

**MS Program in  
Rehabilitation Science**

**MS Student/  
Faculty Handbook  
2026-2027**

University at Buffalo

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## Program Description

The MS program in Rehabilitation Science provides a rigorous curriculum that creates a foundation for research and evidence-based practice in the rehabilitation health fields. Students graduating from this program are prepared to apply to the PhD programs in Rehabilitation Science to develop further their roles as scientists, advanced practitioners, educators, and leaders. Students may choose to earn this degree as a pathway to career advancement in health care, both in the public and private sectors. Students will enhance their knowledge in research, education, and leadership as they develop their specialty in rehabilitation science.

The Master's degrees is designed to take 3 semesters of fulltime work but can be completed with part-time matriculation, however, the program must be completed within four years from the student's first registration date in the program.

This MS program in Rehabilitation Science serves as a stepping-stone into UB's Rehabilitation Science PhD program, as well as a credentialing opportunity for professionals who need a Master's degree to further their career.

The core courses of the Master's program consist of many of the required courses in the UB's PhD program in Rehabilitation Science and is offered with three culminating experience options to accommodate student professional goals. All three options are 36 credits Students must choose their course during the application process. The options include:

Research Option with Thesis  
Project Option with Capstone Project  
Coursework only Option with Exam.

By the completion of their studies in the proposed Master's program in Rehabilitation Science, students are expected to demonstrate the following primary student learning outcomes:

1. Students must demonstrate a strong foundation in the concepts of rehabilitation science.
2. Students must demonstrate a critical understanding of research ethics and integrate ethical concepts into the research process and/or the culminating experience.
3. Students must demonstrate the ability to engage in the research process, including designing, implementing, analyzing, interpreting, and disseminating rehabilitation science research.

## Advisement

All students will initially have the program director as an advisor. As the student develops their program, the advisor may shift to the primary faculty mentor of their research thesis or project. The student will meet with their advisor at the beginning of the program and at least on time per semester to ensure that they are on track for successful completion of the program.

## Curriculum

The MS in Rehabilitation Science curriculum requires 36 credits. This program has three track options:

<b>Culminating Experience Option 1: Research Track with Thesis</b>	<b>Credits</b>
RSC 602 – Research Ethics for Health Sciences	3
RSC 603 – Theories & Mechanisms of Change in RS	3
RSC 604 - Disability and Rehabilitation	3

RSC 522 - Research Design and Methodology for Clinical Problems	3
STA 527 – Statistical Analysis I	4
STA 528 – Statistical Analysis II	4
RSC 600 - Research in Rehab Science(2 semesters, 1	2
CHB 550 – Public Health & Population Wellbeing	3
Electives	5
RSC 599 - Independent Study: Thesis	6
<b>Total Required Credits</b>	<b>36</b>

<b>Culminating Experience Option 2: Research Track with Capstone Project</b>	<b>Credits</b>
RSC 602 – Research Ethics for Health Sciences	3
RSC 603 – Theories & Mechanisms of Change in RS	3
RSC 604 - Disability and Rehabilitation	3
RSC 522 - Research Design and Methodology for Clinical Problems	3
STA 527 – Statistical Analysis I	4
STA 528 – Statistical Analysis II	4
RSC 600 - Research in Rehab Science(2 semesters, 1	2
CHB 550 – Public Health & Population Wellbeing	3
Electives	8
RSC 599 – Independent Study: Research Project	3
<b>Total Required Credits</b>	<b>36</b>

<b>Culminating Experience Option 3: Non-Research Track with a Comprehensive Exam</b>	<b>Credits</b>
RSC 602 – Research Ethics for Health Sciences	3
RSC 603 – Theories & Mechanisms of Change in RS	3
RSC 604 - Disability and Rehabilitation	3
RSC 522 - Research Design and Methodology for Clinical Problems	3
STA 527 - Statistical Analysis I	4
RSC 600 - Research in Rehab Science(2 semesters, 1	2
CHB 550 – Public Health & Population Wellbeing	3
Electives	15
<b>Total Required Credits</b>	<b>36</b>

## Core Course Descriptions

**RSC 522 – Research Design and Methodology for Clinical Problems – 3 credits**

This lecture course presents an overview of research procedures that have particular relevance to the practice of Rehabilitation Science.

**RSC 600 - Research in Rehabilitation Science – 1 credit each for 2 semesters**

This course will provide the student with information about rehabilitation research topics from a multidisciplinary perspective. The student will engage in discussion and presentations about rehabilitation topics and research strategies.

**RSC 602 – Research Ethics for the Health Sciences – 3 credits**

This course meets the requirements for research ethics training mandated by federal sponsors (i.e. NIH). RSC 602 will give students a broad overview of research ethics and regulation. It conveys the moral basis of scientific ethics and the historical evolution of social science and biomedical research ethics and the development, implementation, and limitations of US human subjects' regulations. The course includes readings, lectures, and case-based discussions on topics such as ethics and morality in science, scientific integrity, misconduct, whistleblowing, conflicts of interest, collegiality, publication/authorship, peer review, history and development of human experimentation ethics and regulations, IRBs, informed consent, privacy/confidentiality of records, ethics in the social and medical sciences, and research using animal subjects.

**RSC 603 – Theories and Mechanisms of Change in Rehabilitation Science - 3 credits**

The ability to utilize theoretical models to explain and predict outcomes is an essential competency for the development of new knowledge in rehabilitation science. This is a foundational course that prepares the students to have a conceptual and theoretical foundation to explore the research questions central to rehabilitation science.

**RSC 604 – Disability and Rehabilitation – 3 credits (offered every 2 years)**

This course will introduce students to the Science of Disability and the Science of Rehabilitation. The course will present models of rehabilitation and disability research and discuss controversies and commonalities between these areas. It will form the groundwork for future coursework in Rehab Science. It will also provide a broad understanding of disability and rehabilitation for non-Rehab Science disciplines.

**Additional Required courses****CHB 550 - Public Health Population Well-Being - 3 credits (usually fall semester)**

The course will provide students with an understanding of and appreciation for population approaches to improving the health of our nation and the world, as well as knowledge of various career paths in public health. Course content includes: public health perspectives on health, wellness, illness, and population well-being; key influences on the health and well being of individuals and populations; assessing public health problems from a population health perspective; using the five core components of public health to address health problems; effectively utilizing health information to address public health issues; and career paths in public health and the training/expertise required to pursue them. Students will engage in critical assessment of historical and current public health events, and creative application of their foundational knowledge to new public health problems.

**STA 527 Statistical Analysis I – 4 credits (typically in the fall semester)**

**Includes STA 527 LEC and STA 527 REC in the same term.**

This course is designed for students concerned with medical data. The material covered includes: the design of clinical trials and epidemiological studies; data collection; summarizing

and presenting data; probability; standard error; confidence intervals and significance tests; techniques of data analysis including multifactorial methods and the choice of statistical methods; problems of medical measurement and diagnosis; and vital statistics and calculation of sample size. The design and analysis of medical research studies will be illustrated. MINITAB is used to perform some data analysis. Descriptive statistics, probability distributions, estimation, tests of hypothesis, categorical data, regression model, analysis of variance, nonparametric methods, and others will be discussed as time permits.

**STA 528 Statistical Analysis II - 4 credits (usually spring semester)  
(Required for thesis and capstone track only)**

This course is a continuation of the introduction to the statistical analysis of data and statistical design of experiments with an emphasis on regression methods. The material covered includes study design and the role of regression methods, simple linear regression, multiple regression, generalized linear models with a focus on logistic and Poisson outcomes, interactions, confounding variables, other regression models as time allows and statistical software usage. Statistical techniques will be demonstrated using real-world examples. This is a hands-on course and students will be doing calculations and analyses, not just interpreting analyses done by others.

**Overview of the Requirements for Degree Completion**

The following are required for completion of the MS in Rehabilitation Science:

Maintenance of a 3.0 GPA is required each semester.

The student, with the assistance of the advisor, will develop the plan of study using the program's Student Advisement Form (see Appendix). This form will be updated and reviewed with the student's advisor and the MS program director each semester.

**Educational Requirements for Conducting Research/Office of Research Compliance**

All students must complete the appropriate mandated online training for conducting ethical research (CITI) that is required by UB, as well as conflict of interest training, by the end of their first semester.

In order to conduct either animal (IACUC) or human subjects (IRB) research, students must complete the appropriate mandated CITI training that is required by UB, as well as conflict of interest training. These training modules must be completed prior to beginning any type of research.

The links for these services can be found at: <http://www.buffalo.edu/research/about-us/units/ORC.html>

## Sample Curriculum Plan:

### Year 1 – Fall – 13 credits

STA 527 Statistical Analysis I (Lec) (3)  
STA 527 Statistical Analysis I (Rec) (1)  
RSC 602 Research Ethics in the Health Sciences (3)  
RSC 603 Theories and Mechanisms of Change in Rehab Science (3)  
OT 575 Lecture or Elective 1 (2)  
RSC 599 Independent Study (1)

### Year 1 – Spring - 12 credits

RSC 600 Research in RS (1)  
STA 528 Statistical Analysis II (Lec) (3)  
STA 528 Statistical Analysis II (Rec) (1)  
RSC 604 Disability and Rehabilitation (3)  
Elective 2 (3)  
Elective 3 or RSC 599 Independent Study (1)

### Year 2 – Fall – 12 credits

RSC 600 Research in Rehab Science (1)  
RSC 522 Research Design & Methodology for Clinical Problems (3)  
CHB 550 Public Health & Population Well-being (Lec & Rec) (3)  
Elective 4 (3)  
Elective 5 or RSC 599 Independent Study (2)

## Thesis Requirements for Track 1 : Research track with Thesis

### Thesis

The thesis involves facilitated independent research to address a research question in Rehabilitation Science.

The format is generally in the form of a publishable research article. See Appendix: “Structure of a Thesis”

The formatting of your thesis document must follow guidance published by UB’s Office of the Graduate School, found online here: <http://www.buffalo.edu/grad/succeed/graduate/electronic-submission.html>

The ETD FAQ section on this website provides information regarding ordering bound copies of your thesis for students interested in this option.

### Thesis Proposal –

Students must complete a thesis proposal.

The appendix includes a format for the thesis as a guide. Please see your mentor for final approval.

The student will propose this work at a public thesis proposal meeting (appendix: “Thesis Proposal Presentation Approval Form”).

The thesis proposal is the first three sections of your thesis: the Overview, the Literature Review, and the Methods.

The thesis proposal document must be made available to the MS program director after approval by primary mentor, and in advance of the Thesis Proposal Defense.

The Proposal is defended at the end of your second semester of fulltime work or equivalent. All committee members must receive the proposal for review at least one month before the defense date.

#### Thesis Committee

Your thesis committee must have a minimum of two members. One member will be your faculty mentor. Your Masters thesis faculty mentor must have at least UB Graduate Faculty Associate Member status. The Graduate Faculty membership roster is here: <https://www.buffalo.edu/grad/succeed/current-students/grad-faculty.html>

At least one member of your committee must be a faculty member of the Rehabilitation Science Department. The second member may be an affiliate faculty member of the Rehabilitation Science Department, but it is not required. In addition, you could include additional thesis committee members who would help you advance your thesis but it is not required.

All committee members must be present at the proposal defense, and the defense must be announced at least two weeks in advance. The student's primary mentor must approve the thesis proposal prior to scheduling the defense.

#### Thesis Defense

All committee members must be present at the defense of the thesis, and the defense must be announced at least two weeks in advance. The student's primary mentor must approve the thesis prior to scheduling the defense.

All committee members must receive the thesis for review at least one month before the defense date.

The program director must receive a copy of the thesis after it's been approved by the primary mentor and at least one week before the defense date.

No thesis defenses will be scheduled during intersession, except under extraordinary circumstances, and with the permission of the Program Director and/or the RS Departmental Chair. Note that it is acceptable for such defenses to be held during academic summer sessions.

The thesis must be appropriately formatted:

<http://www.buffalo.edu/grad/succeed/graduate/electronic-submission.html>

The final thesis defense should start on time, last no more than 45 minutes, followed by questions by non-committee members, and followed by a closed session where committee members ask the students their questions.

### **Capstone Project Requirements for Track 2: "Research Track with Project"**

The capstone project may be appropriate for students interested in applied work rather than generating new research knowledge. The Capstone project is designed to utilize your academic and professional experiences to address a substantial issue in Rehabilitation Science. Examples may be creating or revising a program in your work setting, developing a training module, or implementing a change in the structure or administration of a program. The project is approved by your mentor.

Students must complete a capstone project proposal.

The appendix includes a format for the capstone project as a guide. The format can be flexible and to match the structure of the project. A final report is required. Please see your mentor for final approval.

Your Masters capstone project faculty mentor must have at least UB Graduate Faculty Associate Member status. The Graduate Faculty membership roster is here:

<https://www.buffalo.edu/grad/succeed/current-students/grad-faculty.html>

The student will propose this work at a public capstone project proposal meeting (appendix: “Capstone project Proposal Presentation Approval Form”).

The capstone project proposal is the first three sections of your capstone project: the Overview, the Literature Review, and the Methods.

The capstone project proposal document must be made available to the MS program director after approval by primary mentor, and in advance of the Capstone project Proposal Defense.

#### Capstone project

See Appendix: “Structure of a Capstone project”

The formatting of your capstone project document must be approved by your Capstone Project committee.

#### Capstone project Committee

The capstone project committee must be comprised of a minimum of one faculty member from the Rehabilitation Science department.

#### Project Proposal

Students must complete a capstone project proposal.

The appendix includes a format for the proposal as a guide. Please see your mentor for final approval.

The student will propose this work at a public project proposal meeting (appendix: “Project Proposal Presentation Approval Form”).

The project proposal is the first three sections of your final project report: the Overview, the Literature Review, and the Methods.

The project proposal document must be made available to the MS program director after approval by primary mentor, and in advance of the Project Proposal Defense.

The Proposal is defended at the end of your second semester of fulltime work or equivalent. All committee members must receive the proposal for review at least one month before the defense date.

#### Final Project

The final project report must be appropriately formatted as determined by the primary advisor. Required format: Please see appendix for project report format.

All committee members must receive the project document for review at least 2 weeks before the defense date.

The program director must receive a copy of the project document after it’s been approved by the primary mentor and at least one week before the approval date.

### **Requirements for Track 3: Non-Research Track with a Comprehensive Exam, (or individuals applying for the UB PhD Rehabilitation Science program)**

Questions will be prepared by the faculty from all of the core courses, including the foundational Rehab Science courses, Statistics, and Research Design and Methods. It is expected that this exam will be taken at the end of your course work, typically during the summer after the 2<sup>nd</sup> year of study. If one or more parts of the exam are not passed, the student will have up to 2 opportunities to retake those parts. If the student fails after the second attempt, then they will be dismissed from the program.

For individuals who apply for and are admitted to the UB PhD in Rehabilitation Science program, taking the comprehensive exam - regardless of your track option – is recommended. If you are admitted to the UB PhD RS program, this comprehensive exam will serve as part one of your qualifying exam.

### **Policy on AI use in Theses, Dissertations, and Capstones:**

- A) The student's advisor will decide which of the following three AI policies are best for the student's specific research or capstone project: use not allowed; limited use; use encouraged. This policy will be reviewed during each annual advising meeting as it relates to any aspects of a thesis, dissertation, or capstone completed by the student.

#### AI Policy: Use Not Allowed

Using AI can impede your learning. The thesis, dissertation, and capstone aspects of your program challenge you to develop creativity, critical-thinking, and problem-solving skills that AI does not have. Using AI technology could limit your capacity to do this type of work, and your advisor urge you not to miss out on the educational opportunities that this process will provide. As is the case for all courses at the University at Buffalo, work submitted by you should reflect both your own *ideas* and your own *language* and you should properly cite any resources you have consulted. If you have any questions about citation or about what constitutes academic honesty in this course, please feel free to raise these questions with your advisor and/or contact your advisor to discuss your concerns.

#### AI Policy: Limited Use

In this course, you may use AI tools (such as Bard or ChatGPT) to help you generate ideas and to brainstorm. However, you should note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that overuse of AI may stifle your own independent thinking and creativity, and use any tools (for generating text, code, video, audio, images, or translation) wisely and carefully.

You may not submit any work generated by an AI program as your own. If you include material—including both *ideas* and *language*—generated by an AI program, it should be cited like any other reference material. If you have any questions, please contact your advisor.

#### AI Policy: Use Encouraged

Learning to use AI tools is an emerging skill that will be explored during the thesis, dissertation, or capstone process. Your advisor expects you to use AI ([list which tools are relevant for your research project]) during this process.

However, you should be aware of the limits of AI:

- AI is a tool, but one that you need to acknowledge using. Any *ideas*, *language*, or *code* that is produced by AI must be cited, just like any other resource. [sample suggestion: Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results.]

- Don't trust anything AI says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. AI works best for topics you understand.
- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
- Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

B) Upon submission of a project, including theses, dissertations, and capstones, all students will complete the following declaration:

***Declaration of generative AI and AI-assisted technologies in the thesis/dissertation/capstone preparation process:***

- *I did use AI: During the preparation of this work, I used the following AI engines:*

- \_\_\_\_\_
- *I used this AI in order to* \_\_\_\_\_

*After using this tool/service, the author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the published article.*

- *I did not use AI*

This declaration will be reviewed for in-process and future projects during annual advising meetings.

**Apply for University Financial Support**

MS students do not receive financial support from the department of Rehabilitation Science. Students are encouraged to look for funding outside of the university.

Funding available to MS students through UB is listed below.

Sources where UB students can apply for funding for their thesis or capstone project include:

the Mark Diamond Research Fund (up to \$1,500): <https://ubwp.buffalo.edu/gsa/mdrf/>

Graduate Student Association (\$550 for conference presentations, \$200 if only attending conference) - <https://gsa.buffalo.edu/student-resources/conference-funding/>

Full-time students may apply for the SPHHP Warren J. Perry Scholarship after your first semester of study <https://publichealth.buffalo.edu/home/admissions/scholarships/perry.html>

**Applying to the PhD program**

Applications are open April 15 – December 15. The PhD program only begins in the fall semester.

If you're interested in applying to a PhD program, it is recommended you complete the Thesis track of the MS program.

**Office Support**

Karen Barnes, Main Office Administrator – purchasing, keys, swipe access

Emily Luchterhand, Assistant to Chair – personnel appointments, HR

Grad student office – Two desks, a desk phone, two desktop computers, and a network printer are provided for MS and PhD students in the PhD office in 618 Kimball Tower.

**IT Support**

If you need help from the SPHHP IT department, they are very responsive and ready to assist. Please fill out an IT ticket for yourself at this website:

<https://ubuffalo.teamdynamix.com/TDClient/39/SPHHP-IT/Home/>

## University at Buffalo Policy on Academic Integrity

### Academic Integrity Preamble

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas.

When an instance of suspected or alleged academic dishonesty by a student arises, it shall be resolved according to the following procedures. These procedures assume that many questions of academic dishonesty will be resolved through consultation between the student and the instructor (a process known as consultative resolution, as explained below).

It is recommended that the instructor and student each consult with the Academic Integrity Office and/or the Office of Student Advocacy for guidance and assistance.

### Examples of Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following:

**Aiding in academic dishonesty.** Knowingly taking action that allows another student to engage in an act of academic dishonesty including, but not limited to completing an examination or assignment for another student, or stealing an examination or completed assignment for another student.

**Cheating.** Includes, but is not limited to: (1) use of any assistance not authorized by the course instructor(s) in taking quizzes, tests or examinations; (2) dependence upon the aid of sources beyond those authorized by the course instructor(s) in writing papers, preparing reports, solving problems or carrying out other assignments; or (3) stealing tests or other academic material belonging to the course instructor(s).

**Falsifying academic materials.** Fabricating laboratory materials, notes, reports or any forms of computer data; forging an instructor's name or initials; resubmitting an examination or assignment for reevaluation which has been altered without the instructor's authorization; or submitting a report, paper, materials, computer data, or examination (or any considerable part thereof) prepared by any person other than the student responsible for the assignment.

**Misrepresenting documents.** Forgery, alteration, or misuse of any university or official document, record, or instrument of identification.

**Plagiarizing.** Copying or receiving material from any source and submitting that material as one's own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one's own.

**Purchasing academic assignments.** Purchasing an academic assignment intended for submission in fulfillment of any course or academic program requirement.

**Selling academic assignments.** Selling or offering for sale any academic assignment to any person enrolled at the University at Buffalo. No person shall offer any inappropriate assistance in the preparation, research, or writing of any assignment, which the seller knows, or has reason to believe, is intended for submission in fulfillment of any course or academic program requirement.

**Submitting previously submitted work.** Submitting academically required material that has been previously submitted, in whole or in substantial part, without prior and expressed consent of the instructor.

### Consultative Resolution

#### Step 1

If an instructor has reason to believe that a student may have committed an act of academic dishonesty, the instructor shall notify the student suspected of academic dishonesty within 10 academic days<sup>1</sup> of discovery of the alleged incident by email to the student's UBIT address.

If an individual other than the instructor, including other students, faculty, or staff members, has reason to believe that a student may have committed an act of academic dishonesty, the individual shall notify the instructor or the Academic Integrity Office within 10 academic days<sup>1</sup> of discovery of the alleged incident.

Once the alleged incident has occurred, the student may not resign from the course without permission of the instructor. If the instructor does not wish to allow the student to resign from the course, the instructor will assign an incomplete grade while the incident is under review.

The instructor will meet and consult with the student within 10 academic days<sup>1</sup> of the date of notification. During the consultation, the instructor will inform the student of the alleged incident, and give the student a copy of the Academic Integrity Policy and Procedures. Either party may request department note-takers (staff or faculty, but not teaching assistants) and/or an audio recording device may be used to record the consultation meeting. If the student fails to attend the consultative meeting, the instructor has the authority to reach a decision without consulting the student directly.

### **Step 2**

If, after consultation with the student, the instructor believes the student did not commit an act of academic dishonesty, no sanctions will be imposed and the student will be notified of that finding by official university email. Procedures end.

If, after consultation with the student, the instructor believes the student did commit an act of academic dishonesty, the instructor has the authority to impose one **or more** of the following sanctions (see list below). Such sanctions will be assigned a “pending” status until the Academic Integrity Office receives notice from the instructor of the sanction and confirms the case at hand is the student’s first academic integrity infraction. If the student has a prior infraction(s), then the sanction may be revised by the Office of Academic Integrity.

**Warning.** Provide written notice to the student that he/she has violated a university academic integrity standard and that the repetition of the wrongful conduct may be cause for more severe sanctions.

**Revision of work.** Require the student to replace or revise the work in which dishonesty occurred. (The instructor may choose to assign a grade of “I” [Incomplete] pending replacement or revision of the work.)

**Reduction in grade.** Reduce the student’s grade with respect to the particular assignment/exam or final grade in the course.

**Failure in the course.** Fail the student in the course, to be indicated on the transcript by a grade of “F” without comment or further notation.

**Remediation.** Require the student to complete a UB Academic Integrity Office remediation assignment. Upon the student’s successful passing of the assignment, the academic integrity officer will so inform the instructor, who may then change other sanctions he or she originally assigned to the student.<sup>1</sup>

**Such other reasonable and appropriate sanction(s)** as may be determined by the instructor with the exception of any Academic Integrity Office or university sanction described below.

**Recommendation of the following Academic Integrity Office sanctions.** The Academic Integrity Office must review and approve these recommendations.

**Failure in course, remediation required, temporary notation of academic dishonesty.** A grade of “F” for the course is recorded on the student’s transcript and a notation of an academic dishonesty is entered on the student’s transcript. The student is required to complete an Academic Integrity Office remediation assignment. Upon the student successfully passing the assignment, the Academic Integrity Office will remove the notation from the student’s transcript. Failure to successfully complete the Academic Integrity Office remediation assignment will result in the notation remaining permanently on the student’s transcript.

**Failure in the course with permanent notation of academic dishonesty.** A grade of “F” for the course is recorded on the student’s transcript with a permanent notation that the grade of “F” was assigned for reason of academic dishonesty.

**Dismissal from the degree program.** The academic integrity violation results in ineligibility for continuation in the student’s degree program.

**Dismissal from the degree program with notation of academic dishonesty.** The academic integrity violation results in ineligibility for continuation in the student’s degree program, with a notation on the student’s transcript that the dismissal is for reason of academic dishonesty.

**Dismissal from the department.** The academic integrity violation results in ineligibility for continuation in any degree program within the department.

**Dismissal from the department with notation of academic dishonesty.** The academic integrity violation results in ineligibility to continue in any degree program within the department with a notation on the student’s transcript that the dismissal is for reason of academic dishonesty.

**Recommendation of the following university sanctions.** The Academic Integrity Office must review and recommend these sanctions to the university president or his/her designee. Only the president or his/her designee may suspend or expel a student from the university.

**Suspension from the university.** The student is suspended for a defined time period with stated conditions which will include a permanent notation on the transcript.

**Expulsion from the university.** The student is expelled, with permanent notation on the transcript.

<sup>1</sup> Instructors may not impose the remediation sanction to a student who previously received an academic integrity sanction(s).

### **Step 3**

The instructor shall notify the student of a decision, any sanction(s) imposed, and the student’s right to appeal that decision, in writing. This decision letter shall be sent to the student via email to the student’s UBIT address, with a copy to the Academic Integrity Office. The student, the department chair, school/college dean’s office, and the Academic Integrity Office must be notified of the instructor’s decision within 10 academic days<sup>1</sup> of the date of the consultation meeting. **It is the instructor’s responsibility to report the sanction, regardless of severity, to the Academic Integrity Office.** A copy of the instructor’s decision letter will be retained in a confidential file in the Academic Integrity Office in perpetuity. The student shall have access to their own confidential file.

Upon request and with the student’s permission academic integrity violations and sanctions may be reported by the Academic Integrity Office to an authorized body.

### **Academic Integrity Office Sanctions or University Sanctions**

If the instructor recommends Academic Integrity Office sanctions or university sanction (see consultative resolution, step 2, item 7), Academic Integrity Office procedures are required, before a final decision and sanctions can be enacted. Those procedures shall be initiated within 10 academic days<sup>1</sup> of receipt of the instructor’s decision letter.

### **Right to Appeal**

The student may appeal the instructor’s findings. The student’s request for an appeal must be submitted in writing to the Academic Integrity Office within 10 academic days<sup>1</sup> after the instructor has notified the student of his or her decision. In the letter of appeal the student articulates if they are appealing the original judgement of academic dishonesty, the resulting sanction(s)/recommended sanction(s) or both.

## Step 1

In cases where the student seeks to appeal an instructor decision, the student and instructor shall each provide a written statement of evidence supporting his or her position, any relevant documentation, and the names of potential witnesses to the Academic Integrity Office (hereafter referred to as the office). The office will review all case materials.

If the office finds no cause to further consider the circumstances of the case, the office will notify the student, via email to the student's UBIT address, and the instructor within 10 academic days<sup>1</sup> of receipt of case materials, that the sanction(s) articulated in the instructor decision letter will be enacted. Student appeal procedures end.

If the office finds cause to further consider the circumstances of the case, the office will assemble an adjudication committee (hereafter referred to as the committee) within 10 academic days<sup>1</sup> of the date the office received case materials.

The Academic Integrity Office will convene the committee to a hearing and provide all materials to the committee, the student, and the instructor at the time the notice of that hearing is delivered. Hearings shall take place on academic days, and the student and the instructor will be given at least 72 hours notice of the hearing.

At the hearing(s), the committee will provide sufficient opportunity for both principals to present their positions and shall allow each principal the right to question those presentation(s) to the committee. The hearing(s) shall be conducted in a fair and expeditious manner, but shall not be subject to the rules governing a legal proceeding. Each principal shall have the right to be present and to have one advisor present at all hearings. In no such case shall the advisor be an attorney, unless he or she is a member of the UB faculty who is not acting in a legal capacity on behalf of a principal. An advisor may not speak on behalf of a principal or otherwise address members of the hearing committee. Either principal may ask the committee chair if they may participate in hearings remotely. In exceptional circumstances, such as where either party is considered to pose a physical threat to the other or to the committee, the committee chair may require that either principal participate remotely.

The technical and formal rules of evidence applicable in a court of law are not applicable at academic integrity hearings, and the committee may review all relevant and reliable information that will contribute to an informed final decision. The committee shall only consider information relevant to the current alleged misconduct. Information regarding a student's formerly alleged or documented academic misconduct cannot aid in determining whether or not the student is responsible for violating academic integrity in the current case. However, such history may be introduced during the sanctioning phase of the case under review. At the conclusion of the hearings, the committee will meet privately to deliberate the case. All hearings and committee meetings shall be confidential.

The committee will provide the student, the instructor, the department chair, the Academic Integrity Office, and the school/college dean, with a written statement of findings and any sanctions assigned within 10 academic days<sup>1</sup> of the final meeting of the committee.

The decision made by the committee may take one of three forms.

**Findings overturned, no sanction.** A finding that no academic dishonesty took place and that no sanctions will be imposed. The student is thus exonerated and any documentation related to the case within the Academic Integrity Office will be expunged.

**Findings sustained, sanctions sustained.** A finding that academic dishonesty occurred as described in the original instructor decision letter and that the sanction(s) stand as previously enacted or recommended.

**Findings sustained, sanction revised.** A finding that academic dishonesty occurred but that a different sanction from the one originally enacted by the instructor is more appropriate. This finding may involve an alternative sanction that is either more or less severe from the one originally enacted.

### **No Right to Further Appeal**

The decision of the committee is final and no further appeal is available.

Note: <sup>1</sup> Academic days are defined as weekdays, when classes are in session, not including the summer or winter sessions as defined by the regular university academic calendar. With the agreement of all principals and the Academic Integrity Office, proceedings may continue during non-academic days.

### **Academic Integrity Pool Membership and Adjudication Committee Participation**

The Academic Integrity Office shall assemble a pool of faculty and students willing to participate on adjudication committees for academic integrity cases. The Office of Academic Integrity is responsible for ensuring that the pool reflects the diversity of the campus community and for training all members of the adjudication pool. It is the responsibility of each decanal unit to name student and faculty members to this pool. With the assistance of the Academic Integrity Office, each decanal unit will update its pool membership annually. Accordingly, each year, decanal units will also solicit departments to invite faculty and student representatives for service in the academic integrity pool. To ensure a suitable breadth and depth of membership in the pool, the Academic Integrity Office will encourage departments to facilitate continuous academic integrity training and development of faculty and students for future hearings. Typically duration of service in the academic integrity pool is two years.

From this pool, the Academic Integrity Office will form an adjudication committee for each hearing of no fewer than two faculty members, two graduate students, and one member of the Academic Integrity Office. Members from the academic integrity pool will be selected so that no one member will be involved in a disproportionate number of academic integrity cases. To that aim, the student and the instructor shall have five academic days to request, without stipulating a reason, the replacement of one member of the adjudication committee assembled to hear the case. If any principal finds the replacement committee member inappropriate, the party shall transmit, within five additional academic days<sup>1</sup> of member identification, a written statement articulating grounds for objection to the Academic Integrity Office. The Academic Integrity Office will review and then rule on the merits of the objection, and either retain or replace the committee member. Each committee member shall have the option of disqualifying him/herself from the committee by stipulating reasons why he or she feels unable to review the case in an unbiased fashion.

### **Confidentiality of Proceedings**

Members of the adjudication committee have an obligation to maintain the confidentiality of hearing proceedings and of all supporting materials or testimony presented. If a breach of confidentiality by either principal is formally brought to the attention of the adjudication committee, upon a majority vote of the committee, it may choose to review this breach for possible misconduct. If a committee member is charged with misconduct, their alleged breach of confidentiality will be reviewed by an alternate adjudication committee. Such review shall take precedence over the pending case, a misconduct hearing shall be conducted, and findings shall be transmitted, in writing, to the principals and committee members. Findings will be placed in a supplemental file of the case proceedings. Such findings may then be considered in the subsequent review of the case.

### **Sample Infractions and Possible Sanctions**

Most severe	Range of Possible Sanctions	Repeat
-------------	-----------------------------	--------

Having a different student take an exam.	F in course with transcript notation, dismissal from the major, suspension, expulsion	suspension, expulsion
Hiring or having someone to do an online course.	F in course with transcript notation, dismissal from the major, suspension, expulsion	suspension, expulsion
Purchasing or selling and submitting materials.	F in course with transcript notation, dismissal from the major, suspension, expulsion	suspension, expulsion
Handing in another's work.	F in course with transcript notation, dismissal from the major, suspension, expulsion	suspension, expulsion
<b>Severe</b>	<b>Range of Possible Sanctions</b>	<b>Repeat</b>
Cell phone use during an exam.	0 on assignment, F in course, mandatory remediation	F in course with transcript notation
Possessing a cheat sheet.	0 on assignment, F in course, mandatory remediation	F in course with transcript notation
Changing answers on an exam and asking for a regrade.	0 on assignment, F in course, mandatory remediation	F in course with transcript notation
Plagiarism.	0 on assignment, F in course, mandatory remediation	F in course with transcript notation
Falsifying data.	0 on assignment, F in course, mandatory remediation	F in course with transcript notation
Copying someone else's lab report or homework.	0 on assignment, F in course, mandatory remediation	F in course with transcript notation
Copying from another person's exam.	0 on assignment, F in course, mandatory remediation	F in course with transcript notation
Using the same paper for multiple classes.	0 on assignment, F in course, mandatory remediation	
<b>Less severe</b>	<b>Range of Possible Sanctions</b>	<b>Repeat</b>
Improper citation of others work	Warning, revise work, mandatory remediation	0 on assignment, F in course
Illicitly obtaining copies of old exams.	Warning, revise work, 0 on assignment, F in course, mandatory remediation	F in course
Working together where it is explicitly forbidden.	Warning, revise work, 0 on assignment, F in course, mandatory remediation	F in course
Aiding or abetting a student's academic dishonesty or violating the integrity of a course or academic activity whether in a course or not.	Referral to Campus Judicial Procedures or University Police Department	

The above list of sample academic integrity infractions and sanctions is not exhaustive. It is meant to offer some general information about common infractions and possible associated sanctions.

## **Conflict Resolution**

On occasion, a problem with an instructor or your major advisor may occur. The following steps for resolution are recommended.

### For Conflicts with an Instructor:

- Step 1: Make a formal appointment to talk directly with the instructor.
- Step 2: Provide your supporting documentation.
- Step 3: Let the instructor present their side of the issue.
- Step 4: Stay professional and do not get defensive.
- Step 5: Develop a mutual understanding of how the conflict will be resolved.
- Step 6: Mutually determine a deadline for when the conflict will be resolved.
- Step 7: In the event that the conflict cannot be resolved, talk with your advisor about other possible actions.

### For Conflicts with your Advisor:

- Step 1: Make a formal appointment to talk directly with your advisor.
- Step 2: Provide your supporting documentation, if applicable.
- Step 3: Let the advisor present their side of the issue.
- Step 4: Stay professional and do not get defensive.
- Step 5: Develop a mutual understanding of how the conflict will be resolved.
- Step 6: Mutually determine a deadline for when the conflict will be resolved, if applicable.
- Step 7: In the event that the conflict cannot be resolved, talk with the MS Program Director about other possible actions.

The official University Policy on Grievance Procedures can be found at

<http://ed.buffalo.edu/policies.html> under Academic Grievance.

University Non-Discrimination Policy can be found at <http://www.buffalo.edu/equity.html>.

## **University-wide Student Resources for Graduate Students**

**This website has links to all safety, wellness, and academic support resources at UB:**

<https://www.buffalo.edu/grad/succeed/current-students.html>

## **Safety and Essential Services**

- **MyUB** (<http://www.buffalo.edu/ubit/services/all/myub.html>) MyUB is the web portal for all UB services. It can also be used to access your email and UBLearns.
- **UB Learns** (<https://ublearns.buffalo.edu/>) UB Learns is the blackboard-based instruction platform used by UB. Whether you are involved in your own coursework or teaching in a course, you will use this software extensively.
- **The Graduate School at the University at Buffalo** (<https://grad.buffalo.edu/succeed/current-students.html>) provides a wealth of online information to successfully navigate your career at UB. All university-wide policies, requirements, forms, professional development and career resources are available.
- 1Capen –essential student services - <https://1capen.buffalo.edu/>
- Academic Calendars - <https://registrar.buffalo.edu/calendars/index.php>
- UB Holiday Calendars - <https://www.buffalo.edu/administrative-services/ub-calendar.html>
- Campus Maps - <http://www.buffalo.edu/home/visiting-ub/CampusMaps.html>
- Campus Dining and Shops - <https://myubcard.com/dining>

- International Student and Scholar Services - <http://www.buffalo.edu/international-student-services.html>
- Parking and Transportation – parking permits, bus (Stampede) schedules <http://www.buffalo.edu/parking.html>
- Registrar - <https://registrar.buffalo.edu/registration/>
- Student Accounts - <http://www.buffalo.edu/studentaccounts.html>
- UB Alert website - <http://emergency.buffalo.edu/>
- UB Card – ID card - <https://myubcard.com/card>
- UB Child Care Center - <http://www.buffalo.edu/ubccc.html>
- UB Libraries - <https://library.buffalo.edu/>
- UB Bookstore - <https://www.bkstr.com/buffalo-northcampusstore>
- UB Police - <http://www.buffalo.edu/police.html>
- 

### **Wellness and Support Services**

- Accessibility Resources - <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>
- Career Services - <https://www.buffalo.edu/career.html>
- Counseling Services - <https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>
- Crisis Services - <http://crisisservices.org/>
- Equity, Diversion and Inclusion - <http://www.buffalo.edu/equity.html>
- \*Graduate School Policy Library\* – includes all policies for graduate students – very important - <https://grad.buffalo.edu/succeed/current-students/policy-library.html>
- Health Promotion - <https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>
- Network for Enriched Academic Relationship – online mentoring not related to research area - <https://grad.buffalo.edu/beyond/professional-development/near.html>
- Recreation Services - <http://www.buffalo.edu/recreation.html>
- SBI-Pharmacy and Student Medical Insurance - <https://www.buffalo.edu/studentlife/life-on-campus/health/medical-care/health-insurance.html>
- Student Conduct and Advocacy – includes student code of conduct (see Appendix for link) - <http://www.buffalo.edu/studentlife/who-we-are/departments/conduct.html>
- Student Health Services - <http://www.buffalo.edu/studentlife/who-we-are/departments/health.html>
- Veteran Services - <https://www.buffalo.edu/studentlife/who-we-are/departments/veteran.html>

### **Student Housing and Employment**

- Campus Jobs - <https://buffalo.joinhandshake.com/login>
- Graduate Student Employees Union (GSEU) - <https://gsa.buffalo.edu/gseu/>
- Off-Campus Housing Tips – consider housing located near UB South Campus - <https://www.buffalo.edu/campusliving/find-your-home/living-off-campus.html>
- On-Campus Housing - <https://www.buffalo.edu/campusliving/find-your-home/where-can-i-live/apartments.html>
- Research Foundation Graduate Student Employee Benefits - <http://www.buffalo.edu/content/www/administrative-services/for-faculty-staff/benefits/research-foundation/grad-employee.html>

- Graduate Student Assistant and Teaching Assistant Employee Benefits - <http://www.buffalo.edu/content/www/administrative-services/for-faculty-staff/benefits/state/gseu.html>

## Technology Resources

- Activate your UBIT Name - <http://www.buffalo.edu/ubit/service-guides/accounts/your-ubitname-account/getting-started-with-your-account/activate.html>
- Connect to UB's Networks - <http://www.buffalo.edu/ubit/service-guides/connecting.html>
- Free Software - <http://www.buffalo.edu/ubit/service-guides/software.html>
- Getting Started with IT at UB - <http://www.buffalo.edu/ubit/start.html>
- Teaching Technology at UB - <http://www.buffalo.edu/ubit/teaching>
- UBBox - <http://www.buffalo.edu/ubit/ubbox.html>

## Student Organizations and Clubs

- All University Clubs and Organizations - <https://buffalo.campuslabs.com/engage/organizations>
- Campus Ministries Association - <https://ubcampusministry.com/>
- Department Clubs - <https://gsa.buffalo.edu/clubs/departmental/>
- Graduate Student Association (GSA) - <https://gsa.buffalo.edu/>
- The UB Graduate Student Association (GSA) has many resources, services and opportunities available for graduate students, including:
  - **Clubs** – international (<https://gsa.buffalo.edu/clubs/international/> ) and special interest (<https://gsa.buffalo.edu/clubs/special-interest/> )
  - **GSA Governance** (<https://gsa.buffalo.edu/governance/gsa-committees/> )
  - **Student Resources:**
    - Mark Diamond Research Fund (<https://gsa.buffalo.edu/student-resources/mdrf/> )
    - Conference Funding (<https://gsa.buffalo.edu/student-resources/conference-funding/> )
    - Editorial Assistance Program (<https://ubgsaedit.wixsite.com/gsa-editorial> ) - free!!
    - Graduate Student Employees Union (GSEU) (<https://gsa.buffalo.edu/student-resources/graduate-student-employees-union/> )
    - Fee Waiver Application (<https://gsa.buffalo.edu/forms/fee-waiver-application/> )
    - Graduate Statistics Lab (through College of Arts and Sciences) (<http://arts-sciences.buffalo.edu/current-students/current-graduate-students/graduate-statistics-lab.html> ) - free!!
  - Other services funded by the student activity fee (<https://gsa.buffalo.edu/student-resources/other-funded-services/> )
- UB Graduate School Professional Development – Three Minute Thesis (<https://www.buffalo.edu/grad/beyond/professional-development/three-minute-thesis.html> )
- Resources are also available through our School of Public Health and Health Professions (<http://sphhp.buffalo.edu/home/information-for-current-students.html> ), including information about:
  - Career resources
  - Academics
  - Class Schedules and Academic Calendars
  - Learning Resources
  - Policies
  - Publications
  - Services

- Student Organizations
- Technology

## Appendices

### APPENDIX A

#### University at Buffalo Student Code of Conduct -

[https://www.buffalo.edu/content/dam/www/studentlife/units/uls/student-conduct/UB%20Student%20Code%20of%20Conduct%202019-2020%20\(PDF\).pdf](https://www.buffalo.edu/content/dam/www/studentlife/units/uls/student-conduct/UB%20Student%20Code%20of%20Conduct%202019-2020%20(PDF).pdf)

### APPENDIX B

#### Using Transfer credits

##### **Transferring Non-UB graduate credits:**

<http://www.buffalo.edu/content/dam/grad/forms/pet-transfer.pdf>

Transferring UB graduate credits:

If the courses the student wishes to use are over 10 years old then they would need to complete the [Use of Historical Coursework \(more than 10 years old\)](#) petition and included the required attachments listed on the form.

APPENDIX C

**Independent Study proposal form**

**UNIVERSITY AT BUFFALO**

**Rehabilitation Science MS Program**

**RSC 599 - INDEPENDENT STUDY**

Complete three (3) copies of this proposal – one copy for faculty advisor, one copy for MS Program Director, and one copy for student.

**Purpose of the Independent Study:**

**Learning Objectives:**

**In what way are current course offerings at UB inadequate in meeting these objectives:**

**Methods for carrying out Independent Study:**

**Number of Credits:**

**Time Schedule for meeting Objectives:**

**Role of Faculty Advisor:**

**How will grading and evaluation be accomplished? Include a description of the final report of the study:**

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of M.S. Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX D

**Qualifying Exam form**

Student's Name: \_\_\_\_\_

Date of Exam : \_\_\_\_\_

Course	Tester	Pass Date	Retake Date
RSC522			
RSC602			
RSC603			
RSC604			
STA527			
STA528 (thesis track)			

RS M.S. Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX E

**Thesis or Capstone Project Proposal Presentation Approval Form**

**Rehab Science M.S. Thesis or Capstone Proposal Presentation Approval Form**

Student's Name: \_\_\_\_\_

Title of Thesis or Project Proposal Presentation: \_\_\_\_\_

\_\_\_\_\_ Date of Thesis or Project Proposal Presentation: \_\_\_\_\_

\_\_\_\_\_ Successful presentation

\_\_\_\_\_ Unsuccessful presentation

\_\_\_\_\_ Other Describe:

\_\_\_\_\_ Thesis or Capstone Project Committee:

Major Advisor:

Committee member 1:

Committee member 2:

M.S. Program Director:

Proposed semester of completion:

APPENDIX F

**Final Thesis or Capstone Presentation Approval Form**

**Rehab Science M.S. Final Thesis or Capstone Presentation Approval Form**

Student's Name: \_\_\_\_\_

Title of Thesis or Capstone Project Presentation:

\_\_\_\_\_

Date of Final Presentation: \_\_\_\_\_

\_\_\_\_\_ Successful presentation  
\_\_\_\_\_ Unsuccessful presentation  
\_\_\_\_\_ Other Describe:

Thesis or Capstone Project Committee:

*Please sign and date*

Major Advisor:

Committee member 1:

Committee member 2:

M.S. Program Director:

## APPENDIX G

### The Structure of a Thesis

The thesis proposal is sections 1, 2, and 3 of the thesis as outlined below.

The thesis section can be written in journal format as approved by your mentor.

#### Preliminary Pages

· Includes the Title page, Acknowledgement page, Table of Contents, List of Tables and Figures, Abstract.

#### Section 1: Overview of the Study

o Briefly introduce the area of study.

##### · Background of the Problem

o Provide an overview of the broad problems in rehabilitation science which lead up to this particular thesis, and provide an argument for doing this particular study.

##### · Statement of the Problem

o The purpose of the statement of the problem is to focus on what is not known or what is problematic.

##### · Purpose of the Study

o Describes what the study will do, should mirror the statement of the problem.

o Research questions and hypotheses.

o Introduce Theory.

##### · Importance of the Study

o Describe what contribution your study will make to the broad literature or set of broad educations' problems when it is finished.

##### · Limitations and Delimitations (can also be included in Section 3)

o Limitations refer to limitations on the study, which are beyond the control of the researcher and generally address issues of internal validity.

o Delimitations refer to the generalizability of the study and issues of external validity.

##### · Definition of Terms

o Provide operational definitions of the key terms in alphabetical order. Source definitions.

##### · Organization of the Study

#### Section 2: Literature Review

o Briefly introduce the major topics you will review in the chapter.

##### · Body: Synthesis of the Literature

o Organize the body according to topic.

o Critically evaluate the literature instead of summarizing.

o Highlight important unanswered questions.

o Identify methodological problems with past studies, and areas of controversy in the literature.

o Discuss the significance of past research and how it relates to your own study.

##### · Presentation of Theories

Provide a conceptual rationale for your research.

##### · Summary

o Review the main points in the section.

o Reiterate the general controversies, questions, or problems in the research that support the need for your study.

#### Section 3: Methodology

o Restate Purpose of the Study.

o Restate the research questions (and hypotheses, if applicable).

o Describe research design.

- **Sample and Population**

- o Include type of sampling used, criteria for selection, process of selection, the sample selected, sampling issues, and the population from which the population was drawn.

- **Instrumentation**

- o Describe the instrumentation and conceptual or theoretical framework for the instrument content used in the study.
- o Include a brief description of the relationship of the research questions to your instrumentation.
- o Include the process of development (if applicable) and reliability and validity of the instruments used, as well as field testing (if applicable).

- **Data Collection**

- o Collect data
- Include in draft the description of the procedures and methods used to collect data (e.g. how the instruments were administered).

- **Data Analysis**

- o Organize by research question and describe the statistical techniques or programs used to analyze the data.
- o Describe any problems with the data analysis.

#### **Section 4: Results**

- o Restate Focus of Study.

- **Reporting of Results**

- o Organize by research question.

- **Summary**

- o Include reflection on results and provide your original insights about what the results mean. Articulate how the results support your findings.

#### **Section 5: Discussion of Findings**

- o Briefly summarize the background and purpose of the study and research questions

- **Discussion of Findings.**

Limitations (Discuss limitations not previously discussed.)

- **Implications for Practice/Recommendations**

- o Address how your study informs the practice of professionals in providing care for persons with disabilities.

- **Future Research**

- o Discuss future research that is needed as a result of the findings in your study.

- **Conclusions**

Note: Your results and this discussion can be in the form of a series of research articles as approved by your research advisor.

#### **References**

#### **Appendices**

Note: The structure of sections 4 and 5 are up to discretion of the thesis committee.

## APPENDIX H

### **The Structure of the Capstone Project**

The capstone project proposal includes sections 1, 2, and 3 of the capstone project as outlined below.

The master's project only needs approval at the department level.

#### **Preliminary Pages**

· Includes the Title page, Acknowledgement page, Table of Contents, List of Tables and Figures, Abstract.

#### **Section 1: Overview of the Project**

o Briefly introduce the area of study.

##### · **Background of the Problem**

o Provide an overview of the broad problems in rehabilitation science or a Needs Assessment of the issues related to rehabilitation science which lead up to this particular project, and provide an argument for doing this particular project.

##### · **Statement of the Problem**

o The purpose of the statement of the problem is to focus on what is not known or what is problematic.

##### · **Purpose of the Project**

o Describes what the project will do, should mirror the statement of the problem.

o Research questions and hypotheses.

o Introduce Theory.

##### · **Importance of the Project**

o Describe what contribution your project will make to the broad literature or to a real issue in rehabilitation science.

##### · **Limitations and Delimitations** (can also be included in Section 3)

o Limitations refer to limitations on the project, which are beyond the control of the researcher and generally address issues of internal validity.

o Delimitations refer to the generalizability of the study and issues of external validity.

##### · **Definition of Terms**

o Provide operational definitions of the key terms in alphabetical order. Source definitions.

##### · **Organization of the Project**

#### **Section 2: Literature Review**

o Briefly introduce the major topics you will review in the chapter.

##### · **Body: Synthesis of the Literature**

o Organize the body according to topic.

o Critically evaluate the literature instead of summarizing.

o Highlight important unanswered questions.

o Identify methodological problems with past studies, and areas of controversy in the literature.

o Discuss the significance of past research and how it relates to your own project.

##### · **Presentation of Theories**

Provide a conceptual rationale for your project.

##### · **Summary**

o Review the main points in the section.

o Reiterate the general controversies, questions, or problems in the research that support the need for your study.

#### **Section 3: Methodology**

- o Restate Purpose of the Project.
  - o Restate the issues to be addressed (and hypotheses, if applicable).
  - o Describe project design.
    - **Sample and Population and Instrumentation as applicable**
    - o Include type of sampling used, criteria for selection, process of selection, the sample selected, sampling issues, and the population from which the population was drawn.
    - o Describe the instrumentation and conceptual or theoretical framework for the instrument content used in the study. What will you use to measure your outcomes
    - o Include a brief description of the relationship of the project to your instrumentation.
    - o Include the process of development (if applicable) and reliability and validity of the instruments used, as well as field testing (if applicable).
    - **Data Collection**
    - o Describe your method for collecting outcome data to show the impact of your project on addressing your problem or issue.
    - **Procedures**
- Describe all of the steps that you will take implement your project.  
 Include a timeline.  
 Describe the impact data and process data that you will collect. (How will you know that your project is successful).
- o Describe the format of your final project and how it will address the issues or need as outlined in your problem statement.

\*\*\*\*\*

**Section 4: Description of Completed Project and Outcomes**

- o Describe the Project
- o Describe the Project Process
- o Describe the Project Outcomes
- **Summary**
- o Include reflection on results and provide your original insights about what the results mean. Articulate how the results support your approved proposed project.

**Section 5: Discussion of Findings**

- o Briefly summarize the background and purpose of the study.
- **Discussion of Findings.**
- Limitations (Discuss limitations not previously discussed.)
- **Implications for Practice/Recommendations**
- o Address how your study informs the practice of professionals in providing care for persons with disabilities.
- **Future Research**
- o Discuss plans for the next steps for your project as a result of the findings in your project.
- **Conclusions**

**References**

**Appendices**

Note: The structure of sections 4 and 5 are up to discretion of the project committee.

APPENDIX I

**Student Advisement Form**

**Student Advisement Form for the M.S. Program in Rehabilitation Science**

Student Name:

Student ID:

Advisor(s):

Entering Student Guidance

Upon entering the program, each M.S. student will have an initial advisor(s) (who may be a mentor identified in the student's application).

By the end of the first semester in the M.S. program, the student (with their advisor(s)) will complete their academic plan (this form).

The M.S. Program in Rehabilitation Science:

36 Credits

Please list coursework from Master's program that you are requesting be included in the Ph.D. program requirements (if planning to apply for the Ph.D. program):

Date these courses were approved by the Graduate School:

\_\_\_\_\_

Required Coursework:

Statistics/Design

<u>Course #</u>	<u>Credits</u>	<u>Course Title</u>	<u>Semester Taken</u>
RSC 522	3	Research Design and Methodology for Clinical Problems	
STA 527	4	Introduction to Medical Statistics	
STA 528	4	Statistical Analysis II	
STA 529	4	Statistical Analysis III	
<b>OR</b>			
NUS 697	3	Advanced Qualitative Research Methods	
<b>OR</b>			
NUS 710	3	Interpreting Phenomenology	

Required RS courses (If the student has taken any of these required courses, or their equivalent, the course can be waived by the director of the Ph.D. Program):

<u>Course #</u>	<u>Credits</u>	<u>Course Title</u>	<u>Semester Taken</u>
RSC 600	1	Research in RS (1)	
RSC 600	1	Research in RS (2)	
RSC 600	1	Research in RS (3)	
RSC 600	1	Research in RS (4)	
RSC 602	3	Research Ethics for the Health Sciences	
RSC 603	3	Theories and Mechanisms of Change in RS	
RSC 604	3	Disability and Rehabilitation	

Public Health Requirement :

<u>Course #</u>	<u>Credits</u>	<u>Course Title</u>	<u>Semester Taken</u>
CHB 550	3	Public Health and Population Well-Being	

Research Electives: Coursework can be either within or outside of Department of Rehabilitation Science. Also includes grant writing course, research-specific courses and independent study courses.

<u>Course #</u>	<u>Credits</u>	<u>Course Title</u>	<u>Semester Taken</u>
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Other Requirements:

Qualifying Exam: All exam track students must pass a qualifying exam. This exam is encouraged for thesis track students applying to UB's Ph.D. program in Rehabilitation Science as it will count as part 1 of the qualifying exam. Questions will be prepared by the faculty from all of the core courses, including the foundational Rehab Science courses, Statistics, and Research Design and Methods. It is expected that this exam will be taken following the completion of all core coursework.

Date of Exam: \_\_\_\_\_

Outcome: \_\_\_\_\_

Thesis: All thesis track students must complete a research thesis. The student will propose this work at a public thesis proposal meeting. The thesis committee must be comprised of a minimum of two faculty members, who must have an earned Ph.D. or equivalent, and one of whom are faculty within the Rehab Science Dept. All committee members must be present at the defense of the thesis, and the defense must be announced at least two weeks in advance. No thesis defenses will be scheduled during intersession, except under extraordinary circumstances, and with the permission of the M.S. Program Director and/or the RS Departmental Chair. Note that it is acceptable for such defenses to be held during academic summer sessions. The thesis must be appropriately formatted, and given to all committee members two weeks prior to the defense. The presentation should start on time, last no more than 45 minutes, followed by questions by non-committee members, and followed by a closed session where committee members ask the students their questions.

Title of thesis:

Thesis committee members:

Chair:

Committee Member:

Committee Member:

Date of thesis proposal defense:

Date of thesis defense:

Date thesis and M-form were submitted to the Graduate School:

Capstone Project: All capstone project track students must complete a capstone project. The student will propose this work at a public project proposal meeting. The project committee must be comprised of at least one faculty member, who must have an earned doctoral degree or equivalent and be on the faculty within the Rehab Science Dept. All committee members must be present at the defense of the project, and the defense must be announced at least two weeks in advance. No project defenses will be scheduled during intersession, except under extraordinary circumstances, and with the permission of the M.S. Program Director and/or the RS Departmental Chair. Note that it is acceptable for such defenses to be held during academic summer sessions. The proposal must be appropriately formatted, and given to all committee members two weeks prior to the defense. The presentation should start on time, last no more than 45 minutes, followed by questions by non-committee members, and followed by a closed session where committee members ask the students their questions.

Title of the capstone project:

Capstone project committee members:

Chair:

Committee Member:

Committee Member:

Date of project proposal defense:

Date of final project presentation:

Date project was submitted to the Rehabilitation science department:

Date completed requirements submitted through HUB:

Recommended Experience:

Grant Proposal: Students are encouraged to write a grant proposal, with the support and mentorship of their advisor, to assist with thesis project funding. The grant proposal should be submitted to their Committee, and may be presented to the faculty and graduate students of the Rehabilitation Science Department through the Works in Progress seminar. This small grant proposal may be submitted to any agency deemed appropriate by the advisor.

Date proposal completed:

Supervisor of grant proposal:

Grant proposal title:

Agency/Foundation proposal was designed for:

Was this proposal submitted to agency/foundation?

**Summary of coursework by semester:** (Add previous semesters if needed)

Fall 2025

Course #

Credits

Course Title

Grade

Spring 2026

Course #	Credits	Course Title	Grade
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Summer 2026

Course #	Credits	Course Title	Grade
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Fall 2026

Course #	Credits	Course Title	Grade
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Spring 2027

Course #	Credits	Course Title	Grade
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Add more semesters as needed.

Awards, Publications, Grant Funding Received: *Please list any awards, publications or grant funding received.*

Date last revised/reviewed with student:

Signature of Advisor:

Signature of Student:

Submit electronic copies to the Rehabilitation Science M.S. program director, and Emily Luchterhand ([ERL2@buffalo.edu](mailto:ERL2@buffalo.edu)).

## APPENDIX J

### **Faculty Mentoring – Information for Faculty Mentors**

#### **Mentoring Responsibilities in the UB RS M.S. program**

The role of mentor is to guide the student through the research or capstone project process, including advisement about coursework, expectations and behavior, planning thesis study or project work, general training in lab techniques, and helping the student shape their literature review.

The mentor prepares the student to meet their career or scholarship goals. For those on the thesis tract, the student is encouraged to work in the lab as much as possible and is primarily involved with their own project, including working with collaborators, but could also be involved with other projects and students.

#### **Time Commitments:**

Periodic meetings with your mentee to discuss progress.

What happens when meeting with mentee?

Pre-thesis/ Pre project:

Course work – advising

Research idea – goals, guiding lit review

Research Plan – funding, subjects, methodology, data collection & analysis, timeline, other regulatory concerns (CITI)

General concerns about program/lab

Timeline for completion

During Thesis/ Project:

Detailed timeline

The thesis involves a minimum of 6 credits that reflects about 18 to 20 hours a week, of thesis related work. The thesis may involve more time to reach completion.

The capstone project involves a minimum of 3 credits that reflects about 9 to 10 hours a week, of project related work. Care should be taken that the project should be of the scope to be completed in the timeframe.

#### **Role in the Thesis Process:**

Support mentee through all phases of research development, including public presentation of ideas, pilot data, etc.

Be familiar with MS-RS student handbook and reinforce the timelines outlined therein.

Guide the student through the thesis process and ensure all requirements of the department and the Graduate School are met.

Work with the student to determine a feasible topic and mentors.

Guide in course selection to support development of thesis research.

Meet with student each semester to discuss and approve the student's semesterly Advisement Form.

Cultivate research culture and role in academia (ie: attending seminar series, collaborating with colleagues)

#### **Role in the Capstone Project Process:**

Support mentee through all phases of the project development, including public presentation of ideas, pilot data, etc.

Be familiar with MS-RS student handbook and reinforce the timelines outlined therein.  
Guide the student through the project process and ensure all requirements of the department and the Graduate School are met.  
Work with the student to determine a feasible topic and mentors.  
Guide in course selection to support development of Capstone project.  
Meet with student each semester to discuss and approve the student's semesterly Advisement Form.  
Encourage engagement in the research culture and role in academia (ie: attending seminar series, collaborating with colleagues)

References:

Mentoring: Elements of Effective Mentoring: <http://www.buffalo.edu/provost/admin-units/faculty-affairs/mentoring/EffectiveMentoring.html>

Maximizing Mentoring by Ammerman and Tseng:  
<https://buffalo.box.com/s/bdb3bm4prjh9t3d1f5kqtahmd18qrhj>