



Alfred University

M.S.Ed. College Student Development
Alfred University

Student Handbook

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This handbook is intended to serve as a guide for graduate students and faculty in the Graduate Program in College Student Development at Alfred University.

The handbook contains information on Division procedures and regulations, but does not cover every possible situation. Consultation with the student's advisor, Division Chair, Program Director, or Dean of the School of Graduate and Continuing Studies (SGCS) is recommended for further clarification of any particular issue.

The Alfred University College Student Development website provides links to additional resources: www.alfred.edu/academics/graduate-programs/college-student-development.cfm

This handbook provides information specific to the Masters Programs in College Student Development and is to be read and understood by all students. The handbook provides information about:

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Alfred University

Alfred University is a private, non-sectarian, regional comprehensive university nestled in the Allegany foothills of southwestern New York State. Alfred University was founded in 1836 by liberal, independent thinkers who placed high value on education for all citizens. Alfred University is the oldest coeducational college in New York State and the second oldest coeducational college in the United States. It is one of the earliest nineteenth century colleges to have enrolled African American and Native American students.

Today, the University has retained and built upon the strong values of its founders, developing as an institution of national and international renown that is responsive to the needs of contemporary society while remaining consistent with the spirit of its origins. Alfred University has evolved into a complex institution offering a full range of programs in the liberal arts and sciences, art and design, engineering, business, education, student affairs, and counseling and school psychology. It is accredited by the Middle States Association of Colleges and Universities.

A striking feature of Alfred University is the fact that its diversity exists in a relatively small institution. Alfred serves approximately 1600 undergraduate and nearly 150 graduate students. This small size has allowed the University to maintain a strong sense of community. Alfred prides itself on offering a personalized education that features close relationships between faculty, staff, and students, fostering personal and intellectual growth.

The University is comprised of three privately endowed colleges, which are the College of Liberal Arts & Sciences, the Inamori School of Engineering, and the School of Graduate and Continuing Studies, and one statutory unit, The New York State College of Ceramics. Graduate programs are housed in both the private and public sectors of the university. The graduate program in College Student Development is part of the Division of Counseling and School Psychology, which is located in the School of Graduate and Continuing Studies.

The School of Graduate and Continuing Studies

The School of Graduate and Continuing Studies (SGCS) at Alfred University houses programs of excellence, preparing graduate students who are ready for leadership roles in the professions of education, student affairs, school counseling, clinical mental health counseling, school psychology, and public administration. Programs are designed to prepare students with the knowledge, skills, and applied experiences to be successful in today's complex world.

The members of the SGCS faculty are dedicated to the development of students as individuals and professionals. Many have significant professional and career experiences, which are combined with their passion for teaching to help guide students in their educational and professional paths. They get to know students in and out of the classroom as academic advisors, research sponsors and collaborators, and career mentors.

The Division of Counseling and School Psychology

The Division of Counseling and School Psychology provides graduate level programs in Mental Health Counseling, School Counseling, School Psychology, and College Student Development. Alfred's program in College Student Development is designed to meet the professional competency areas developed by the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) joint task force on Professional Competencies.

The *College Student Development* program consists of 48 credit hours of coursework and supervised practicum

and internship experiences leading to a Master of Science in Education. Students gain applied experiences through graduate assistantships in a variety of student affairs offices, as well as practicum and internships at Alfred University or any of its several neighboring colleges and universities. Students attending full-time can complete the program in two years, without any summer commitments, or in three-years through the part-time sequence.

Mission Statement

Alfred University's graduate program in College Student Development prepares individuals for positions within higher education. Students acquire core knowledge and professional competencies that enable them to enter the profession. We (the faculty) strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

Program Goals

Alfred's College Student Development program is committed to the personal and professional development of each student in the context of a sound theoretical background. One-on-one interaction between faculty members and students encourages the personal learning that is vital to the education of student affairs professionals. Students gain a strong knowledge base and develop personal maturity and strong interpersonal and organizational skills. The goals of Alfred University's College Student Development program grow out of the program's mission and are:

- To prepare graduate students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of student affairs and higher education.
- To prepare graduate students in the acquisition of professional knowledge, skills and abilities in the areas of leadership, social justice, and community building.
- To prepare graduate students to become competent, self-aware, and socially conscious in order to work in a variety of student affairs settings serving diverse populations.

COVID-19 Policies

Alfred University is committed to maintaining a safe learning environment for all students, faculty, and staff. We have all entered into a social compact to "Protect the Lux" and we must each do our part. Students are expected to:

- Complete the required daily health screening prior to attending their first class of the day. Students cannot attend class if they have not completed the screening.
- Wear an appropriate face mask/covering that covers their nose and mouth while in this classroom/studio/lab. **Students who are not properly wearing a face covering will not be allowed to enter the classroom.** Students who feel they cannot wear a face covering due to a documented health condition, should consult the Wellness Center regarding alternative options, prior to the beginning of class. Requests/needs will be considered on a case-by-case basis
- Practice social distancing (staying at least 6 feet) from others and follow assigned seating/working arrangements in all learning spaces.
- Follow all other PPE and social distancing guidelines as required by your instructor for specific studios, labs, performance and classroom spaces.

If a student is required to quarantine during the semester, they must notify the instructor. The student should work with the instructor to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes. If the student faces prolonged absence due to illness, they are advised

to consult with instructor and advisor regarding course incomplete, withdrawal, or medical leave option.

Should the university move to an emergency closing due to COVID-19, or your instructor become ill, this course will move to fully online delivery and students will be expected to complete the course online.

Delivery Systems Used for Instruction

The College Student Development program has a full-time cohort model that can be completed in two years without the need to take summer courses, and a part-time cohort model for athletic graduate assistants and working professionals that can be completed in three years. In response to the COVID-19 pandemic, the CSD program will adhere to the university's reopening plan, which prioritizes important safety measures, such as some classes temporarily being delivered in an hybrid or online format. When the above COVID-19 guidance is no longer in effect, the majority of courses are delivered through face-to-face classroom setting. When appropriate, a hybrid online/face-to-face approach is used. Courses are typically presented using a variety of instructional methods that include the use of lecture, seminar, training videos, experiential activities, tests, oral presentations and written assignments, video-recordings of practice, evaluation of field-experiences, and extensive personalized feedback. The program in College Student Development utilizes the latest version of *Canvas Learning Management System* to assist in the delivery of instruction.

ACPA and NASPA Competency Areas

In 2015, ACPA—College Student Educators International and NASPA—Student Affairs Administrators in Higher Education established a common set of professional competency areas for student affairs educators. Alfred University's Program in College Student Development utilizes these competencies as a foundation for the program's curriculum and as a means for systematically reviewing student learning outcomes and overall program effectiveness. The ten professional competency areas outline the necessary knowledge, skills, and dispositions expected of all student affairs educators and inform the minimum expectations for master's level graduates, regardless of functional area or specialization within the field.

Competency Area	Description	Professional Development
Personal and Ethical Foundations (PEF)	Involves the knowledge, skills, & dispositions to develop and maintain integrity in one's life and work; this includes thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, & self-authorship.	Foundational outcomes emphasize awareness and understanding of one's values and beliefs, especially as related to professional codes of ethics and principles for personal wellness. Professional development to advanced-level proficiency involves higher order critique and self-awareness, applications to healthy living and professional practice, and modeling, mentoring, and facilitating the same among others.
Values,	Involves knowledge, skills, and dispositions that connect	Progression from foundational to

Philosophy, and History (VPH)	the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.	advanced level proficiency for this competency area largely involves movement from basic understanding of VPH to a more critical understanding of VPH as applied in practice and then to the use and critical application of VPH in practice.
Assessment, Evaluation, and Research (AER)	Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.	Professional growth in this competency area is broadly marked by shifts from understanding to application, and then from smaller scale applications focused on singular programs or studies to larger scale applications that cut across departments or divisions. Many advanced level outcomes involve the leadership of AER efforts.
Law, Policy, and Governance (LPG)	Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.	Progression from foundational to advanced level proficiency reflects shifts from understanding to critical applications enacted primarily at the departmental level to institutional level applications that are mindful of regional, national, and international contexts.
Organizational and Human Resources (OHR)	Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.	In addition to the shift from understanding to application, professional development within this competency reflects shifts in the scale, scope, and interactivity of the human and organizational resources with which one works.

Competency Area	Description	Professional Development
Leadership (LEAD)	Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.	Professional growth within this competency area reflects shifts from knowledge to critical application and then to fostering the development of leadership within and among others.
Social Justice and Inclusion	Defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create	Professional development within this competency areas assumed that student

(SJI)	learning environments that foster equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.	affairs educators need to understand oppression, privilege, and power before they can understand social justice. Intermediate and advanced level outcomes reflect social justice oriented applications in practice and then interconnections between leadership and advocacy.
Student Learning and Development (SLD)	Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs and teaching practice.	At the foundational level, SLD involves a critical understanding of learning and development theories and their use in constructing learning outcomes. Intermediate and advanced proficiency involves greater application in utilizing various forms of programs and applications within increasingly large and complex venues.
Technology (TECH)	Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.	Professional growth in this competency area is marked by shifts from understanding to application as well as from application to facilitation and leadership. Intermediate and advanced level outcomes also involve a higher degree of innovativeness in the use of technology to engage students and others in learning processes.
Advising and Supporting (A/S)	Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.	Progression from foundational to advanced level proficiency involves the development of higher order capacities for listening, addressing group dynamics, managing conflict and crisis situations, and partnering with other professionals, departments, and agencies.

Program Milestones

As students progress through the program semester by semester, there are various milestones that must be completed in addition to the coursework. They are as follows:

Full-time sequence

Year One, Fall Semester:

- Admission to the program
- New student orientation and advising
- Begin graduate assistantship
- Pre-practicum workshops

Part-time sequence

Year One, Fall Semester:

- Admission to the program
- New student orientation and advising
- Begin graduate assistantship
- End of semester student progress

- End of semester progress monitoring

Year One, Spring Semester:

- Practicum experience and performance evaluation
- Decide on Capstone project
- Apply for Membership to Chi Sigma Alpha
- Chi Sigma Iota induction ceremony
- End of semester progress monitoring

Year Two, Fall Semester

- Internship I and Performance evaluation
- Continue progress with Capstone Project
- End of semester progress monitoring

Year Two, Spring Semester

- Internship II and Performance evaluation
- Capstone project presentation
- Exit interview
- Commencement 😊

monitoring

Year One, Spring Semester:

- End of semester progress monitoring:

Year Two, Fall Semester:

- Pre-practicum workshops

Year Two, Spring Semester

- Practicum experience and performance evaluation
- Decide on Capstone project
- Apply for Membership to Chi Sigma Alpha
- Chi Sigma Iota induction ceremony
- End of semester progress monitoring

Year Three, Fall Semester:

- Internship I and Performance evaluation
- Continue progress with Capstone project
- End of semester progress monitoring

Year Three, Spring Semester

- Internship II and Performance evaluation
- Capstone project presentation
- Exit interview
- Commencement 😊

ADMISSION TO THE PROGRAM

Admission to the College Student Development program is evaluated by the Admissions Committee on the basis of multiple criteria including: (1) grade point average of undergraduate coursework leading to the bachelor's degree; (2) scores on the Graduate Record Exam (if undergraduate cumulative GPA is less than a 3.0); (3) related course-work, employment, or volunteer experience; (4) personal statement; (5) three letters of reference; and (6) an on-campus interview that involves at least two faculty members in order to assess applicant's understanding of the program, career goals, potential success in forming effective and culturally relevant interpersonal relationships, aptitude for graduate-level study, and commitment to the professional and ethical foundations of student affairs.

NEW STUDENT ORIENTATION

A graduate student orientation is conducted prior to the beginning of the first semester. The purpose of this orientation is to help make the transition to graduate school more successful – students will have a chance to learn about campus resources, review this handbook, meet with their faculty advisor, and register for classes. During orientation, the faculty advisor will assist students in planning and successfully implementing their plan of study. Students are responsible for meeting with their academic advisor at least once per semester. Students will retain the same academic advisor throughout their degree program unless a change is recommended.

PRE-PRACTICUM WORKSHOPS

There are three pre-practicum workshops that students are required to attend. The purpose is for students to understand the entire process of preparing for and selecting a student affairs practicum site. Students will become acclimated to the different environments in which student affairs programming occurs through a series of site visits across the division of student affairs as well those from neighboring colleges and universities. The workshop sequence culminates with the selection and confirmation of the site placement.

PRACTICUM AND INTERNSHIP EXPERIENCES

The College Student Development program requires all students to complete supervised practicum and internship experiences. The goal is to provide the student with a professional student affairs experience under the close supervision of a qualified supervisor who can assist the student in refining professional skills, according to their level of development while still in a learning situation.

The practicum is a semester-long experience in which students work in a student affairs department and acquire 100 supervised total hours. The internship experience occurs over the course of two semesters (in a student's final year) in which students continue to work at or choose a different student affairs site. The internship experience requires students to accumulate at least 500 total hours.

In addition to performing at acceptable academic levels in the program, it is expected that students will demonstrate the ability to perform at acceptable levels during the practicum and internship experiences. At the end of each experience, the student affairs supervisor will provide a formal evaluation of the student's performance. For more information, refer to the *College Student Development Practicum/Internship Handbook*.

STUDENT PROGRESS MONITORING

The profession of student affairs, in addition to academic excellence, requires self-understanding, interpersonal effectiveness, a commitment to working with others, and a commitment to continued personal growth and professional development. Students are expected to be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by ACPA and NASPA.

With this in mind, students will engage in a systematic review of their progress at least three times throughout the program, and more frequently if indicated. This review involves both written evaluation (See Appendix B for sample *Student Progress Monitoring* form) and a meeting with each student in which the faculty take part. The purpose is to provide constructive feedback on student progress, including strengths and any areas in need of improvement. This is a formative process that encourages professional growth and development in relation to academic knowledge, professional skills and abilities, and personal and professional dispositions. In addition, the faculty uses this process to solicit feedback from students in order to consider any programmatic changes.

Students having difficulty in demonstrating minimum competencies (e.g., knowledge, skills, and professionalism) will be so informed during this feedback session and recommendations for remediation will be given. Remediation activities are focused on overcoming identified deficits. The duration of remediation

activities and assessment of remediation outcome are based on the needs of the student. Failure to achieve required competencies following remediation efforts can result in students being dismissed from the program. Decisions such as these are made by the *Scholastic Standards Committee* (see AU policy 402.2).

MEMBERSHIP TO CHI SIGMA ALPHA

Chi Sigma Alpha is an international honors society comprised of graduate students, alumni, faculty, and student affairs professionals to promote and recognize excellence in academics, research, and service to the profession of student affairs. Activities of the honor society are determined by the membership and may include advocacy, fundraising, and research that promotes the student affairs professions. Students who have a GPA of 3.7 or higher in the College Student Development program are eligible to join CSA after completing 12 credits of graduate coursework. A GPA of 3.5 is required for continued membership.

CAPSTONE PROJECT

Beginning in the practicum semester and continuing throughout the remainder of the program, students will develop a capstone project to include two primary areas:

- An introduction and literature review that highlights a practical problem in student affairs and higher education;
- A comprehensive proposal that advances a practical solution to an identified problem. This can take the form of a programmatic intervention, a strategic plan, a curriculum or course, a training program or professional development, a comprehensive assessment, or other initiatives.

While faculty will help guide the capstone project, students will complete their project in consultation with a staff member(s) from a student affairs unit (typically the students' practicum/internship setting). The project should strive to be sustainable, having practical application and benefit to the student affairs unit and/or higher education setting.

Students will present their capstone as a poster presentation at the end of their final internship semester.

EXIT INTERVIEW

Prior to graduation, students will engage in an exit interview to provide feedback about specific aspects of the program they found beneficial and effective as well as areas that may need further attention or modification. This feedback is extremely beneficial to the program and part of our systematic program evaluation.

COMMENCEMENT

Students must successfully complete all course and program requirements to be eligible to participate in the commencement ceremony. Candidates for the Master of Science in Education (MSEd) are required to complete the *Application for Graduation* form at least 60 days prior to the graduation date. This form is also available at the Student Service Center. The full package of regalia can be ordered and purchased from the AU Bookstore and the actual order can be picked up the week of graduation.

COLLEGE STUDENT DEVELOPMENT
Full Time Sequence

<i>First Year Courses</i>			
Fall	Credits	Spring	Credits
CSDV 601 Introduction to Student Affairs	3	CSDV 607 Functions in Student Affairs	3
CSDV 605 Career Development and Life Planning	3	CSDV 617 Exceptionality: College Students with Disabilities	3
CSDV 636 Principles of Advising and Supporting	3	CSDV 644 Intercollegiate Athletics in Higher Education	3
CSDV 642 Diversity, Equity, and Inclusion in Higher Education	3	CSDV 657 Practicum in College Student Development	3
TOTAL	12	TOTAL	12

<i>Second Year Courses</i>			
Fall	Credits	Spring	Credits
CSDV 668 Internship in College Student Development I	3	CSDV 670 Internship in College Student Development II	6
CSDV 674 Legal Issues in Student Affairs	3	CSDV 695 Topics in Student Affairs	3
CSDV 671 Assessment, Evaluation, and Research	3		
TOTAL	9	TOTAL	9

Program Total: 42 Credits

Students in the College Student Development Program will complete 100 total hours in *Practicum in College Student Development*, in an approved student affairs setting working under the supervision of a student affairs professional. Students will complete 200 hours during *Internship in College Student Development I* and 300 hours during *Internship in College Student Development II*, continuing to develop conceptual and professional skills related to their practice in an approved student affairs setting while working under the supervision of a student affairs professional. Over the course of a minimum of two internship semesters, students must accumulate at least 500 total hours, distributed equivalently across both semesters.

COLLEGE STUDENT DEVELOPMENT
Part-Time Sequence

<i>First Year Courses</i>			
Fall	Credits	Spring	Credits
CSDV 601 Introduction to Student Affairs	3	CSDV 607 Functions in Student Affairs	3
CSDV 636 Principles of Advising and Helping	3	CSDV 617 Exceptionality: College Students with Disabilities	3
CSDV 642 Diversity, Equity, and Inclusion in Higher Education	3	COUN 644 Intercollegiate Athletics in Higher Education	3
TOTAL	9	TOTAL	9

<i>Second Year Courses</i>			
Fall	Credits	Spring	Credits
CSDV 605 Career Development and Life Planning	3	CSDV 657 Practicum in College Student Development	3
CSDV 674 Legal Issues in Student Affairs	3	CSDV 695 Topics in Student Affairs	3
CSDV 671 Assessment, Evaluation, and Research	3		
TOTAL	9	TOTAL	6

<i>Third Year Courses</i>			
Fall	Credits	Spring	Credits
CSDV 668 Internship in College Student Development I	3	CSDV 670 Internship in College Student Development II	6
TOTAL	3	TOTAL	6

Program Total: 42 Credits

Students in the College Student Development Program will complete 100 total hours in *Practicum in College Student Development*, in an approved student affairs setting working under the supervision of a student affairs professional. Students will complete 200 hours during *Internship in College Student Development I* and 300 hours during *Internship in College Student Development II*, continuing to develop conceptual and professional skills related to their practice in an approved student affairs setting while working under the supervision of a student affairs professional. Over the course of a minimum of two internship semesters, students must accumulate at least 500 total hours, distributed equivalently across both semesters.

Program Faculty

Core Faculty

Kevin A. Curtin, Ph.D., LMHC, ACS

George Washington University; Program Director; Associate Professor; *Specialty Areas*: Group work; Substance-use disorders; Leadership.

J. Stephen Byrne, Psy.D., Marywood University; Assistant Professor; Practicum and Internship Coordinator; Licensed Psychologist; *Specialty areas*: College counseling; Supervision; Advising and supporting.

Angeline A. Felber, M.Ed., M.S., NCC

The Pennsylvania State University; Instructor of Counseling; Co-chapter faculty advisor Alpha Upsilon Ex; Certified School Counselor (PA); *Specialty Areas*: Student Learning and Development; Social justice and inclusion.

Adjunct Faculty

Jaime Castillo, PhD, LMHC; Mental Health Therapist at the Rochester Institute of Technology; *Specialty Areas*: Assessment, evaluation, and research.

Trisha Debertolis, M.S. Assistant Dean for New Student Programs at Alfred University; *Specialty areas*: Title IX; Student activities; Foundations of College Student Development.

Christopher Gause, M.A. Assistant Director of the Center for Academic Success at Alfred University; *Specialty Areas*: College student disability services.

Nicole Herman, M.A., Chief Diversity Officer & Title IX Coordinator, Alfred State College; *Specialty areas*: Affirmative action; expanding diversity on campus; sexual assault awareness and prevention; women's leadership.

Norm Pollard, Ed.D, LMHC, Pollard Consulting; *Specialty areas*: Effecting positive change to promote campus culture; Student learning and development; Educating students about hazing; Legal issues and governance.

Paul Vecchio, M.S., University of Buffalo; Adjunct Faculty; Assistant VP for Athletics & Recreation at Alfred University; *Specialty areas*: Intercollegiate athletics

Professional Organizations

Students are required to join either the American College Personnel Association (ACPA) or the National Association for Student Personnel Administrators (NASPA) in order to begin to establish their identity as a Student Affairs professional. There are a number of other professional organizations relevant to the field of Student Affairs and which provide numerous professional development opportunities. Students receive significant discounts on membership rates.

- National Association of Student Personnel Administrators

www.naspa.org

- American College Personnel Association www.myacpa.org
- College Student Personnel Association of New York State www.cspanys.org
- American College Counseling Association www.collegecounseling.org
- Association of Higher Education and Disability www.ahead.org
- National Association for Campus Activities www.naca.org

For other professional organizations, visit: <http://www.studentaffairs.com/web/professionalassociations.html>

Policies and Procedures

The complete statement of Alfred University policies and guidelines may be found by going to the University website at: <https://my.alfred.edu/policies/>. Graduate academic policies can be found at: <https://my.alfred.edu/academic-regulations/graduate.cfm>.

Graduate Assistantships

There are three types of assistantships that all full-time graduate students may choose to acquire: 1) General graduate assistantships; 2) Enhanced graduate assistantships; 3) Athletic graduate assistantships.

All full time graduate students throughout the university are granted a **general graduate assistantship**, which requires the student to work 5 hours per week each semester for a professor or university division. This assistantship reduces the tuition cost by \$3,000, which is applied towards the balance of the student's tuition. Students are responsible to the faculty or staff member to whom they are assigned.

Full-time students may instead choose to apply for an **enhanced graduate assistantship** through the Division of Student Affairs, as a Residence Hall Director, Weekend Supervisor, or Assistant Coordinator of Leadership Programming. In exchange for working 20 hours per week, this assistantship covers 50% of tuition costs and provides the graduate student with a stipend. Some enhanced assistantships provide a furnished on-campus apartment and full meal plan when the University is in session. For more information please contact the directors of Residence Life, Center for Student Involvement, and/or the Judson Leadership Center.

Finally, students interested in the part-time program may apply for an **athletic graduate assistantship**, which fully covers a maximum of 18 credits of tuition per academic year (see the part-time sequence) and provides a stipend in exchange for working 20 hours per week as an assistant coach, athletic trainer, or facilities manager. For more information please contact the Assistant VP for Athletics & Recreation.

Formal written evaluation of the graduate assistant's performance is conducted at the end of each semester. Continuation of the assistantship is dependent upon satisfactory performance of assistantship duties, as well as satisfactory academic progress in the program. It is the student's responsibility to discuss any problems they are having in completing their hours with either their advisor or the assistantship coordinator. The assistantship can be revoked at any time for lack of adequate performance of assistantship responsibilities.

Additional Information:

- Graduate assistants must submit and have their hours approved by their supervisor on a regular basis.
- The Graduate Assistantship Coordinator will notify Grad Assistants about the process of submitting hours worked.

In addition to the work requirements of the graduate assistantship, graduate-level education can be very demanding and time-consuming. In order to support your success in the program, students must consult with the Division Chairperson if they wish to gain additional employment within or outside the University.

Scholastic Standards

All graduate programs follow the general academic policies for Alfred University graduate students as set forth by the Graduate Council, and published in the graduate catalogue and academic policies of the AU website. Each program bears responsibility for setting standards for satisfactory progress of students, according to the program learning goals and professional standards for their respective fields. *The Counseling and School Psychology Governing Committee* is responsible for conducting progress reviews for all students at the end of each semester and to make any decisions regarding a change in academic status. Students matriculated in graduate degree programs must meet academic and performance requirements established by each program.

Grades

Grades that students may receive in graduate courses are: A, B+, B, C, F, or I (Incomplete). The grading scale corresponds to expectations for graduate student performance, and is as follows:

Graduate Grades

A = 4.0	Exemplary
B+ = 3.5	Exceeds expectations
B = 3.0	Meets expectations
C = 2.0	Below expectations
F = 0.0	Failure

The Graduate School requires that the students maintain an index of 3.0 or better each semester and cumulatively. In addition, students are permitted to present no more than six credit hours at the grade of C or below. Once admitted, students can expect to continue attendance at the University so long as they (1) maintain satisfactory academic records and progress in the development of necessary professional, personal, and interpersonal characteristics, (2) meet their financial obligation to the University, and (3) do not seriously or persistently violate existing University regulations. Separation from the University will be made only after a review of the matter by the appropriate committee, and according to established University procedures. The Counseling and School Psychology Governing Committee (CSPGC) reviews each student's record each semester. The following sections describe the possible outcomes if students do not meet the required standards.

Probation

A student whose semester and/or cumulative index drop below a 3.0 may be placed on *probation*. Further, a student who has low grades in critical prerequisite courses or who is not making satisfactory progress in other ways may also be placed on probation. Students on probation may also be prohibited from advancing to internship.

Students placed on probation will be so informed and provided recommendations for remediation. Remediation activities are focused on overcoming identified deficits. The duration of remediation activities and assessment of remediation outcomes are based on the needs of the student. Failure to achieve competencies following remediation efforts can result in students being dismissed from the program. Decisions such as these are made by the scholastic standards committee (see AU policy 402.2).

Extended Probation

Students on probation who do not significantly improve their academic performance during the next semester

immediately following being placed on probation may be dismissed or placed on *extended probation* for another semester.

Suspension

Students who are not making satisfactory progress in the program, including the development of necessary professional, personal and interpersonal characteristics, or who violate University regulations may be placed on *suspension* from the program. The length of the suspension and requirements for returning will be determined by the CSPGC/Scholastic Standards Committee on an individualized basis.

Dismissal

The Counseling and School Psychology Governing Committee may recommend dismissal for students who do not meet a GPA standard of 3.00 or better each semester and cumulatively or who do not make satisfactory progress in other ways. A student who is on probation or extended probation and who fails to attain the minimum semester or cumulative standards for a second consecutive semester may be dismissed from the University. Failure to meet other specific academic requirements, inability to improve overall academic performance, lack of requisite personal and professional characteristics and skills, or lack of satisfactory progress toward a degree may also result in dismissal from the University. Division regulations require dismissal of students who have more than 6 credits of C.

Academic Dishonesty

The College Student Development program follows the University's Graduate Academic Regulations regarding academic dishonesty. The relevant section from the Regulations (section 700) is as follows:

Academic dishonesty is defined as any action that enables students to receive credit for work that is not their own. Academic dishonesty, as well as fabricating and inappropriately altering or excluding data, is unethical conduct which will not be tolerated in any form. Graduate students at Alfred University are expected to maintain generally accepted standards of academic honesty and professional integrity. Failure to do so may range from failure of the assignment to dismissal.

Academic dishonesty can occur both within and outside the classroom, studio, or lab. In the context of tests, quizzes, examinations, or other in-class work, dishonest practices include but are not limited to:

- Marking an answer sheet in a way designed to deceive the person correcting it.
- Possession of unauthorized material that could be used during a quiz, test, or examination for the purposes of cheating.
- The unauthorized use of books or notes during a quiz, test, or examination.
- Hiding or positioning of notes or other tools for the purposes of cheating on a quiz, test, or examination.
- Possession or knowledge of any exam materials prior to its administration.
- Looking at someone else's quiz, test, or examination without the express permission of the instructor.
- Any form of unauthorized communication during a quiz, test, or examination.

In the context of writing assignments, research projects, lab reports, and other academic work completed outside the classroom, dishonest practices include but are not limited to:

- Lack of adequate and appropriate citation of all sources used.
- The appropriation of another's ideas, analysis, or actual words without necessary and adequate source citations, either deliberately or inadvertently.

- The copying, purchase, or other appropriation of another person's academic work with the intention of passing it off as one's own original production.
- The creation of a document by more than one student that is then submitted to the instructor as the original creation of only one student, without the express permission of the instructor.
- Submitting the same piece of work to more than one instructor without the express permission of ALL instructors involved.
- Fabrication of data.
- Inappropriate alteration or exclusion of data.

The following guidelines are included to assist students in avoiding dishonest behavior in their academic work, particularly in writing assignments, research projects, and lab reports:

- A. Students' written work should reflect their own personal preparation for the assignment, such as reading books and articles, performing research on the internet and in electronic databases, and taking notes in class and during the research process.
- B. Students should avoid using the actual words of the authors of their sources whenever possible, opting instead to demonstrate an understanding of the authors' ideas by rewriting them in their own words.
- C. All ideas and analyses that are derived from other authors must be attributed to those authors in the form of appropriate source citations, even when their own words are not used. Source citations usually take the form of footnotes, endnotes, or parenthetical citations in addition to a formal bibliography and/or works cited page at the end of the writing assignment. The format for these source citations depends on the conventions of each academic discipline: consult your instructor as to the appropriate form to use.
- D. When the use of an author's specific text is unavoidable or necessary, that material must be identified as a direct quotation and must either be surrounded by quotation marks or formatted as a block quotation. Appropriate source citations must follow all quotations, as per the instructions above.
- E. Lengthy quotations or their overuse is neither desirable nor appropriate in most instances and should be avoided. Additionally, over-reliance on lengthy quotations can be considered a form of plagiarism.
- F. Circumstances when direct quotation is necessary or desirable include:
 - a. The wording of the text is essential to the student's own analysis.
 - b. The text exemplifies the author's particular perspective.
 - c. Quoting the text is a more efficient way of presenting the author's ideas than a more elaborate and lengthy paraphrase would be.
- G. Some instructors find collaborative assignments useful. Students may be allowed to collaborate in shared assignments only with the specific permission of the instructor. In those circumstances the limits to the collaboration will be established by the instructor and students should be aware that they are responsible for maintaining the appropriate limits to that collaboration.

Procedures

Instructors who believe an unethical practice has occurred should take the following steps:

- A. The instructor will advise the student orally or by e-mail as soon as possible after the offense is observed. This may allow simple misunderstandings and misinterpretations to be resolved.
- B. If the instructor remains convinced that an offense has occurred, a written statement of the offense will be sent to the student in hard copy and by e-mail. The statement will include whatever penalty the instructor considers appropriate. A copy will be sent to the instructor's program director, division chair, and dean; the student's advisor, program director, division chair, and dean; and, if the recommended penalty is dismissal, the Provost and Vice President for Academic Affairs.
- C. The academic dean, program director, or division chair of the student's college/program should advise the student of the appeals procedures.

A student charged with an unethical practice may appeal to the appropriate program committee. Any graduate student dismissed from the School of Graduate and Continuing Studies may request reconsideration of the matter by the Graduate Council; such requests are to be made within 14 days of the notice of dismissal. If not satisfied with that reconsideration, the student may appeal to the Provost and Vice President for Academic Affairs; such appeals are to be made within 14 days of dismissal.

Grade Changes and Grade Appeal

All grade changes must be completed prior to the Registrar's certification of graduation. Assigning course grades at Alfred University is the exclusive responsibility of course instructors. Nothing in this policy shall be construed to limit the ability of the Registrar to change grades of incomplete (I) to fail (F) in accordance with the policy on grades of "Incomplete." Nothing in this policy shall be construed as substituting or supplanting rules, regulations, or procedures contained in the policy on Academic Dishonesty.

- A grade may be changed by the instructor of a course to convert an Incomplete or IP to a final grade.
- A grade may be changed by the instructor of a course to correct an error. The Division/Program Chair and appropriate Dean must be notified of all grade changes in writing (stating reason(s) for the change) except for completion of work in courses graded I or IP.
- Once assigned, only the course instructor can change a course grade, except in rare circumstances when the course instructor's supervising Dean may change a grade. For specific information on the circumstances under which a Dean may change a grade, please refer to the Graduate Academic Regulations on my.alfred.edu.

Students have one year from the date a final grade is issued to petition for a change of grade. A student who believes a final grade is not correct should first meet with the instructor who assigned the grade. If the matter is not resolved, the student should meet with the Division/Program Chairperson in the academic area offering the course in question. If there is no resolution, the student should arrange a meeting with the Dean, or the Dean's designee, of the College or School offering the course.

- If there is still no resolution, the student may appeal the decision of the faculty member to the Ombuds Officer. Should a request for an appeal be made to the Ombuds Officer an appeals committee will be assembled.
- The appeals committee should meet as soon as possible after members of the committee have been selected. The appeals committee will review the case and prepare a written recommendation to be forwarded to the Provost. The Provost will make the final decision within seven semester days and officially notify, in writing, the student, the instructor(s) and Dean involved in the case.
- The student may bring one other student or employee from Alfred University to the appeals committee hearing. Only members of the university community shall be permitted to attend the hearing. The invited other person shall not have the right to speak or otherwise participate in the hearing. No sound or video recording of the appeal committee hearing shall be permitted.

All testimony given at the hearing shall be considered confidential except for communication to appropriate university faculty and administrators.

Academic Appeal Policy

The AU graduate academic policies allow for student appeals of change in academic standing made by their respective Scholastic Standards Committees (AU Graduate policy 403.1). Within the School of Graduate and Continuing Studies, such appeals will be heard by a college-wide Scholastic Standards Appeals Committee (SSAC). The college-wide appeals committee allows for review and deliberation by a broader sector of graduate

faculty than can be provided within the program Scholastic Standards Committees. The SSAC will be composed of the following individuals:

- Dean of the School of Graduate and Continuing Studies, who will chair the committee
- Director (or designee) of College Student Development Program
- Director (or designee) of Counseling Program
- Director (or designee) of School Psychology Programs
- Director (or designee) of Education Graduate Programs
- One additional faculty member from the student's graduate program will be invited by the Dean.
- Dean's Administrative Assistant will record the proceedings but has no voting rights

Students who wish to appeal the academic status decisions made by their graduate Scholastic Standards Committees must inform the Dean in writing of their intent to appeal within 10 business days of receiving written notification of the decision. The student should provide a written appeal and any related materials to the SSAC prior to the hearing. The SSAC will review all relevant information related to student progress, and any statements that the student provides to the committee. Students will be encouraged to present their appeals in person to the SSAC, but telephone, Skype, and written appeals will also be accepted. If the student is not satisfied with the decision of the Scholastic Standards Committee, or Appeals Committee on the question of the appeal, the student may further appeal, in writing, to the Provost (AU Graduate policy 403.2).

Transfer Credit Policy

304.1 Transfer credit evaluations from other accredited institutions shall be made by the Dean or appointed representative of the college or school in which the student is enrolled or wishes to enroll. The evaluation is forwarded to the Registrar's Office to be placed on the student's permanent record. No more than six semester credit hours of graduate work, or 20% of coursework, whichever is greater, may be transferred into a master's degree or certificate of advanced studies program. Doctoral programs permit up to 50% of coursework as transfer credits.

For Alfred University's M.S. Ed in College Student Development, no more than nine semester credit hours of graduate coursework may be transferred. In order to ensure that we are consistent in awarding transfer credit, and in communicating this information to the registrar's office, the following procedures will be followed:

1. Transfer credits are only allowable for graduate courses with a final grade of B or above.
2. The student works with his or her advisor to prepare a request to transfer credit for appropriate courses. The student must provide a syllabus for each course to be transferred. The faculty member teaching the course to be replaced will review the syllabus to determine if the course fulfills the program's coursework goals and objectives.
3. Each course to be transferred should correspond with a required AU course, or could be counted as elective credit. In cases where only a portion of the course matches our required course, then the appropriate portion (e.g. 2 of 3 credits) could be fulfilled with the transfer course. In such cases, the remaining portion of the course (e.g. 1 of the 3 credits) can be fulfilled by the student taking a "Special Topics" course in the appropriate content area.
4. Once these determinations have been made for all possible transfer credit, the advisor should prepare a listing with the student's name, institution where the course was taken, the title and course number for the course to be transferred and the corresponding AU course.
5. This listing is then presented to the Scholastic Standards Committee for the division, which acts to accept the proposed transfers, or makes other suggestions or modifications as needed.

6. The division chair will then prepare a letter with the listing approved by the Scholastic Standards Committee which is addressed to the student to verify the acceptance of transfer credits. A copy of this letter is sent to the registrar's office to formally apply these courses and credits to the AU transcript. The registrar must also have an original copy of the transcript from the other school.

In well-substantiated special cases, where the interests of the student are at variance with the regulations stated above, a documented petition may be made to the CSPGC through the Division Chairperson for an appropriate transfer of credit.

Continuous Enrollment

Continuous enrollment for all College Student Development students is required in order to assure that students make continual, systematic progress in their program. All students must enroll each semester for an appropriate number of credit hours (minimum of 3 credits) until the completion of all program requirements. Failure to enroll constitutes self-dismissal from the program. A leave of absence may be discussed with the Division Chairperson if an unusual circumstance presents itself.

Leave of Absence

Alfred University recognizes that there are many good reasons why a student may want to temporarily interrupt his/her education. Therefore the University has established a leave of absence policy (AU 603) that assures a student the right to continue his/her education following a specified leave period. The following principles govern the leave of absence policy:

- a. Students must first discuss their request for taking a leave of absence or withdrawing from the program with their academic advisor or director of the graduate program in which they are enrolled.
- b. Leave of absence for health reasons must be approved through the dean of students.
- c. If planning to take a leave of absence, review when you anticipate returning to the program.
- d. Students should consult with a financial aid counselor to understand their obligations.
- e. If withdrawing or taking a leave of absence once a semester is underway, a student's financial obligations are based on the date of filing the official *Withdrawal and Leave of Absence Form for Graduate Students* with the director of your Graduate Program.

Powell Institute and Clinic Use Policy

The facilities at the Powell Institute, including the Child and Family Services Center (CFSC) clinical rooms, are primarily dedicated to teaching and other functions of the Powell Institute. At times the clinic treatment rooms may also be used by graduate students for purposes related to acquiring and practicing skills. The following guidelines have been developed for use of the facility.

- *Institute Hours*: The Powell Institute is open during business hours, from 8:30 am – 4:30 pm, Monday through Friday. However, there may be times when the faculty and Powell Institute/Clinic secretary need to be out of the building, at which time the exterior doors will be locked for safety and security.
- *Clinic GAs*: Graduate assistants working for the CFSC have keys for locking up when clinic is finished for the day. GAs should not be in the building after hours or on weekends unless they have a specific assignment from a supervisor which must be completed during that time.
- *Reserving Rooms*: The Secretary for the Powell Institute/Clinic keeps a master schedule for room use in the building. Student access to conduct dyad practice, review tapes, use test materials, etc., is to be scheduled with the secretary and must occur during business hours. Any student who wishes to use a room when clinic is in session **MUST** clear this directly with the clinic supervisor, who will make sure that no clients are scheduled during that time.

- *Copiers*: There are no copiers at the clinic that are part of the student printing quota. Therefore, students who are doing work for their classes must plan ahead and make copies in other locations.
- *Computers*: All of the computers at the Clinic/Institute are only to be used for Clinic- or Institute-related work. The computer in Clinic Room 5 (upstairs) is available for student use in preparing clinic-related materials. Students who are preparing materials for other courses should plan ahead and have those materials ready before they arrive for classes at the Institute.

Discrimination, Harassment and Sexual Misconduct

Alfred University's Discrimination, Harassment and Sexual Misconduct Policy has been adopted to ensure that all students, faculty, staff and guests may work, study, and enjoy the society of the University community without being subjected to discrimination, harassment or any form of non-consensual sexual activity. The policy sets forth the behavioral expectations for all members of the Alfred University community: students, faculty and staff. Alfred University will not tolerate harassment or discrimination in the workplace, classroom, University facilities, and in other Alfred University-related settings.

All students are expected to maintain socially and professionally appropriate conventions for behavior. No member of our community should be subjected to acts of discrimination, harassment or sexual misconduct. Please see the attached policy for mechanisms to report concerning behavior or get help for yourself or a friend. All reports (except those made to AU's Wellness Center with a request for confidentiality) will be investigated by a Title IX coordinator or deputy coordinator, and may result in sanctions ranging from remedial activities for lesser offenses to dismissal from the program.

Where to report:

Title IX Coordinator for All Persons
Chief Diversity Officer
Dr. Angie Taylor
Powell Campus Center
703-859-1215

Title IX Deputy Coordinator (primary)
Interim Director of Human Resources
Kayleigh Jones
Greene Hall

EXTERNAL SERVICES AVAILABLE

Information Technology Services (ITS)

Information Technology Services will provide technology orientation and training to students and assist them with any technology needs. ITS frequently updates and expands their services and resources, so please contact the Information Technology Services Helpdesk (Ext 2222, on the ground floor of Herrick Library) for your specific needs and questions. For full resources provided visit - <https://my.alfred.edu/information-technology-services>

Communication. Email is an official means of communication at Alfred University and is a proper and legal means of reaching the entire University community. All faculty, students and staff are expected to review their Alfred email and *Alfred Today* regularly and respond as needed to those communications. Alfred Today is the daily bulletin of campus announcements and events and is distributed via Alfred email and through the website. In addition, all faculty, students and staff (in cooperation with ITS) are expected to keep their email accounts in working order, so that they can both send and receive email communication. Email is used to communicate academic, employee, and administrative information.

Computer availability. The university uses a variety of approaches in making computers available to students.

General and specialized computing labs are located throughout the campus providing access to Windows and Apple Macintosh systems. In addition, most building locations (including residence halls) have wireless access. An all-night computer lab for use by all University students is located on the ground floor of Herrick Library. A Windows/Apple laptop-lending program for students is available through the Technology Lending Program located on the 3rd floor of Pearlman Hall. Students are expected to establish a user account to utilize the computer systems, and must abide by the rules and policies for use of the facilities.

Student Print Management. Graduate students will be able to print 800 pages, after which they may buy additional printed pages through a secure Web page that is linked to their Banner student accounts. The cost per page is three cents (for both single-sided and duplex printing).

Herrick Memorial Library

Herrick Library has a wide range of print and non-print resources in direct support of mental health and school counseling. Keep in mind that the Library consistently acquires additional resources, both in print and through web access. Please check with reference librarians for new acquisitions and for information regarding accessing the various resources, including research databases.

The contact person for the Counseling program at Herrick Library is Ellen Bahr. You may contact her at bahr@alfred.edu, 607-871-2976, or in room 107 of Herrick. She is available for individual consultations with you to help with your research or to answer other library-related questions.

Interlibrary Loan Services

Interlibrary Loan at Herrick Library obtains books, articles, and other materials that the library does not own. This service is available for free to all AU staff, AU faculty, and current graduate and undergraduate students with valid AU IDs. The average time to receive an item is four days for articles and five days for books. The Interlibrary Loan website is: <https://alfred.illiad.oclc.org/illiad/YAH/logon.html>

Electronic Resources

Via Herrick's Home Page, <https://libraries.alfred.edu>, a student has access to dozens of databases covering a wide variety of subject matters. Of primary interest is PsycINFO, which is the online equivalent of Psychological Abstracts. This database offers abstracts of journal articles, research reports, chapters from books, and dissertations going back more than 100 years. It can be accessed from any networked computer on campus or from home. To connect from off campus, go to the Herrick Home Page (<https://libraries.alfred.edu>) and select "Search" and then "Databases A-Z." To connect from off-campus, you must have a valid AU e-mail account; if you are having difficulty accessing this service, contact the library by phone at 871-2184 or by e-mail at herricklibrary@alfred.edu.

Selected Journals of Interest to Student Affairs

- Journal of Student Affairs Research and Practice
- Journal of College Student Development
- Journal of College and University Student Housing
- Strategic Enrollment Management Quarterly
- Journal Committed to Social Change on Race & Ethnicity
- Journal of Multicultural Counseling & Development
- Journal about Women in Higher Education
- Journal of Educational Research
- Journal of Issues in Intercollegiate Athletics
- Journal of College and Character
- Planning for Higher Education
- Journal of Learning Disabilities
- New Directions
- Journal for Specialists in Group Work
- NACE Journal
- College Athletics and the Law
- Journal of Issues in Collegiate Athletics
- Career Development Quarterly

Video Database

Herrick library has a subscription to **Kanopy**, an online video streaming service that contains over 750 psychology-related videos, including documentaries and training videos, reenactments, and footage of actual therapy sessions conducted by renowned counselors, psychiatrists, psychologists, and social workers demonstrating a variety of therapeutic approaches.

Additional Services Available

- Online access to electronic resources 24/7 from on and off campus
- Wireless access
- Desktop computers with Internet access, assistive software (Read & Write Gold) and Microsoft software including Word, EndNote, and SPSS
- In-library laptop lending program
- Printers and scanners
- 24-hour study room
- Leisure reading including bestsellers, music CDs, books on tape, DVD and video collections, current newspapers and magazines
- Extended hours during exam week
- Group and quiet study rooms
- Microfilm readers
- Special Collections and the University Archives

Library Hours

Check for changes in hours during breaks and holidays. The full schedule is posted on the library's website.

Mon-Thurs: 8:00AM - 1:00AM

Fri: 8:00AM - 11:00PM

Sat: 10:00AM - 11:00PM

Sun: 12:00PM - 1:00AM

24-Hour Study Room: Open 24 hours/day, seven days a week, during the academic year. To access the room when the library is closed, enter code 8888 on the keypad outside the entrance door (facing Pine Street). If for some reason the code doesn't work, ask for the new code at Herrick Library's front desk or email herricklibrary@alfred.edu.

Career Development Center

The Robert R. McComsey Career Development Center is located in the Allen Steinheim Museum, behind Powell Campus Center. Our mission is to empower students and alumni to find their professional purpose and meaningful work through informed decision-making, practical experience, and connection to the global community. Services, which are available to all current students and alumni, include:

- **Handshake:** a modern career platform and one-stop-shop for launching your career. Access personalized job recommendations based on your major and interests. Manage interviews, schedule appointments, and register for events: alfred.joinhandshake.com
- **Appointments:** career counseling to assist with career decision-making; career advising to assist with job/internship search skills and resume building; and career assessment interpretation for the SII and MBTI. Login to Handshake to schedule.

- **Drop-in Hours:** Wednesdays during the semester
- **Social Media** – Find us on Facebook, LinkedIn, Twitter, and Instagram! Simply search for “Alfred University Career Development Center.”
- **Cheryl’s Closet** aims to support all students of Alfred University, empowering them to project confidence and professionalism, by loaning professional attire free of charge. To ensure that students can make an outstanding first impression, we have a large selection of professional attire suited to a variety of styles, cultures, sizes, and gender expressions.
- Numerous career related workshops, programs, career fairs, on campus interviews, and networking events, held throughout the year – check Handshake for details.

Office hours are Monday through Friday from 8:30 am to 4:30 pm. For more information, please visit the Steinheim, click <https://www.alfred.edu/student-life/career-development-center/>, email cdc@alfred.edu, or call 607-871-2164.

Wellness Center

The Wellness Center comprises Counseling Services and Health Services, and is located at the corner of Terrace and Park Streets in Alfred, NY. The Wellness Center provides a comprehensive range of counseling, developmental, medical, and educational services to promote the personal growth and continued wellness of University students.

Services are provided by licensed psychologists, mental health counselors, and medical professionals, and are completely confidential in accordance with the relevant ethical standards set by the American Counseling Association, the American Psychological Association and the American Medical Association. All counseling assistance and most routine medical assistance at the Wellness Center is free and available to currently enrolled undergraduate and graduate students. Appointments can be arranged by calling (607) 871-2300 for Counseling Services, (607) 871-2400 for Health Services, or by stopping by the office.

Please keep in mind that some of our division’s students may work in the Counseling Services Office in an administrative capacity for their assistantships or as a practicum/internship student under the supervision of a Wellness Center clinician. In addition, program faculty may provide part-time clinical or consultative services at the Wellness Center. If you wish to use these services and are concerned about confidentiality, please contact Kim O’Rourke, Wellness Secretary, directly at (607) 871-2300, who will strive to keep your client status as private and discrete as feasible.

For more information, please visit: <https://my.alfred.edu/wellness-center/index.cfm>

Center for Academic Success

The Center for Academic Success (CAS) coordinates academic support services on campus. This includes, but is not limited to individual, group, and drop-in tutoring, Supplemental Instruction, and disability-related services here at Alfred University. Any student can visit the Center for Academic Success for an individual consultation. Staff will assist the student in determining the appropriate support service or course of action based on the individual’s difficulties and needs.

The Center for Academic Success provides support services, consultation, and advocacy for students with learning, physical, and/or psychological disabilities. Services for persons with disabilities shall complement and support, but not duplicate, the University’s regular existing services and programs. The University strives to provide equitable and efficient services to all students. In addition, CAS staff are available to consult with

faculty, staff, and administration on disability-related issues, determining reasonable and appropriate accommodations for students with disabilities, and facilitating the delivery of services.

Alfred University is dedicated to providing full access to all its facilities, student programs, activities, and services, and reasonable accommodations in the instructional process, in compliance with these guidelines. Services that the university provides are designed to maximize independence and encourage the integration of students with disabilities into all areas of college life.

Given that several School Psychology graduate students work at the Center for Academic Success office, you can call the director, Ms. Liz Shea, directly about accessing services, in order to maintain confidentiality. Her direct line is 871-2153. The general phone number for the office is 871-2148.

Students with disabilities are given the opportunity to self-identify by completing a registration form. Those students wishing to self-identify are requested to indicate their specific disability, and to provide the Center for Academic Success with current and appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating their disability and suggested accommodations.

Upon determination of eligibility, the director will work with you in arranging for reasonable and appropriate accommodations, identifying and utilizing the existing campus resources (i.e., Writing Center, Tutoring Services, Health Center, and Counseling Services), and developing self-advocacy skills.

Writing Center

The Writing Center provides free writing assistance to all Alfred University students, faculty, and support personnel. Whether you need help discovering ideas, organizing information, brushing up on basic grammar, revising a final draft, taking essay exams, or preparing technical documents, the Writing Center can help you improve your writing abilities and gain confidence as a writer. The Writing Center is located on the second floor of Herrick Library. The director, Dr. Vicky Westacott, will meet with graduate students. You may call her at (607) 871-2245, e-mail at fcobb@alfred.edu or for more information visit: <https://my.alfred.edu/writing-center/>

Off Campus Housing

Alfred University offers a Graduate Student Housing option, with information and application available at: <https://www.alfred.edu/student-life/living/residence-life.cfm>

Appendix A: Course Descriptions

CSDV 601 - Introduction to Student Affairs 3 hours. This course is an introduction and overview of student affairs functions within institutions of higher education. It emphasizes the history, professional standards and ethics in professional conduct, professional associations, organizational models, practices in a cross-section of functional areas in student affairs, and issues and trends in student affairs practice.

CSDV 605 - Career Development and Life Planning 3 hours. Students learn how career development theories, occupational and educational information, vocational tests, sociological and economic factors, and family dynamics all relate in helping their clients to make career and life style career decisions. Students also spend time practicing skills directly related to career counseling.

CSDV 607 – Functions in Student Affairs 3 hours. This course introduces students to issues and principles of practice in the profession of student affairs. Topics may include developmental tasks of college students, counseling and the college student, and practices in a cross-section of areas in student affairs, including admissions, leadership, diversity, student activities, residence life, and career development. Prerequisite: CSDV 601.

CSDV 617 - Exceptionality: College Students with Disabilities 3 hours. The focus of this course is effective service provision for college students with disabilities. Topics include the Americans with Disabilities Act, identification of and intervention with various disabilities, development of systems of support, and faculty consultation.

CSDV 636 - Principles of Advising and Supporting 3 hours. This course focuses on teaching students the process and theories of counseling. Students also spend time practicing skills directly related to the helping process.

CSDV 642 – Diversity, Equity, and Inclusion in Higher Education 3 hours. An exploration of the considerations and issues involved in counseling persons from different cultural, religious, racial-ethnic, and gender/gender oriented groups. There is a focus on heightening an awareness and appreciation of difference.

CSDV 644 – Intercollegiate Athletics in Higher Education 3 hours. This course introduces the role of Athletics in American Higher Education. Students explore issues involving intercollegiate athletics within various levels and types of institutions, including the impact of athletics on college campuses, the role of the NCAA, ethics, governance, and student athlete standards.

CSDV 657 - Practicum in College Student Development 3 hours. In this practicum the student spends a minimum of 100 clock hours at a selected college or university student affairs office prior to their internship, working under the supervision of a student affairs professional. The experience is geared toward increasing skills, introducing the student to new cultures and environments and allowing the student to explore various aspects of Student Affairs. The student is provided practical, on-the-job, supervised and evaluated experiences

that provide the foundation for internship experiences. A weekly seminar class accompanies the fieldwork experience.

CSDV 668 - Internship in College Student Development I 6 hours. The student is required to spend time at an approved student affairs setting working under the supervision of a student affairs professional. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II), students must accumulate at least 600 total hours distributed equivalently across both semesters. Prerequisites: CSDV 657.

CSDV 670 - Internship in College Student Development II 6 hours. This is a continuation of Internship I. The student is required to spend time at an approved student affairs setting working under the supervision of a student affairs professional. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II), students must accumulate at least 600 total hours distributed equivalently across both semesters. Prerequisite: CSDV 668.

CSDV 671 – Assessment, Evaluation, and Research 3 hours. This course introduces the analysis of research design and basic statistics and gives the student the background necessary to read and judge professional evaluation research as well as the ability to design and implement basic program evaluation.

CSDV 674 - Legal Issues in Student Affairs 3 hours. This course introduces students to current legal issues confronting the student affairs professional. Topics include authority and environment of ethics and law, ethical decision analysis, and topical issues such as student safety, liability, confidentiality, privacy, libel and slander, due process, and other related ethical and legal concepts.

CSDV 695 - Topics in Student Affairs 3 hours. This course covers advanced issues encountered in the student affairs setting with an emphasis on current trends in the field. Intensive study of research and practice is based on applied issues that arise for the student affairs specialist.

Appendix B: Student Progress Monitoring

ALFRED UNIVERSITY
College Student Development
Student Progress Monitoring

Faculty Evaluation _____
Student Evaluation _____

Student _____

Date _____

Year in Program: 1 2 3

GPA _____

Rating Scale:

Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
1	2	3	4

ACADEMIC PROGRESS

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Class Participation			
Oral Presentations			
Written Communication (Written Assignments)			

Additional Comments:

PROFESSIONAL SKILLS

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Completes Work in a Timely Manner			
Punctuality			
Assistantship Responsibilities			
Professional Demeanor			

Additional Comments:**PRACTICUM/INTERNSHIP**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Professional interactions with colleagues			
Professional interactions with students			
Overall practicum and internship performance			

Additional Comments:

PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Utilizing Feedback and Recognizing Strengths and Weaknesses Non-Defensively			
Handling Frustration and Ambiguity			
Appropriate Assertiveness Skills			
Sensitivity and Tolerance for Other Viewpoints			
Taking Appropriate Initiative for Improving Skills			
Awareness of and Sensitivity to Cultural Differences			

Additional Comments:

Strengths:

Areas in Need of Improvement:

Overall Progress in the Program:

___ Below Expectations ___ Approaching Expectations ___ Meets Expectations ___ Exceeds Expectations

Faculty Representative Signature

Date

Student Signature

Date