Georgia	https://www.gapsc.com/Certification/Home.aspx
Guam	https://www.gdoe.net/
Hawaii	http://www.hawaiipublicschools.org/ConnectWithUs/Employment/LicensureAndCertification/Pages/home.aspx
Idaho	https://www.sde.idaho.gov/cert-psc/
Illinois	https://www.isbe.net/Pages/Licensure.aspx
Indiana	https://www.doe.in.gov/licensing
Iowa	https://www.boee.iowa.gov//#f

Kansas	https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation
Kentucky	https://education.ky.gov/teachers/NxGenProf/Pages/Certification.aspx
Louisiana	https://ldoe.force.com/s/
Maine	https://www.maine.gov/doe/cert/initial/index.html
Maryland	http://www.marylandpublicschools.org/about/Pages/DEE/Certification/index.aspx
Massachusetts	http://www.doe.mass.edu/licensure/advance-extend-renew-license.html
Michigan	https://www.michigan.gov/mde/0,4615,7-140-5683_57223---,00.html
Minnesota	https://www.revisor.mn.gov/rules/8710.6200/
Mississippi	https://www.mdek12.org/OEL
Missouri	https://dese.mo.gov/educator-quality/certification
Montana	http://opi.mt.gov/Educators
Nebraska	https://www.education.ne.gov/tcert/
Nevada	http://www.doe.nv.gov/Educator_Licensure/School_Psychologist_License/
New Hampshire	https://www.education.nh.gov/who-we-are/division-of-educator-support-and-higher-education/bureau-of-credentialing
New Jersey	https://nj.gov/education/license/
New Mexico	https://webnew.ped.state.nm.us/bureaus/licensure/how-to-apply/2500-2/
North Carolina	https://ec.ncpublicschools.gov/recruitment-retention/licensure/school-psychology-licensure-parameters-materials

North Dakota	https://www.nd.gov/espb/licensure
Commonwealth of Northern Mariana Islands	
Ohio	http://education.ohio.gov/Topics/Teaching/Licensure
Oklahoma	https://sde.ok.gov/traditional-path-oklahoma-teacher-certification
Oregon	https://www.oregon.gov/tspc/Pages/index.aspx
Pennsylvania	https://www.education.pa.gov/Educators/Certification/Pages/default.aspx
Commonwealth of Puerto Rico	https://de.pr.gov/
Rhode Island	https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification.aspx
South Carolina	https://ed.sc.gov/educators/certification/
South Dakota	https://doe.sd.gov/certification/
Tennessee	https://www.tn.gov/education/licensing.html
Texas	https://tea.texas.gov/texas-educators/certification
Utah	https://www.schools.utah.gov/curr/licensing
Vermont	https://education.vermont.gov/educator-licensure
Virginia	http://www.doe.virginia.gov/teaching/licensure/
Virgin Islands	http://www.vide.vi/
Washington	https://www.k12.wa.us/certification
West Virginia	https://www.doh.wa.gov/AboutUs/ProgramsandServices/HealthSystemsQualityAssurance/professions/psychology

Wisconsin	https://dpi.wi.gov/licensing
Wyoming	http://wyomingptsb.com/