

Counseling & Human Development

2010-11

Master's Programs

Human Development

Student Handbook



WARNER
SCHOOL OF EDUCATION
UNIVERSITY of ROCHESTER



INTRODUCTION

Dear Human Development Master's Student:

We are pleased to welcome you to the Human Development Program at the Warner School of Education and Human Development, and we look forward to working with you. The Counseling and Human Development 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 the Warner School.

The content of this handbook contains information that will help guide you through your program. 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 Warner School. As things may change over time, we also encourage you to check our web page for the most updated information.

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

Sincerely,

The Counseling and Human Development Faculty and Staff

NOTE

The Warner School reserves the right to make amendments to this handbook and to the rules, requirements and procedures in the Human Development Program at any time. If substantial changes are made, students will be notified by appropriate means.

ADDITIONAL SOURCES OF INFORMATION

This handbook focuses on the Human Development Program in particular. There is a great deal of other information, including rules and procedures for graduate students, that is provided in other official documents of the Warner School of Education and the University. These are:

- The Warner School's web site: www.rochester.edu/warner
- University of Rochester's *Regulations and University Policies Concerning Graduate Studies* (sometimes called the "red book"-containing pages from the *Official Bulletin*)
- The University of Rochester's *Official Bulletin—Graduate Studies*

The latter two documents are available on the University of Rochester's web site: <http://www.rochester.edu/gradstudies/>

You should familiarize yourself also with the content of these documents and keep them as ready references throughout your graduate study.

MISSION

The mission of the Program in Human Development is two-fold:

To contribute to theory, research, practice and policy concerning human development and the forces that shape growth over the life course; and

To prepare professionals who will work, teach and conduct research, from an interdisciplinary perspective, hence contributing to healthy human development and humane, growth-producing systems.

The program is distinctive in four ways:

- It focuses on processes of growth and change, as opposed to static conceptions of the individual.
- Human development is studied from early childhood through old age.
- Human development is studied from philosophical, historical, cultural, sociological, psychological and biological perspectives, with emphasis on integration across these disciplines.
- The program focuses on the linkage between development processes and the contexts in which they occur. While the primary emphasis is on educational contexts; sociohistorical, cultural, and familial contexts will also be considered. Relations between contexts and development are viewed as interactive, mutually influential, and transformational. There is a strong emphasis on research methodology appropriate for the study of development and change in real-world contexts.

From this perspective, we provide the following graduate programs:

1. Masters in Human Development. These are 30-credit programs and may be taken with the following concentrations:
 - M.S. in Human Development – (general track, with the opportunity for completion of a certificate in Program Evaluation and/or completion, with an additional 6 credits of coursework, of the Behavior Analysis Certification Board requirements for certification as an Associate Behavior Analyst.)
 - M.S. in Human Development – (with specialization in Research)
 - M.S. in Human Development - (with specialization in Early Childhood)
 - M.S. in Human Development - (with specialization in Developmental Differences)
 - M.S. in Human Development - (with specialization in Family Studies)

- M.S. in Human Development – (with specialization in Gerontology)
- 2. Doctor of Education in Counseling and Human Development (with specialization in Human Development) (also available in an accelerated option)

This is a 90-credit program, including research courses; program core courses emphasizing psychological, sociological, historical, philosophical and educational perspectives on human development; electives; a practicum in human development, and dissertation research. Up to 36 hours of approved Master's level courses may be transferred into the program. Graduates become leaders, teachers and researchers in human development and related fields.

- 3. Doctor of Philosophy in Education (with specialization in Human Development in Educational Contexts)

This is a 90-credit program, including research courses; program core courses emphasizing psychological, sociological, historical, philosophical and educational perspectives on human development; a research apprenticeship, electives, and dissertation research. Up to 30 hours of approved Master's level courses may be transferred into the program. Graduates become university teachers and researchers in human development and related fields.

Students represent a regional, national and international base, with the Master's programs consisting mostly but not exclusively of students from the region and our doctoral programs representing a cross-section of regional, national and international students. Consistent with our mission, we serve both a part-time and full-time student body.

DESCRIPTION OF PROGRAMS

The following pages contain an overview of, and the course requirements for, our six concentrations within the Master of Science in Human Development program. Specific course descriptions including semesters when courses are offered can be found on the Warner School website (<http://www.rochester.edu/Warner>).

The courses in the program are designed to provide students with the tools necessary to be effective entry-level professionals in a variety of settings relevant to human development, including school, community, mental health, gerontology, higher education, and other settings.

The following pages list only the courses required in each program of study. There is also a Masters thesis or project requirement in each program. Any additional requirements like these are listed on the Program of Study Form for each program.

In addition to reading the information provided in this section, you will be required to meet with your faculty advisor to discuss the courses you will be taking throughout your program. This is necessary because: (a) It is important to plan a course sequence that fits with the number of courses you intend to take each semester or summer session; not all courses are offered every semester or even every year, so it is important to develop a program of study with your advisor that takes these scheduling issues into account; and (2) Courses and requirements may change over time, so the courses listed on the following pages, or the times they are offered may have changed since this edition of the *Handbook* was published. Your advisor will have the latest information about such changes, if any.

Once a Program of Study is completed and approved, be sure to get approval from your advisor for any changes. If it is a significant change, approval of the program chair and the Associate Dean will also be required.

**WARNER GRADUATE SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
MASTERS PROGRAMS IN HUMAN DEVELOPMENT**

Name of Program	Specialization	Credits	After Graduation*
Human Development	General – no specialization**	30	Work in various health, human and social service settings.
	Research	30	Apply to doctoral programs in Human Development, Psychology and other disciplines. Work on research projects in various settings.
	Early Childhood	30	Work in various health, human and social service settings with children and families.
	Developmental Differences	30	Work in various health, human and social service settings with selected populations.
	Family Studies	30	Work in various health, human and social service settings with children and families.
	Gerontology	30	Work in various health, human and social service settings with elders and intergenerational relations.
Human Development Early Admissions for U of R undergraduates in their junior year.	A general program of study in Human Development—all the concentrations above are available	45	See above.

*Students may take these programs to increase their knowledge in current work settings or areas of interest and/or to position themselves for advancement in current job settings. For students seeking new positions or career directions, this column gives a general idea of the types of work settings graduates with these concentrations may pursue.

** Students may choose to complete a certificate in Program Evaluation or, with an additional 6 credits of coursework, complete the Behavior Analysis Certification Board requirements for certification as an Associate Behavior Analyst. Sequencing of courses may extend the length of the program.

Full-time students can complete these programs in 1 to 2 years. For more exact timing for each program, see each program of study.

M.S. IN HUMAN DEVELOPMENT
(general)

Masters Core – 9 credits required

Masters Research Methods
Theories of Human Development
Life Course Studies

Specialization Courses – choose courses to total 9 credits with a Human Development focus – such as but not limited to the following

The Family and Social Dynamics
Policy and Practice in Developmental Differences
Language, Literacy and Cognitive Development
Child Development and Learning in Context – Ages 5-12
Adolescent Development and Youth Culture
Minority Youth Development in Urban Contexts
Human Development and Old Age
Disability and Early Childhood
Disability and Schools
Research in Life Course Studies (Prerequisite of Life Course Studies & permission of instructor)
Motivation in Human Development

Electives - total 12 credits – such as but not limited to the courses above and the following:

Autism Spectrum Disorders
Promoting Mental Health in Midlife and Old Age
Interpersonal Systems in Counseling and Human Development
Multicultural Perspectives in Counseling
Counselor as Systems Consultant
School, Family and Community Relations
Development, Learning and Teaching for Children Ages 3-5
Development, Learning and Teaching for Children Ages Birth -3
Program Evaluation
Grant-writing and Other Funding Strategies for Educators
Research Apprenticeship
Entrepreneurial Skills for Educators

Students enrolled in the general track of the Human Development master's degree program may choose to incorporate one of two possible certifications into their program, namely, Program Evaluation and Associate Behavior Analyst (working in Applied Behavior Analysis).

Total Number of Credits Required: **30**

M.S. IN HUMAN DEVELOPMENT

with a specialization in

RESEARCH

Masters Core – 9 credits required

Master's Research Methods (May, with permission of advisor and instructor, substitute ED 506, Concepts & Issues in Social Science Research, for Master's Research Methods)
Theories of Human Development
Life Course Studies

Specialization Courses – choose courses to total 9 credits – such as but not limited to the following

The Family and Social Dynamics
Policy and Practice in Developmental Differences
Language, Literacy and Cognitive Development
Child Development and Learning in Context – Ages 5-12
Adolescent Development and Youth Culture
Minority Youth Development in Urban Contexts
Human Development and Old Age
Disability and Early Childhood
Disability and Schools
Research in Life Course Studies (Prerequisite of Life Course Studies & permission of instructor)
Motivation in Human Development

Research Courses – Students who hope to pursue doctoral study or research-based employment may develop their research skills and understanding through the following courses, to total 12 hours:

ED 492	Research Apprenticeship (may be repeated each semester for a total of 9 hours)
ED 493	Master's Research (Master's Thesis; Master's Essay)
ED 504	Quantitative Methods (ED 506 prerequisite) (Also requires additional 1 credit course in the use of quantitative software)
ED 507	Qualitative Methods (ED 506 prerequisite)

Total Number of Credits Required: **30**

M.S. IN HUMAN DEVELOPMENT

with a specialization in

EARLY CHILDHOOD

Masters Core – 9 credits required

Masters Research Methods
Theories of Human Development
Life Course Studies

Specialization Courses – 9 credits required

Language, Literacy and Cognitive Development
Child Development and Learning in Context (5-12 years)
Disability and Early Childhood

Electives –choose courses to total 12 credits – such as but not limited to the courses above and the following:

Autism Spectrum Disorders
Development Learning and Teaching for Children Ages birth to 3
Development Learning and Teaching for Children Ages 3 -5
Practice and Policy in Developmental Differences
Early Intervention for Children with Disabilities (ages birth – 3)
Early Intervention for Children with Disabilities (ages 3 – 5)
Family and Social Dynamics
Minority Youth Development in Urban Contexts
Human Development in Old Age
Motivation in Human Development
Interpersonal Systems in Counseling and Human Development
Promoting Mental Health in Midlife and Old Age
Research in Life Course Studies (prerequisites: Life Course Studies and permission of instructor)
Counseling & Communication Skills for Helping Professionals
Race, Class, Gender and Disabilities in American Education
Program Evaluation
Entrepreneurial Skills for Educators
Grant-writing and Other Funding Strategies for Educators
Course in Entrepreneurship
Research Apprenticeship

Total Number of Credits Required: **30**

M.S. IN HUMAN DEVELOPMENT
with a specialization in
DEVELOPMENTAL DIFFERENCES

Masters Core – 9 credits required

Masters Research Methods
Theories of Human Development
Life Course Studies

Specialization Courses – 9 credits required

Disability and Schools OR Disability and Early Childhood
Practice and Policy in Developmental Differences
Problem Identification and Intervention I

Electives - choose courses to total 12 credits – such as but not limited to the courses above and the following:

Minority Youth Development in Urban Contexts
Teaching & Learning in inclusive Classrooms (prereq: Disability & Schools OR Disability & Early Childhood)
Early Intervention for Children with Disabilities (ages birth – 3)
Early Intervention for Children with Disabilities (ages 3 – 5)
Autism Spectrum Disorders
Multicultural Perspectives in Counseling
Family and Social Dynamics
School, Family and Community Relations
Motivation in Human Development
Counseling & Communication Skills for Helping Professionals
Program Evaluation
Entrepreneurial Skills for Educators
Grant-writing and Other Funding Strategies for Educators
Interpersonal Systems in Counseling and Human Development
Race, Class, Gender and Disabilities in American Education
Research Apprenticeship
Human Development in Old Age
Promoting Mental Health in Midlife and Old Age
Research in Life Course Studies (prereq: Life Course Studies and permission of instructor)

Total Number of Credits Required: **30**

M.S. IN HUMAN DEVELOPMENT

with a specialization in

FAMILY STUDIES

Masters Core – 9 credits required

Masters Research Methods
Theories of Human Development
Life Course Studies

Specialization Courses – 9 credits required – such as but not limited to the following

Family and Social Dynamics
School, Family and Community Relations
Interpersonal Systems in Counseling and Human Development

Electives - choose courses to total 12 credits –such as but not limited to the Specialization Courses above and the following:

Minority Youth Development in Urban Contexts
Human Development in Old Age
Research in Life Course Studies (prereq: Life Course Studies and permission of instructor)
Counseling & Communication Skills for Helping Professionals
Child Development and Learning in Context
Policy and Practice in Developmental Differences
Disability and Early Childhood
Promoting Mental Health in Midlife and Old Age
Multicultural Perspectives in Counseling
Motivation in Human Development
Race, Class, Gender and Disabilities in American Education
Program Evaluation
Entrepreneurial Skills for Educators
Grant-writing and Other Funding Strategies for Educators
Research Apprenticeship`

Total Number of Credits Required: **30**

M.S. IN HUMAN DEVELOPMENT

with a specialization in

GERONTOLOGY

Masters Core – 9 credits required

Masters Research Methods
Theories of Human Development
Life Course Studies

Specialization Courses – 9 credits required

Family and Social Dynamics
Human Development in Old Age
Promoting Mental Health in Midlife and Old Age

Electives - choose courses to total 12 credits – such as but not limited to the following:

Interpersonal Systems in Counseling and Human Development
Research in Life Course Studies (prereq: Life Course Studies and permission of instructor)
Counseling & Communication Skills for Helping Professionals
Minority Youth Development in Urban Contexts
Multicultural Perspectives in Counseling
Motivation in Human Development
Counselor as Systems Consultant
Practice and Policy in Developmental Differences
Program Evaluation
Entrepreneurial Skills for Educators
Grant-writing and Other Funding Strategies for Educators
Research Apprenticeship

Total Number of Credits Required: **30**

M.S. IN HUMAN DEVELOPMENT
Early Admission Program

(45 hours with 15 hours completed during Senior year and counting towards bachelor's degree)

Masters Core – 9 credits required

Masters Research Methods
Theories of Human Development
Life Course Studies

Specialization Courses – choose total 9 credits – such as, but not limited to the following

Language, Literacy and Cognitive Development
Child Development and Learning in Context (ages 5 to 12)
Adolescent Development and Youth Culture
Minority Youth Development in Urban Contexts
Human Development in Old Age
Research in Life Course Studies (prereq: Life Course Studies)
Multicultural Perspectives in Counseling
Family and Social Dynamics
Motivation in Human Development
Disability and Early Childhood
Disability and Schools
Entrepreneurial Skills for Educators

Research Apprenticeships – 9 credits

Three Research Apprenticeships for a total of 9 credits are required. No more than two may be served with the same sponsor.

Electives - choose courses to total 18 credits – such as but not limited to the Specialization Courses above and the following:

Autism Spectrum Disorders
Practice and Policy in Developmental Differences
Promoting Mental Health in Midlife and Old Age
Interpersonal Systems in Counseling and Human Development
Counseling & Communication Skills for Helping Professionals
Counselor as Systems Consultant
Entrepreneurial Skills for Educators
Grant-writing and Other Funding Strategies for Educators
Course in Entrepreneurship
Research Apprenticeship
Development, Learning and Teaching for Children Ages 3-5
Development, Learning and Teaching for Children Ages Birth -3

Students in the early admission program may take the general program above or specialize in one of the concentration areas below:

SPECIALIZATIONS

Research – Students who hope to pursue doctoral study or research-based employment should choose the following courses to develop their research skills and understanding:

Writing of Masters Thesis

Quantitative Methods (requires additional 1-credit quantitative software course)

Qualitative Methods

ED 506 Concepts & Issues in Social Science Research (with permission of advisor or instructor)

Gerontology - Students who wish to concentrate in Gerontology should include the following courses in their program:

Family and Social Dynamics

Human Development in Old Age

Promoting Mental Health in Midlife and Old Age

Family Studies - Students who wish to concentrate in Family Studies should include the following courses in their program:

Family and Social Dynamics

Relational Systems and Interpersonal Processes in Counseling and Human Development

School, Family and Community Relations

Developmental Differences - Students who wish to concentrate in Developmental Differences should include the following courses in their program:

Problem Identification and Intervention I

Disability and Schools OR Disability and Early Childhood

Practice and Policy in Developmental Differences

Total Number of Credits Required: **45**

FACULTY/STAFF DIRECTORY

Name	Phone	Email	Office
Counseling and Human Development Faculty			
Douthit, Kathryn (C)	275-3937	kdouthit@warner.rochester.edu	1-310
Duckles, Joyce (HD)		jduckles@rochester.rr.com	
French, Lucia (HD)	275-3235	lucia.french@warner.rochester.edu	1-312
Guiffrida, Doug (C)	275-3964	dguiffrida@warner.rochester.edu	1-318
Linnenberg, Daniel (C)	276-4782	dlinnenberg@warner.rochester.edu	1-315
Lynch, Martin (C)	273-3408	mlynch@warner.rochester.edu	1-314
Mackie, Karen (C)	275-9557	kmackie@warner.rochester.edu	1-316
Marquis, Andre (C)	275-5582	amarquis@warner.rochester.edu	1-306
Rubenstein, Bonnie (C)	262-8535	bonnie.rubenstein@rcsdk12.org	1-316
Swanson, Dena (C & HD)	273-3341	dswanson@warner.rochester.edu	1-308
Counseling and Human Development Department Administration			
Ercolamento, Cathy,	273-1764	cercolamento@warner.rochester.edu	1-206
Counseling and Human Development Emeriti Faculty			
Jefferson, Frederick		fcjefferson@warner.rochester.edu	
Kirschenbaum, Howard		hkirschenbaum@warner.rochester.edu	
Counseling and Human Development Adjunct Faculty			
Abel, Darlene (HD)		darlene@tuesdaystudios.com	
Denslow, Susan (C)		sdns@rochester.rr.com	
Donnelly, David (HD)		ddonnolly@warner.rochester.edu	
Duffy, Jason (C)		jason_duffy@westiron.monroe.edu	
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Nau, Sherry (C)		sherrynau@frontiernet.net	
Rossi, Martha (C)		mardierossi@gmail.com	
Sullivan, Tamara (C)		tamara.sullivan@warner.rochester.edu	
Vitale, Alfred (HD)		alfred.vitale@warner.rochester.edu	

COUNSELING AND HUMAN DEVELOPMENT FACULTY

Core Faculty – full-time and part-time

Kathryn Douthit, Ph.D., LMHC, University of Rochester, Associate Professor,
Department Chair

Joyce Duckles, doctoral program, University of Rochester, Visiting Assistant Professor

Lucia French, Ph.D., University of Illinois, Earl B. Taylor Professor

Doug Guiffrida, Ph.D., LMHC, Syracuse University, Associate Professor

Daniel Linnenberg, Ed.D., LMHC, University of Rochester, Assistant Professor

Martin Lynch, Ph. D., University of Rochester, Assistant Professor

Karen Mackie, Ph.D., LMHC, University of Rochester, Assistant Professor

Andre Marquis, Ph.D., LMHC University of North Texas, Assistant Professor

Bonnie Rubenstein, Ed.D., University of Rochester, Associate Professor

Dena Swanson, Ph.D., Emory University, Assistant Professor

Adjunct Faculty

Darlene Abel, doctoral program, University of Rochester

Susan Denslow, Ed.D, University of Rochester

David Donnelly, Ph.D., University of Rochester

Jason Duffy, M.L.S., M.S., doctoral program, University of Rochester

Irene Garrick, M.S., M.B.A., doctoral program, University of Rochester

Maynor Gonzalez, doctoral program, University of Rochester

Deborah Hudson, M.S.W., L.C.S.W., doctoral program, University of Rochester

Courtney McQuoid, Ed.D., L.M.H.C., University of Rochester

Fredrick C. Jefferson, Jr., Ed.D., University of Massachusetts, (Prof. Emeritus, U of R)

Howard Kirschenbaum, Ed.D., Temple University, (Prof. Emeritus, U of R)

Sherry Nau, M.S.W., L.C.S.W., doctoral program, University of Rochester

Martha Rossi, Ed.D., L.M.H.C., University of Rochester

Tamara Sullivan, M.A., doctoral program, University of Rochester

Alfred Vitale, doctoral program, University of Rochester

CURRENT CONTACT INFORMATION

Your faculty advisor, the Counseling and Human Development Program and the Warner School periodically may need to contact you for a variety of reasons. Maintaining accurate contact information is essential to ensure timely communication. In addition to direct contact by mail or phone, every student is also added to the department email list serve. If you change your address, phone number or preferred email, contact Cathy Ercolamento (273-1764) and Crys Cassano (273-3383) with the updated information.

FACULTY ADVISORS

Each student accepted into the Human Development Program is assigned a faculty advisor. It is important for you to arrange a meeting with your advisor in order to develop your program of study. This meeting should be arranged before you register for your first courses or early in your first term.

The role of the faculty advisor is extremely important for your success in your program. Advisors assist in developing programs of study, solving problems, monitoring students' progress, supervising students with their master's thesis project, and providing other types of help and support when needed. Therefore, you should arrange personal meetings with your faculty advisor at regular intervals. Even if you do not have a particular problem, be sure to meet with your advisor at least once a year. You may change advisors at any point, especially if your thesis topic fits another faculty member's expertise. There are no consequences to changing advisors; however, you will need to submit a "change of advisor" form that the original and new advisor must sign - available online at www.rochester.edu/warner/studentservices/forms.html.

WARNER SCHOOL STUDENT ORIENTATIONS

All first year Warner School students are required to attend the student orientation held throughout the year soon after admissions letters are received. This orientation covers important information that will help you throughout your educational career at the Warner School. Also, the orientation is a valuable experience because you will be able to meet fellow students and faculty members. If you cannot attend a scheduled orientation, you should ask Brenda Grosswirth in the Warner School administration office for any handouts distributed, and you should talk with another student who did attend to find out what you missed.

In addition to the Warner School orientation, all first year, Masters Human Development students are encouraged to attend a Human Development Program orientation which is held early in the fall semester.

DIVERSITY POLICY

The department understands the importance of addressing the needs of an increasingly diverse society. Toward that end the department strives to attract and increase the educational opportunities of diverse student populations and to create an atmosphere where the values and concerns of diverse populations receive attention and respect. Issues of diversity are integrated throughout departmental courses and developed more fully through special topics courses.

COMPLAINTS, GRIEVANCES, PETITIONS

The academic advisor is the first person whom students should normally consult about all matters pertaining to their academic experience in the Warner School. If students have further questions or concerns – or simply wish to express their views about various issues in the Warner School – they should next consult the Counseling and Human Development Program Chair, Kathryn Douthit, (275-3937). Beyond that, students may contact the Associate Dean of Graduate Studies, Brian Brent (275-3930).

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 human development 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 Human Development Program faculty continuously monitor students' progress through their program—informally throughout the year and formally once a year for all students. It is Warner School policy that any student who receives two "C" course grades while at the Warner School be dismissed from the program.

The University's *Regulations and University Policies Concerning Graduate Studies* (the "red book") and the University's *Official Bulletin—Graduate Studies* contain additional information on how dismissal may also result from harassment, academic misconduct, or violation of other university rules. Both documents are available on the University of Rochester's web site: <http://www.rochester.edu/gradstudies/>

CLASSROOM ETIQUETTE

The age of technology has brought significant improvements to the classroom, yet it has also brought some problems that can seriously disrupt the learning environment. Problems counterproductive to optimal classroom functioning include ringing cell phones, texting and twittering, checking e-mail, searching the Internet and playing computer games. Technological distractions along with standard issues of etiquette (e.g., private discussions with classmates, more than one person talking at a time, lack of civility towards fellow students, napping and other disruptive behavior) during an intellectual or sensitive discussion or class lecture can create a toxic environment or compromise the learning experience of classmates. In light of the importance of maintaining a healthy, safe and productive learning environment, all students will adhere to the following guidelines during class time:

1. Cell Phones will either be turned off or put into a silent mode
2. Students who receive emergency or “on call” phone calls will exit the room to answer them.
3. No texting or twittering during class time.
4. Watch and phone alarms will be turned off.
5. Computers will be used for note taking only (no e-mail, web searches, or other class projects).
6. Students will be civil to each other and to the faculty at all times (i.e., avoid talking over others, having private conversations, yelling at others, using disrespectful and/or using profane language outside of an appropriate context).

Students will be warned of inappropriate behavior or language and will be subject to disciplinary action or ultimate dismissal if warranted by their persistent violation of these policies.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

There are many professional opportunities available to you in the Warner School, the University, the Rochester area, and beyond. These opportunities include workshops that are designed to help you meet your professional and educational needs, including a Master’s thesis workshop, workshops offered by Writing Support Services, professional lectures, conferences and educational opportunities offered within the Warner School, the University, and the community that can contribute to your personal and professional development.

Some of these opportunities may be announced in classes and some by notices placed in your mail folder. A major means of communicating such opportunities is on the Counseling and Human Development Program email “Listserve”. Another excellent place for learning about such opportunities is on the Counseling and Human Development Program bulletin board in the counseling office wing of Dewey Hall. You are encouraged to check the bulletin board regularly for information on upcoming conferences, professional workshops and educational events.

DEPARTMENT LIST SERVE

The objectives of the list serve are:

1. To facilitate the transmission of relevant information TO members of the Counseling and Human Development Program (faculty, staff and students),
2. To facilitate requests for information FROM members of the Counseling and Human Development Program,
3. To provide a convenient forum for the exchange of ideas on topics relevant to counseling and human development, and
4. To develop a sense of community among faculty, staff and students in the Counseling and Human Development Program.

Appropriate types of messages for the list serve include:

1. Announcements about events, learning opportunities, or resources that would be of interest to those in counseling and/or human development,
2. Questions you have about subjects related to counseling and/or human development,
3. Requests to the list for help on programs, projects, classes, research, or other tasks you are working on related to counseling and/or human development, your program, your work, or your career development in the field,
4. Questions about the Counseling and/or Human Development programs which might be of interest to a good number of others in the program, and
5. Comments on public issues connected to or of interest to the field of counseling and/or human development.

Inappropriate types of messages for the list serve include:

1. Questions and comments about your own situation in the Counseling or Human Development program that are mostly of individual concern to you. Better to communicate with your advisor or the chair privately on this,
2. Cyber-counseling on private, personal issues (as distinguished from career development issues),
3. Questions about a particular course; better to communicate directly with the instructor,
4. Comments on public issues or other subjects not connected to the fields of counseling or human development,
5. Negative feedback directed to individuals, whether faculty or students; better to write to or talk to them directly,
6. Profane or offensive language or comments inconsistent with the Warner School's commitment to tolerance, equity and fairness to all groups and individuals.

Participation on the list serve is open to all faculty, students and staff currently associated with the Department of Counseling and Human Development at the Warner School. Participation is voluntary. If you do not wish to be on the list, simply email the department secretary Cathy Ercolamento with the request to remove your name from the list. Important departmental announcements on the list serve will also be posted on the departmental bulletin board in Dewey Hall and remain there for at least two weeks. Email address privacy is protected. Your email address is not seen by other members of the list unless you send a message to the list. The list

serve manager (the department chair) reserves the right to remove any name from the list serve whose behavior is inconsistent with the guidelines above.

To Use the List Serve:

1. To send a new message to the list, address and send your message to: warnerchd@mail.rochester.edu.
2. To respond publicly to someone else's message, hit "Reply"; then type and send your message.
3. To respond privately to someone else's message, don't hit "Reply". Instead send them a new message, typing their address in the "To:" space.
4. To remove your name from the list serve, email our department secretary Cathy Ercolamento at <<elmt@mail.rochester.edu>>. Just type "unsubscribe" in the "Subject" area or in the message.

MASTER'S THESIS OR PROJECT

Candidates for the Master's degree engage in a culminating thesis or project. The Masters thesis demonstrates their ability to deal with an intellectual issue in a rigorous and scholarly fashion. The Master's thesis project may involve an original research with a human subject or a critical review of a researchable problem in theory or practice that is relevant to human development. It can extend a line of inquiry initiated in a regular course of study, e.g., an extension of a research apprenticeship, an elaboration of a summative paper in a course, it can be a freshly designed paper or research project.

Students typically complete this requirement during their last semester of study. A colloquium and reception featuring student poster presentations of their thesis or project is often held during the spring term. The colloquium allows students to celebrate the completion of their capstone project with family members, friends, and supervisors that have been instrumental supports during their graduate training. A publication describing the Master's thesis or project in Human Development can be obtained through the Counseling and Human Development Program office.

JOB PLACEMENT AND CREDENTIALS FILE

The University of Rochester Career Center assists students in their search for professional positions. As students near graduation, it is a good idea to contact the Career Center in order to obtain information on recommended procedures to follow in searching for a job. Students have the option of creating a credentials file that includes their 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 available to be sent to prospective graduate schools, credentialing bodies, and employers upon your request. The Career Center is located at 302 Meliora Hall.

LETTERS OF RECOMMENDATION AND ENDORSEMENTS

Students may request letters of recommendation and endorsement from program faculty for credentialing, doctoral program applications, or employment purposes. 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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