SUNY Oswego Counseling and Psychological Services

Student Handbook

Counseling and Psychological Services Department
321 Mahar Hall, Oswego State University, Oswego, NY 13126
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INTRODUCTION

Dear Counseling and Psychological Services Student:

We are pleased to welcome you to the Counseling and Psychological Services Graduate Program at the SUNY-Oswego School of Education, and we look forward to working with you. The Counseling and Psychological Services faculty is committed to making this a positive educational experience for you as we assist you in your personal and professional development. As you begin your program, we wish you success, and hope that you take full advantage of the opportunities that are provided for you at SUNY-Oswego.

The content of this handbook contains information that will help guide you through your program. It is intended to supplement and extend information provided in the Student Handbook. It is important to keep this handbook in a safe place because the information provided will be useful throughout your entire educational career at the Counseling and Psychological Services Graduate Program.

Although this handbook provides important information, personal contact with the Counseling and Psychological Services staff members, professors, and advisors is an equally important way to gain information and advice about your program. Therefore, the staff and faculty of the Counseling and Psychological Services Graduate Program encourage you to request help or information in order to meet your personal, educational, and professional needs.

Sincerely,

The Counseling and Psychological Services Faculty and Staff

Note: The Counseling and Psychological Services Department reserves the right to make amendments to this handbook and to the rules, requirements and procedures in the Graduate Programs at any time. If material changes are made, students will be notified by appropriate means.
ADDITIONAL SOURCES OF INFORMATION

This handbook specifically focuses on the programs in the Counseling and Psychological Services Department. There is a great deal of additional information, including rules and procedures for graduate students, that is provided in other official documents of the Counseling and Psychological Services Department, School of Education and the Division of Graduate Studies.

These are:

- The CPS Department web site:
  http://www.oswego.edu/academics/colleges_and_departments/departments/cps.html

- SUNY-Oswego’s School of Education:
  http://www.oswego.edu/academics/colleges_and_departments/education.html

- The Division of Graduate Studies:
  http://www.oswego.edu/academics/graduate.html
MISSION STATEMENT

The mission of the Counseling and Psychological Services (CPS) Department is to facilitate the personal and career development of individuals from diverse and representative backgrounds who adopt professional roles that contribute to the betterment of the human condition. This mission is implemented through three programs leading to certification or credentialing in mental health counseling, school counseling (i.e. Counseling Services), or school psychology.
GENERAL INFORMATION

The Counseling and Psychological Services Department consists of eleven full-time faculty members and several adjuncts who are professionals in the field with special areas of expertise. The Department office is located in 321 Mahar Hall on the SUNY-Oswego campus.

COUNSELING AND PSYCHOLOGICAL SERVICES FACULTY/STAFF DIRECTORY

COUNSELING AND PSYCHOLOGICAL SERVICES FACULTY

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COUNSELING AND PSYCHOLOGICAL SERVICES DEPARTMENT

ADMINISTRATIVE SUPPORT

| Name            | Phone    | Office | Email                        | Title                                           |
|-----------------|----------|--------|------------------------------|                                                |
| Melissa Klefbeck| 312-4051 | 321    | melissa.klefbeck@oswego.edu  | Administrative Support Office Manager           |

COUNSELING AND PSYCHOLOGICAL SERVICES DEPARTMENT

CONTACT THE DEPARTMENT
Together with our adjunct faculty, full-time faculty members bring to each of our programs a variety of professional, training, experiential, and educational perspectives.
COUNSELING AND PSYCHOLOGICAL SERVICES GRADUATE PROGRAMS

(1) Counseling Services/School Counseling:
MS, MS/CAS -- combined. The MS is a 48 hour program, and the MS/CAS is a 60 – 66 hour program. The course requirements for the CAS-only option are determined after individual advisement.

(2) Mental Health
MS - 60 hours.

(3) School Psychology:
MS, MS/CAS -- combined. The MS is a 63 hour program, and the MS/CAS is a 63 – 69 hour program. The course requirements for the CAS-only option are determined after individual advisement.

(4) Certificate Programs
The CPS offers several certificate programs: Play Therapy and Gerontology. Certificate programs are completed under individual advisement.

Counseling Services (School Counseling):
The mission of the Counseling Services (School Counseling) Program of the CPS Department is to prepare individuals from diverse and representative backgrounds to practice as counselors in a variety of roles, which may include work as certified school counselors in the elementary and secondary school systems and student affairs practice.

Upon completion of the Counseling Services (School Counseling) Program graduates will:
1. utilize individual and group counseling skills to assist students or clients in (a) developing an awareness, understanding, and acceptance of their own ideas, feelings, values, and needs; (b) developing personal decision making skills; and (c) utilizing educational, occupational, personal, and environmental information in relation to resolving their particular concerns. Effectively communicate with parents, teachers, clients, and other professionals in areas related to personal/social development, academic achievement, and career decision-making.
2. effectively communicate with parents, teachers, clients, and other professionals in areas related to personal/social development, academic achievement, and career decision-making.
3. design and implement effective research and/or evaluation studies appropriate for the setting in which they operate.

In the Counseling Services (School Counseling) program there are three options available:

Option 1: Completion of the MS-only, including an internship and successful completion of the comprehensive examination.

Option 2: Completion of the MS/CAS including internship, successful completion of the comprehensive examination, and one (or more) of the following: A thesis; a six-credit course sequence in a specialty area; approved research.

Option 3: Completion of the CAS-only. Students who already hold a Master's degree in a functionally related area and wish to continue their education in Counseling Services (School Counseling) may enroll in a program leading to the CAS. Typically, a minimum of 30 hours, a comprehensive
examination, and the completion of one of three CAS options (see Appendix B) is required. For students with a Master’s Degree from an institution other than SUNY Oswego, a minimum of 30 hours of coursework in the CPS Department is required.

Program of Study

Counseling Services (School Counseling) and Certificate of Advanced Study

A. Requirements (48 cr)
- CPS 502 - Race, Gender, and Class Issues in Counseling credit: 3
- CPS 503 - Psychological Foundations: Personality credit: 3
- CPS 504 - Psychological Foundations: Development credit: 3
- CPS 505 - Psychological Foundations: Psychopathology credit: 3
- CPS 506 - Psychological Foundations: Learning credit: 3
- CPS 510 - Counseling Theory and Process credit: 3
- CPS 511 - Practicum in Counseling credit: 3
- CPS 530 - Orientation to the Counseling Profession credit: 3
- CPS 541 - Introduction to Group Process credit: 3
- CPS 574 - Vocational Development and Decision-Making credit: 3
- CPS 585 - Foundations of Psychological and Educational Appraisal credit: 3
- CPS 591 - Introduction to Family Systems credit: 3
- CPS 621 - Advanced Practicum & Consultation for Counselors credit: 3
- CPS 696 - Research Methods credit: 3
- CPS 618 - Internship in School Counseling credit:

B. Non-credit Requirements
- Mandated Reporter Training
- SAVE Training
- Comprehensive Exam
- Program Candidacy
- DASA 1020 - DASA Training

C. CAS* Requirement (12-18 cr)
- CPS 535 - Statistics by Computer credit: 3
- Electives as approved by advisor (9 cr)

Select one of the following: (0-6 cr)

- Thesis
- Specialty Area as approved by advisor

*Only students who have a masters degree in counseling from an institution other than SUNY Oswego must take a minimum of 30 credit hours at SUNY Oswego in order to receive their CAS degree from the CPS Department.
Mental Health Counseling:

Building upon the mission of the College and the CPS Department, the Mental Health Counseling program prepares human relation professionals to carry out a range of tasks and activities in agency, business, community, and industrial settings. The program helps students to develop an understanding of mental health and community counseling delivery systems, the complexity of human behavior, and the foundations of effective communication.

The Mental Health Counseling field is a challenging one in that it represents work in a variety of areas (e.g., alcohol abuse, personnel, vocational development, family systems) and settings (e.g., agency, business, communities and industrial). Prior to entering the field, the potential Mental Health Counseling professional must develop a model for solving human relations problems that can be applied in a wide variety of settings and situations.

Upon completion of the Mental Health Counseling program, graduates will:
1. provide primary, secondary and tertiary levels of intervention in a variety of settings and situations. This includes the utilization of skills in assessment, counseling, collaboration, program development, and program evaluation such that clients and/or organizations may move to new levels of self-understanding and effective functioning.
2. perform according to appropriate ethical standards.
3. apply knowledge of the characteristics, needs, and services available to a variety of populations, including people with developmental disabilities, mental illness, physical challenges, learning disabilities, addictions, or economic disadvantages in meeting the needs of individuals.
4. utilize knowledge of the nature and structure of systems involved in the delivery of professional mental health counseling services to facilitate decision-making and problem-solving.

The Mental Health Counseling program requires 60 hours of graduate study and leads to a Master’s degree (MS). The Mental Health Counseling Program is a licensure qualifying program approved by the New York State Department of Professions. This program is designed to meet the educational needs of persons responsible for training and development, and counseling that take place in agency, community, and industrial settings. This emphasis enhances opportunities for employment of graduates in non-educational settings.

Program of Study
Mental Health Counseling

Mental Health Counseling (60 cr)
A. Core Requirements (48 cr)
CPS 502 - Race, Gender, and Class Issues in Counseling credit: 3
CPS 503 - Psychological Foundations: Personality credit: 3
CPS 504 - Psychological Foundations: Development credit: 3
CPS 505 - Psychological Foundations: Psychopathology credit: 3
CPS 508 - Foundations of Mental Health Counseling & Consultation credit: 3
CPS 509 - Professional Orientation & Ethics in Mental Health Counseling credit: 3
CPS 510 - Counseling Theory and Process credit: 3
CPS 512 - Practicum in Mental Health Counseling credit: 3
CPS 515 - Internship in Mental Health Counseling credit: 3
CPS 541 - Introduction to Group Process credit: 3
CPS 569 - Clinical Assessment in Mental Health Counseling credit: 3
CPS 574 - Vocational Development and Decision-Making credit: 3
CPS 585 - Foundations of Psychological and Educational Appraisal credit: 3
CPS 591 - Introduction to Family Systems credit: 3
CPS 596 - Research Methods and Program Evaluation credit: 3

B. Electives (12 cr)
Choose electives under advisement.

**School Psychology:**
The mission of the School Psychology Program is to prepare practitioners to enhance the social/emotional, behavioral and academic functioning of children and adolescents and to improve the systems in which they function. School Psychology is a highly specialized profession that requires a comprehensive understanding of children and adolescents in family, community, and academic contexts and who live in a multi-cultural and pluralistic society. Consequently, training required to enter the field necessitates an emphasis on the acquisition of knowledge of psychological, educational, and systems theories, assessments, research, direct and indirect interventions, and development of applied skills and competencies with diverse populations of children and adolescents who are reinforced and assessed under field-based conditions. The School Psychology Program at SUNY Oswego is fully accredited by the National Association of School Psychologists (NASP).

Through the education and training provided, the graduate of the School Psychology Program will:

1. apply knowledge of psychological foundations of behavior, including the areas of family, school systems, human development, learning, personality, and emotional adjustment, in making or helping others make decisions that facilitate client growth.
2. conduct and interpret educational and psychological assessments to generate appropriate academic, social and emotional benefits to children and adolescents (data-based decision making).
3. design, monitor, implement, and evaluate the effectiveness of instruction and interventions for students who are at-risk for learning and/or emotional disabilities, students who are diagnosed with educational disabilities, and students from culturally and/or linguistically diverse backgrounds.
4. provide consultation to individuals, groups, and agencies that will enhance the social-emotional behavioral and academic growth of children and adolescents.
5. perform according to the ethical standards of the profession. This requires and awareness of ethical, philosophical, and legal issues, as they pertain to the role of school psychologist.
6. design and implement research, including single subject interventions and program evaluations, in accordance with professional standards of scientifically-based research methods.
7. interpret research findings to guide data-based decision-making and enhance the lives of children.
8. apply collaborative problem-solving strategies in planning interventions that assist individuals in improving their adjustment to family, school and community settings.

The School Psychology program requires 63 - 69 hours of graduate study and leads to the
Master’s Degree (MS), Certificate of Advanced Study (CAS), or the awarding of both the MS and CAS. Upon completion of 63 hours of coursework in the School Psychology program (which includes a six credit hour approved internship), the student is eligible to apply for provisional certification in New York State as a School Psychologist.

**Program of Study**

**School Psychology, and Certificate of Advanced Study (63-69 cr)**

A. Required Foundations and Professional Courses (21 cr)
- CPS 503 - Psychological Foundations: Personality credit: 3
- CPS 504 - Psychological Foundations: Development credit: 3
- CPS 505 - Psychological Foundations: Psychopathology credit: 3
- CPS 506 - Psychological Foundations: Learning credit: 3
- CPS 510 - Counseling Theory and Process credit: 3
- CPS 511 - Practicum in Counseling credit: 3
- CPS 585 - Foundations of Psychological and Educational Appraisal credit: 3

B. Required Statistics and Research Methodology (6 cr)
- PSY 580 - Advanced Psychological Statistics (contact dept. for information)
- CPS 696 - Research Methods credit: 3

C. Required Specialized Courses (under advisement) (24 cr)
- CPS 507 - Educationally Disabling Conditions and Other Learning Differences credit: 3
- CPS 587 - Individual Cognitive Assessment credit: 3
- CPS 588 - Academic and Educational Assessment credit: 3
- CPS 589 - Social, Personal, and Ecological Assessment credit: 3
- CPS 609 - Seminar in Professional Problems in School Psychology credit: 3
- CPS 686 - Consultation for Counselors and School Psychologists credit: 3
- CPS 688 - Academic and Educational Interventions credit: 3
- CPS 689 - Social/Emotional and Systems Interventions credit: 3

D. Required Field Experience (12 cr)
- CPS 613 - Practicum in School Psychology credit: 3
- CPS 614 - Advanced Practicum in School Psychology credit: 3
- CPS 617 - Internship in School Psychology credit:

E. Electives (0-6 cr)
- Elective course(s), under advisement.
INDIVIDUAL STUDENT PROGRAM

Upon acceptance into one of the degree programs offered by the Counseling and Psychological Services Department, students are assigned a faculty advisor. During Orientation, students will have the opportunity to meet with their faculty advisor, and plan an Individual Student Program (ISP). The ISP is developed collaboratively by the student and the advisor and in reference to the student’s prior experiences, current interests, and future goals. At Orientation, transfer of credits (a maximum of 6), waiver of courses, selection of electives, and other important matters are discussed, and a program of study is established. The ISP lists all courses that must be taken by the student in order to complete his/her course of study. *Many core courses must be taken in their appropriate sequence, so it is necessary to work closely with your advisor.* The completed program must be signed and approved by the student and their advisor.

One of the major goals of the CPS programs is to enhance the development of the each student’s professional competence. Because professional development cannot be analyzed on an entirely objective basis, the student should discuss his/her professional development periodically with the advisor. Specifically, professional development should be discussed and analyzed at the following times throughout the program: admission, candidacy, comprehensive examination, practicum, internship, and prior to graduation.
CPS Department Student Handbook

COUNSELING AND PSYCHOLOGICAL SERVICES DEPARTMENT POLICIES

CURRENT CONTACT INFORMATION

Your advisor, the CPS Department and the School of Education periodically may need to contact students for a variety of reasons. If you change your address, phone number or email, please give the new contact information to the CPS Administrative Support Manager at cps@oswego.edu or 315-312-4051. Thank you.

CPS DEPARTMENT STUDENT ORIENTATION

All first year CPS students are required to attend the CPS Department student orientations held in May. This orientation is a valuable experience because you will be able to meet fellow students and faculty members. If you cannot attend this scheduled orientation, you should ask Melissa Klefbeck in the CPS Department Office for any handouts distributed. You should contact your advisor and schedule a meeting, prior to registering for courses if you were not in attendance.

SCHOOL OF EDUCATION DIVERSITY POLICY

The faculty of the School of Education envision and are deeply committed to the creation of a fair and equitable society. The School of Education seeks to realize this ideal through the preparation of professional educators who can function as socially conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes. Such educators value differences in their classrooms, seeing them as positive and desirable; they employ both pedagogy and curricula that promote social justice and address social justice issues. Social justice is a foundational principle in the School’s Conceptual Framework.

Our society is diverse, and we honor and see strength in that diversity. In our efforts to create a truly just society, we must conceptualize diversity as broad, inclusive, and amenable to evolving definitions. The definition of diversity at a minimum addresses the issues of age, ethnicity, race, gender, religion, sexual orientation, socioeconomic status, and the issues of persons with disabilities. In addition, it is recognized that people also experience injustices for many other reasons (i.e., marital status, military experience, parental status). While the primary intention in defining diversity is ultimately to create a fair and equitable society, it is also to provide redress to persons who are members of groups that have traditionally experienced overt and institutional discrimination. Injustices may be reflected in the policies, procedures, and activities of organizations at SUNY Oswego. The faculty and staff will strive to change any such policies, procedures, and activities that are discriminatory or unjust.

If any student would benefit from accommodations in accordance with the Americans with Disabilities Act please contact your instructor or Disability Support Services at: 315-312-3358; 155 Marano Campus Center. For more information go to: http://www.oswego.edu/student/services/disabilities/accessing_accommodations.html
PROGRAM ADVISORS

Each student accepted into the Counseling and Psychological Services Department is assigned an advisor. Upon being notified of your advisor, it is important for you to arrange a meeting with this faculty member in order to develop your program of study. A meeting should be arranged before you register for your first courses to ensure that you approach your coursework in an optimum sequence. The role of the program advisor is extremely important for your success in your program. Advisors assist in developing programs of study, solving problems, monitoring students’ progress and providing other types of help and support when needed. You should arrange personal meetings with your faculty advisor at regular intervals. Even if you do not have a particular problem, be sure to get together with your advisor at least once a year.
EVALUATION, RETENTION AND DISMISSAL PROCEDURES

Ongoing student evaluations occur, in part, through each course taken. Each student is admitted into the program based on an evaluation of academic, professional and personal characteristics associated with success in the student’s program. However, unanticipated issues can emerge or personal crises and difficulties may arise that interfere with a student’s continued success in the program. For these reasons, Counseling and Psychological Services Department Program faculty continuously monitor students’ progress through their program—informally throughout the year and formally once a year for all students.

Please see the SUNY Oswego Handbook: http://www.oswego.edu/student/handbook.html for information regarding SUNY Oswego Student Rights and Responsibilities, College Policies (including attendance policies, grade appeal, etc.) the Nuclear Emergency Plan and etc. This handbook contains additional information on how dismissal may also result from harassment, academic misconduct, or violation of other university rules.

SUNY Oswego abides to the state law regarding non-attendance because of religious beliefs, as expressed in the graduate student bulletin (available at:
http://catalog.oswego.edu/content.php?catoid=27&navoid=1943#abse_from_class ). If you are unable to attend class for religious reasons, please notify your instructor in advance to make the necessary arrangements for any due assignments.
INDICATORS OF PROFESSIONAL READINESS

Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CPS Department will also be evaluated on the following professional readiness indicators.

**Indicators of Professional Readiness:** Essential characteristics expected of all candidates matriculated in a degree program in the CPS Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback;
6. Ability to integrate and make changes based on communicated feedback;
7. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
   - Appropriate dress
   - Promptness
   - Respectful attitude and behavior;
8. Ability to work effectively with administrators, staff, students/clients, and parents;
9. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
10. Demonstrated adherence to the ethical guidelines related to Ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
11. Demonstrated ability to practice in a manner consistent with the ACA/NASP ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.
INTERDEPARTMENTAL COMMUNICATIONS

All communication within the department, between faculty, students, and staff will occur electronically through the <oswego.edu> e-mail address provided by the college.

Additional information such as dates and procedures for signing up for exams, such as the Counselor Preparation Comprehensive Exam (CPCE) and School Psychology PRAXIS II Exam can be found at the department website www.oswego.edu/cps. In addition, many of the CPS faculty members have their own websites and Learning Management System sites (LMS) where you can find information regarding their research, syllabi, course outlines, and forms needed for class.

You will also obtain an account within the School of Education’s TK-20 system in which you will periodically complete assigned tasks and where your site supervisors and university professors will record key assessment data related to your progress in the program. Please see: https://oswego.tk20.com/campustoolshighered/start.do to begin this process.
CANDIDACY

Candidacy constitutes formal matriculation into the CPS Department. Procedures for acquiring candidacy status will be implemented between 12-30 graduate hours for the 60+ hour programs (MS in Counseling Services [School Counseling], MS in Mental Health Counseling, and MS in School Psychology) and between 12-18 graduate hours for CAS only programs. The faculty decision on candidacy status will be based on overall assessment of student progress. The minimally acceptable level of academic performance is a 3.0 grade-point average. Equally important is an analysis of the student’s professional development, readiness, and professional dispositions. The combined faculty-student sequence of candidacy procedure is as follows:

A. When a degree student completes the appropriate number of hours in the program, and is enrolled in CPS 511, 512 or 513, he/she requests the application for candidacy from the Graduate Studies Office. This form will also be available online. The student completes this form and returns it to the Graduate Studies Office, who forwards the application and an updated transcript to the CPS Department.

B. Typically, this takes place in the middle of the semester in which the student is enrolled in Practicum. Students must have obtained candidacy to enroll in other field experiences.

C. At this point, the advisor makes a recommendation to the department regarding candidacy of the applicant utilizing, in part, the Skill Competencies and Professional Characteristics Rating Form (see Appendix D).

D. The CPS Department chairperson informs the student of his/her status and notifies the Graduate Studies Office of the Department’s decision.

In the event that candidacy is not granted, the student's advisor and Department Chairperson will meet with the student. If candidacy is denied, students will not be permitted to progress in their program.
CERTIFICATION

All programs in the School of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP). The Counseling Services (School Counseling) and School Psychology Program are also approved by the New York State Education Department for program certification. The School Psychology Program is also accredited by the National Association of School Psychologists (NASP).

Students in the School Psychology Program who have completed 63-69 hours of graduate study, including an approved internship in the CPS Department, and those students in Counseling Services (School Counseling) who have completed 48 hours, including an approved school counseling internship, are eligible for an initial certification. Once the Graduate Office has received confirmation of completion of degree requirements from the student’s advisor, the Graduate Office then sends the graduating student a letter with certification paperwork and instructions. Individuals can apply for Professional Certification from the New York State Education Department after two years of full time employment in their field.

Students who are obtaining certification in New York must be fingerprinted, and fingerprinting is required in many schools prior to practicum placements and nearly all schools prior to internship. Please visit the TEACH website http://www.highered.nysed.gov/tcert/ospra/fpprocess.html for more information about fingerprinting procedure and requirements.
CHECKLIST FOR COMPLETION OF DEGREE REQUIREMENTS

A. Satisfactory completion of course work, as specified on the Individual Student Program (ISP)
B. Degree Candidacy is received
C. Satisfactory completion of comprehensive examination
D. For CAS programs in Counseling Services (School Counseling) or School Psychology, satisfactory completion of Individual Project; 1 of 3 options (See Appendix B for details)
E. Satisfactory completion of internship or equivalent field study course
F. Satisfactory completion of Dignity for All School Act (DASA) training, and Safe Schools Against Violence in Education (SAVE) training (School Psychology & Counseling Services (School Counseling) only).
G. Satisfactory completion of the Mandated Reporter Training (all programs)

Note: Time limits for completion of degree requirements are as follows:
Courses completed more than seven years before the term in which the degree is to be awarded will not be credited toward the degree. In the event that attendance has been interrupted by military service or similar activity, the student may petition the Department for an extension of this time limit.

APPLICATION FOR DEGREE

All students must apply to graduate in order to receive their degree. Applying on time will avoid possible graduation problems and ensure your name is printed in the commencement program.

1. It is the responsibility of the student to file an application for the advanced degree when graduation is expected. Forms for this purpose may be secured at the Graduate Studies Office or completed online.
   To apply online, go to the Student Records tab in myOswego
   Click on “Apply for Graduation”
   Follow the on-screen instructions

2. Once a degree candidate has completed all requirements for the program of Graduate study, the student’s advisor certifies to the Dean that such has been accomplished. Please check with the Registrar’s office to check for the accuracy of the dates below.
The following schedule must be maintained.

   For May Graduation                      Deadline
   February 15th

   For August Graduation
   February 15th
   (Students who file for August Graduation are automatically included in and invited to participate in the May Ceremony)
For December Graduation October 1st

*Applicants who file after the preferred deadline must realize that final program processing will be conducted later for their records, and therefore, transcript verification of the awarding of the degree and/or certificate may be delayed. The actual mailing of the diploma and/or certificate will be made at the earliest possible date. However, filing by the extended deadline will result in a delay in their issuance. Filing after the preferred date will also make it unlikely that the student's name will be included in the graduation program.
PROFESSIONAL DEVELOPMENT OPPORTUNITIES

There are many professional opportunities available to you at SUNY Oswego, the in the Oswego, Greater Syracuse and Rochester area, and beyond. These opportunities include workshops that are designed to help you meet your professional and educational needs, lectures, workshops, conferences and educational opportunities offered within the CPS Department, the College, and the community that can contribute to your personal and professional development. These opportunities include workshops that are designed to help you meet your professional and educational needs, including a Master’s thesis workshop, an CPCE/NCE/Praxis exam workshop, and others that will be announced.

PROFESSIONAL MEMBERSHIP

It is important for professionals in the fields of Counseling and Psychology be an active part of their professional communities. It is strongly encouraged that students explore professional involvement opportunities and professional membership in their respective fields of study. Below you will find a list of recommended organizations for membership:

A. American Counseling Association  
   www.counseling.org
B. American Psychological Association  
   www.apa.org
C. American Mental Health Counseling Association  
   www.amhca.org
D. American School Counseling Association  
   www.schoolcounselor.org
E. National Association for School Psychologists  
   www.nasponline.org
F. New York Mental Health Counseling Association  
   www.nymhca.org
G. New York School Counseling Association  
   www.nyssca.org
H. New York Association of School Psychologists  
   www.nyasp.org
JOB PLACEMENT AND CREDENTIALS FILE

The SUNY Oswego’s Compass Career Center assists students in their search for professional positions. As students near graduation, it is a good idea to contact the Compass in order to obtain information on recommended procedures to follow in searching for a job. Students have the option of creating a professional file that includes their academic record, resume, letters of recommendation, and any other information that is needed when applying for jobs or further graduate study. By establishing a file, you are able to keep all the information needed in the application process together and it is available to be sent to prospective graduate schools, credentialing bodies, and employers upon your request. The Compass also has helpful information about resume writing, interviewing, job searching and other career-related information. Compass Career Center is located at 145 Marano Campus Center; 315-312-3142.

LETTERS OF RECOMMENDATION AND ENDORSEMENTS

Students may request letters of recommendation and endorsement from program faculty for credentialing, doctoral program applications, or employment purposes. Ethically, graduate faculty may endorse students for employment only in the area(s) for which they have been trained. Students should not list faculty members as references on job applications, university applications, or resumes/vitae without first obtaining the consent of the faculty member. The more familiar a faculty member is with the students’ academic work, professional experience, character, and other qualifications, the better reference or recommendation they can give.

Neither the program nor the faculty members are obliged to serve as references or write letters of recommendation for students, but when faculty members can do so in a way that can be meaningful and helpful to students, they are usually happy to do so. Please give faculty members ample notice when requesting letters of recommendation.
CPS Department Student Handbook

STUDENT RESOURCES

Counseling Center

The SUNY Oswego Counseling Center is located at 113 Walker Health Center. Counseling Services are free to students who are registered for courses at SUNY Oswego. The Counseling Center offers individual, group and couples counseling. For more information please call 315-312-4416.

Quality of Writing

Often the form as well as the content of your written work will be a part of your evaluation and grade. Correct grammar, punctuation, spelling and organization and clarity of thought will be assessed. Please contact the SUNY Oswego Writing Center. For more information about scheduling a session with a writing tutor please go to http://www.oswego.edu/academics/support/OLS/wc.html
APPENDIX A

GUIDELINES FOR COMPREHENSIVE EXAMINATION

All programs within the Counseling and Psychological Services (CPS) Department require the successful completion of a comprehensive examination. Since January 2002, the CPS Department has utilized nationally prepared and standardized examinations for each program's comprehensive examination. Specifics for each of the comprehensive examinations are given below. Students enrolled in the School Psychology program typically sit for their examination during their internship year. Students in the Counseling Services (School Counseling) program typically sit for their examination during their internship semester. Students enrolled in the Mental Health Counseling program typically sit for their examination upon completion of 40 semester hours of coursework. All students must have obtained candidacy to sit for the comprehensive examination.

Preparing for the examination should begin early and should involve a broad range of preparatory actions so that students may achieve a "professional synthesis" of their varied training experiences. A review of textbooks, lecture notes, and other course materials should serve as one component of the review process. It is important to note that students will be accountable for material covered in those required courses that were waived during the development of the student's Individualized Student Program.

Note: The comprehensive examinations are pass/fail. If a student does not successfully pass the examination, he or she must retake the entire examination.

THE COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE)

Both the Counseling Services (School Counseling) Program and the Mental Health Counseling Program use the CPCE for their comprehensive examination. Students enrolled in either program are expected to take and pass the CPCE as part of their graduation requirements. In addition, students in the Counseling Services (School Counseling) CAS-only program are expected to successfully complete the CPCE.

Content: The CPCE is published by the Center for Credentialing & Education, Inc. (CCE); an affiliate of the National Board for Certified Counselors, Inc. (NBCC). The
CPCE consists of 160 items covering the eight common-core areas identified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP):

1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation and Ethics

**Preparation:** There are study guides available for purchase online and in the CPS office.

**THE SCHOOL PSYCHOLOGY PRAXIS EXAM**

Students in the School Psychology Program, including students in the CAS-only program, are required to take the Praxis II Exam for School Psychologists, which is administered by ETS. The Praxis II is also required for program graduates to become Nationally Certified in School Psychology (NCSP).

**Content:** All information regarding the exam is found on the NASP website. Beginning in September 2014, the Praxis II Exam consists of 140 items from the content domains of the NASP Practice Model. Item distributions are as follows:

1. “Professional Practices, Practices that Permeate All Aspects of Service and Delivery (approximately 42 items)”
2. “Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) (approximately 32 items)”
3. “System-Level Services (approximately 22 items)”
4. “Foundations of School Psychological Service Delivery (approximately 44 items)”
APPENDIX B

CAS OPTIONS

There are three possible options the student may consider if they chose to complete a CAS degree. Before earning a CAS degree, all students must hold a Master’s degree in a relevant field, have a minimum of 30 credit hours of graduate coursework taken within the CPS Department at SUNY Oswego, have completed an internship under the supervision of CPS faculty, and have successfully passed a comprehensive examination. The student may then elect to complete one of the following three options:

Option 1: Completion of a two course sequence.

- Six additional credits are completed (under advisement), and sequenced so the student has additional training in a “specialty” area.
- Coursework is contingent on courses currently offered.
- Possible course sequences include:

  - CPS 502 and CPS 595 (Trans-gendered Individuals or Human Sexuality, Diversity Specialty) - School Psychology Only.
  - CPS 502 and CPS 541 or CPS 591 Counseling Specialty - School Psychology Only.
  - CPS 507 and CPS 595 (Courses related to individuals with disabilities), Disabilities Specialty, Counseling Services (School Counseling) Only
  - CPS 508 and CPS 509 Mental Health Issues Specialty
  - CPS 514 and CPS 595 Behavioral Interventions/Management Specialty
  - CPS 530 and CPS 531 Student Affairs Issues Specialty
  - CPS 560 and CPS 561 Drugs/Alcohol Specialty
  - CPS 574 and CPS 674 Career Counseling Specialty - School Psychology Only
  - CPS 588 and CPS 589 Assessment Specialty, Counseling Services (School Counseling) Only
  - CPS 590 and CPS 595 Expressive Arts/Creative Arts Specialty
CPS 592 and CPS 603/604  Play Therapy Specialty
CPS 595 and CPS 595  Diagnosis and Psychopathology
CPS 595 and CPS 595  Trans-gendered Individuals, Human Sexuality
CPS 595 and CPS 595  Alternative therapies (e.g. meditation, hypnosis, dreamworks)

*Others may be approved by advisor*

**OR**

**Option 2: Submission of a scholarly activity**

- This option follows a process similar to the one outlined below for thesis development and involves the development of a précis with a selected faculty member who acts as a mentor.
- The student, in consultation with his or her mentor, develops specific criteria and goals for the student project, and the mentor makes the ultimate determination whether the criteria and goals were successfully met.
- Acceptable projects include the submission of an article for publication in a peer-reviewed journal, submission of a paper for presentation at a regional or national conference, and/or the development of a significant resource for educators, counselors, or school psychologists.

**OR**

**Option 3: The satisfactory completion of an approved thesis or project (see the Guidelines for Research Projects that follows).**

**GUIDELINES FOR RESEARCH PROJECTS**

Three important purposes of the Research Project requirement for the Certificate of Advanced Study (CAS) are: (1) to serve as a vehicle for demonstration of the student's
competencies in research; (2) to prepare intelligent consumers of research; and (3) to make a contribution to the research literature.

A research project may employ experimental, quasi-experimental, correlational, or causal comparative designs or involve qualitative or mixed method research. Other less traditional methods of research may include demonstration projects, preparation of videotaped programs, historical reviews, or program evaluation. Such projects should have a specific objective that typically involves achieving a change in the delivery of educational or psychological services within a particular setting.

Projects should adhere to the general requirements of research studies in terms of stating clear research objectives and an appropriate methodology to achieve these objectives. The written products should follow formats that include the components described in the most recent edition of the *Publication Manual of the American Psychological Association*. Some changes in format may be necessary, particularly for less traditional projects; however, these departures should be made under the project committee's advice. The CPS Department has adopted the following guidelines and procedures for completing Research Projects.

The student selects a problem to investigate in consultation with a faculty member. At this time the student identifies two other faculty members with whom he or she wishes to serve of the project committee, making a total of three committee members. Two of the three faculty members, including the chair of the research committee, need to be selected from faculty in the CPS Department. A third member may be any qualified person with expertise in the area of inquiry. By agreeing to serve on the student's committee, the faculty member commits him or herself to supervising the development of a formal proposal and working closely with the student throughout its implementation once the proposal has been accepted. Although the committee
members are expected to share equally in the supervision of the project, the committee chair assumes the additional responsibility for administrative details. The committee chair is also responsible for resolving any differences of opinion that may arise between the student and the committee members.

After the establishment of the committee, a preliminary literature review, and an assessment of the feasibility of conducting the investigation, the student writes a précis (i.e., a three to five page concise summary) that includes a statement of the problem, tentative hypotheses, and the procedures to be employed. Once the précis is reviewed and approved by the entire committee, the student develops a formal proposal.

The student under the supervision of the committee develops the proposal, and there is no obligation for the committee to accept a proposal developed for the CPS 696: Research Methods course. Once proposal is reviewed, refined, and approved by the committee members, the student schedules a date to defend the proposal to the entire CPS faculty.

**Human Subjects Committee Approval**

All research that involves the use of human subjects requires the investigator to obtain approval from the SUNY Oswego Human Subjects Committee prior to conducting the study. In the case of the research project, the student is responsible for initiating contact with this university-wide committee and for adhering to the procedures needed to obtain the committee’s approval. Typically, the co-chairs of the Human Subjects Committee are faculty members from the Psychology Department. The necessary forms can be obtained at http://www.oswego.edu/administration/ORSP/research_committees/human_subjects.html. It is recommended that the student begin the process of obtaining this approval as the proposal is nearing completion.
Distribution to Faculty/Approval

After the proposal has been completed to the satisfaction of the student and the committee, copies are prepared in sufficient number for distribution to each member of the CPS faculty. Copies are to be distributed at least two weeks prior to assigned defense date. The student is also responsible for sending letters of invitation to other possible interested people to the oral defense. Students will receive feedback at the oral defense and are expected to incorporate the feedback in consultation with his or her committee.

Once a proposal has been accepted, the student carries out the project under the committee's advisement. The student and the committee are responsible for determining the extent to which the project meets the appropriate ethical, technical, and substantive standards. The student sends copies of approved finished projects both to the Department Chair and the Graduate Office.

If a committee member leaves the CPS department, it is the student's responsibility to obtain the consent of another CPS faculty member to serve on the project committee. In the event another committee member cannot be obtained, the Department chairperson will designate one. The department will provide neither supplies nor secretarial assistance to students working on Research Projects.

Important Reminders

The Counseling and Psychological Services Department requires students to be registered for CPS graduate course(s) during any semester in which they wish to have faculty assistance with Research Projects. In the case of a student who has completed course requirements in the degree program, but who has not completed the Research Project, it will be necessary for him/her to register for CPS 698: Research Project – Research.
The number of credit hours for which the student must register (in CPS 698) ranges from one to three, depending upon the anticipated amount of faculty involvement. If a project committee has not yet been established, or the student has not yet prepared in writing any part of the first draft of the proposal, the student will be required to register for three semester hours. If a project committee has been established and the proposal already approved by the CPS faculty, the student will be required to register for one semester hour.

Students who register for CPS 698 for the purpose of faculty assistance with the Research Project may not apply those credits towards degree or certification requirements. Projects will be the independent work of the student author(s), and any references to the work of others will be properly acknowledged.

**Research Project Format**

The format of Research Projects completed in the CPS Department includes the sections listed below. In general, all projects should adhere to the recommended guidelines presented below as fully as possible.

Sections listed in parenthesis are not required in all projects. Sections marked by an asterisk are required for the proposal that is presented to CPS faculty.

*Title Page
(Acknowledgements)
Abstract
Table of Contents
(List of Figures) - w/titles
List of Tables - w/titles
*Chapter I. Introduction
*Chapter II. Related Literature
*Chapter III. Method
Chapter IV. Results

Chapter V. Discussion

*References

(Appendices)

Please review the guidelines in the most recent edition of the *Publication Manual of the American Psychological Association* for guidelines for writing research manuscripts. This will help the student better understand what is included in each section, how the sections should be headed and formatted, how to cite and reference all sources, and how to incorporate precision and clarity of language into the paper. It is expected that the student will adhere to all *Publication Manual of the American Psychological Association* guidelines. Papers that neglect to adhere to this format will not be reviewed by the committee for consideration.

**Completed Projects**

When the student has completed a Research Project to the satisfaction of the committee members, he/she is to submit four final copies, and two black thesis binders, to the CPS Office. All copies (the original transcript and three photocopies) are then submitted to the Dean of Graduate Studies. After the Dean reviews and approves the thesis, the original and one copy are forwarded to Penfield Library to be bound for permanent filing and reference use. The other two copies are returned to the CPS Department and placed in the Lucy Wing Library.

Some specific guidelines for manuscript preparation are presented in the following set of guidelines.

**Guidelines for Manuscript Preparation**

**Paper**

The original completed copy of the Research Project is to be typed on 8 1/2 x 11 inch twenty pound bond or resume paper. Copies must closely approximate the original in terms of clarity of typing and quality of paper. Times New Roman 12 pt. font must be used in the final manuscript.
Margins

Leave uniform margins (1 inch) at the top, bottom, and right of each page. Left margins must be 1 1/2 inches, to allow for binding. All typing (including footnotes, headings, but not page numbers) is to be confined to the space within these margins.

Pagination

Each page of the manuscript, with the exceptions noted below, is to be numbered using Arabic numerals on the upper right-hand corner of the page 3/4 inch below the top edge. However, the title page, half-title pages, and pages on which chapter titles appear do not have numeral typed on them although their page numbers are implicit in the numerical sequence. Pages prior to the first page of the text (e.g., forward, table of contents, list of tables, etc.) are numbered using small Roman numerals centered on the page, 3/4 inch below the top edge.

Tables and Figures

All tables, graphs, figured, and so forth are to be inserted in the text pages so as to facilitate reading and comprehension of the manuscript. Tables are to be numbered consecutively, as per APA guidelines. Figures are to be numbered similarly. Thus the number 1 will be assigned to the first table (Table 1) and also to the first figure (e.g., Figure 1). In general, tables and figures will not be inserted within the text of any page, but will be prepared on separate sheets and inserted between appropriate pages of the text. Pagination will follow the conventions previously described. Sample formats for tables and figures may be found in the most recent version of the APA Publication Manual.

Title Page, Table of Contents, and List of Tables

A sample format for the title page of the Research Project is appended. Samples of appropriate formats for table of contents, list of tables, lists of figures, and so on, may be found in the most recent version of the APA Publication Manual.
Power Strategies in the Management of
School Phobia

Elizabeth M. Jones

A Thesis

Submitted to the Faculty
of the Department of Counseling and Psychological Services
in Partial Fulfillment for the Degree of
Certificate of Advanced Study
School of Education
State University of New York College at Oswego
June, 2013

Approved:
Thesis Advisor

Dean of Graduate Studies
TO: ___________________________ DATE: ___________________________

FROM: ___________________________ Chairperson

RE: Topics of Research Project Advisement

This is to confirm the approval of:

1. ___________________________ Chairperson
2. __________________________________
3. __________________________________

as members of your committee for the Research Project in the topical area of:
Research Project Progress Report

Student’s Name: ___________________________ SP _____ CS _____

Title of Project

________________________________________________________

________________________________________________________

The following faculty members have agreed to serve as the committee for the above project:

Committee Chairperson: ___________________________ Date: __________

Faculty Committee Member: ___________________________ Date: __________

Faculty Committee Member: ___________________________ Date: __________

Proposal submitted to faculty: ___________________________ Date: __________

Action by the faculty: ___________________________ Date: __________

Approval: ___________________________ Date: __________

Denial of Approval: ___________________________ Date: __________

Project accepted by committee: ___________________________

Faculty Committee Chairperson: ___________________________

Committee Member: ___________________________

Committee Member: ___________________________

Project submitted to Department Chairperson: Date: __________

Accepted by Department Chairperson: ___________________________
APPENDIX C

PROCEDURES FOR INDEPENDENT STUDY (CPS 599 AND CPS 699)

The independent study code for class registration for first year graduate students (with fewer than 30 semester hours) is CPS 599, and for second year graduate students (with 30 or more semester hours), is CPS 699. Independent study courses are not intended to replace existing courses offered regularly by the Department. Students may not register for independent study in a course offered during the same semester.

The procedure for students enrolling in independent study is as follows:

1. Prior to registration or pre-registration, the student contacts the faculty member with whom he or she wishes to enroll for independent study, indicates the subject matter and focus of the study, and requests an agreement from the faculty member to supervise such a course.

2. A tentative course outline should be developed by the student, in conjunction with the supervising faculty member, with the focus of the independent study clearly identified. If the course is taken in lieu of another CPS course, this course number and title are listed in parentheses as well as the topic investigated.

Example: CPS 699- Independent Study (Behavioral Counseling)

The methods for evaluating student performance also are determined at this time.

3. The student is expected to assume a major initial responsibility and direction for the course outline. The faculty member serves as a resource person and a catalyst in this activity.

4. After steps (1) and (2) are completed, the student obtains permission for the course from the Department chairperson, who is responsible for reviewing the proposed course and determining its relevance for the student’s program. A copy of the approved course outline is placed in the student’s file. A second copy is sent to the Graduate Studies Office.

5. The above steps must be accomplished before the student is permitted to register for
Independent Study, CPS 599 or CPS 699.

6. Periodic conferences throughout the semester are scheduled so that the faculty member and student have the opportunity to interact. The faculty member provides guidance and focus in the implementation of the proposed study.

The course outline for CPS 599 and CPS 699 may be used as a template to guide the student in his or her development of an appropriate course outline that suits the purposes of the Independent Study he or she has planned. With the exception of Sections III, IV, and V, sections of the course outline must be modified (i.e., customized) to reflect specifically the plan that will be used in the particular project proposed by the student.
I. **Course Number and Credit:** Counseling and Psychological Services  
   CPS 599 (First year students)  
   CPS 699 (Second year students)

II. **Course Title:** Independent Study - Specific Title

III. **Course Description:** (For Catalog) Individualized plan of study under the direction of a faculty member on a specialized topic of relevance to counseling and psychological services.

IV. **Prerequisites:** Graduate standing and permission of the department chairperson.

V. **Justification for the Course:** This course permits a student to investigate a topic of special significance to him/her under the direction of a staff member selected to monitor his/her study and serve as a resource person. Thus **Independent Study** expands the possible topics for investigation available to students and makes use of specialized faculty knowledge and skills only partially exploited through the structure of the regular course offerings.

*VI. **Course Objectives:** Objectives of **Independent Study** vary depending upon the topic and focus of the investigation. In general, objectives encourage a student and faculty member to participate in mutual exploration of specific issues and/or skills relevant to the practice of school psychology, counseling, and/or the delivery of human services.

*VII. **Course Outline:** The individualized course plan evolves in the following manner.

1. Prior to registration or pre-registration the student contacts the faculty member with whom he/she wishes to enroll for independent study, indicates the subject matter and focus of the study, and obtains an agreement for such a course.

2. A tentative course outline should be developed. The student and faculty member are mutually involved in this process. However the student is expected to assume the major initial responsibility and direction. The faculty member serves as a resource person and a catalyst in this activity.

3. After (1) and (2) the student obtains permission for the course from the department chairperson who will be responsible for reviewing the proposed course and
determining its relevance for the student’s program.

4. The above steps must be accomplished before the student is permitted to register for CPS 599 or CPS 699.

5. Course outlines are to be filed with the department chairperson and the Graduate dean.

*VIII. Methods of Instruction: Periodic conferences throughout the semester are scheduled so that the student and faculty member have the opportunity to interact. The faculty member provides guidance and focus in the implementation of the proposed study.

*XII. Means of Evaluation: The choice of written and/or practical assignments will be dependent upon the issues and/or competencies that are selected for study. The student may present position paper, annotated summaries of pertinent literature and/or research, demonstrations, audio tapes, video tapes, research projects, case studies, and/or application projects.

*X Bibliography: Bibliographies will be developed for the selected independent study topics.

* Items V, VI, VIII, and X will vary for each student and will be included on an individual course outline which will be filed in the Counseling and Psychological Services Office and the Office of the Dean of Graduate Studies and Research.

Signed:

Department Chairperson

Date:

________________________________________________________________________
### Appendix D

#### SKILL COMPETENCIES and PROFESSIONAL CHARACTERISTICS

**RATING FORM FOR PRACTICUM STUDENTS IN CPS 511-512-513**

<table>
<thead>
<tr>
<th>Technical and Interpersonal Skill Competencies</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Insufficient Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Can state the assumptions, strategies, and goals of selected theories of counseling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Is able to formulate a model for counseling that reflects the various stages of client growth anticipated in the counseling process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Is able to open a counseling session appropriately:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) is friendly, pleasant, relaxed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>(b) introduces role of counselor, purpose of counseling</td>
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<td>(c) establishes confidentiality limits</td>
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<td>(d) assumes appropriate level of responsibility for session</td>
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<td>4 Creates an accepting atmosphere for the client:</td>
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<td>(a) is accepting of client's feelings</td>
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<td>(b) is accepting of client's expressed thoughts</td>
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<td>5 Demonstrates attending behaviors appropriately</td>
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<td>(a) allows silence</td>
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<td>(b) acknowledges nonverbal behavior</td>
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<td>(c) uses minimal encouragers</td>
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<td>6 Is able to communicate in a coherent and meaningful way</td>
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<td>7 Is able to identify and assess the client's concerns by:</td>
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<tr>
<td>(a) paraphrasing/restating</td>
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<td>(b) using open-ended questions</td>
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<td>(c) seeking clarification</td>
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<td>(d) using probes</td>
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<td>(e) noting a theme</td>
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<td>8 Is able to set mutually agreeable goals</td>
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<td>9 Is able to set measurable goals</td>
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<td>10 Demonstrates ability to help client growth through the techniques of:</td>
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<td>(a) restatement</td>
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<td>(b) reflection of feelings</td>
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<td>(c) reflection of content</td>
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<td>(d) questioning</td>
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<td>(e) interpretation</td>
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<td>(f) confrontation</td>
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<td>(g) summarizing content</td>
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<td>(h) summarizing feelings</td>
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<td>(i) giving feedback</td>
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<td>(j) using immediacy</td>
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*(complete other side)*

44
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<thead>
<tr>
<th>Technical and Interpersonal Skill Competencies cont'd</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Insufficient Information</th>
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<tr>
<td>11 Demonstrates congruence between personal feelings and communications.</td>
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<td>12 Uses self-disclosure appropriately</td>
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<td>13 Is able to hold personal values and opinions in abeyance while counseling.</td>
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<td>14 Able to assist the client to identify alternate ways of defining problems and solutions by using:</td>
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<td>(a) reframing</td>
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<td>(b) brainstorming</td>
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<td>(c) role-playing</td>
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<td>15 Is able to end a session in a timely manner, summarizing appropriately</td>
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<td>16 Able to evaluate the effectiveness of the counseling session.</td>
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<td>17 Recognizes when the client's needs are beyond his/her counseling competence.</td>
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<td>18 Works effectively with diverse populations</td>
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<td><strong>Attitudes and Professional Character</strong></td>
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<td>19 Cooperative in supervision</td>
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<td>20 Willing to accept feedback</td>
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<td>21 Able to incorporate and act on feedback</td>
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<td>22 Aware of impact on others</td>
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<td>23 Demonstrates self understanding</td>
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<td>24 Sensitive to gender-related issues</td>
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<td>25 Aware of relevant multicultural issues</td>
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<td>26 Is able to positively deal with conflict</td>
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<td>27 Is able to accept personal responsibility</td>
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<td>28 Is able to express feelings effectively and appropriately</td>
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<td>29 Demonstrates adequate communication skills</td>
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<td>30 Works well as part of a group</td>
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<td>31 Maintains ethical standards in counseling.</td>
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<td>32 Demonstrates appropriate maturity level</td>
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<td>33 Seeks to develop self professionally</td>
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Considering all relevant information, I would give this student a letter grade of ____.

Comments: do you have specific concerns about this student’s professional readiness? If yes, please explain on a separate sheet. Student should sign below indicating that he/she has had the opportunity to discuss this form with you.

[Signature]
[Date]
APPENDIX E

Professional Readiness Statement

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CPS Department will also be evaluated on the following professional readiness indicators.

Indicators of Professional Readiness: Essential characteristics expected of all candidates matriculated in a degree program in the CPS Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback;
6. Ability to integrate and make changes based on communicated feedback;
7. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to -
   • Appropriate dress
   • Promptness
   • Respectful attitude and behavior;
8. Ability to work effectively with administrators, staff, students/clients, and parents;
9. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
10. Adherence to the ethical guidelines related to ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.:
11. Ability to practice in a manner consistent with the ACA/NASP ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.
Exceptions to the credit limit policy are granted under the following circumstances:

1. Credit overloads are a rare event and are only to be considered in cases of extreme hardship.
2. The request should be made by unusually capable students only.
3. The request must be approved by a faculty member and the Department Chair.
4. Student must be warned of difficulties/risks.

Student Name ___________________________ ID# ______________________________

Program ___________________________ Phone# ______________________________

Semester (circle one) Fall Spring Year ______________________________

Requesting overload of ____________ credits in semester

Total number of credits in semester ________________ GPA ________________

Reason for overload:

Approving Faculty Sign-off

_________________________________________

Faculty Advisor Name Signature Date

_________________________________________

Chair Name Signature Date

_________________________________________

Graduate Dean Name Signature Date
CAS Policy for former students

Former students who graduated with a degree from our school counseling or school psychology program and whose coursework is more than seven years old may be eligible to earn a CAS.

In order to be eligible, students must have received their MS degree in Counseling Services (School Counseling) or School Psychology from SUNY Oswego. Candidates may then contact the Chair of the CPS Department to discuss their eligibility and the necessary requirements for the CAS.

All candidates will be required to:

a. have completed a minimum of 60 credit hours towards their degree. All coursework must be approved by the CPS Department, and
b. complete a departmentally approved thesis or an additional 2 course sequence under advisement. Candidates who choose the 2 course sequence will have to complete a minimum of 66 credit hours to be eligible for a CAS.

AND

Additionally, students will choose, under advisement, one of the following two tracks to earn their CAS.

1. Candidates will submit a portfolio of continuing education or professional development activities that have occurred in the preceding seven year. The purpose of this portfolio is to demonstrate that the candidate has maintained currency within their field. Examples of updated training or coursework may be in the areas of:
   a. Family Systems
   b. Diversity
   c. Consultation
   d. Adolescent Issues
   e. Other

   It is expected that the candidate completed an average of 15 hours of training per year in these areas over the preceding seven years.

   or

2. The student will take nine additional credit hours under advisement.

Candidates who complete these requirements will have those requirements reviewed and approved by the CPS faculty.
The CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively.

Section II. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
   a. history and philosophy of the counseling profession;
   b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
   c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
   d. self-care strategies appropriate to the counselor role;
   e. counseling supervision models, practices, and processes;
   f. professional organizations, including membership benefits, activities, services to members, and current issues;
   g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
   h. the role and process of the professional counselor advocating on behalf of the profession;
   i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
   j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
   a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
   b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
   c. theories of multicultural counseling, identity development, and social justice;
   d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
   e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
   a. theories of individual and family development and transitions across the life span;
   b. theories of learning and personality development, including current understandings about neurobiological behavior;
   c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
   d. theories and models of individual, cultural, couple, family, and community resilience;
   e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
   f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
   g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
   h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
   a. career development theories and decision-making models;
   b. career, avocational, educational, occupational and labor market information resources, and career information systems;
   c. career development program planning, organization, implementation, administration, and evaluation;
   d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
   e. career and educational planning, placement, follow-up, and evaluation;
   f. assessment instruments and techniques relevant to career planning and decision making; and
   g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   a. an orientation to wellness and prevention as desired counseling goals;
   b. counselor characteristics and behaviors that influence helping processes;
   c. essential interviewing and counseling skills;
   d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current
professional research and practice in the field so they begin to develop a personal model of counseling;
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
f. a general framework for understanding and practicing consultation; and
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
   a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;
   b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
   c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
   d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
   e. 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—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
   a. historical perspectives concerning the nature and meaning of assessment;
   b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
   c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
   d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
   e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
   f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
   g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
   a. the importance of research in advancing the counseling profession;
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
c. statistical methods used in conducting research and program evaluation;
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
e. the use of research to inform evidence-based practice; and
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.
Addendum added to Student Handbook:
Date: 3/29/10

1. Matriculated Students in the Mental Health Counseling or School Psychology Program may apply for the Counseling Services (School Counseling) CAS program only after successfully completing the CPCE/PRAXIS II.

Addendum added to Student Handbook:
Date: 9/27/13

Date: CPS Department Assignment Completion Policy

The CPS Department at SUNY Oswego is committed to the development of effective and efficient professional in the fields of counseling and psychological services. Our training programs are rigorous and our expectations for students are high. Students are expected to meet the assignment deadlines outlined by professors at the beginning of each semester and complete all course requirements by the end of the last week of classes. Students who complete assignments after designated deadlines can expect to be penalized by reduced course grades. Students not completing course requirements by the end of the academic semester may expect to receive a failing grade in that course. Incomplete grades in courses will not be extended without documented medical difficulty or significant personal crisis (e.g. house fire).