

**Hispanic Psychological Student Organization and Mentoring Program (HPSO-MP)  
By-Laws**

**2014-2015**

ARTICLE I. INTRODUCTION

**SECTION 1. Statement of Need**

This organization will be providing the CPS NOVA graduate students with the opportunity to work as mentors for adolescents or young adults within the university and the community. The program will provide graduate students with extended experience in working as mentors of undergraduate psychology students, while shaping their own leadership skills and providing a much-needed service as role models for their younger peers. In addition, members will have the opportunity to be part of a group of students that will mentor high school and middle school students, instilling motivation and direction in deciding if/when/how to apply to college or continue with higher education. The goals of this organization will include:

1. To educate undergraduate psychology students on the process of applying to graduate school.
2. To provide undergraduate psychology students with information, referrals, or resources that will facilitate their application process into graduate school.
3. To promote higher education for language minority students in the community.
4. To provide social networking for students by connecting them with graduate peers in hopes of increasing their likelihood of choosing to further their education.
5. To provide the graduate students with an opportunity to develop their leadership and mentoring skills.

**SECTION 2. Statement of Purpose**

To provide graduate students in psychology with mentorship opportunities that will promote higher education for students in the Nova Southeastern University undergraduate psychology program, and language minority students in Broward County high schools. These articles will remain consistent with the Policies and Procedures Handbook at Nova Southeastern University.

**SECTION 3. Limitations**

This association shall remain non-partisan in its form and function. HPSO-MP may educate students on public policy or legislative issues that affect education and community work.

## ARTICLE II. OBJECTIVES

### **SECTION 1.**

*A. Educate and prepare students in the undergraduate psychology program for the challenges of graduate school.*

1. Assist the students in identifying potential areas of interests.
2. Provide information and resources regarding information on different graduate school programs relevant to their interests.
3. Allow students to communicate their concerns with their graduate peers.

*B. Provide to the undergraduate students information, referrals, or resources that will facilitate their application process into graduate school.*

1. Provide students with information and resources that will facilitate their completion of graduate school applications.
2. Students will be provided with information regarding ways to obtain financial assistance if needed.
3. Referrals in the community will be provided as requested by the student.

*C. For mentoring relationships with middle and high school language minority students in the community in order to promote opportunities for higher education.*

1. Provide students with information regarding scholarships and financial assistance specific to language minority students.
2. Information pertaining to the long-term benefits of obtaining a higher education.

*D. Provide opportunities for students to form meaningful and trusting relationships with graduate peers in hopes of increasing their likelihood of choosing to further their education.*

1. High school students will have the opportunity to contact a graduate mentor regarding any questions or challenges they might face throughout the school year or while applying to college.
2. Undergraduate students will be paired with a graduate mentor who will help guide them through the graduate program of their interest.

*E. Provide graduate student mentors with training and opportunities to lead and form relationships with language minority high school students and undergraduate psychology students.*

1. Educate mentors regarding the availability of scholarship opportunities for language minority students.
2. Provide the graduate students with support and feedback regarding the challenges they may face throughout the mentoring process.

## **SECTION 2. Funding**

This association will be funded through monies acquired through fundraising events and CPS-SGA appropriated funds.

## **ARTICLE III. IMPLEMENTATION OF OBJECTIVES**

### **SECTION 1.**

*A. Educate and prepare students in the undergraduate psychology program for the challenges of graduate school*

1. Pair undergraduate students with a graduate mentor to facilitate a meaningful and supportive relationship.
2. Graduate mentor will communicate with their mentee at least once per month to provide information and educational materials that will assist the undergraduate students in identifying potential areas of interest in psychology.
3. Coordinate one event per semester that will integrate and expose the undergraduate students to graduate school life.
4. Encourage undergraduate students to share their questions and concerns to be successfully addressed by their graduate mentors.

*B. Provide to the undergraduate students information, referrals, or resources that will facilitate their application process into graduate school.*

1. Provide assistance and resources that will help undergraduate mentees organize each step of the application process.
2. Provide feedback for mentee application essays and personal statements.
3. Disseminate information to mentees regarding financial aid and scholarship opportunities.

*C. Form mentoring relationships with middle and high school language minority students in the community in order to promote opportunities for higher education.*

1. Collaborate with community agencies, such as Youth Co Op and Alternative High Schools to provide mentoring to high school students.

2. Graduate students will provide presentations aimed at educating language minority students on a variety of topics that will increase their motivation to apply to college.
3. Provide language minority students with resources that will facilitate their college application, such as guidelines to improve their essay application.

*D. Provide opportunities for high school students to form meaningful and trusting relationships with graduate peers in hopes of increasing their likelihood of choosing to further their education.*

1. Graduate mentors will be paired with high school students in order to form a meaningful relationships during the college application process
2. Graduate mentors will attempt to contact high school mentees via email. Upon confirmation of interest by the mentee, graduate mentor will communicate with their mentee at least one time per month via email.
3. Graduate mentor will provide an empathetic and supportive environment for their mentee to freely express their concerns and desires regarding pursuing higher education.

*E. Provide graduate student mentors with training and opportunities to lead and form relationships with language minority high school students and undergraduate psychology students.*

1. Graduate students will attend monthly meetings focused on improving various skills needed for positive mentoring.
2. Graduate mentors will receive the support and feedback of the Executive Board regarding successes and challenges with mentoring.
3. The Executive board will provide resources and materials for mentors to use with mentees and monitor graduate mentors progress and communication with their mentees.

## ARTICLE IV. MEMBERSHIP

### **SECTION I. HPSO-MP Membership**

Membership forms for HPSO-MP will be made available to the entire CPS student body. The forms must be returned to be added to the listserv and to be apprised of meetings and events.

## ARTICLE V. EXECUTIVE BOARD

### **SECTION I. Selection of Board Members**

For the inaugural year, the executive board positions will be appointed by the President and Vice President and will work collaboratively and share responsibilities as outlined below. In each subsequent year, the Executive board will be formed through a process in which members interested in leadership roles are nominated by themselves or another HPSO-MP member. Students who choose to accept nomination for an Executive Board position must submit a short essay demonstrating their commitment to the HPSO-MP objectives, qualifications for the position, and a description of their leadership skills.

Nominated students will be oriented to HPSO-MP bylaws, specific role responsibilities, and time commitments. Candidates will be elected should they receive the majority vote of HPSO-MP student members. The current President is required to mentor the Vice President to ensure that HPSO-MP's mission is continued and that organization continues to thrive. One position may be held per academic year per student, and a maximum of two students may share an Executive Board position. Students may hold a position for no more than two consecutive academic terms.

## **SECTION II. Selection of Faculty Advisor**

The executive board will select a faculty advisor(s) at the time of the creation of the board. At least one advisor must be a faculty member within the Center for Psychological Studies. The selection will be based upon the faculty member's expertise in research, service, advocacy, and experience in working with language minority students. The advisor will be informed of all ongoing projects of the association during scheduled meetings.

## **SECTION III. Executive Board Meetings**

Executive board meetings will be held at a mutually agreed upon time decided at the start of each semester. Meetings will be scheduled monthly for executive board members and the faculty advisor, and monthly for executive board and current members. All board members are expected to attend both meetings unless granted permission otherwise. In the event of a board member's absence, he or she becomes responsible for disseminating chaired project updates to all board members. A simple majority (51%) of officers constitutes a quorum to transact business. A simple majority (51%) vote is needed to decide on an issue.

## **SECTION IV. Executive Board Roles**

### *1. Faculty Advisor: Lourdes Suarez-Morales, Ph.D.*

- a. Provide support and guidance to the organization's Executive Board and other student members*
- b. Encourage organizational activities by networking with undergraduate department faculty and community agency leaders*
- c. Participate in organizational activities as needed*

### *2. President*

- a. Organize and conduct monthly meetings with faculty advisor.*
- b. Organize and lead monthly meetings with Executive Board members.*
- c. Oversee projects and events carried out by chaired positions.*
- d. Communicate and collaborate with the Center for Psychological Services' Student Government Association as well as other organizations within the university as necessary.*
- e. Vote in Executive Board meetings only in case of a tie.*
- f. Form committees of the Executive Board as needed.*
- g. Complete University required Treasurer and Logistics training.*

### 3. *Vice President*

- a. Assist president in overseeing projects and events carried out by chaired positions.
- b. Coordinate membership events for HPSO-MP.
- c. Assume the duties of the chair in his/her absence and shall become president in the event of a vacancy during the school year.
- d. Coordinate all Executive Board position changes at the beginning of each new academic year and in the event of position vacancies or removals.
- e. Record minutes during meetings and email them to HPSO-MP members.
- f. Keep accurate contact information for all members.
- g. Perform other duties as prescribed by the president.

### 4. *Community Outreach Coordinator:*

- a. Communicate and keep in constant contact with partner organizations to plan community events, with oversight of the faculty advisor.
- b. Coordinate graduate students speakers for various events.
- c. Record and manage up-to-date relevant research related to organization.
- d. Assist in researching scholarship resources for language minority students and undergraduate students.
- e. Gather information to create informational/mentoring materials.
- f. Assist in organizing professional development events.

### 5. *Internal Mentor Coordinator:*

- a. Facilitate the pairing of undergraduate students with graduate mentors.
- b. Regularly check HPSO-MP email and keep in contact with graduate and undergraduate students.
- c. Gather and archive up-to-date research on topics related to working with language minority students, mentoring, and other related topics.
- d. Assist in researching scholarship resources and up to date graduate school application information.
- e. Present or share findings with other Chair positions and, when applicable, with all HPSO-MP members via the listserv.

### 6. *Fundraising and Finance Chair*

- a. Arrange for ongoing presentations or Brown Bag events.
- b. Direct and coordinate events and projects to raise money for HPSO-MP.
- c. Endorse all approved HPSO-MP expenditures.
- d. Maintain records of all expenditures and complete University required Treasurer and Logistics training.
- e. Perform other duties prescribed by the President.

### 7. *2nd Year Representative- Director of Development*

- a. Direct and coordinate major fundraising activities and special projects.
- b. Research scholarship resources for language minority students and undergraduate students.
- c. Assist in gathering information to create informational/mentoring materials.

- d. Organize professional development events.
- e. Regularly check HPSO-MP email.
- f. Advertise around campus and via email HPSO-MP meetings and events.
- g. Perform other duties as prescribed by the president.

8. *1st Year Representative- Marketing Communications Coordinator*

- a. Organize regular social and networking events.
- b. Advertise around campus and via email HPSO-MP meetings and events.
- c. Maintain active and up-to-date listserv of membership.
- d. Record minutes during meetings in absence of Vice President and e-mail them to HPSO-MP members.
- e. Perform other duties as prescribed by the president.
- f. Regularly check HPSO-MP email.

ARTICLE VI. RESIGNATIONS, REMOVALS, AND VACANCIES

**SECTION 1. Resignations**

An officer may resign from the Executive Board by delivering a written resignation to the Chair, or if the resigning officer is the Chair, then the Chair shall submit the resignation to the Chair-Elect. That office is thereupon deemed vacant and the selection of board member process, as outline above, will take place.

**SECTION 2. Removal**

An officer may be removed from office before his or her term would have otherwise expired by a 2/3 majority of votes cast at an Executive meeting. At least one of the following conditions must be met before said removal can take place.

- A. Appropriate grounds leading to the termination of that office due to not fulfilling the duties of his or her respective position, as outlined in the bylaws, and that office becomes vacant upon said removal; or
- B. Appropriate grounds leading to the termination of that office due to a blatant disregard of one or more of the provisions of these Bylaws, or of a blatant disregard for said office characterized by a lack of "good faith" effort to carry out the necessary and appropriate duties and responsibilities of said office, will cite that officer for removal, and that office becomes vacant upon said removal.
- C. The position of an officer who ceases to be in good standing will automatically become vacant.

**SECTION 3. Filling Vacancies**

If an officer's position becomes vacant, the vacancy will be filled within one month of said vacancy by appointment of the Executive Board with the final approval granted by the Chair.

ARTICLE VII. AMENDMENTS AND REVISIONS

**SECTION 1. Purpose**

Amendments to these Bylaws may be necessary in order to maintain consistent and impartial service to the students of the Center for Psychological Studies at Nova Southeastern University, and to address issues or needs pertinent to the teaching of psychology.

**SECTION 2. Process**

- A. Proposed amendments to these Bylaws may be initiated by any student and presented to the President.
- B. To be placed on a ballot for referendum, proposed amendments to these Bylaws must receive one of the following:
  - 1. A two-thirds majority roll-call vote from the HPSO-MP Executive Board, or
  - 2. A signed petition of 15% of enrolled HPSO-MP members.
- C. An amendment shall be considered passed by referendum if a simple majority of members vote in the affirmative.

**SECTION 3. Revisions**

Revisions to these Bylaws must be made via amendment as approved by the President and by a two-thirds majority vote by the executive board.

**SECTION 4. Ratification**

If approved by the referendum, the amendment shall be incorporated into these Bylaws.