2017-18

Human Development

Student Handbook

WARNER
SCHOOL OF EDUCATION
UNIVERSITY *of* ROCHESTER

HUMAN DEVELOPMENT PROGRAM MISSION

The mission of the Program in Human Development at the Warner School of Education and 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) 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 with the opportunity for 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 Family Studies)
   - M.S. in Human Development – (with specialization in Gerontology)
   - M.S. in Human Development – 3 + 2 program

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.

   The Accelerated Ed.D. option is available, permitting degree completion in 3 years if the student commits to: a) 6 credits of coursework each semester (including summers) and b) completing a dissertation project specifically designed for accelerated students.

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.

Programs of Study for the Counseling and Human Development Department

Program of Study for CA1   Certificate of Advance Study (School Counseling)

Program of Study for CA2   Certificate of Advance Study (Community Counseling)

Program of Study for CA3   Ed.D. in Counseling

Program of Study for CA4   Ph.D. in Counseling and Counselor Education

Program of Study for CA5   Ed.D. in Mental Health Counseling and Supervision

Program of Study for CA9   Ed.D. in Counseling (Accelerated)

Program of Study for CM1   M.S. in Community Mental Health Counseling

Program of Study for CS1   M.S. in School Counseling

Program of Study for CS2   M.S. in School Counseling (3+2 program for U of R undergraduates)

Program of Study for CS3   M.S. in School and Community Counseling

Program of Study for CS4   M.S. in School Counseling and Diversity

Program of Study for CS5   M.S. in School Counseling and Disability

Program of Study for CS6   M.S. in School Counseling and Leadership

Program of Study for HA1   Program and Specialization in Applied Behavior Analysis

Program of Study for HA2   M.S. in Human Development (Developmental Differences and BCBA Certification)

Program of Study for HA3   M.S. in Human Development (Developmental Differences and BCBA Courses)

Program of Study for HD0   Ed.D. in Human Development (Accelerated)

Program of Study for HD1   M.S. in Human Development (General)

Program of Study for HD2   M.S. in Human Development (3+2 program for U of R undergraduates)

Program of Study for HD3   Ed.D. in Human Development

Program of Study for HD4   Ph.D. in Human Development

Program of Study for HD5   M.S. in Human Development (Early Childhood)

Program of Study for HD6   M.S. in Human Development (Developmental Differences)

Program of Study for HD7   M.S. in Human Development (Family Studies)

Program of Study for HD8   M.S. in Human Development (Gerontology)

Program of Study for HD9   M.S. in Human Development (Research)

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Program of Study - Student Worksheet[1]

Name: _____ Program: _____

Matriculation Term & Year: _____

Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____

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[1] *This is an optional form to use in drafting a program of study that will be discussed and finalized with your advisor.*

FACULTY/STAFF DIRECTORY				
Counseling and Human Development Faculty				
Name	**Phone**	**Email**	**Office**	**Credentials**
Douthit, Kathryn (C) Associate Professor, Dept. Chair	276-6138	kdouthit@warner. rochester.edu	486	Ph.D., LMHC, University of Rochester
Donnelly, David (HD) Assistant Professor Program Advisor, ABA	275-7833	ddonnelly@warner. rochester.edu	482	Ph.D., BCBA, University of Rochester
Duckles, Joyce (HD) Assistant Professor Program Advisor, Human Development	276-4894	joyce.duckles@warner. rochester.edu	489	Ph.D., University of Rochester
Guiffrida, Doug (C) Associate Professor	275-3964	dguiffrida@warner. rochester.edu	490	Ph.D., LMHC, Syracuse University
Linnenberg, Daniel (C) Assistant Professor Program Advisor, Community Mental Health	276-4782	dlinnenberg@warner. rochester.edu	491	Ed.D., LMHC, University of Rochester
Lynch, Martin (C) Associate Professor	273-3408	mlynch@warner. rochester.edu	483	Ph. D., LCP, University of Rochester
Mackie, Karen (C) Assistant Professor	275-9557	kmackie@warner. rochester.edu	496	Ph.D., LMHC, University of Rochester
Marquis, Andre (C) Associate Professor	275-5582	amarquis@warner. rochester.edu	494	Ph.D., LMHC, University of North Texas
McGee, Meghan (HD)		Meghan_Mcgee@urmc.rochester.edu	482	Board Certified Behavior Analyst
Rubenstein, Bonnie (C) Professor Program Advisor, School Counseling	275-5163	brubenstein@warner. rochester.edu	493	Ed.D., University of Rochester
Sorensen, Silvia (HD) Associate Professor	273-2952	ssorensen@warner.rochester.edu	488	Ph.D. , Pennsylvania State
Swanson, Dena (C & HD) Associate Professor	273-3341	dswanson@warner. rochester.edu	492	Ph.D., Emory University

Counseling and Human Development Senior and Emeriti Faculty		
Jefferson, Frederick	fcjefferson@warner.rochester.edu	Ed.D., University of Massachusetts
Kirschenbaum, Howard	hkirschenbaum@warner.rochester.edu	Ed.D., Temple University
French, Lucia (HD) Earl B. Taylor Professor	lucia.french@warner.rochester.edu	Ph.D., University of Illinois
Counseling and Human Development Adjunct Faculty		
Casamento, Nicole (C)	Nicole.Casamento@warner.rochester.edu	Doctoral program, University of Rochester
Coffey, Kevin (C)	Kevin_Coffey@URMC.Rochester.edu	Ed.D., University of Rochester
Fitzgibbons, Sara (C)	Sarah_Fitzgibbons@warner.rochester.edu	Doctoral program, University of Rochester
Hazel, Cameka (C)	Cameka22@gamil.com	Doctoral program, University of Rochester
Hazan, Gabriele (C)	ghazan@ur.rochester.edu	Doctoral program, University of Rochester
Hudson, Deborah (C)	dhudson2@u.rochester.edu	LCSW, Doctoral program, University of Rochester
Kehoe, Lee (C)	Lee.kehoe@gmail.com	Doctoral program, University of Rochester
McAdam, David (HD)	David_McAdam@URMC.Rochester.edu	Ph.D., BCBA, University of Kansas
McGuinness, Scott (C)	scott.ryan.mcguinness@gmail.com	Doctoral program, University of Rochester
Morris, Andy (C)	amorr10@u.rochester.edu	Doctoral program, University of Rochester
Mruzek, Daniel (HD)	Daniel_Mruzek@URMC.Rochester.edu	Ph.D., BCBA, Ohio State University
Napolitano, Deborah (HD)	Deborah_Napolitano@URMC.Rochester.edu	Ph.D., BCBA, University of Kansas
Nittoli, Jay (C)	risesome@gmail.com	Ed.D., University of Rochester
Russotti, Justin (C)	justin_russotti@urmc.rochester.edu	Doctoral program, University of Rochester
Smith, Atiya (HD)	atiyarsmith@gmail.com	Doctoral program, University of Rochester
Administrative Support Office			
Cellini, Wendy	wcellini@warner.rochester.edu	275-9929	Administrative Assistant
Internship Administrator			
Kaptein, Pamela	pkaptein@warner.rochester.edu	276-5405	Administrator

Last updated 8/24/2017

Counseling and Human Development Department Policies

CURRENT CONTACT INFORMATION

Your advisor, the Counseling Program and the Warner School 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 Warner School Registrar at registrar@warner.rochester.edu or 585-273-3383. Thank you.

WARNER SCHOOL STUDENT ORIENTATION

All first year Warner School students are required to attend the Warner School student orientations held throughout the year. This 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 contact Warner School Student Services Office, 273-2927 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 new Counseling and Human Development students are required to attend the Counseling Program orientation that is held the Thursday or Friday prior to the beginning week of classes (this may be held the week before or the same week as the fall semester Warner School Student orientation). The purpose of the Department Orientation is to address the subjects covered in this handbook in depth. If you cannot attend this orientation, you should obtain the handouts and disks from the Faculty Services Office.

DIVERSITY POLICY

The program understands the importance of addressing the needs of an increasingly diverse society. Toward that end the program 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 program-specific courses and developed more fully through special topics courses.

If any student would benefit from accommodations in accordance with the Americans with Disabilities Act please contact your instructor or Mary Judge, 275-2454. Information on specific accommodations may be found at www.rochester.edu/ada.

PROGRAM ADVISORS

Each student accepted into the Counseling and Human Development 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 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 R*egulations 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/

COMPLAINTS, GRIEVANCES, PETITIONS

The program 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, 276-6138. Beyond that, students may contact the Associate Dean Brian Brent (275-3930).

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 student, 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).
7. Students will be prepared to participate in class discussions and activities (fully immersed in assigned readings) by no later than the second class period. Information on the assigned books can be found at the University Bookstore website.

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 at the Warner School, the University, in the 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 Warner School, the University, 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 NCE

exam workshop for counseling students, and others that will be announced. Another valuable opportunity is the Warner School lunch hour colloquia that are given on a regular basis by professionals in the field of counseling, education and human development. In addition, the School Counselors' Conference sponsored by the Western New York School Counselor Consortium, in which the Warner School is a partner, is held each year. Likewise the Counseling and Human Development Department has sponsored a film series that highlights the differing aspects of human development and family interaction.

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

MASTER'S THESIS OR CAPSTONE PROJECT

Candidates for the Master's degree engage in a culminating project. They may choose between a Master's thesis or Master's capstone project. The Master's thesis demonstrates their ability to deal with an intellectual issue in a rigorous and scholarly fashion and focuses on a critical review of a researchable problem in theory or practice that is relevant to counseling. It can extend a line of inquiry initiated in a regular course of study, e.g., an elaboration of a summative paper in a course, or it can be a freshly designed paper. The Masters project also engages the student in a review of the literature in a particular topic in counseling or human development, but it culminates in the student giving a presentation or workshop or developing a learning resource related to that topic. Students typically complete this requirement during their last semester of study.

There is a short publication describing the Master's thesis and projects in counseling that can be picked up at the Administrative Support Office in 405 LeChase Hall. Thesis/Capstone project workshops will be held in connection with EDF458 master's internship class during the academic year.

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 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 Career Center also has helpful information about resume writing, interviewing, job searching and other career-related information. The University of Rochester 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. 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.