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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. The Counseling and Human Development Department is currently in the process of developing several additional programs and certification opportunities in the human development field. These programs and certifications will include but are not limited to an M.S. – Human Development (with a concentration in Program Evaluation) and a certification in Applied Behavioral Analysis (which is a certification process requiring an additional 15 hours to the M.S. – Human Development degree (General – ABA). Contact your academic advisor for the current status of these proposed programs.
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 also familiarize yourself 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)
   • 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.

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 Master’s 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

<table>
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<tr>
<th>Name of Program</th>
<th>Specialization</th>
<th>Credits</th>
<th>After Graduation*</th>
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<td>General – no specialization**</td>
<td>30</td>
<td>Work in various health, human and social service settings.</td>
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<tr>
<td>Research</td>
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<td>30</td>
<td>Apply to doctoral programs in Human Development, Psychology and other disciplines. Work on research projects in various settings.</td>
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<td>Early Childhood</td>
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<td>Work in various health, human and social service settings with children and families.</td>
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<tr>
<td>Developmental Differences</td>
<td></td>
<td>30</td>
<td>Work in various health, human and social service settings with selected populations.</td>
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<tr>
<td>Family Studies</td>
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<td>30</td>
<td>Work in various health, human and social service settings with children and families.</td>
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<tr>
<td>Gerontology</td>
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<td>30</td>
<td>Work in various health, human and social service settings with elders and intergenerational relations.</td>
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<tr>
<td>Human Development Early Admissions</td>
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*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) [HD1]

Masters Core – 9 credits required

ED 406 Master’s Research Methods
ED 429 Theories of Human Development
ED 419 Life Course Studies

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

ED 418 The Family and Social Dynamics
EDU 455 Policy and Practice in Developmental Differences
EDU 467 Language, Literacy and Cognitive Development
EDU 464 Child Development and Learning in Context – Ages 5-12
ED 415 Adolescent Development and Youth Culture-Ages 10-20
ED 425 Minority Youth Development in Urban Contexts
EDU 494 Human Development and Old Age
ED 403 Disability and Early Childhood
ED 447 Disability and Schools
EDU 446 Entrepreneurial Skills for Educators
EDU 565 Research in Life Course Studies (Prerequisite of Life Course Studies & permission of instructor)

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

EDU 565 Research in Life Course Studies
ED 418 The Family and Social Dynamics
EDU 455 Policy and Practice in Developmental Differences
ED 457 Autism Spectrum Disorders: Characteristics and Educational Issues
EDU 439 Interpersonal Systems in Counseling and Human Development
ED 483 Communication and Counseling Skills for Teachers, Administrators and Other Helping Professionals
EDU 453 Counseling and Facilitating in Small Groups
EDU 470 Multicultural Perspectives in Counseling
EDU 471 Counselor as Systems Consultant
ED 481 School, Family and Community Relations
ED 407 Development, Learning and Teaching for Children Ages 3-5
ED 408 Development, Learning and Teaching for Children Ages Birth -3
ED 496 Research Apprenticeship-Master’s Level (variable credits)
EDU 446 Entrepreneurial Skills for Educators
EDU 487 Developing Values and Character in the School, Home and Community
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 [HD9]

Master’s Core – 9 credits required

ED 406 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)
ED 429 Theories of Human Development
ED 419 Life Course Studies

Specialization Courses – choose courses to total 9 credits – such as but not limited to the following. (Note: you cannot select both ED 403 and ED 447)

ED 418 The Family and Social Dynamics
EDU 455 Policy and Practice in Developmental Differences
EDU 467 Language, Literacy and Cognitive Development
EDU 464 Child Development and Learning in Context (ages 5-12)
ED 415 Adolescent Development and Youth Culture (ages 10-20)
ED 425 Minority Youth Development in Urban Contexts
EDU 494 Human Development and Old Age
ED 403 Disability and Early Childhood
ED 447 Disability and Schools
EDU 446 Entrepreneurial Skills for Educators
EDU 565 Research in Life Course Studies (Prerequisite of Life Course Studies & permission of instructor)

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 496 Research Apprenticeship (Master’s level variable credit may be repeated each semester for a total of 9 hours)
ED 493 Master’s Research (Master’s Thesis; Master’s Essay (variable credit)
ED 504 Quantitative Methods (prerequisite ED 506, ED 528) (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 [HD5]

Master’s Core – 9 credits required

ED 406  Master’s Research Methods
ED 429  Theories of Human Development
ED 419  Life Course Studies

Specialization Courses – 9 credits required

EDU 467  Language, Literacy and Cognitive Development
EDU 464  Child Development and Learning in Context (5-12 years)
ED 403  Disability and Early Childhood

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

ED 457  Autism Spectrum Disorders: Characteristics and Educational Issues
ED 408  Development Learning and Teaching for Children (ages birth to 3)
ED 407  Development Learning and Teaching for Children (ages 3-5)
EDU 455  Practice and Policy in Developmental Differences
EDU 476  Early Intervention for Children with Disabilities (ages birth to 3)
EDU 475  Early Intervention for Children with Disabilities (ages 3-5)
ED 481  School, Family and Community Relations
EDU 457  Theory and Practice I-(prerequisite EDU450 or EDU472 concurrently)
ED 415  Adolescent Development and Youth Culture (ages 10-20)
ED 418  The Family and Social Dynamics
ED 425  Minority Youth Development in Urban Contexts
EDU 494  Human Development in Old Age
EDU 439  Interpersonal Systems in Counseling and Human Development
EDU 446  Entrepreneurial Skills for Educators
ED 496  Research Apprenticeship
EDU 565  Research in Life Course Studies (prerequisites: Life Course Studies and permission of instructor)
ED 483  Communication and Counseling Skills for Teachers, Administrators and Other Helping Professionals

Total Number of Credits Required: 30
M.S. IN HUMAN DEVELOPMENT
with a specialization in
DEVELOPMENTAL DIFFERENCES [HD6]

Master’s Core – 9 credits required

ED 406  Master’s Research Methods
ED 429  Theories of Human Development
ED 419  Life Course Studies

Specialization Courses – 9 credits required

ED 447  Disability and Schools OR
ED 403  Disability and Early Childhood
EDU 455  Practice and Policy in Developmental Differences
EDU 466  Problem Identification and Intervention in Counseling I

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

ED 425  Minority Youth Development in Urban Contexts
ED 451  Teaching & Learning in Inclusive Classrooms (prerequisite: ED447 or ED403 for early childhood students, or by permission of instructor)
EDU 476  Early Intervention for Children with Disabilities (ages birth – 3)
EDU 475  Early Intervention for Children with Disabilities (ages 3 – 5)
ED 457  Autism Spectrum Disorders: Characteristics and Educational Issues
EDU 470  Multicultural Perspectives in Counseling
ED 418  The Family and Social Dynamics
ED 481  School, Family and Community Relations
ED 483  Counseling & Communication Skills for Teachers Administrators and Other Helping Professionals
EDU 446  Entrepreneurial Skills for Educators
EDU 439  Interpersonal Systems in Counseling and Human Development
ED 496  Research Apprenticeship-Master’s Level (variable credit)

Total Number of Credits Required: 30
M.S. IN HUMAN DEVELOPMENT
with a specialization in
FAMILY STUDIES [HD7]

Master’s Core – 9 credits required
ED 406  Master’s Research Methods
ED 429  Theories of Human Development
ED 419  Life Course Studies

Specialization Courses – 9 credits required – such as but not limited to the following
ED 418  Family and Social Dynamics
ED 481  School, Family and Community Relations
EDU 439  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:
EDU 464  Learning and Development in Context
ED 415  Adolescent Development and Youth Culture (ages 10 to 20)
ED 425  Minority Youth Development in Urban Contexts
EDU 494  Human Development in Old Age
ED 487  Developing Values and Character in the School, Home and Community
EDU 565  Research in Life Course Studies
ED 483  Communication & Counseling Skills for Teachers Administrators and Helping Professionals
ED 403  Disability and Early Childhood
EDU 470  Multicultural Perspectives in Counseling
EDU 446  Entrepreneurial Skills for Educators
ED 496  Research Apprenticeship – Master’s Level (variable credits)

Total Number of Credits Required: 30
M.S. IN HUMAN DEVELOPMENT
with a specialization in
GERONTOLOGY [HD8]

Master’s Core – 9 credits required

ED 406 Master’s Research Methods
ED 429 Theories of Human Development
Ed 419 Life Course Studies

Specialization Courses – 9 credits required

ED 418 The Family and Social Dynamics
EDU 419 Human Development in Old Age
EDU 479 Promoting Mental Health in Midlife and Old Age

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

EDU 439 Interpersonal Systems in Counseling and Human Development
EDU 565 Research in Life Course Studies
ED 483 Communication and Counseling Skills for Teachers, Administrators and Helping Professionals
EDU 453 Counseling and Facilitating in Small Groups
EDU 470 Multicultural Perspectives in Counseling
EDU 471 Counselor as Systems Consultant
EDU 455 Policy and Practice in Developmental Differences
EDU 446 Entrepreneurial Skills for Educators
ED 496 Research Apprenticeship

Total Number of Credits Required: 30
M.S. IN HUMAN DEVELOPMENT
Early Admission Program [HD2]

(45 hours with 15 hours completed during senior year and counting towards Bachelor’s degree)

**Master’s Core** – 9 credits required

- ED 406 Master’s Research Methods
- ED 429 Theories of Human Development
- ED 419 Life Course Studies

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

- EDU 467 Language, Literacy and Cognitive Development
- EDU 464 Child Development and Learning in Context (ages 5 to 12)
- ED 415 Adolescent Development and Youth Culture
- ED 425 Minority Youth Development in Urban Contexts
- EDU 494 Human Development in Old Age
- EDU 565 Research in Life Course Studies
- ED 418 The Family and Social Dynamics
- ED 403 Disability and Early Childhood
- ED 447 Disability and Schools
- EDU 446 Entrepreneurial Skills for Educators
- EDU 455 Policy and Practice in Developmental Differences

**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.

- ED 596 Research Apprenticeship – Doctoral Level (variable credits) variable F, Sp, Su

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

- EDU 565 Research in Life Course Studies
- ED 418 The Family and Social Dynamics
- EDU 405 Policy and Practice in Developmental Differences
- ED 457 Autism Spectrum Disorders: Characteristics and Educational Issues
- EDU 439 Interpersonal Systems in Counseling and Human Development
- ED 483 Communication and Counseling Skills for Teachers, Administrators and Other Helping Professionals
- EDU 453 Counseling and Facilitating in Small Groups
- EDU 470 Multicultural Perspectives in Counseling
- ED 408 Development, Learning and Teaching for Children Ages Birth to 3
- ED 407 Development, Learning and Teaching for Children Ages 3 to 5
- EDU 471 Counselor as Systems Consultant
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:

ED 493 Master’s Research (Master’s Thesis, Master’s Essay)
ED 504 Quantitative Methods (requires additional 1-credit quantitative software course)
ED 507 Qualitative Methods

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

ED 418 Family and Social Dynamics
EDU 494 Human Development in Old Age
EDU 479 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:

ED 418 Family and Social Dynamics
EDU 439 Interpersonal Processes in Counseling and Human Development
ED 481 School, Family and Community Relations

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

EDU 466 Problem Identification and Intervention I
ED 447 Disability and Schools OR ED403 Disability and Early Childhood
EDU 405 Practice and Policy in Developmental Differences

**Early Childhood**- Students who wish to concentrate in Early Childhood should include the following courses in their program

EDU 467 Language Literacy and Cognitive Development
EDU 464 Childhood Development and Learning in Context (ages 5-12)
ED 403 Disability and Early Childhood

Total Number of Credits Required: 45
## FACULTY/STAFF DIRECTORY

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling and Human Development Faculty</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Douthit, Kathryn ©</td>
<td>275-3937</td>
<td><a href="mailto:kdouthit@warner.rochester.edu">kdouthit@warner.rochester.edu</a></td>
<td>1-310</td>
</tr>
<tr>
<td>Duckles, Joyce (HD)</td>
<td>276-4894</td>
<td><a href="mailto:Joyce.duckles@warner.rochester.edu">Joyce.duckles@warner.rochester.edu</a></td>
<td>1-320</td>
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<td>French, Lucia (HD)</td>
<td>275-3235</td>
<td><a href="mailto:lucia.french@warner.rochester.edu">lucia.french@warner.rochester.edu</a></td>
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<td>Guiffrida, Doug (C)</td>
<td>275-3964</td>
<td><a href="mailto:dguiffrida@warner.rochester.edu">dguiffrida@warner.rochester.edu</a></td>
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<td>Linnenberg, Daniel (C)</td>
<td>276-4782</td>
<td><a href="mailto:dlinnenberg@warner.rochester.edu">dlinnenberg@warner.rochester.edu</a></td>
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<td>Lynch, Martin (C)</td>
<td>273-3408</td>
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<td>Marquis, Andre (C)</td>
<td>275-5582</td>
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<tr>
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<td>Elliot, Ari (C)</td>
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<td><a href="mailto:ari.elliot@warner.rochester.edu">ari.elliot@warner.rochester.edu</a></td>
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<td>Francis, Linda (HD)</td>
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<td><a href="mailto:lsfrancis.taskforce@yahoo.com">lsfrancis.taskforce@yahoo.com</a></td>
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<td>George, Jennifer (HD)</td>
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<td><a href="mailto:erin_halligan@yahoo.com">erin_halligan@yahoo.com</a></td>
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<td>Hudson, Deborah (C)</td>
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<td>Nestro, Caroline (HD)</td>
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<td>Outland, Rafael (C)</td>
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<td>Rossi, Martha Howe (C)</td>
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<td><a href="mailto:mardierossi@gmail.com">mardierossi@gmail.com</a></td>
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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

Kathleen Allen, M.S., doctoral program, University of Rochester

David Donnelly, Ph.D., University of Rochester

Ari Elliot., M.S., doctoral program, University of Rochester

Linda Francis, M.S., 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

Kankana Mukhopadhyay, M.Phil., doctoral program, University of Rochester

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

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

Caroline Nestro, M.S., doctoral program, University of Rochester

Rafael Outland, M.A., doctoral program, University of Rochester

Martha Rossi, Ed.D., L.M.H.C., 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 the Warner School Registrar at 273-3383 or registrar@warner.rochester.edu 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 http://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 Student Services 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 required 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:

- To facilitate the transmission of relevant information TO members of the Counseling and Human Development Program (faculty, staff and students),
- To facilitate requests for information FROM members of the Counseling and Human Development Program,
- To provide a convenient forum for the exchange of ideas on topics relevant to counseling and human development, and
- 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:

- Announcements about events, learning opportunities, or resources that would be of interest to those in counseling and/or human development
- Questions you have about subjects related to counseling and/or human development
- 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
- Questions about the Counseling and/or Human Development programs which might be of interest to a good number of others in the program
- 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:

- 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
- Cyber-counseling on private, personal issues (as distinguished from career development issues)
- Questions about a particular course; better to communicate directly with the instructor
- Comments on public issues or other subjects not connected to the fields of counseling or human development
- Negative feedback directed to individuals, whether faculty or students; better to write to or talk to them directly
- 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. Important departmental announcements on the list serve will 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 University Information Technology reserves the right to remove any name from the list serve whose behavior is inconsistent with the guidelines above.

To Use the List Serve:

- To send a new message to the list, address and send your message to: warnerchd@mail.rochester.edu.

- 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.

MASTER’S THESIS OR PROJECT

Candidates for the Master’s degree engage in a culminating thesis or project. The Master’s 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.