



Northeastern University

Bouvé College of Health Sciences

Master of Science

Applied Educational Psychology Specialization in:

*Northeastern University
404 International Village
360 Huntington Avenue
Boston, MA 02115*

**COLLEGE STUDENT
DEVELOPMENT
& COUNSELING**

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College Student Development and Counseling Program

MISSION STATEMENT

The College Student Development and Counseling program at Northeastern University aims to create mindful, action-oriented leaders, specifically in the field of higher education and student affairs. It is the goal of the program to focus on counseling, college student development, the history and philosophy of the student affairs profession, and the organization and administration of the field. The program will provide emerging professionals with the academic and experiential background that will allow them to be able to design, create, and administer student personnel programs that teach leadership, foster development, value diversity, and compliment the academic experience of college students.

HISTORY OF THE PROGRAM

The College Student Development and Counseling program at Northeastern University emerged from the School Counseling program. Traditionally the program offered an Ed.D. in School Counseling. During the 1960's and as a result of the guidance movement, new disciplines including career, school, and college counseling sprung forth. A student driven initiative resulted in the development of masters programs in these areas for students were more interested in community counseling and college counseling. In the mid-sixties, Dr. William Quill supervised the community counseling program and Dr. Tom Harrington became the first Director of the College Counseling Program. Dr. Harrington had extensive experience in College Student Personnel. Dr. Robert Read was an advisor to the College Student Personnel program and eventually became the next director of the program. He served as the director of the program for seven years. At the time of Dr. Read's tenure as director, the program had approximately 25 students enrolled in practicum experiences in the field of student personnel.

Dr. Jane Fried became the program's director in 1989, working closely with Dr. Reed. They made a great team by coupling his experience in school counseling with her expertise in college student development administration. Dr. Fried spent much of her time updating the curriculum and the mission of the program. She reflected in an interview that there were shifting paradigms in student activities. During the early years of the profession housing and residence life were the central themes in student life. Today, she says that housing only occupies about 20% of the student affairs agenda.

During Dr. Fried's tenure as director of the program, the program changed from granting a Masters of Education (M.Ed.) degree to that of granting a Masters of Science. The curriculum of the College Student Development and Counseling Program came to include all aspects of student affairs including financial aid, enrollment management, residence life, health and wellness, student activities, academic advisement, career services, and practice oriented education.

When Dr. Fried departed Northeastern University in 1998, Dr. Larry Litwack became the interim director of the program. During his two years as the director, the program adopted a course on Law and Higher Education.

In fall 2005, Dr. George Thompson became the program's second full-time faculty member. Dr. Thompson received his doctorate in Counseling and Student Personnel Services from the University of Georgia. He brings a wealth of experience and knowledge in student affairs administration, student development theory, disability services, and career counseling.

Dr. Johnson has worked to develop a completely unique course in group dynamics. The second year students in the CSDC program take Dr. Johnson's group dynamics course during their final semester. The course gives students background and foundation to help them interact, manage, lead and advise groups of students, professionals and colleagues. The course implements a unique aspect as students work in the same small groups for the entire semester and each class period is run by these small groups presenting on the projects they have been working on. It truly provides a dynamic environment for students to not only learn about, but to experience group dynamics.

Dr. Johnson and Dr. Thompson realizing the growing trend in assessment in student affairs and the need for student affairs practitioners trained in assessment methods decided a new course was needed in the program. Dr. Thompson worked with Dr. Catherine Pride, an assessment practitioner, to develop a new course in assessment practices in student affairs. Students learn the basics of assessment and then through a group project apply best practices in assessment to a functional area of student affairs through the design of an written assessment plan.

As developing trends of the needs in student affairs are closely monitored new enhancements to the program are always considered. In Spring 2009 Dr. Thompson introduced an advanced college student development theory course. The course builds off of what students learn in introduction to student development and helps students gain a greater understanding of existing research and implementation of student development theory in practice. As the average college student evolves student affairs practitioners with greater student development theory background are needed. This course addresses this need and prepares CSDC graduates for the evolving students they will encounter.

Today, Dr. Vanessa Johnson is spearheading the program's development as it prepares student affairs professionals for the 21st century. The program addresses issues of increased diversity and globalization, burgeoning technological adaptations/advancements, financial constraints, and a changing political culture. New courses continue to be added to the core curriculum in response to these changes in college communities. The program continues to embrace the practicum experience as a laboratory for student affairs professionals to develop and refine skills needed to advance in the rapidly changing field of college student development. Dr. Johnson was responsible for converting the program from the quarter system to the semester system. Under the semester system, Dr. Johnson has introduced more courses that relate to the understanding and practice of student affairs while continuing to embrace the student development aspects of student affairs administrators.

OVERVIEW OF THE PROGRAM

The College Student Development and Counseling Program's focus is on preparing students to work in emerging areas of student affairs. The CSDC program prepares students for careers in student affairs through an emphasis on holistic student development, multiculturalism, the management of rapid change, and participation in a yearlong, 300-hour practicum experience. While most higher education curriculums place more of a focus on either administration or counseling, Northeastern's program deliberately connects both of these aspects. Students learn to create, implement, and evaluate student development services and programs in higher education. They develop theoretical knowledge and applied skills in individual counseling, group dynamics, and experiential and adult education as well as a systems approach to higher education administration. The study of student development includes theories that describe the development of students by cultural, gender, and socioeconomic status, i.e. women, African American, Latino, Asian American, and gay and lesbian students as well as white males. The program's emphasis is on practical application and experiential education, and students complete their practicum experiences in related areas of the higher education arena with local colleges and universities. On-site professionals and Northeastern University faculty members supervise all practicum experiences.

Typical careers for which students are prepared for include academic advising, student activities, orientation, career counseling, judicial affairs, service learning, cooperative education, general student services administration, residential life, and advising of students who are challenged by some aspect of higher education or by the larger society, such as international students, students of color, students with disabilities, and many other groups.

ADMISSIONS REQUIREMENTS

The College Student Development and Counseling masters program is part of the Bouvé College of Health Sciences and housed in the Department of Applied Educational Psychology. The Admissions Office for Bouvé is located in the Behrakis Health Sciences Center room 123. All correspondence with Bouvé College Graduate Admissions Office should be directed to the following address:

**Bouvé College of Health Sciences
Graduate School Admissions
Northeastern University
Behrakis Health Science Building
Boston, MA 02115
USA**

Phone: 617-373-2708

Fax: 617-373-4704

TTY: 617-373-7623

Applicants to the College Student Development and Counseling program arrive at Northeastern from a variety of academic areas and life experiences. Past academic areas

include psychology, education, business, communications, English, athletic training and human services. Applicants must possess a baccalaureate degree, but not necessarily in the areas noted above. The application process is based on rolling admissions although most full-time students begin the program in the fall semester. Applications must be received at least one month prior to the expected semester of attendance. The program is usually completed in two years with full-time attendance. Part-time applicants typically complete the program in three years.

Components of the admissions application process:

- **Application Form**

This is a basic biographical application form which is available online at:
<https://app.applyyourself.com/?id=neu-grad>

Please access the application portal on line at any Bouvé Graduate School web site as we no longer accept paper applications. Please do not send paper copies of your application, your payment voucher, syllabi, papers you have written, certificates of awards or elementary and high school transcripts. You may include a bibliography of your papers, if you so desire. Please do not put your transcripts and/or references in plastic or any other type of holder. Do not staple or use tape to seal them and do not fasten them together. Use only paper clips. By following these guidelines, you should be able to check the status of your application on line, approximately 72 hours after it has been received.

- **Application Fee**

The completed application should be submitted online with a processing fee of \$50.00 (U.S. currency). Checks and money orders must be made payable to Northeastern University. International Students must have this fee drawn from a U.S. bank or a bank which has a branch in the U.S. *The fee is waived for alumni of NU.*

- **Personal Statement**

The personal statement is the applicant's opportunity to educate the admissions team about him or herself. It should include applicant's background, interests and reasons for enrolling in the College Student Development and Counseling program. Applicants should include any information that they feel would be useful to the review team in determining their understanding of the field of student affairs and their abilities to complete the program.

- **Transcripts**

Applicants must submit official transcripts of their academic record from each of the colleges and universities they attended, regardless of whether or not they received a degree. Transcripts from within the U.S. should be requested by applicants and submitted with their completed application. Transcripts from institutions outside of the U.S. must include official documentation of academic materials including diplomas and grade sheets. If an

applicant is submitting a transcript from an institution outside of the U.S. s/he may need to pay an additional fee of \$50 to have the transcript evaluated for U.S. equivalency. Applicants should contact the admissions office directly if they have questions regarding transcripts from institutions outside the U.S.

Transcripts need to be mailed in sealed envelopes, directly to the address noted above. Please indicate the program for which you are applying on the application, not the degree you already hold. If you are applying for more than one program, please indicate that also.

- **Letters of Recommendations**

The admissions process requires three recommendations from persons with whom applicants have professional or academic relationships and not from relatives, friends, or neighbors. Your letters of recommendation may also be sent electronically and we encourage you to use this feature. Letters of recommendation should be sent by individual recommenders in a signed/sealed envelope to the address noted above. If possible, students are encouraged to submit all three recommendations at the same time in individual signed/sealed envelopes.

- **Test Requirements**

Applicants to the College Student Development and Counseling program are required to take the **Graduate Record Exam (GRE)** or the **Miller's Analogy Test (MAT)**. These tests must have been taken no more than five (5) years prior to the application process.

Applicants who do not hold an undergraduate degree from a U.S. institution and whose native language is not English must also take the **Test of English as a Foreign Language (TOEFL)**.

- **Declaration and Certification of Finances (International Students only)**

FINANCIAL AID AND INFORMATION

Many applicants rely on financial assistance to pursue a degree in College Student Development and Counseling at Northeastern University. Information on financial aid can be learned by visiting the Graduate Student Financial Services Office which is located in Richards Hall. Correspondence concerning financial aid should be sent to the following address:

Graduate Student Financial Services
Northeastern University
360 Huntington Avenue
139 Richards Halls
Boston, MA 02115
Phone: 617-373-5899

Fax: 617-373-5666
TTY: 617-272-5714

This office is open Monday through Friday from 8:30 AM to 4:30 PM. No appointment is necessary.

Financial Aid Application Process

The first step in applying for financial aid at Northeastern is completing the FASFA (Federal Application for Student Financial Assistance). This may be submitted after January 1st for the year you are applying. The form will ask applicants for the school code of the institution from which you are seeking financial aid. ***The school code for Northeastern University is 002199.***

The next step in applying for assistance is the completion and submission of the Northeastern University financial aid application. This can be obtained by contacting the Financial Aid Office listed above.

When completing financial aid forms applicants should make sure they:

- Complete all blanks (enter N/A if it is not applicable)
- Sign and date all forms
- Have a completed tax return

STUDENT STATUS

Students may be admitted into the program as one of three statuses: regular, conditional or provisional. There is also the possibility to take courses toward a degree in CSDC with a special student status.

Provisional Student Status

Provisional acceptance refers to students who are admitted to the program provisionally. They are allowed to register for a total of twelve semester hours of course work for which they must maintain a 3.00 grade point average to continue in the program.

Special Student Status

Special Student Status allows students to take courses on a non-matriculated basis. Students may take a maximum of 12 semester hours of credit that they may later apply to a degree in the CSDC program, provided the courses are applicable. Special Students may be considered for degree programs only after submission of a complete application package.

The granting of special student status does not commit the graduate school or program in any way to the students' admission.

WRITING & REFERENCE STYLE

The Department of Counseling and Applied Educational Psychology and the College Student Development & Counseling program requires all research papers and publications that are submitted by students as a part of their educational requirement to be written and referenced in American Psychological Association (APA) style. Students are encouraged to download and print the style manual from the library's website – www.lib.neu.edu/gateway/subjects/citation.htm.

Information can also be found on the APA website- www.apa.org. There is also a quick reference guide at the back of this manual.

PROGRAM REQUIREMENTS

All students are required to take CAP G300 Introduction to College Student Development, during their first semester of enrollment concurrently with CAP G200 Counseling Theory & Process.

Sample Full Time Curriculum:

Fall Semester (1st year)

CAEP 6300 *Intro to College Student Development*
CAEP 6200 *Counseling Theory & Process*
CAEP 6235 *Vocational, Educational & Career Development*
CAEP 6303 *Financial Aspects of Higher Education*

Fall Semester (2nd year)

CAEP 6302 *Law and Higher Education*
CAEP 6401 *College Student Development Practicum 1*
CAEP 6230 *Health Issues*

Spring Semester (1st year)

CAEP 6301 *Planning & Administering Student Affairs*
CAEP 6202 *Research, Evaluation & Data Analysis*
CAEP 6305 *Advanced Theories of College Student Development*
CAEP G262 *Outcomes and Assessment*

Spring Semester (2nd year)

CAEP 6215 *Group Dynamics*
CAEP 6402 *College Student Development Practicum 2*
CAEP 6203 *Culture & Diversity*

THE PRACTICUM EXPERIENCE

Northeastern University has a long history of providing its students with practical experience in which they put the theories and skills that they learn in the classroom directly to use in work settings. Boston, with more than 120 colleges and universities within a sixty-mile radius, offers many opportunities for CSDC students to have practice experiences in various collegiate settings.

These practicum experiences prepare students to work in entry level and mid-level management positions in the field. These positions are in various departments and offices that address students' academic, social, emotional, and moral development.

The practicum experience consists of two consecutive courses, supervised by a practicum instructor, taken in the Fall and Spring semesters of students' second year. Students also complete 300 hours of work experience.

Securing a Practicum

Many students find their practicum experiences through referrals from classmates, colleagues, or professors. Occasionally, students use their place of employment as part of their practicum experience. A program *faculty member* must approve all arrangements prior to the beginning of the practicum experience. Some students create their own practicum by contacting administrators at the institution and in the department for which they would like to work.

Students are expected to stay at one site for the entire academic year. They can arrange a practicum at any of the following sites or another area that meets their needs and interests.

Academic Advisement Office
Admissions Offices
Athletic Compliance
Counseling Centers
Dean's Office
Financial Aid Office
Greek Life
International Student Office

Judicial Affairs
Office of Multicultural Affairs
Office of Residence Life
Orientation Programs
Recreation Centers
Student Activities Office
Student Union
Wellness Center

The Learning Contract

When you enroll in your practicum, you will develop a learning contract with your adviser. The contract contains short- and long-term goals that you aim to achieve during the practicum. Some objectives and goals include:

- Gaining familiarity with a particular office or service area, i.e., the Dean's Office, Counseling, Residence Life and Housing, Enrollment Management, Career Planning and Cooperative Education, Academic Services, and Special Services.
- Developing a familiarity with program delivery skills like needs assessment, financial budgeting, professional communications, staff recruitment, training, evaluation, technological advancements, program planning, or resource management.
- Developing presentation skills.
- Developing counseling, consulting, and interviewing skills.
- Achieving increased personal development in presentation of self, time management, and meeting job expectations.

GRADUATE POLICIES AND REGULATIONS

The University expects each student to respect the rights and privileges of others and to adhere to acceptable standards of personal conduct. Students must familiarize themselves with the Northeastern University Graduate Student Handbook at www.neu.edu/gradhandbook for details of the university's regulations, the code of student conduct, and policies on academic honesty.

The *Bouve Graduate Policies and Regulations* includes the general standards for all graduate programs, including certificate programs, within the College. Individual programs, departments, or schools may issue student policies that supplement these requirements. Please refer to individual program handbooks for program-specific details, since some programs may have more stringent requirements than those stated in this document.

Academic and Professional Conduct

In accordance with the expectations for student behavior outlined in the *Northeastern University Graduate Student Handbook*, the Bouvé College of Health Sciences (BCHS) assumes that all students come to the College for a serious purpose and expects them to be responsible individuals with high standards of academic integrity. The College will not condone academic dishonesty in any form, nor will it tolerate violations of research or professional ethics within the academic community. The Associate Dean of the Bouvé Graduate School, acting through the appropriate graduate program committee, reserves the right to dismiss a student from the BCHS Graduate School at any time for behavior which is deemed ethically inappropriate or unprofessional.

The health care professions and health sciences in the College require more than simple mastery of technical knowledge and skills. Equally important is earning the respect and confidence of those who seek health care. The nearly universal existence of ethical codes of conduct among the various health professions is evidence that certain types of conduct are expected in order to promote this respect and confidence. Fundamental to most of these codes is an understanding that health care professionals and researchers are required to conduct their activities in a manner that reflects a concern for the total well being of the patient/client and research subject. Students are expected to follow the code of conduct of their individual professions.

Health Certification

All new students must complete the University Health Report form following acceptance to the University. These forms may be obtained at the University Health and Counseling Services (UHCS) located at 135 Forsyth Building or downloaded from <http://www.lanehealthcenter.neu.edu/access/healthpdf.pdf>.

As a condition of matriculation at Northeastern University, all students are required to submit the completed health report to UHCS. The Health Center will block the registration of those who do not file correct forms. The tuberculin skin test (PPD) or chest x-ray, as appropriate, is required within 6 months of registration. The Commonwealth of Massachusetts mandates proof of immunity, as specified on page two of the health report. The Massachusetts Department of Public Health and the College Immunization Law mandates that all students in the health professions have proof of hepatitis B immunity with three doses of the hepatitis B vaccine, or a positive antibody titer. Some programs may require proof of additional immunities. Please consult your program handbook or your program advisor for more information. Medical documentation and health certification are maintained by UHCS.

Accommodations for Students with Disabilities:

Students who wish to be evaluated for disabilities should contact the Disability Resource Center (www.disabilityresourcecenter.neu.edu, x2675,). If diagnostic documentation can be provided for a disability that substantially limits one or more major life activities, the student is eligible to receive services from the Disability Resource Center (DRC) and to have appropriate accommodation in coursework, in accordance with federal laws and guidelines. The student must register with the DRC and meet with a specialist prior to receiving services. Accommodation will not be made retroactively.

Practicum/Internship Health Clearance

Students taking practicum courses or doing internships in their field of study may be required to submit certification of health status to each of their clinical placement coordinators. Each program has its own regulations for practicum health clearance. Students should consult their program handbooks or clinical placement coordinator for these requirements. Students who do not present the appropriate health certification will be blocked from registering for, or attending, practicum until satisfactory evidence is provided. An annual update of student's health certification is also required in some internships and practica. All graduate nursing students are required to provide proof of a varicella titer for practicum clearance. Students taking practicum courses may also be required to submit to and successfully clear criminal history/background checks (CORI).

Liability Insurance

All students on practicum/internship must register each semester while on practicum/internship to be covered by liability insurance. As long as they are registered, all Northeastern University matriculated students in fields of study requiring malpractice insurance are covered under a professional liability insurance for which they pay a yearly fee. This insurance covers injury to third parties by students doing work or professional studies outside Northeastern University premises that are clearly part of their duties. It does not cover willful misconduct. Students or the clinical placement coordinator can request that the University Office of Risk Management send evidence-confirming coverage to their field site. Students should consult their practicum placement officer, program coordinator and specialization policies for information about further requirements for liability insurance. If

you are not sure if your program is covered under this policy, coverage can be verified through the Office of Risk Management at extension x8668.

Academic Advising

When a student is fully or conditionally accepted into the Bouvé Graduate School, the program director, or designate, will serve as the student's academic advisor. The student will be notified of his/her advisor's name in the formal letter of acceptance, so that communication may begin prior to the student's first registration.

The faculty advisor will assist the student in understanding program requirements and in defining career goals and objectives of graduate work. The advisor will also monitor student progress toward successful completion of the degree.

Student Advisement Responsibilities

Students share responsibility with their advisor for successful matriculation and progression in their graduate program. In many programs, students are required to make appointments for academic advisement at least twice a year and must regularly update a curriculum plan with their advisor. The curriculum plan is kept on file in the program's office and both student and advisor retain a copy. Students must contact their academic advisor prior to making changes in their curriculum plan and must seek assistance regarding academic issues in a timely manner.

Grading Policies, Grading Criteria and Quality Point Average

Grading policies are the same as given in the general university undergraduate handbook. As a rule, grades are assigned and/or changed only by the course instructor. Student academic performance in the BCHS is graded according to the following criteria:

A	(4.000)	Performance in the course has been of very high graduate caliber.
A-	(3.667)	
B +	(3.333)	Performance in the course has been of satisfactory graduate level.
B	(3.000)	
B-	(2.667)	Performance in the course is below the level expected for graduate work.
C +	(2.333)	
C	(2.000)	Performance in the course is unsatisfactory for graduate work.
F	(0)	
I	Incomplete	Coursework was not completed before the end of the semester.*

**Incompletes are given only with prior approval of the instructor and a completion contract must be filed with the Bouvé Graduate Office. The coursework must be completed within one year of the end of the course, unless the course is not offered by the College/Program annually. Acceptance of any grade given after one year is at the discretion of the Associate Dean of the Bouvé Graduate School. Grades of "I" do not affect a student's QPA. Unless there is written permission from their advisor, students may carry only two incompletes simultaneously, and may not enroll in further courses until they have completed the work for the incomplete course(s). These grades are to be given when course work will not be completed within the next semester.*

IP	In Progress	Used for student coursework that extends beyond the grading period but will be completed before the end of the next semester. Completion contract not needed.
L	Audit	Course was taken for no credit.
S	Satisfactory	Satisfactory completion of work in thesis, research practicum, or clinical practicum courses without quality designation.
U	Unsatisfactory	Failure to complete satisfactory work in thesis, research practicum, or clinical practicum courses.
W	Withdrawal	Withdrawal from the course between the beginning of the fourth calendar week of the semester and the end of the eleventh calendar week of the semester.

Students will also be evaluated on non-intellectual competencies and need to be deemed acceptable in these areas in order to be retained in the program. These factors include but are not limited to: the ability to handle conflict in a professional manner; appropriate expressions of empathy and compassion; ability to work cooperatively with peers, staff, faculty and supervisors; the ability to receive and to respond appropriately to constructive feedback, tolerance for divergent views; and the willingness and ability to work with diverse populations across race, ethnicity, class and gender.

Credit Hours

One-quarter hour (QH) credit is evaluated as approximately 0.75 of a semester hour (SH) credit: 3QH=2SH; 4QH=3SH; 5QH=4SH

The exact requirements for fulfillment of a degree in the BCHS Graduate School vary by program. Students must consult their individual academic program catalogues and policies, as well as program directors if applicable, for specific credit and non-credit requirements necessary to achieve a specific degree.

Transfer of Credit

A maximum of 9 semester/12 quarter hours of credit obtained at another institution may be accepted towards the degree, provided the credits consist of work taken at the graduate level for graduate credit, carry grades of 3.000 or better, have been earned at an accredited institution, and have not been used toward any other degree.

If the course had been taken previously to matriculation at Bouvé, the student must submit to his/her academic advisor a petition requesting transfer along with the official transcript indicating successful completion of the course to be transferred.. Upon obtaining the advisor's approval, the student will submit the documentation to the Graduate School Office. A student may petition to transfer credit only after matriculation in Bouvé (please see section entitled Academic Standing Petitions for the petition procedure on page 11).

Courses that have not been taken but will be taken for transfer from another institution must receive pre-approval from the student's academic advisor. Students should submit to the advisor the petition with the course description attached to the advisor for approval and then file the completed petition in the Graduate School Office.

Graduate courses at the Northeastern University School of Professional and Continuing Studies (SPCS) can be considered for transfer only with prior approval of the academic advisor. For consideration of financial aid for SPCS courses, please check with the financial aid office.

Course Waiver

A student may petition to waive a course that was taken for credit toward a prior degree but must take another course for equivalent credit in its place. The student must provide an official transcript and a syllabus of the content of the course to the program director, in order to verify equivalency with the course to be waived.

Academic Progression

All students must register for coursework or continuation credit each semester of the academic year (fall, spring and, where indicated, summer) once they are matriculated as full- or part-time students. All Physician Assistant students must register all three semesters. If a student does not register for two consecutive semesters, the student's file will be placed in the "inactive" archives for no longer than five years. Therefore, if a student plans on being absent more than one semester, s/he must notify the Bouvé Graduate Student Office and file a petition for a Leave of Absence. (Please see page 14) *International students may not consider SPCS courses as fulfilling their residency requirements.*

All degree requirements must be completed within a maximum of seven years of matriculation, although individual academic programs may require completion in a shorter time frame. Each student is responsible for reviewing the requirements for his/her particular program. A student's failure or inability to register does not extend the amount of time allowed to complete the program. Course credits earned in programs of graduate study are

valid for a maximum of seven years unless an extension is granted by the Bouvé Associate Dean of Graduate Studies.

Directed Study Courses

Students who wish to take a directed study course must meet with a faculty mentor to decide on the syllabus for the course, including criteria for passing. Students cannot take a directed study to replace a course that isn't offered during that term. The faculty mentor will assign the credits that will be offered for the directed study. Note that there are separate course numbers for 1, 2, 3, and 4 credit directed study courses. The student and faculty complete and sign the Directed Study Form, and the student files the form at the Bouvé College Graduate School Office for the signature of the Associate Dean or the Director of Graduate Student Services. The student then registers for the appropriate directed study course (i.e., 1, 2, 3, or 4 credits).

Program Extension Procedures

Students may seek an extension of the time limitation to complete their program of study only under documented extenuating circumstances, such as serious family or personal health problems. An extension may be granted if the student provides, in writing, an acceptable plan to complete the requirements for the degree within a reasonable period of time. The student must complete the petition form that is available in the Bouvé College Graduate School Office to request such an extension. The petition should include all relevant information, such as a clear statement of the reasons for the petition, the extenuating circumstances, and a proposed action plan with specific deadlines. The petition and the proposed action plan must be submitted for approval to the program director and to the Associate Dean of the Graduate School.

Academic Standing

Academic standing in BCHS is determined by the student's cumulative quality point average (QPA = GPA), and performance in academic and clinical courses that are required by his/her program. All BCHS students must maintain a cumulative QPA of 3.000 each semester to remain in good academic standing and to progress toward graduation. Students who do not maintain a cumulative QPA of 3.000 each semester will be placed on probation. Additionally, some programs require students to earn a grade of B (3.000) or better in each specified course. Students must also earn a grade of B (3.000) or better in graduate courses taken at another institution which are subject to transfer credit.

Academic Probation

Academic probation is a period of time when a student must address and remediate academic deficiencies. An action plan to clear the deficiency must be developed by the student, the student's academic advisor, and the specific program graduate committee (if applicable). Any student placed on probation will receive written notification by the Office of Graduate Student Services. The student's program director will also receive notification

of probationary status. It is the student's responsibility to write an action plan (with input from the advisor and the program graduate committee, if relevant), which documents how the deficiency will be remediated. This action plan must be signed by the advisor and the student, and placed in the student's file within one month from the date of the written notification of probation. The student's failure to file an action plan may be cause for dismissal from the program. The action plan must specify the date by which the deficiency will be cleared. Students will be placed on probation for the following deficiencies:

A cumulative QPA below 3.000;

In some programs, a grade of B- or below in a specified course;

Unsatisfactory performance in a clinical course, practicum, internship, or research course.

Academic Probation Requirements:

A BCHS graduate student may repeat a course only once to achieve a passing grade, and may only repeat two required courses during his/her entire program of study. Normally, a student may be on probation for only one semester, or until the course is offered again, unless the advisor approves an action plan which specifies a longer but definite period. A student may only be placed on probation twice during enrollment in BCHS and must correct all deficiencies as specified in each respective action plan during the applicable probationary period. Failure to remediate the deficiency within the agreed-upon time may result in dismissal from the program. During the period of probation, the student must earn a QPA of 3.0 or better each semester, or s/he is subject to dismissal from BCHS. Note that individual graduate programs may have additional requirements which must be included in the probation action plan.

Once the student has regained a QPA of 3.000, earned a grade of B or better in a repeated required course, and/or demonstrated satisfactory performance in a clinical course, s/he must petition to be reinstated in good academic standing.

Academic or Research Dishonesty

Academic or research dishonesty will result in disciplinary action, which may include a failing grade in the course, probation, suspension, or immediate dismissal from the program. Students found responsible for academic or research dishonesty will have a letter placed in their permanent file stating the pertinent findings of their case. No student may withdraw from a course in which they have been notified that they will fail for a specific finding of academic dishonesty.

The University's Academic Honesty and Integrity Policy is published in the Graduate Students Handbook (pp. 58-59). For further information on policies and procedures regarding the handling of potential violations of this policy, go to

www.neu.edu/handbook/studenthandbook and see pages 42-52 in *The Northeastern University Graduate Student Handbook*.

The University's Policy defines various aspects of academic dishonesty, such as cheating and plagiarism. Lack of knowledge of these definitions does not negate the student's responsibility for upholding them. Academic dishonesty and misconduct are regarded as serious violations of ethical standards and may result in the student's immediate dismissal from the graduate program.

In addition to maintaining complete honesty in all academic work, students admitted to clinical or professional programs in the College are expected to familiarize themselves with the code of ethical conduct of the professional discipline they are entering and to agree to uphold these principles. Similarly, students admitted to graduate research programs are expected to familiarize themselves with the code of ethics in research. Such a code is outlined in: *Guidelines for the Conduct of Research within the Public Health Service* (www.etsu.edu/research_ethics/ori.guidelines.pdf/) by the U.S. Department of Health and Human Services. Ethical codes of conduct for researchers are also cited in: *On Being a Scientist, Responsible Conduct in Research* (www.nap.edu/readingroom/books/obas) by the National Academy of Sciences. Violations of research ethics can include, but are not limited to, the following: falsification or fabrication of data, plagiarism, malicious allegations of misconduct in science, covering up or failing to report misconduct, obstructing due process in investigations of misconduct, and reprisals against those revealing misconduct.

Academic Standing Petitions

Students must submit petitions to their program graduate committee or program director as applicable to request:

- a leave of absence
- a waiver of policy
- a change in probationary status
- a change in program status or a change in program
- a different course of action regarding their academic standing, progression, probation or dismissal
- an extension of degree completion time
- transfer or waiver of credits
- pre-approval for course to be taken for transfer

Students must complete the petition form, which is available in the Graduate School Office. The petition should include all relevant information, such as a clear statement of the reasons for the petition, any extenuating circumstances, and an action plan with specific deadlines. In some instances, the student may attach a letter to the petition form, stating her/his case more fully. Students may be required to provide extra documentation such as official transcripts and/or course descriptions.

The student should develop an action plan through discussion with course instructors and her/his academic advisor. The student must obtain her/his advisor's signature on the petition. The student submits the petition to the program graduate committee, if applicable, or the program director. The student receives written notification of the program graduate committee's or the program director's decision, and recommendations are made to the student, instructor, advisor, and the program and college graduate directors, as appropriate. A copy of this action is filed in the student's permanent record in the Bouve College Graduate School Office.

The Graduate Student Handbook sets forth the appeals process for academic and nonacademic appeals on pp. 43-44. If still not resolved, the appeal goes to the Dean of the College. Appeals beyond this level follow the general guidelines of Northeastern University (see *Northeastern University Graduate Student Handbook*). Note that issues of admission, readmission or dismissal may not be appealed above the level of the college.

Academic Dismissal

A student may be dismissed from a graduate program when he/she has failed to maintain the requirements or has violated a policy that specifies immediate dismissal. All students shall have an opportunity to correct deficiencies during an appropriate probationary period before dismissal is instituted, except when the policy specifies "immediate dismissal."

Students are subject to dismissal under the following conditions (Note that additional requirements specific to the student's major may also apply that are not included in this list):

The student has failed to file an action plan within one month of notification of probation;

The student has failed to meet the requirements of the action plan, including requirements that are specific to the student's major;

The student has a cumulative quality grade point average below 3.00 at the end of the probationary period specified by the action plan;

The student does not demonstrate satisfactory performance in achieving the objectives of a clinical course after one semester of probation;

The student exhibits unethical behavior or misconduct in his/her academic program, practicum, internship or research;

The faculty instructor and the clinical supervisor determine that the student has demonstrated unsafe or inappropriate behavior in a clinical setting;

The student does not register for at least one class each semester and does not have an approved leave of absence;

The student fails to meet all the requirements of the program within the specified time limit mandated by the program;

Dismissal Procedures

Dismissal of a student is initiated by the program director by writing a letter to the Associate Dean of the Bouvé College Graduate School providing the basis for the dismissal. Written notification of impending dismissal from a specific program will then be sent to the student and the student's advisor. Students who have been notified of impending dismissal may appeal this decision, using the Appeals Process previously described in this document.

Leave of Absence

Matriculated students may request an official leave of absence following the procedures and regulations outlined by the Graduate Student Handbook. The student must discuss the leave of absence with her/his advisor and complete the petition form that is available in the Bouvé College Graduate Office. The student must submit a petition with the advisor's signature requesting reinstatement following the termination of the leave of absence. Students with an approved leave of absence who do not return at the end of the leave of absence period, and have not requested an extension of the leave, will be dismissed. Please see Petition Guidelines, under section entitled "Academic Standing Petitions."

Graduation Policies

Students are eligible for graduation under the following conditions: they are in good academic standing with a cumulative quality point average of 3.000 or above (additionally, some programs require a grade of B or better in some or all courses); they have fulfilled other requirements deemed necessary by their individual programs; they have completed the required number of credits for the Master of Science, PhD, or Certificate of Advanced Graduate Study; and they have cleared all incomplete grades. Students must register for commencement through their myNEU account (using the myCommencement tab) six months prior to graduation and set up a meeting with their academic advisor for academic clearance. Students should check with their advisors and program handbooks for all requirements necessary for graduation. Diplomas and certificates are issued three times a year (January, May and August/September), and there are two commencement ceremonies. Specific information is available at the commencement office. Students who wish to march at commencement but are not receiving a diploma at that time should contact the registrar's office to make arrangements.

Background Checks

An increasing number of clinical sites require background checks for employees as well as students who come to their facilities. Northeastern University students will need to have background checks done only if their assigned clinical agency requires it. The most common background check required is the Massachusetts Criminal Offender Record Information (CORI), although some clinical sites require other types of checks, such as drug testing.

Bouvé College contracts with a national company, CertifiedBackground.com, to perform these checks. The company provides this service for universities nationwide. Log onto their web site to learn more about them www.certifiedbackground.com.

CertifiedBackground.com charges fees to conduct background checks. The fee varies depending on the type of background check needed. All fees will be paid by the student directly to CertifiedBackground.com.

All background check information is confidential. Results are sent to the Designated Clearance Office for Bouvé College, who is the only person who has access to the results. You will be contacted by the Clearance Officer only if there is a question about your results. Neither you nor the Clearance Office is required to reveal the actual results of your background check to your on-campus Clinical Coordinator/Clinical Placement Office, the clinical site, or anyone else at the University. If your assigned clinical site requires students to have a background check, your on-campus Clinical Coordinator/Clinical Placement Office will inform you of the requirements and provide you with instructions and a deadline for completing the check. It is crucial that you complete the check by the deadline you are given to assure adequate processing time prior to the start of your clinical experience. Failure to complete the check in a timely manner could jeopardize your progression in the program.

COLLEGE STUDENT DEVELOPMENT ASSOCIATION (CSDA)

Mission Statement

The College Student Development Association (CSDA) is an organization that is committed to facilitating an atmosphere of camaraderie between emerging professionals at Northeastern University to better prepare them for their future in higher education. There will be educational and social activities planned throughout the year to help foster professional development. The CSDA is designed to provide its members a chance to socialize, share pertinent information, and integrate the diversity of their experiences

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Treasurer

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Ian Dreger

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Alumni Chair

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Visit the CSDA website at http://www.csdc.neu.edu/development_association/

CSDA is sponsored by the Graduate and Professional Student Association (GPSA). GPSA provides an orientation and reception in the fall semester and an annual harbor cruise in the spring semester for all graduate students. The GPSA holds General Assembly meetings twice a month, and in addition to funding graduate student groups, has conference travel and research assistance funding available on an application basis. www.gpsa.neu.edu

PROFESSIONAL ASSOCIATIONS

NASPA ~ The National Association of Student Personnel Administrators (www.naspa.org)
ACPA ~ American College Personnel Association (www.acpa.nche.edu)
NCAA ~ National Collegiate Athletic Association (www.ncaa.org)
NACADA ~ National Academic Advising Association (www.nacada.ksu.edu)
NODA ~ National Orientation Directors Association (www.nodaweb.org)
ASJA ~ Association for Student Judicial Affairs (<http://asja.tamu.edu>)
NASFAA ~ National Association of Student Financial Aid Administrators (www.nasfaa.org)
NACE ~ National Association of Colleges and Employers (www.nacweb.org)
UCEA ~ University Continuing Education Association (www.ucea.edu)
ACUI ~ Association of College Unions International (www.acui.org)
NACA ~ National Association for Campus Activities (www.naca.org)
NACAC ~ National Association for College Admission Counseling (www.nacac.com)
AACRAO ~ The American Association of Collegiate Registrars and Admission Officers (www.aacrao.com)

COURSE DESCRIPTIONS

CAEP 6300 Introduction to College Student Development (formerly **CAP G300**)

Provides exploration and study of various theories of cognitive, psychosocial, and moral development that pertains to college students. Focuses specifically on developmental theories, which address identity formation specific to subdominant groups such as women, African-Americans, Asian Americans, Latinos, gays and lesbians, and disabled persons. Covers demographics of college student populations, the integration of cognitive and affective education, and the creation of community on college campuses. *Only students admitted to the CSDC program are permitted to enroll in this course.*

CAEP 6301 Planning & Administering Student Affairs (formerly **CAP G301**)

Focuses on assessing developmental needs of college students and designing, delivering, and evaluating educational programs that address those needs. Gives special attention to understanding diversity within student and staff populations. Surveys all of the services typically offered by student services departments and divisions. Involves guest lecturers who are department heads within the most important types of student services offices.

CAEP 6302 Law & Ethics in Higher Education (formerly **CAPG302**)

Students will become knowledgeable about the current body of law that impacts student affairs in higher education. Students will become familiar with the appropriate legal sources. Students will be able to utilize the relevant body of law in higher education to analyze and resolve cases, issues and problems; will learn effective risk management techniques to be utilized in the student affairs profession; will develop decision-

making skills to be applied in the higher education administration setting and become familiar with ethical development theories and programming for implementation in their work with students in higher education.

CAEP 6200 Counseling Theory & Process

(formerly CAP G200)

Provides an overview of counseling and psychology from the ecological perspective. This course will cover the history, theories, and process of counseling across forces within psychology and across individuals (children & adults), groups, and families. An introduction to counseling skills is included.

CAEP 6201 Introduction to Assessment

(formerly CAP G201)

Introduction to testing and assessment in psychology and education, including group achievement tests. Coverage will include uses of tests in society, the politics and economics of tests, types of tests, test statistics, reliability, validity, item analysis, test construction, new movements in testing, and applications. The course will introduce descriptive statistics as a basis for understanding the statistical basis for establishing norms, scales, and for understanding approaches to scoring.

CAEP 6202 Research, Evaluation & Data Analysis

(formerly CAP G202)

This course introduces topics in research and evaluation from a consumer perspective. Coverage includes types of research studies and methodologies, philosophical bases for perspectives, research design, evaluation and outcomes assessment, data analysis techniques, clinical and qualitative approaches, and interpretation of research findings.

CAEP 6203 Culture & Diversity

(formerly CAP G203)

This course works from a broad definition of culture and diversity. In addition to traditional culture and ethnic classifications, it will examine disability, poverty, and gender as culturally defining factors. In addition, the dynamics of culture in social systems will be explored, with the perspective of valuing differences in society and socio-cultural forces impinging on culture from the ecological perspective.

CAEP 6215 Group Dynamics

(formerly CAP G215)

This course will present an overview of the functions of supervision, consultation, prevention and psycho-education programs, workshops, staff training, action research, social change and working in professional and community associations using principles of advanced group development and dynamics.

CAEP 6230 Health Issues

(formerly CAP G230)

The course will include an in-depth exploration of issues relevant primarily to young adults as they begin to make decisions related to their own health behavior and well being as these have a bearing on them personally, physically and socially. Topics are timely and critical to the 21st century and will include health behaviors in sexuality, self-esteem, emotional well being, violence, eating disorders, and high risk behaviors including the use of alcohol and other drugs of choice (such as smoking), and others as they become more prevalent as issues for the young adult.

CAEP 6235 Vocational, Educational & Career Development
(formerly CAP G235)

This course will present students with a carefully operationalized general strategic model for facilitating the vocational, educational, and career objectives of a wide variety of clients situated in school, higher education, career counseling, mental health and rehabilitation settings. Each component of the model will be demonstrated in class, along with evaluative criteria for each stage of its implementation and students, as part of their course evaluation, will be required to apply the model to the client of their own selection outside of class, using a case study format for each client.

CAEP 6401 & 6402 College Student Development Practicum 1 & 2
(formerly CAP G401 & 402)

The first course in a two-semester sequence that involves placement in a field setting *in both Fall and Spring semesters*. The student performs 300 hours of fieldwork over the course of the academic year. Attendance at a weekly practicum seminar is also required.

The following courses are ELECTIVES (2 required):

CAEP 6305 Special Topics in Higher Education

Course topic varies each term offered. Topics are determined by significant events and changes in the field. Course can be taken for up to six semester hours as long as topics are different. This course is designed to discuss topics that are not covered in other courses.

CAEP 6206 Learning Principles

The course provides an overview of the theories of learning, cognition, and emotion. Introduces the major theories and relates them to applications and interventions in psychology and education.

CAEP 6218 Development Across the Lifespan

Identifies and addresses normal culturally and gender-sensitive developmental issues throughout the life span. In addition to the conventional stages of childhood through the end of life, the course will discuss ethnic, economic, gender, relational and sexual identities, health-medical and aging concerns.

CAEP 6240 Family Counseling

Addresses the family as a system within an ecological context. The course covers parent counseling, the school and family as interactive systems, and school-parent collaboration. In addition, families in early intervention, and other family-school interventions are covered.

CAEP 6260 Community Counseling Psychology

Addresses organizational and systems impact, stressors and change efforts. The course draws from the community, consultation, organizational, and prevention, and social psychology literature. It will address understanding of health promotion in social and institutional contexts. Crisis and coping, and social change will also be explored.

CAEP 6262 Evaluation and Outcomes Assessment

Covers theories and approaches to evaluation and outcomes assessment in educational programs. Reviews evaluation questions, target audiences for evaluation and outcomes, the politics and economics of studying program effects, and qualitative approaches.

CAEP 6310 Introduction to Rehabilitation

Provides an orientation to the field of rehabilitation, including its historical development, legislative involvement, psychological implications, and sociological dimension. Emphasises coordinating and integrating services as they relate to the field of rehabilitation as a community process. Focuses on persons with severe disabling conditions.

CAEP 6345 Learning Problems

Focuses on learning problems in relation to developmental tasks and curriculum frameworks including reading and writing. Examines the types and causes of learning problems and individual learning styles from constructivist, neuropsychological, and ecological perspectives. Reviews methods for assessment of physical, emotional, intellectual and social development in childhood and adolescence. Includes attention to special education legislation and current service delivery programs.

CAEP 6380 Seminar in Feminist Psychology

This course looks at sex-gender socialization and role ascription in the development of women and men. Feminine and masculine gender role stereotypes and constructs are examined in mental health theory, procedures and practices. The variety of feminist standpoints is introduced and their impacts on the conceptualization of health and healing are explored. Major points in feminist therapy and psychology are presented. The student will examine selected areas in depth within this course.

**Northeastern**
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College Student Development and Counseling Program
Department of Counseling and Applied Educational Psychology
Bouvé College of Health Sciences, Northeastern University

Practicum Learning Contract

Student Name:

Preferred Email:

Phone:

Address:

Proposed Practicum Site:

Office or Functional Unit:

College or University:

Proposed Field-site Supervisor:

Position/Title:

Email:

Phone:

**Any changes in supervision require revising Form A and must be approved by your Practicum Instructor.*

Job Description: Please submit a formal job description. The Job Description is a brief summary of the proposed learning experience that will be used for future generations of CSDC students to guide them in finding a practicum site. Your proposed site may already have a job description or you may have to write your own if this is new site. This should read much like a formal job description found on the web or in a newspaper.

Personal and Professional Interest in Learning Experience:

Paragraph 1: Explain why you are personally interested in the proposed practicum site. What experiences have you had in the past that draw you to this functional unit/type of work/institution? Why the proposed site? Why the proposed type of work? Why the proposed institution? If you have had no exposure to the functional unit/type of work/institution, and are genuinely interested in exploring something new, then simply state that perspective. This paragraph is intended to allow you to share a bit of your history with the proposed practicum site supervisor.

Paragraph 2: Explain how this learning experience will develop and benefit you professionally. What can be gained by working in the proposed functional unit/type of work/institution? What value does this type of work bring to the profession of Counseling and Student Affairs? Balance what you can gain from this experience while complimenting the functional unit/type of work/institution's contribution to the profession. You do not need to state your learning outcomes in this paragraph; rather this paragraph sets the stage very nicely for revealing them in the next section.

Specific Learning Outcomes (*Downloaded & Adapted from <http://essp.csumb.edu/internships>*):

This paragraph is intended to clearly state your case regarding what you expect to gain professionally from this experience. Set the bar high for what you expect to gain, as a low bar will result in a minimized learning experience from the outset.

Be sure to develop outcomes that state what you can “do” as a result of your experience. Outcome statements should use action verbs that describe observable and measurable behavior that demonstrates mastery of the outcome. Outcome statements should focus on the results of learning rather than the process. Use strong action verbs such as “analyze”, “assess”, “coordinate”, “produce”, “survey,” and avoid using statements such as “to learn about...” or “to participate in...” or “to study...” If an outcome statement creates a common understanding of what is expected then it is probably a good statement. If it doesn’t, then it needs to be revised. As you develop your outcome statements consider some of these key action verbs:

analyze	create	implement	replace
apply	critique	improve	report
articulate	define	increase	reproduce
assemble	defend	infer	research
assess	demonstrate	integrate	restructure
build	describe	interpret	revise
calculate	design	maintain	separate
categorize	develop	manipulate	summarize
classify	differentiate	modify	supervise
combine	discriminate	operate	survey
compare	distinguish	perform	test
compose	establish	plan	train
compile	estimate	predict	translate
compute	experiment	prepare	update
conclude	evaluate	produce	use
conduct	explain	propose	
construct	formulate	recommend	
contrast	identify	reorganize	
coordinate	illustrate	repair	

Activities for Achieving Learning Outcomes (*Downloaded & Adapted from <http://essp.csumb.edu/internships> on 2.22.2006*):

Outcome statements describe observable and measurable behavior and learning activities statements describe the process you will engage in to develop the knowledge and skills needed to achieve the learning outcomes. You need to specify the activities that you will undertake to accomplish each of your learning outcomes and these activities must align with the learning outcome that they address. If they don’t align you should talk to your supervisor and practicum instructor about adjusting your activities or revising your outcomes.

Support Needed to Meet Learning Outcomes for Practicum Experience:

Please state the resources will you need to meet the outcomes listed above? These could include either financial, another individual's time, or specific training. You might address the following areas:

Financial Resources (Optional)
Weekly Meetings with Supervisor
Specified Project Time
Support of Being Included in Meetings with Others
Training on Specific Issues
Support in Creating Assessment Tools

Site Schedule (hours/day; days/week; length of total experience):

This section addresses the manner in which you are proposing to allocate your 300 required hours for the academic year. Please address the approximate number of work hours per week, hour of day expected (e.g. days vs. evenings) allocation of time towards specific projects (e.g. career counseling vs. resume critiques), hourly adjustments at specific times of the year, and if possible, the days and times you expect to work.

Professional Requirements and Competencies:

As applicable, please address issues such as appropriate dress for practicum site, timeliness, as well as expectations for participation and flexibility.

In addition, please add the following statement:

“As a student affairs professional in training, I am responsible for promoting students' learning and development, enhancing the understanding of student life, and advancing the profession and its ideals. As a new professional in training, I possess the knowledge, skills, emotional stability, and maturity to fulfill my practicum responsibilities as outlined through the aforementioned learning outcomes. I understand that high levels of professional competence are expected in the performance of my duties and responsibilities. I also understand that I am ultimately responsible for the consequences my actions or inaction. (*Downloaded & Adapted from www.myacpa.org*).”

Measurement of Learning Outcomes for Practicum Experience (*Downloaded & Adapted from <http://essp.csumb.edu/internships> on 2.22.2006*):

Evidence is some type of “product” or “documentation” that you will produce during your learning activities that demonstrate accomplishment of your learning outcomes. It is also something that can be evaluated for quality using some form of criteria (see next section). These products can take various forms such as written reports, journals, program evaluations, web pages, data bases, curriculum proposals, presentations, performances, video or audio tapes, etc. In developing statements of evidence please describe what you will produce to demonstrate the achievement of each of your outcomes.

Criteria are standards by which your evidence can be evaluated for quality. Criteria define what constitutes high quality work. Good criteria enable someone who evaluates your evidence (e.g. you, your site supervisor or instructor) to accurately determine if you have done high quality work. You should strive for about 2-3 criteria for each outcome. Here are some key words that might be useful in describing your criteria:

- Accurate
- Aesthetics
- Analytical
- Appropriate
- Authentic
- Clear
- Comprehensive
- Depth of understanding
- Discrete
- Ease of use
- Effective
- Informative
- Organized
- Participatory
- Prepared
- Reflective
- Relevant
- Useful

Because these key words may have a range of meanings it's important to also provide a brief definition of each key word so the meaning is clear to everyone. For example if you state that your evidence needs to meet the criteria of being accurate, aesthetically pleasing, appropriate, effective, participatory, reflective, and well organized, you should define these terms. This may look like the following:

- **Accurate:** Material is presented without errors or misinterpretation.
- **Aesthetically pleasing:** Products are visually appealing to partners and public.
- **Appropriate:** Intended audiences are able to utilize the information.
- **Effective:** Has the desired impact for the intended audience.
- **Participatory:** Effectively interacts with intended audience.
- **Reflective:** Shows thoughtful and self-analysis of situations.

Outcome #1: Restate your individual learning outcomes here.

Measurement of Learning Outcome: Please concisely state the evidence you will produce during your practicum experience and the criteria by which your efforts can be evaluated for quality.

Outcome #2: Restate your individual learning outcomes here.

Measurement of Learning Outcome: Please concisely state the evidence you will produce during your practicum experience and the criteria by which your efforts can be evaluated for quality.

Outcome #3: Restate your individual learning outcomes here.

Measurement of Learning Outcome: Please concisely state the evidence you will produce during your practicum experience and the criteria by which your efforts can be evaluated for quality.

Signatures Approving Proposed Learning Experience:

Student's Signature:

Date:

NU Practicum Advisor's Signature:

Date:

Field Site Supervisor's Signature:

Date:



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College Student Development and Counseling Program
Department of Counseling and Applied Educational Psychology
Bouvé College of Health Sciences, Northeastern University

Comprehensive Evaluation

Purpose: This form has been designed to ensure that everyone involved in the practicum is contributing to the success of the learning experience. In many ways this summary of feedback is intended to keep the student on track and guarantee learning outcomes are met. *This form will be filled out once a semester by the student, site supervisor and practicum instructors* as a means of offering feedback on both progress and performance.

Directions: Students, supervisors, and practicum instructors are urged to reflect on student learning and performance that has occurred across the semester at the practicum site. When evaluating, please use the rubric provided below and *specific examples* in explaining areas of strength and those in need of improvement.

Process: Practicum instructors will schedule a joint meeting with the student and supervisor at the practicum site towards the end of each semester. **Prior** to the site visit, the following must occur in the following order:

1. **Students** will fill out a *self-evaluation* of their performance and learning using this form at least three weeks prior to scheduled site visits. Students will then send this form electronically to their site supervisors and practicum instructor for review.
2. **Practicum Supervisors** will review student self-evaluations and offer their own evaluation of student performance and learning using the same form. Once completed, the practicum supervisor will then send this form electronically to the student **and** practicum instructor **prior** to the scheduled site visit.
3. **Practicum Instructors** will bring this form complete with student and supervisor comments to the site visit. This meeting will allow for the practicum instructor to gather further information in order to complete the finalized version of this form. After the site meeting, the practicum instructor will add his or her own in-depth knowledge of the student while citing areas of strength and improvement to the form. The practicum instructor will review the finalized document with each student at the end of each semester in an individual meeting. The practicum instructor will then send the finalized form electronically to the student, site supervisor, and the CSDC Practicum Coordinator.

Date:

Semester being evaluated:

Student:

Email:

Practicum Site:

Site Supervisor:

Email:

Practicum Instructor:

Email:

Specific Student Learning Outcomes and Description of Evaluation Methods:

- 1.
- 2.
- 3.

Please note if the learning outcomes have changed from the original learning contract.

Satisfactory Progress on Meeting and Evaluating Learning Outcome #1

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Satisfactory Progress on Meeting and Evaluating Learning Outcome #2

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Satisfactory Progress on Meeting and Evaluating Learning Outcome #3

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Accomplished	Progressing	Developing	Beginning	Not Applicable
Able to create list of specific strengths and weaknesses in this area. Was able to improve weaknesses over the semester. Evidenced by supervisor comment on evaluation.	Aware of general strengths and weaknesses but lacking specifics. Moderate improvement over the semester.	Vaguely aware of strengths and weaknesses, but unable to articulate. No visible improvement over the semester.	Unaware of strengths and weaknesses. Tends to slip into weaknesses on a regular basis.	This area does not apply to the practicum site or learning outcomes.

Using the above rubric, rate the student/yourself as “accomplished,” “progressing,” “developing,” “beginning”, or “not applicable” in the following areas based on the three learning outcomes for the practicum. Please explain in more detail using examples of your learning from this semester, and your intended learning for the future.

Development of Personal and Organizational Communication Skills

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Development of Administrative Skills

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Development of Problem Solving & Conflict Management Skills

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Openness to Supervision, Guidance, and Mentoring

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Comprehensive Knowledge of Management of Organization

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Development of Professional Behaviors/Characteristics

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Development of Student Counseling and Advising Skills

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Perception of Fit with Organization & Functional Area

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Additional Student's Strengths & Areas for Improvement

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Additional Practicum Site's Strengths & Areas for Improvement

STUDENT COMMENTS:

SUPERVISOR COMMENTS:

INSTRUCTOR COMMENTS:

Student Signature: _____ **Date:** _____

Site Supervisor: _____ **Date:** _____

Practicum Instructor: _____ **Date:** _____

As of the date, _____, the student has completed _____ hours of the 300 hour practicum requirement and is receiving a _____ (Pass/No Pass) grade in _____ (CAP G 402/CAP G 403).

NORTHEASTERN UNIVERSITY
ACADEMIC HONESTY & INTEGRITY POLICY

Essential to the Mission of Northeastern University is the commitment to the principles of intellectual Honesty and Integrity. Academic Integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of an intellectual community and depreciates the achievement of the entire University community. Accordingly, Northeastern University views academic dishonesty as one of the most serious offenses that a student can commit while in college. The following is a broad overview of what constitutes academic dishonesty, but is not meant to be an all-encompassing definition.

CHEATING

Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

Examples:

- Unauthorized use of notes, text or other aids during an examination
- Copying from other student's examination, research paper, case write-up, lab report, homework, computer disk, etc.
- Talking during an examination
- Handing the same paper in for more than one course without the explicit permission of the instructor
- Hiding notes in a calculator for use during an examination

FABRICATION

Intentional and unauthorized falsification, misrepresentation, or invention of any information, data or citation in an academic exercise

Examples:

- Making up the data for a research paper
- Altering the results of a lab experiment or survey
- Listing a citation for a source not used
- Stating an opinion as a scientifically proven fact

PLAGARISM

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise without providing proper documentation of source by way of a footnote, endnote, or intertextual note.

The following sources demand notation:

- Word for word quotation from a source, including another student's work
- Paraphrase: using ideas of others in your own words
- Unusual or controversial facts – facts not apt to be found in many places
- Interviews, radio, television programs and telephone conversations

UNAUTHORIZED COLLABORATION

This refers to instances when students, each claiming sole authorship, submit separate reports which are substantially similar to one another. While several students may have the same source material (as in case write-ups), the analysis, interpretation, and reporting of the data must be each individual's.

PARTICIPATION IN ACADEMICALLY DISHONEST ACTIVITIES

Examples:

- Stealing an examination
- Using a pre-written paper through a mail-order or other service
- Selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts
- Alteration, theft, forgery, or destruction of the academic work of other students, library materials, laboratory materials, or academic records including transcripts, course registration cards, course syllabi, and examination/course grades

FACILITATING ACADEMIC DISHONESTY

Intentionally or knowingly helping to violate any provisions of this policy.

Examples:

Inaccurately listing someone as co-author of a paper, case write-up or project who did not contribute

- Sharing a take home examination, homework assignment, case write-up, lab report, etc., with another without expressed permission from the instructor
- Taking an examination or writing a paper for another student

All members of Northeastern University community, students, faculty, and staff, share the same responsibility to bring forward known acts of apparent academic dishonesty. Any member of the academic community who witnesses an act of academic dishonesty should report it to the appropriate faculty member or to the Director of Judicial Affairs. The charge will be investigated and if sufficient evidence is presented, the case will be referred to the University Court or to the Graduate Court. If found responsible of an academic dishonesty violation, a minimum sanction of probation will follow.

ETHICAL PRINCIPLES & STANDARDS

PREAMBLE

The American College Personnel Association (ACPA) is an association whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual within post-secondary educational institutions and thus to the service of society. ACPA members are committed to contributing to the comprehensive education of the student, protecting human rights, advancing knowledge of student growth and development, and promoting the effectiveness of institutional programs, services, and organizational units. As a means of supporting these commitments, members of ACPA subscribe to the following principles and standards of ethical conduct. Acceptance of membership in ACPA signifies that the member agrees to adhere to the provisions of this statement.

This statement is designed to address issues particularly relevant to college student affairs practice. Persons charged with duties in various functional areas of higher education are also encouraged to consult ethical standards specific to their professional responsibilities.

USE OF THIS STATEMENT

The principal purpose of this statement is to assist student affairs professionals in regulating their own behavior by sensitizing them to potential ethical problems and by providing standards useful in daily practice. Observance of ethical behavior also benefits fellow professionals and students due to the effect of modeling. Self-regulation is the most effective and preferred means of assuring ethical behavior. If, however, a professional observes conduct by a fellow professional that seems contrary to the provisions of this document, several courses of action are available.

- **Initiate a private conference.** Because unethical conduct is often due to a lack of awareness or understanding of ethical standards, a private conference with the professional(s) about the conduct in question is an important initial line of action. This conference, if pursued in a spirit of collegiality and sincerity, often may resolve the ethical concern and promote future ethical conduct.
- **Pursue institutional remedies.** If Private consultation does not produce the desired results, institutional channels for resolving alleged ethical improprieties may be pursued. All student affairs divisions should have a widely-publicized process for addressing allegations of ethical misconduct.
- **Contact ACPA Ethics Committee.** If the ACPA member is unsure about whether a particular activity or practice falls under the provisions of this statement, the Ethics Committee may be contacted in writing. The member should describe in reasonable detail (omitting data that would identify the person(s) as much as possible) the potentially unethical conduct or practices and the circumstances surrounding the situation. Members of the Committee or others in the Association will provide the member with a summary of opinions regarding the ethical appropriateness of the conduct or practice in question. Because these opinions are based on limited information, no specific situation or action will be judged unethical. The responses rendered by the Committee are advisory only and are not an official statement on behalf of ACPA.
- **Request consultation from ACPA Ethics Committee.** If the institution wants further assistance in resolving the controversy, an institutional representative may request on-campus consultation. Provided all parties to the controversy agree, a team of consultants selected by the Ethics Committee will visit the campus at the institution's expense to hear the allegations and to review the facts and circumstances. The team will advise institutional leadership on possible actions consistent with both the content and spirit of the *ACPA Statement of Ethical Principles and Standards*. Compliance with the recommendations is voluntary. No sanctions will be imposed by ACPA.

Institutional leaders remain responsible for assuring ethical conduct and practice. The consultation team will maintain confidentiality surrounding the process to the extent possible.

- **Submit complaint to ACPA Ethics Committee.** If the alleged misconduct may be a violation of the *ACPA Statement of Ethical Principles and Standards* or the person charged is unavailable or produces unsatisfactory results, then proceedings against the individual(s) may be brought to the ACPA Ethics Committee for review. Details regarding the procedures may be obtained by contacting the Executive Director at ACPA National Office.

ETHICAL PRINCIPLES

No statement of ethical standards can anticipate all situations that have ethical implications. When student affairs professionals are presented with dilemmas that are not explicitly addressed herein, five ethical principles may be used in conjunction with the four enumerated standards (Professional Responsibility and Competence; Student Learning and Development; Responsibility to the Institution; Responsibility to Society) to assist in making decisions and determining appropriate courses of action.

Ethical principles should guide the behaviors of professionals in everyday practice. Principles, however, are not just guidelines for reaction when something goes wrong or when a complaint is raised. Adhering to ethical principles also calls for action. These principles include the following:

- **Act to benefit others.** Service to humanity is the basic tenet underlying student affairs practice. Hence, student affairs professionals exist to: [a] promote healthy social, physical, academic, moral, cognitive, career, and personality development of students; [b] bring a developmental perspective to the institution's total educational process and learning environment; [c] contribute to the effective functioning of the institution; and [d] provide programs and services consistent with this principle.
Promote justice. Student affairs professionals are committed to assuring fundamental fairness for all individuals within the academic community. In pursuit of this goal, the principles of impartiality, equity, and reciprocity (treating others as one would desire to be treated) are basic. When there are greater needs than resources available or when the interests of constituencies conflict, justice requires honest consideration of all claims and requests an equitable (not necessarily equal) distribution of goods and services. A crucial aspect of promoting justice is demonstrating an appreciation for human differences and opposing intolerance and bigotry concerning these differences. Important human differences include, but are not limited to, characteristics such as age, culture, ethnicity, gender, disabling condition, race, religion, or sexual/affectual orientation.
- **Respect autonomy.** Student affairs professionals respect and promote individual autonomy and privacy. Students' freedom of choice and action are not restricted unless their actions significantly interfere with the welfare of others or the accomplishment of the institution's mission.
- **Be faithful.** Student affairs professionals are truthful, honor agreements, and are trustworthy in the performance of their duties.
- **Do no harm.** Student affairs professionals do not engage in activities that cause either physical or psychological damage to others. In addition to their personal actions, student affairs professionals are especially vigilant to assure that the institutional policies do not: [a] hinder students' opportunities to benefit from the learning experiences available in the environment; [b] threaten individuals' self-worth, dignity, or safety; or [c] discriminate unjustly or illegally.

1. Professional Responsibility and Competence. Student affairs professionals are responsible for promoting students' learning and development, enhancing the understanding of student life, and advancing the

profession and its ideals. They possess the knowledge, skills, emotional stability, and maturity to discharge responsibilities as administrators, advisors, consultants, counselors, programmers, researchers, and teachers. High levels of professional competence are expected in the performance of their duties and responsibilities. They ultimately are responsible for the consequences of their actions or inactions.

As ACPA members, student affairs professionals will:

- 1.1 Adopt a professional lifestyle characterized by the use of sound theoretical principles and a personal value system congruent with the basic tenets of the profession.
- 1.2 Contribute to the development of the profession (e.g. recruiting students to the profession, serving professional organizations, educating new professionals, improving professional practices, and conducting and reporting research).
- 1.4 Monitor their personal and professional functioning and effectiveness and seek assistance from appropriate professionals as needed.
- 1.5 Represent their professional credentials, competencies, and limitations accurately and correct any misrepresentations of these qualifications by others.
- 1.6 Establish fees for professional services after consideration of the ability of the recipient to pay. They will provide some services, including professional development activities for colleagues, for little or no remuneration.
- 1.7 Refrain from attitudes or actions that impinge on colleagues' dignity, moral code, privacy, worth, professional functioning, and/or personal growth.
- 1.8 Abstain from sexual harassment.
- 1.9 Abstain from sexual intimacies with colleagues or with staff for whom they have supervisory, evaluative, or instructional responsibility
- 1.10 Refrain from using their positions to seek unjustified personal gains, sexual favors, unfair advantages, or unearned goods and services not normally accorded those in such positions.
- 1.11 Inform students of the nature and/or limits of confidentiality. They will share information about the students only in accordance with institutional policies and applicable laws, when given their permission, or when required to prevent personal harm to themselves or others.
- 1.12 Use records and electronically stored information only to accomplish legitimate, institutional purposes and to benefit students.
- 1.13 Define job responsibilities, decision-making procedures, mutual expectations, accountability procedures, and evaluation criteria with subordinates and supervisors.
- 1.14 Acknowledge contributions by others to program development, program implementation, evaluations, and reports.
- 1.15 Assure that participation by staff in planned activities that emphasize self-disclosure or other relatively intimate or personal involvement is voluntary and that the leader(s) of such activities do not have administrative, supervisory, or evaluative authority over participants.
- 1.16 Adhere to professional practices in securing positions: [a] represent education and experiences accurately; [b] respond to offers promptly; [c] accept only those positions they intend to assume; [d] advise current employer and all institutions at which applications are pending immediately when they sign a contract; and [e] inform their employers at least thirty days before leaving a position.
- 1.17 Gain approval of research plans involving human subjects from the institutional committee with oversight responsibility prior to initiation of the study. In the absence of such a committee, they will seek to create procedures to protect the rights and assure the safety of research participants.

- 1.18 Conduct and report research studies accurately. They will not engage in fraudulent research nor will they distort or misrepresent their data or deliberately bias their results.
- 1.19 Cite previous works on a topic when writing or when speaking to professional audiences.
- 1.20 Acknowledge major contributions to research projects and professional writings through joint authorships with the principal contributor listed first. They will acknowledge minor technical or professional contributions in notes or introductory statements.
- 1.21 Not demand co-authorship of publications when their involvement was ancillary or unduly pressure others for joint authorship.
- 1.22 Share original research data with qualified others upon request.
- 1.23 Communicate the results of any research judged to be of value to other professionals and not withhold results reflecting unfavorably on specific institutions, programs, services, or prevailing opinion.
- 1.24 Submit manuscripts for consideration to only one journal at a time. They will not seek to publish previously published or accepted-for-publication materials in other media or publications without first informing all editors and/or publishers concerned. They will make appropriate references in the text and receive permission to use if copyrights are involved.
- 1.25 Support professional preparation program efforts by providing assistantships, practicum experiences, field placements, and consultation to students and faculty.

Principles of Good Practice for Student Affairs

When working with students, Student Affairs professionals should be mindful of the following:

- Use every opportunity to engage students in active learning
- Help students develop coherent values and ethical standards
- Set and Communicate high expectations for student learning
- Use systematic inquiry to improve student and institutional performance
- Use resources effectively to achieve institutional missions and goals
- Seek and obtain educational partnerships which advance student learning
- Build supportive and inclusive communities

** This information provided by the American College Personnel Association (ACPA)*