



# **SUNY Oswego Counseling and Psychological Services**



## **Student Handbook**

**Counseling and Psychological Services Department**  
301 Wilber Hall, Oswego State University, Oswego, NY 13126  
315.312.4051

*Revised April 2021*

# CPS Department Student Handbook

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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 and Graduate Catalog. 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, 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

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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 include:

**The CPS Department website:**

<https://www.oswego.edu/counseling-and-psychological-services/>

**SUNY-Oswego's School of Education website:**

<https://www.oswego.edu/education/>

**The Division of Graduate Studies website:**

<https://www.oswego.edu/graduate/>

**The Graduate Catalog:**

<http://catalog.oswego.edu/index.php> (Note: be sure to select the Graduate Catalog from the drop-down)**The SUNY Oswego Student Handbook:**

<https://www.oswego.edu/student-handbook/home>

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## **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, or school psychology.

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## GENERAL INFORMATION

The Counseling and Psychological Services Department consists of eleven full-time faculty members and several adjunct faculty who are professionals in the field with special areas of expertise. The Department office is located in 301 Wilber Hall on the SUNY-Oswego campus.

Name	Phone	Email	Credentials
Jason Duffy	312-3472	Jason.duffy@oswego.edu	PhD, NCC, ACS, LMHC
Sean Finnerty	312-3472	sean.finnerty@oswego.edu	Ph.D, Certified School Counselor
Tiphonie Gonzalez	312-3402	tiphonie.gonzalez@oswego.edu	Ph.D
Michael LeBlanc	312-3282	michael.leblanc@oswego.edu	Ph.D, LMHC
James McDougal	312-3275	james.mcdougal@oswego.edu	Psy.D, Certified School Psychologist
Jodi Mullen	312-3496	jodi.mullen@oswego.edu	Ph.D, LMHC, RPT-S
Laura Spenceley	312-3172	laura.spenceley@oswego.edu	Ph.D
Michelle Storie	312-2161	michelle.storie@oswego.edu	Ph.D, Certified School Psychologist
Barbara Streets	312-3289	barbara.streets@oswego.edu	Ph.D, Clinical Psychologist
Melissa Klefbeck	312-4051	melissa.klefbeck@oswego.edu	Administrative Support Office Manager

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## COUNSELING AND PSYCHOLOGICAL SERVICES GRADUATE PROGRAMS

- |                          |  |
|--------------------------|--|
| (1) School Counseling:   | MS, MS/CAS -- combined. The MS is a 48 hour program, and the MS/CAS is a 60 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 a certificate program in: Play Therapy. Certificate programs are completed under individual advisement.   |

### **School Counseling:**

The mission of the 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.

Upon completion of the 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 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 (see Appendix A).
- Option 2: Completion of the MS/CAS including internship and successful completion of the comprehensive examination.

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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 School Counseling may enroll in a program leading to the CAS. Typically, a minimum of 30 hours and a comprehensive examination. 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 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 568 - School Counseling: Assessment and Intervention: 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 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 (12cr)

CPS 535 - Statistics by Computer credit: 3  
Electives as approved by advisor (9 cr)

\*Students who have a Master's 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.



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## **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. This program is CACREP accredited.

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.

### **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

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- 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: 6
- CPS 541 - Introduction to Group Process credit: 3
- CPS 560 - Chemical Dependency
- 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 (9 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.

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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)**

CPS 535 - Statistics by Computer credit: 3

CPS 696 - Research Methods credit: 3

#### **C. Required Specialized Courses (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

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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: 6

### E. CAS Requirement (0-6 cr)

Students who wish to complete the MS/CAS program must select one of the following options:  
(0-6 cr)

- Thesis
- Research Presentation
- Two course sequence in a Specialty Area as approved by advisor

Examples of course sequences include:

CPS 502 and CPS 541 or CPS 591    Counseling Specialty

CPS 590 and CPS 595            Expressive Arts/Creative Arts Specialty

CPS 592 and CPS 603/604    Play Therapy Specialty

*Others may be approved by advisor*

Students interested in the CAS should explore these options with their advisor to select the best option given the student's interests, professional goals, and previous experiences.

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## 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 to select your coursework.* 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.

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## **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](mailto:cps@oswego.edu) or 315-312-4051. Thank you.

### **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.

### **INTERDEPARTMENTAL COMMUNICATIONS**

All official 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](http://www.oswego.edu/cps).

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 visit <https://oswego.tk20.com/campustoolshighered/start.do> to begin this process.

### **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

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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 of Education'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 the Accessibility Resource Center at: 315-312-3358; 155 Marano Campus Center. For more information go to:  
[http://www.oswego.edu/student/services/disabilities/accessing\\_accommodations.html](http://www.oswego.edu/student/services/disabilities/accessing_accommodations.html)

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## 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, 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](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.



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## 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 in counseling or psychology. Therefore, in addition to academic performance, students in the CPS Department will also be evaluated on the following professional readiness indicators described below.

**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.

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## 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/CAS 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:

1. When a degree student completes the appropriate number of hours in the program, and is enrolled in CPS 511, 512, or 513, complete the application by going to [apply.oswego.edu/sso.htm](http://apply.oswego.edu/sso.htm). Students will use their MyOswego login credentials. Click on start **New Application** and select from the drop down **Graduate Candidacy**, then click on **Create Application**. It will take you to a new screen then click on **Open Application** to complete the application.
2. Typically, this takes place in the middle of the semester in which the student is enrolled in Practicum (CPS 511, 512, or 513). Students must have obtained candidacy to enroll in other field experiences.
3. At this point, the advisor makes a recommendation to the department regarding candidacy of the applicant utilizing feedback from the practicum faculty and in consultation with other faculty with knowledge of the applicant.
4. The CPS Department chairperson informs the student of their candidacy 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 and will not be permitted to pursue their degree program at SUNY Oswego further.

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## CHECKLIST FOR COMPLETION OF DEGREE REQUIREMENTS

- A. Satisfactory completion of course work, as specified on the Individual Student Program (ISP)
- B. Degree Candidacy is awarded
- C. Satisfactory completion of comprehensive examination
- D. Satisfactory completion of internship or equivalent field study course
- E. Satisfactory completion of *Dignity for All School Act* (DASA) training, and *Safe Schools Against Violence in Education* (SAVE) training (School Psychology & School Counseling only).
- F. 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.

For graduation application instructions and other graduation related information, go to <https://www.oswego.edu/registrar/applying-graduate>. Please note that there are deadlines to apply for graduation in a given semester. Failure to apply in time will result in you not graduating on time.

## 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](http://www.counseling.org)
- B. American Psychological Association [www.apa.org](http://www.apa.org)
- C. American Mental Health Counseling Association [www.amhca.org](http://www.amhca.org)
- D. American School Counseling Association [www.schoolcounselor.org](http://www.schoolcounselor.org)
- E. National Association for School Psychologists [www.nasponline.org](http://www.nasponline.org)
- F. New York Mental Health Counseling Association [www.nymhca.org](http://www.nymhca.org)

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- G. New York School Counseling Association      [www.nyssca.org](http://www.nyssca.org)  
H. New York Association of School Psychologists      [www.nyasp.org](http://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.

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## 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.

### **Writing Center**

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, 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 <https://www.oswego.edu/ols/writing-center>

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## 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. Specific details 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 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.

# CPS Department Student Handbook

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## **The Counselor Preparation Comprehensive Examination (CPCE)**

Both the 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 program requirements. In addition, students in the 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):

- A. Human Growth and Development
- B. Social and Cultural Foundations
- C. Helping Relationships
- D. Group Work
- E. Career and Lifestyle Development
- F. Appraisal
- G. Research and Program Evaluation
- H. 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:

- A. Professional Practices, Practices that Permeate All Aspects of Service and Delivery (approximately 42 items)
- B. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services) (approximately 32 items)
- C. System-Level Services (approximately 22 items)
- D. Foundations of School Psychological Service Delivery (approximately 44 items)



## CPS Department Student Handbook

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### **APPENDIX B: 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.

# CPS Department Student Handbook

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## CREDIT OVERLOAD FORM

Department of Counseling and Psychological Services

**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.
4. The request must be approved by a faculty member and the Department Chair.
5. Student must be warned of difficulties/risks.

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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

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Faculty Advisor Name	Signature	Date
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Chair Name	Signature	Date
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Graduate Dean Name	Signature	Date
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# CPS Department Student Handbook

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## CAS POLICY FOR FORMER STUDENTS

Former students who graduated from SUNY Oswego with a degree from the 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 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.

## CPS Department Student Handbook

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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).