

**STUDENT HANDBOOK**

**Advanced Certificate**

**Rehabilitation Counseling Program**

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

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

2020-2021

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.

---

# Table of Contents

<b>MISSION .....</b>	<b>4</b>
<b>OVERVIEW OF GRADUATE PROGRAM .....</b>	<b>5</b>
DEPARTMENT ACRONYMS AND ABBREVIATIONS.....	5
REHABILITATION COUNSELING FACULTY .....	5
ADJUNCT FACULTY .....	6
DEPARTMENT CHAIR .....	7
DEPARTMENT PROGRAMS .....	7
GRADUATE SCHOOL OF EDUCATION (GSE) .....	8
THE UB GRADUATE SCHOOL.....	9
DEPARTMENT STUDENT ORGANIZATIONS .....	9
PROFESSIONAL ASSOCIATIONS .....	10
GENERAL ADVANCED CERTIFICATE REQUIREMENTS .....	10
CURRICULUM OVERVIEW.....	11
STANDARDS FOR COURSE LOAD EXPECTATIONS – GSE POLICY.....	11
CONTINUOUS REGISTRATION.....	12
LEAVE OF ABSENCE .....	12
GRADUATION/COMPLETION REQUIREMENTS .....	13
<b>THE REHABILITATION COUNSELING ADVANCED CERTIFICATE.....</b>	<b>14</b>
PROGRAM MISSION .....	14
PROGRAM OBJECTIVES.....	14
THE ROLE OF THE REHABILITATION COUNSELOR.....	14
ADMISSION.....	16
AFFIRMATIVE ACTION AND DIVERSITY SUPPORT STATEMENT .....	17
CHEA, CACREP ACCREDITATION AND CRC CERTIFICATION .....	17
CRC EXAMINATION ELIGIBILITY AND INTERNSHIP .....	17
COMPREHENSIVE EXAMINATION AND RESEARCH REQUIREMENT .....	18
<b>EXPECTATIONS OF THE REHABILITATION COUNSELING STUDENT.....</b>	<b>19</b>
COMMUNICATION.....	19
FACULTY ADVISEMENT .....	19
PROFESSIONALLY RELEVANT BEHAVIOR, ACADEMIC INTEGRITY, AND ETHICAL CONDUCT.....	20
<b>SUMMARY OF AC GRADUATION REQUIREMENTS .....</b>	<b>21</b>
KNOWLEDGE AREA CURRICULUM AND COURSEWORK .....	21
CLINICAL TRAINING AND EMPLOYMENT EXPERIENCE .....	23

EMPLOYMENT EXPERIENCE .....	26
EVALUATING STUDENT PROGRESS .....	26
DUE PROCESS PROCEDURE .....	27
COURSE GRADES, COMPLETION, AND GPA.....	28
GOOD ACADEMIC STANDING .....	29
ACADEMIC FORMS, PROCEDURES AND DEADLINES .....	31
<i>Program Completion Statement (PCS)</i> .....	31
DUAL DEGREE OR ADDITIONAL CERTIFICATE.....	31
RECEIVING YOUR CERTIFICATE .....	33
TRANSCRIPTS .....	33
<b>INTERNATIONAL STUDENTS INFORMATION.....</b>	<b>33</b>
INTERNATIONAL STUDENT SERVICES .....	33
<b>CAMPUS RESOURCES AND SERVICES .....</b>	<b>34</b>
DEPARTMENTAL RESOURCES .....	34
FINANCIAL AID INFORMATION .....	35
UNIVERSITY INFORMATION .....	35
UBLEARN'S ASSISTANCE (UB INFORMATION TECHNOLOGY).....	36
COMPUTER LABS .....	36
LIBRARY SERVICES .....	36
EDITORIAL ASSISTANCE PROGRAM .....	37
ACCESSIBILITY RESOURCES .....	37
CAREER RESOURCES .....	38
<b>UNIVERSITY POLICY AND PROCEDURES .....</b>	<b>38</b>
ACADEMIC INTEGRITY .....	38
GRIEVANCE PROCEDURES .....	39
EQUITY, DIVERSITY AND INCLUSION .....	40
STUDENT CODE OF CONDUCT.....	40
ADDITIONAL RULES, REGULATIONS AND GUIDELINES .....	40
<i>Obstruction or Disruption in the Classroom</i> .....	41
<i>Photography and Video</i> .....	41
APPENDIX A: REHABILITATION COUNSELOR CODE OF ETHICS.....	42
APPENDIX B: COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED PROGRAMS STANDARDS.....	43
APPENDIX C: CRC/CRCC SCOPE OF PRACTICE .....	51
APPENDIX D: ABOUT CRC CERTIFICATION .....	55
APPENDIX E: REHABILITATION COUNSELING PROFESSIONAL ORGANIZATIONS .....	57

---

## 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 an Advanced Certificate 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.

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

The Counseling, School, and Educational Psychology (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

### Rehabilitation Counseling Faculty

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

You are part of the University at Buffalo (UB) Rehabilitation Counseling Advanced Certificate Program, within the Department of Counseling, School, and Educational Psychology (CSEP) in the Graduate School of Education (GSE). Your graduate certificate

---

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

Daniel Wong, PhD, CRC  
Program Director – MS Program  
488 Baldy Hall  
(716) 645-1136  
[dwwong@buffalo.edu](mailto:dwwong@buffalo.edu)

Timothy Janikowski, PhD, CRC  
Associate Professor  
418 Baldy Hall  
(716) 645-1122  
[tjanikow@buffalo.edu](mailto:tjanikow@buffalo.edu)

Kayte Conroy, PhD, LMHC, CRC  
Clinical Associate Professor  
Program Director – AC RC Program  
410 Baldy Hall  
(716) 645-1115  
[kconroy@buffalo.edu](mailto:kconroy@buffalo.edu)

Scott Sabella, PhD, CRC  
Assistant Professor  
419 Baldy Hall  
(716) 645-1123  
[sasabell@buffalo.edu](mailto:sasabell@buffalo.edu)

Omayra Muñoz, PhD, CRC  
Clinical Coordinator  
409 Baldy Hall  
716-645-1118  
[omayramu@buffalo.edu](mailto:omayramu@buffalo.edu)

## **Adjunct Faculty**

Louis Altman, JD, CRC  
[lmaltman@buffalo.edu](mailto:lmaltman@buffalo.edu)

Shannon Carlin-Menter, PhD  
[scarlin@buffalo.edu](mailto:scarlin@buffalo.edu)

Denise Riley, PhD, CRC  
[dmercriciley@gmail.com](mailto:dmercriciley@gmail.com)

Daniel Ventura, PhD, CRC  
[ventura4@buffalo.edu](mailto:ventura4@buffalo.edu)

---

## Department Chair

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

## Program Department Staff

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

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

Kendra Hardleben  
Office Assistant  
409 Baldy Hall  
(716) 645-1114  
[khardleb@buffalo.edu](mailto:khardleb@buffalo.edu)

Jennifer Rosseland-Bates  
Assistant to the Chair  
406 Baldy Hall  
(716) 645-1110  
[jmr1@buffalo.edu](mailto:jmr1@buffalo.edu)

## Department Programs

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

### **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

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

Dr. Jaekyung Lee  
Dr. Sabrina Musson  
Dr. Catherine Cook-Cottone  
Dr. Kayte Conroy  
Dr. Tony Tosado  
Dr. Janice DeLucia

---

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

Dr. Jaekyung Lee  
Dr. Rebecca Vujnovic  
Dr. Sabrina Musson  
Dr. Daniel Wong  
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:

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

Claire Cameron, PhD  
Associate Dean for Interdisciplinary  
Research  
Associate Professor  
716-645-4000  
[cecamero@buffalo.edu](mailto:cecamero@buffalo.edu)

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

Catherine Cook-Cottone, PhD  
Associate Dean for Academic Affairs  
Professor  
424 Baldy Hall  
(716) 645-1128  
[cpcook@buffalo.edu](mailto:cpcook@buffalo.edu)



---

## **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 AC 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.

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**

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 organizations in the field of Rehabilitation Counseling can be found in Appendix E.

### **General Advanced Certificate 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:

---

### **Statute of limitation**

Students are required to complete their program within **four** years from date of matriculation. A petition must be submitted to the Graduate School to extend the time limit for completion. 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>.

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

### **Curriculum Overview**

The Advanced Certificate program in Rehabilitation Counseling (AC-RC) is one of several programs in the Department of Counseling, School, and Educational Psychology (CSEP). The program is delivered fully online but most courses may also be taken on campus, if desired. The curriculum involves the equivalent of a minimum of 15 credits up to 25 credits for Category 3 requirements, or fewer credits for a general certificate. For information on specific required or sample list of elective courses, see Knowledge Area and Curriculum coursework section below. All program courses are taught by rehabilitation counseling program or department faculty. The AC-RC program can provide coursework to meet current educational requirements set by the CRCC, but any decision related to approval or eligibility to sit for the CRC exam or earn the CRC credential lies fully with the CRCC.

[https://www.crccertification.com/filebin/pdf/certification/New\\_CRC\\_Eligibility\\_Criteria.pdf](https://www.crccertification.com/filebin/pdf/certification/New_CRC_Eligibility_Criteria.pdf)

### **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 should follow equivalent expectations.

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

## Continuous Registration

All students in the university must maintain continuous registration (register for at least one credit hour in both Fall and Spring semesters) in order to retain status in the program. Students who have a valid reason for not registering for a given semester must apply for a leave of absence by submitting 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 program and will need to re-apply if they wish to continue working toward the degree or advanced certificate. 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.

## 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 Jennifer Austin ([jhaustin@buffalo.edu](mailto:jhaustin@buffalo.edu)).

---

## Graduation/Completion Requirements

In order to graduate or complete the advanced certificate program, 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 earlier.**
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 Advanced Certificate**

## **Program Mission**

The mission of the University at Buffalo Advanced Certificate program in Rehabilitation Counseling (AC-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 Rehabilitation Counseling Advanced Certificate Program is offered fully online. The mission and goals/objectives are consistent with the larger unit in which it resides, the Graduate School of Education (GSE).

The Advanced Certificate (AC) program goals/objectives are developed according to the Commission on Rehabilitation Counselor Certification (CRCC) education guidelines to meet current academic eligibility requirements for taking the Certified Rehabilitation Counselor (CRC) exam under the category best suited to the student's prior degree and work experience.

Required courses and academic content have been given approval by the CRCC, but the CRCC is solely responsible for the final approval of coursework completion and required work experience and CRC exam eligibility.

For information regarding exam eligibility requirements, go to

[https://www.crc certification.com/filebin/pdf/certification/New\\_CRC\\_Eligibility\\_Criteria.pdf](https://www.crc certification.com/filebin/pdf/certification/New_CRC_Eligibility_Criteria.pdf)

## **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, 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 and personal factors; hence, the Rehabilitation Counseling program helps our graduates become employable in a wide variety of settings and with a variety 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 a collaborative 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, 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 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.

## **Admission**

The AC-RC program is designed to assist students interested in pursuing CRCC Category 3 (previous Category R). Category 3 eligible academic fields include, but are not limited to: behavioral health/science, disability services, human relations/services, marriage and family therapy, occupational therapy, psychology, psychometrics, rehabilitation, social work, special education and vocational assessment/evaluation. The CRC credential is also recognized as a Mental Health counseling credential in specific states, but not all. (NY is not one of the recognized states.)

Students may also complete the Advanced Certificate program for general study of the rehabilitation counseling field without the goal of CRC exam eligibility with a minimum of 12-15 credits.

Students are generally admitted to the Advanced Certificate in Rehabilitation Counseling (AC-RC) online program at the beginning of each fall, semester, but may also start in the spring or summer semesters. Those applying to the program must submit: an online application, post-secondary and undergraduate transcripts (review of Grade Point Average), statement of educational goals, resume, and be willing to participate in a phone or in-person interview. Submission of Graduate Record Examination (GRE) test scores (Verbal, Quantitative, and Analytical Writing) and letters of recommendation are not required.

Selection of students for the program is made on the basis of the appropriateness of academic and career goals, demonstrated academic abilities, relevant experience, interpersonal skills and aptitude, and their professional attitudes and dispositions. Each year, the number of students admitted is determined to optimize the quality of courses, supervision, and advisement. Students completing online coursework toward the AC will complete many of the required courses with students enrolled in the Rehabilitation Counseling Master's degree program.



---

At this time, students may not transfer academic credits from courses taken at other academic institutions to the Advanced Certificate but one course may be waived if a related course has been completed.

### **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.

### **CHEA, CACREP Accreditation and CRC Certification**

Advanced Certificate programs are not accredited by an outside organization, but the courses are approved by the CRCC and offered through the University at Buffalo's master's degree program in Rehabilitation Counseling. The master's degree program is fully accredited by the New York State Education Department, the Council for Accreditation of Counseling and Related Educational Programs (*CACREP*), and Council for Higher Education Accreditation (CHEA).

### **CRC Examination Eligibility and Internship**

Students enrolled in our CACREP-accredited *master's degree program* are required to take the Certified Rehabilitation Counselor (CRC) Examination and complete a 600-hour internship during the final year of their program at UB. However, students enrolled in an Advanced Certificate program are **not** eligible to take the CRC exam until they have also

---

met specific supervised employment or internship requirements, as determined by the CRCC.

Students enrolled in the AC-RC program are **not** required to complete an internship but may choose to enroll in the course if the practical CRC-supervised field experience is desired and approved by the student's faculty advisor and the program director. As of March 2020, the CRCC will count a 600-hour internship toward employment experience required for CRC exam eligibility. (Practicum hours may also be available but do not count toward CRC exam eligibility.)

[https://www.crccertification.com/filebin/pdf/certification/New\\_CRC\\_Eligibility\\_Criteria.pdf](https://www.crccertification.com/filebin/pdf/certification/New_CRC_Eligibility_Criteria.pdf)

For future reference, the CRC exam is offered three times per year (March, July, and October). The application for the exam is usually due several months prior to the exam date. For example, a typical applicant will complete the application and pay all fees by October of the previous year to take the exam in March.

Those who are interested in registering for the CRC exam will follow the following steps:

- Gathering application information and registering for the exam: The certification guide can be accessed at the CRCC website:  
<https://www.crccertification.com/filebin/pdf/CRCCertificationGuide.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://www.crccertification.com/crc-exam-overview>

## **Comprehensive Examination and Research Requirement**

Students enrolled in the Advanced Certificate program in Rehabilitation Counseling are **not** required to take a comprehensive exam, and are **not** required or eligible to engage in individual research outside of class assignments. (Students enrolled in the master's degree program in Rehabilitation Counseling ARE required to pass a comprehensive exam and may choose to engage in an additional individual research project.)

---

## Expectations of the Rehabilitation Counseling Student

### Communication

Upon beginning the program, **students in the Rehabilitation Counseling Advanced Certificate 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* course announcements) 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.

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.

### 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 communicate their needs to their Faculty and Academic Advisors for guidance.

## **Professionally Relevant Behavior, Academic Integrity, and Ethical Conduct**

In preparation to meet ethical conduct standards set forth by the CRCC for Certified Rehabilitation Counselors, it is expected that a rehabilitation counselor-in-training will demonstrate exemplary levels of personal adjustment, maturity, good ethical judgment, and human relations skills in the various academic and professional activities in which they are engaged. This aspect of student performance will be evaluated regularly by instructors and other program faculty.

All students are responsible for being familiar with and adhering to the standards of the Code of Professional Ethics for Rehabilitation Counselors [https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics\\_01-01-2017.pdf](https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.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 or Advanced Certificate 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.

<https://www.crccertification.com/code-of-ethics-4> or [https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics\\_01-01-2017.pdf](https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.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>

## **Summary of AC Graduation Requirements**

The AC-RC program leading to an Advanced Certificate in Rehabilitation Counseling involves the successful completion of specific courses as dictated solely by the Commission on Rehabilitation Counselor Certification (CRCC) guidelines. Academic requirements leading to eligibility for the Certified Rehabilitation Counselor (CRC) examination for a variety of CRCC Categories are outlined on the CRCC website. Currently, general advanced certificates can be earned with a minimum of 12-15 credit hours or as many as 25 credit hours for Category 3. An optional practicum or internship may be completed as desired for students enrolled in a plan for meeting Category 3 requirements. General certificate plans are not eligible for a practicum or internship experience. Additional electives may be taken within any certificate program plan. (See partial list of elective courses below.) Certificate programs are not currently eligible to accept transfer credits from other academic institutions but one related course may be waived. <https://www.crc certification.com/eligibility-requirements> Although the AC-RC program seeks to provide required courses to allow completion of educational requirements set by the CRCC, the CRCC makes all determinations as to eligibility for the CRC exam and certification.

## **Knowledge Area Curriculum and Coursework**

The fully on-line format is designed as continuous sequencing. Many equivalent courses may also be taken on campus. Courses are generally offered either in the Fall, Spring, or Summer semester, but not all. Therefore, it is important to develop a plan of a study in collaboration with faculty advisors to suit the individual needs of incoming students.

### **CRCC Category 3 required knowledge areas (25 credits):**

- Professional Orientation and Ethics in Rehabilitation Counseling
- Medical and Psychosocial Aspects of Disability
- Assessment
- Research, Methodology, and Performance Management
- Career Development Theories

- 
- Job Development and Placement Techniques
  - Case Management and Community Partnerships
  - Theories and Techniques of Counseling

See additional requirements in the [CRC Certification Guide](http://www.crccertification.com/eligibility-requirements) at [www.crccertification.com/eligibility-requirements](http://www.crccertification.com/eligibility-requirements)

If you previously taught or completed a course in one or more of the required knowledge areas, you may be eligible to streamline the program and only take the courses you need to fill the gaps, according to the CRCC guidelines.

You may also complete the certificate program for general study of the rehabilitation counseling field without the goal of CRC exam eligibility with a minimum of 12-15 credits.

If you would like to take additional elective courses, you may choose from this sample list or others offered during the semester for which you are interested.

Elective options include:

CEP 500: Fundamentals of Educational Research  
CEP 501: Psych Foundations of Education  
CEP 504: Intro to the Rehabilitation of Substance Abuse and Addictions  
CEP 506 Introduction to Educational Technology  
CEP 548: Coaching for Wellness  
CEP 549: Yoga for Health and Healing  
CEP 553: Self Care in Service  
CEP 566: Evidence-Based Interventions for Wellness and Engagement  
CEP 586: Assessment in MHC  
CEP 611: The Mindful Therapist  
CEP 616: Grief Counseling and Issues in Grief and Loss  
CEP 634: Multicultural Issues in Counseling  
CEP 695: Psychopathology and Evidence Based Intervention.

---

## Clinical Training and Employment Experience

Based on individual needs and past employment experience for some students, an optional practicum or internship placement may be available. Students enrolled in the master's program will have preference because practicum and internship are required for their program. As of March, 2020, the CRCC will consider counting a 600-hour internship experience toward the employment requirement for CRC exam eligibility. (Practicum experience does not count toward work experience.)

[https://www.crccertification.com/filebin/pdf/certification/New\\_CRC\\_Eligibility\\_Criteria.pdf](https://www.crccertification.com/filebin/pdf/certification/New_CRC_Eligibility_Criteria.pdf)

If a practicum or internship experience is desired by a student following a Category 3 plan approved by the faculty advisor and program director, the placement must be arranged through the Rehabilitation Counseling program Clinical Coordinator, Dr. Omayra Muñoz (716) 645-1118, e-mail: [omayramu@buffalo.edu](mailto:omayramu@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). See Internship Placement Manual for additional detail regarding the placement process and requirements. The Internship placement should be set up no later than during the semester prior to when the student plans to take the Internship course. It is important for the student to communicate directly with the Clinical Coordinator.

The instructional portion of all placement courses, taught by faculty holding the CRC credential, will compliment placement experiences by facilitating further development of basic rehabilitation counseling skills and providing group supervision experience.

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 an optional 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 internship with prior approval, if the site and site supervisor meet program requirements.

The placement must constitute a 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-Guidelines for Placement with Employer”. Faculty will review the request to determine that it meets requirements for a placement site and for a unique learning experience. The approval must be requested well in advance and credit for past or current work experience will not be given. See Internship Placement Manual for additional information, forms, and other details.

Students who elect to add a placement to their Category 3 plan of study are expected to demonstrate appropriate levels of professionally relevant ethical 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:

1. The ability of the rehabilitation counselor-in-training to establish and maintain effective helping relationships with clients.
2. The ability of the rehabilitation counselor-in-training to engage in productive peer relationships in the clinical training experiences.
3. The ability of the rehabilitation counselor-in-training to communicate appropriately and work together with faculty members and staff.
4. The ability of the rehabilitation counselor-in-training to engage in constructive, collaborative consultation with other professional staff in serving clients with disabilities.
5. The ability to accept and profit from professional supervisory relationships.

Students who complete field hours will be evaluated on the following relevant professional disposition (PD) areas at multiple points throughout the program.

- A professional attitude and appropriate conduct in working with faculty, supervisors, coworkers, and other professional contacts. **(PD 1)**



- 
- An appropriate “therapeutic attitude” in forming and maintaining a productive therapeutic relationship with clients. **(PD 2)**
  - A respectful and resourceful commitment to facilitation of independence, integration, and inclusion of people with disabilities in employment and the community. **(PD 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 internship placement experiences will include professional disposition evaluation items. Students who have demonstrated below expected standards in professional dispositions will be discussed with students and documented. If needed, plans for remediation will be developed as part of the due process procedure (see below).

NOTE: It is important for students who choose to have a placement while enrolled in the program to know that Practicum hours do not count toward the CRCC required work experience but Internship hours currently do count. The CRCC has the latest requirements posted on their website. [www.crc certification.com](http://www.crc certification.com)

**CEP 600 Internship** (600 clock hours under supervision at an approved internship site)

Internship is the third of the three sequential courses that provide a clinical experience component to the master’s degree program in Rehabilitation Counseling. Students enrolled in the AC program may seek advanced permission to register for this course when space is available. (Completion of the Fieldwork and Practicum courses is not required.) Students earning a master’s degree will currently have first priority for registration, so it is important to discuss any desire with faculty advisors in advance so timing can be discussed.

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.

<https://www.crc certification.com/filebin/pdf/CRCCertificationGuide.pdf>

---

The internship course should take a ‘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 should be able to function as well as beginning agency staff.

Supervision is provided by the on-site supervisor via regularly scheduled individual meetings of at least one hour per week. In addition, weekly university group supervision sessions via our virtual classroom will provide students with the ability to discuss progress, challenges, clinical and supervisory issues, and open topic areas with the faculty instructor and fellow students in real time.

There will be direct and periodic communication throughout the semester between the site supervisor and the university supervisor/instructor and/or university Clinical Coordinator. 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 enrolled in the internship course are required to complete a minimum of 600 clock hours (12 university credit hours) of agency contact time in addition to coursework and weekly class attendance. Students may also complete a part-time internship experience (20 hours per week for 30 weeks.)

## **Employment Experience**

In order to achieve CRC exam eligibility, applicants must complete a required number of hours of employment and/or internship experience. The CRCC has sole authority regarding the approval of employment experience decisions. The university is not authorized to set or adjust the requirements for work experience.

<https://www.crccertification.com/filebin/pdf/CRCCertificationGuide.pdf>

## **Evaluating Student Progress**

Student evaluation is ongoing with progress being evaluated hierarchically at two or three levels: in courses, programmatically, and in optional field practice. 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 each 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. Data included in the evaluation process include the following 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 program completion;
- Assessment of professional dispositions as reported by program faculty on annual basis. 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 an optional internship experiences.

## **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., personal therapy, personal growth experience, additional clinical training experiences, a leave of absence from the program, 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, 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.

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 faculty advisor. If their faculty 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.

## **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. If they earn below a B they may be put on academic review or probation. Those grades at C+ or below must be repeated until a passing grade is achieved.

- 
- 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 or advanced certificate 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 ([jhaustin@buffalo.edu](mailto: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 or advanced certificate, 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)
- March 1 for Spring semester (June 1 conferral)
- July 1 for Summer session (September 1 conferral)

You must complete your outstanding course work by the semester deadline in order to confer your degree or advanced certificate. 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 or advanced certificate is conferred. If you postpone your conferral, additional course registration may be required.

### **Dual Degree or Additional Certificate**

In some instances, Rehabilitation Counseling students may wish to add a second related degree or advanced certificate (e.g., Mental Health or School Counseling). Students who decide to complete dual degrees (i.e., receive two master's degrees from the department, or a master's degree and a certificate) should declare their intent to do so in their first

---

semester. University policy regarding dual degrees and the overlap of courses is as follows:

The integrity of each master's level degree must be observed by completing a minimum of twenty-four (24) semester hours of credit for each degree. No more than 10% of the total credit hours of both degrees may be shared by both programs (with the exception noted below in #2).

In some programs, curriculum may contain specific courses that are required for both programs (e.g., CEP 653 Foundations of Counseling Theory is a required course for several programs in the department). In this case, all courses **REQUIRED BY BOTH** programs may be counted toward each degree or advanced certificate, even if this exceeds the 10% limit.

Advanced certificates may be earned with no additional credits as long as all required courses for both programs are passed successfully.

The full Graduate School policy on dual degrees may be found at the Graduate School Webpage: <http://grad.buffalo.edu/>

### *Departmental Policy*

The Department's general policy is that students must be formally admitted to each degree and/or advanced certificate program. Only when students are matriculated are they eligible for courses to count toward the degree or advanced certification. This policy is implemented through the following procedures:

Credit for any course taken prior to admission to a particular program is not guaranteed and will be determined only after the student has been accepted into the program.

As with all master's degree programs, no more than nine credits may be transferred from other institutions/universities. Certificate programs can no longer accept any course credit transferred from other academic institutions. One course may be waived if a related course was completed at another academic institution

Courses taken under non-matriculated status, even if a grade of A was earned, do not guarantee acceptance into the program.



---

Each CSEP program has different admissions requirements and deadlines, administered by the program faculty under the general supervision of the Chair of the Department. The integrity of these separate requirements and deadlines must be respected to maintain good standing with the accreditations (e.g., with APA, NASP, and CACREP), potential licensure (e.g., with New York State), or for other professional disciplinary reasons.

Students must meet all deadlines and criteria required for admission to the particular program or programs for which they apply.

### **Receiving your Certificate**

Once you have conferred, your paper certificate will be mailed to the permanent address listed on your student record approximately 6 weeks after the conferral date. Degrees and certificates are not mailed if you have an outstanding financial obligation to the University. Additional information on your degree or certificate 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 AC-RC 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](mailto:isss@buffalo.edu)

## **Immigration Services**

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

1 Capen Hall  
Buffalo, New York 14260-1604  
(716) 645-2355  
[immgsvc@buffalo.edu](mailto:immgsvc@buffalo.edu)

## **Financial Aid**

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

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

# **Campus Resources and Services**

## **Departmental Resources**

### **Student Lounge**

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

---

requires conforming to the use guidelines that are posted in the lounge. The Department reserves the right to control who has access to the lounge, and use privileges may be revoked for disruptive or abusive behaviors.

### **Secretarial Services**

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

### **Photocopying**

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

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

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

---

## **Editorial Assistance Program**

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

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

## **Accessibility Resources**

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

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

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

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

---

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

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

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

## **Grievance Procedures**

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

The preamble of the Graduate School Grievance Procedures states that it "is an objective of the Graduate School to encourage the prompt and informal resolution of grievances of graduate students as they arise and to provide recourse to orderly procedures for the satisfactory resolution of complaints. This set of procedures constitute a framework for the orderly and expeditious resolution of disputes. Effectiveness and efficiency, therefore, are key elements of such a framework. However, the concern of the Graduate School goes well beyond an administrative interest in providing steps to be taken when one of its members has a quarrel with another. While recognizing and affirming the established principle that academic determinations are to be reached solely by academic professionals, it is the School's intention that to the maximum extent feasible its procedures secure equitable treatment to every party to a dispute. To that end, those who oversee the grievance process are charged to pay heed not only to issues of procedural

---

integrity but also to considerations of substantive fairness." Find more information at <http://gra.buffalo.edu/succeed/current-students/policy-library.html> under "Academic Grievance."

## **Equity, Diversity and Inclusion**

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

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

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

## **Student Code of Conduct**

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

During your first semester at UB, you will be prompted to read and affirm the Student Code of Conduct 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](mailto: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://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics\\_01-01-2017.pdf](https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.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 their 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 settings
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 populations
10. knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels



- 
11. education and employment trends, labor market information, and resources 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

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

Also view: <https://www.crccertification.com/filebin/pdf/CRCCertificationGuide.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**

Alphabetical by Organization Acronym

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

World's largest nonprofit association representing professional counselors in various practice settings.

### [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 \(NAMRC\)](#)

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 \(RCEA\)](#)

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