

Seton Hall University

**College of Education & Human Services
Professional Psychology and Family Therapy**

Programs in Counseling and School Counseling

Student Handbook

2009-10

*The programs within the College of Education and Human Services strive to prepare
competent, socially conscious, and reflective professionals.*

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Program students are required to abide by all university, college, and department policies in addition to the program specific policies and procedures outlined in this handbook. *This includes, but is not limited to the Seton Hall Graduate Catalog, the Seton Hall University Student Handbook, the Practicum/Internship Manual and, for online students, the Online Student supplement.* This document is also available online.

Mission Statement and Program Objectives

Seton Hall University is a major Catholic university. In a diverse and collaborative environment, it focuses on academic and ethical development. Seton Hall students are prepared to be leaders in their professional and community lives in a global society and are challenged by outstanding faculty, an evolving technologically advanced setting and values-centered curricula. The counseling programs at Seton Hall University are part of the Department of Professional Psychology and Family Therapy, which in turn, is part of the College of Education and Human Services at Seton Hall University. The vision of the College of Education and Human Services is to prepare competent, socially conscious, and reflective professionals.

Accreditation

Seton Hall University is accredited by the Middle States Association of Colleges and Schools. Seton Hall University is also a member of the Sloan Asynchronous Learning Network Consortium (ALN), an association of accredited institutions offering online degree or certification programs committed to quality distance education. The College of Education and Human Services is accredited by the National Council for the Accreditation of Teacher Education Programs (NCATE). The counseling programs work to meet the standards set forth by Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board for Certified Counselors (NBCC).

The graduate programs in counseling prepare students for professional practice and/or further study. All students complete a core curriculum and choose one or both curricular paths. The combined MA/EdS in professional counseling meets the academic requirements for the New Jersey licensed professional counselor (LPC) credential. The MA in school counseling meets the academic requirements for New Jersey certification as a school counselor.

Students interested in pursuing licensing as a professional counselor in other states should refer to the credentialing organizations in those states, and may find this link helpful:

<http://www.counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx>

Students interested in pursuing school counselor certification in other states may find this link helpful: <http://www.schoolcounselor.org/content.asp?contentid=242>

Counseling program goals and objectives

The overarching goal of the counseling programs is to prepare competent, socially conscious, and reflective professional counselors, who are able to meet the needs of a diverse society. Graduates promote optimal human development and empower clients to solve personal, interpersonal, career and other mental health problems. Counselors use a wellness model in counseling clients as well diagnosis and treatment skills for clients with developmental problems and more serious mental health disorders.

Professional counseling – MA/EdS.

The MA/EdS program in Professional Counseling works to follow the CACREP guidelines for programs in clinical mental health counseling. Upon completion of the professional counseling program, students will have gained knowledge and skills in the following areas:

- Individual appraisal and assessment, diagnosis and treatment planning,
- Individual and group counseling in agencies, counseling centers, and independent practice,
- Crisis prevention, intervention and community disaster response,
- Prevention and early identification of personal and interpersonal problems,
- Consultation and collaboration in multi-service agencies and institutions,
- Developmental, clinical, and peer supervision models,

- Career counseling and lifespan development,
- Advocacy for clients and community outreach to underrepresented groups,
- Work in a multicultural environment,
- Counselor self-care, and
- Preparation for licensure and independent practice.

School counseling – M.A.

For students working towards certification as a school counselor, the overarching program goals are to prepare school counselors to maximize the potential of all students through comprehensive developmental school counseling programs and to develop skills as competent school counselors and effective consultants, collaborators, advocates, and leaders in an ever changing global society. The M.A. program in School Counseling works to follow CACREP school counseling guidelines. Upon completion of the school counseling program, students will have gained knowledge and skills to

- Advocate for the academic, career, and personal-social success of every student.
- Implement a comprehensive school counseling program to promote systemic school reform.
- Consult with teachers, parents, and school staff, to promote a positive environment for learning.
- Provide counseling, prevention, and early identification services to help children and adolescents achieve optimal development
- Empower students and their families to overcome educational difficulties through a multidisciplinary team intervention approach.
- Provide crisis prevention, intervention, disaster response, and coping strategies to students and families in the school community.

Dual major: Professional counseling/School counseling program

Students who are interested in pursuing state licensing as a professional counselor and certification as a school counselor may complete the requirements for both. Please note: school counseling certification requires 600 hours as a school counseling intern, generally as a full academic year placement (fall through spring). These hours may not be used to satisfy the requirements for licensure as a professional counselor in New Jersey.

**Combined M.A./Ed.S. in Professional Counseling
Curriculum/Advising Form**

Course Number	Course Title	Cred.	On-campus semester offered (tent.) #
CPSY 6302	*Orientation to Professional Counseling	3	F
CPSY 6002	*Counseling Theory	3	F, Su
CPSY 6102	*Psychology of Human Development	3	F, S, Su
CPSY 6103	*Abnormal Psychology	3	F, S, Su
CPSY 6005	**Appraisal and Assessment in Counseling	3	F
CPSY 7005	Stat Theory and Computer Applications I	3	F, S, Su
CPSY 7001	*Counselor Ethics in Practice	3	S
CPSY 8100	*Multicultural Counseling and Psychology	3	S, Su
CPSY 6303	*Counseling and Community Agencies	3	S
CPSY 6003	*Counseling Skills	3	F, S, Su
CPSY 6301	**Career Development and Counseling	3	F
CPSY 7101	Research Methods	3	S, Su
CPSY 6316	*Group Counseling (prerequisites: CPSY 6002 and CPSY 6003)	3	S, Su
CPSY 7310	Practicum in Counseling (prerequisites: CPSY 6316 and program approval)	3	F, S
CPSY 7380	Internship in Counseling I	3	F, S, Su
CPSY 7381	Internship in Counseling II	3	F, S, Su
	Total	48	

**Must be taken before Practicum and Internship **Practicum co-requisite; must be taken before Internship*

Course Number	Course Title	Cred.	On-campus semester offered (tent.) #
CPSY 6310	Etiology and Treatment of Addictions	3	Su
CPSY 8520	Seminar in Psychopathology (prerequisite 6103)	3	S, Su
CPSY 6601	Couple & Family Dynamics: Systemic Perspectives	3	F, S
CPSY 7383	Internship in Counseling III	3	F, S, Su
	Total	12	

Online students follow a cohort model and will be advised when courses are offered.

Note: Program requirements are subject to change. Please arrange course schedules in consultation with your advisor.

M.A. with a Major in School Counseling Student Advising Form

Core Area	Course Number	Course Title	Cred.	On-campus semester offered # (tent.)
COUNSELING CORE	CPSY 6002	*Counseling Theory	3	F, Su
	CPSY 6103	Abnormal Psychology	3	F, S, Su
	CPSY 6301	*Career Development and Counseling	3	F
	CPSY 6316	*Group Counseling (prerequisites: CPSY 6002 and CPSY 6003)	3	F, S, Su
	CPSY 6003	*Counseling Skills	3	F, S, Su
ASSESSMENT	CPSY 6005	**Appraisal and Assessment in Counseling	3	F
PSYCHOLOGICAL FOUNDATIONS	CPSY 6102	*Psychology of Human Development	3	F, S, Su
	CPSY 6505	*Principles of Learning and Behavior Modification	3	F, Su
SOCIOLOGICAL FOUNDATIONS	CPSY 8100	*Multicultural Counseling and Psychology	3	S, Su
	CPSY 6303	*Counseling and Community Agencies	3	S
RESEARCH	CPSY 7101	Research Methods	3	S, Su
SUPERVISED EXPERIENCE	CPSY 7310	Practicum in Counseling (300 hr.)	3	F, S
	CPSY 7380	Internship in Counseling I	3	F, S, Su
	CPSY 7381	Internship in Counseling II	3	F, S, Su
PROFESSIONAL ORIENTATION	CPSY 6305	*Counseling and Supervision in School Settings	3	S
	CPSY 7001	*Counselor Ethics in Practice	3	S
Total			48	

***Must be taken before Practicum and Internship **Must be taken before or with Practicum**

*****Dual majors must do 300 hours in practicum, or make up 200 additional hours in internship**

Online students follow a cohort model and will be advised when courses are offered.

Notes:

- CPSY 6302, Orientation to Professional Counseling, is not currently required but is recommended.
- Program requirements are subject to change: Please arrange course schedules in consultation with your advisor.
- Students seeking both School Counselor certification and Professional Counselor Licensure must meet the requirements for both programs, for which they will receive the M.A. in School Counseling and the Ed.S. in Professional Counseling. Additional required courses are the following:
CPSY 6302, Orientation to Professional Counseling
CPSY 6601, Couple and Family Dynamics
CPSY 7005, Statistics and Computer Applications I
CPSY 6310, Etiology and Treatment of Addictions
CPSY 8520, Seminar in Psychopathology
CPSY 7383, Internship in Counseling III (Internships II and III must be in mental health settings)

Opportunities for Professional Involvement

An integral part of the graduate school experience is gaining a professional identity. Belonging to a professional organization provides knowledge on current developments and future directions of the field as well as information on ethical practice. Most professional organizations offer reduced membership fees and other benefits to student members.

Belonging to professional organizations also provides opportunities for involvement. Activities potentially appropriate for students include 1) conference attendance and/or presenting at conferences, 2) advocacy, 3) networking, and 4) professional development.

Counseling students are strongly encouraged to join one or more of the following professional organizations.

AMERICAN COUNSELING ASSOCIATION

The American Counseling Association (ACA) is the professional organization for counselors. ACA has 19 divisions, of which at least one should be of interest to the MA/Eds Counseling student. ACA divisions focus on mental health counseling, school counseling, career development, multicultural counseling, and family counseling among others. Opportunities to submit presentation proposals, win scholarships to the national conference, or receive free registration in exchange for volunteering, and other incentives for graduate students are publicized on the website site <http://www.counseling.org>

ACA has many state and local associations, many of which are also good resources. Please see below for New Jersey resources. This link provides a list of state associations:

<http://www.counseling.org/AboutUs/DivisionsBranchesAndRegions/TP/Home/CT2.aspx>

NEW JERSEY COUNSELING ASSOCIATION

The New Jersey Counseling Association (NJCA) is the New Jersey state branch of ACA and is a wonderful local opportunity to network with counselors and graduate counseling students. NJCA sponsors graduate student awards and poster sessions at the spring conference. There are opportunities to apply for free registration in exchange for volunteering at the conference.

AMERICAN SCHOOL COUNSELOR ASSOCIATION

The American School Counselor Association (ASCA) is a division of ACA as well as a stand-alone organization for school counselors. Its website is full of helpful resources for school counselors and for graduate counseling students. www.schoolcounselor.org You may also find your state association to be helpful.

<http://www.schoolcounselor.org/content.asp?pl=325&sl=127&contentid=179>

NEW JERSEY SCHOOL COUNSELOR ASSOCIATION

The New Jersey School Counselor Association (NJSCA) is the state branch of ASCA. www.njsca.org NJSCA hosts an annual spring conference and welcomes student participation.

SETON HALL UNIVERSITY (SHU) COUNSELING STUDENT ASSOCIATION

The SHU Counseling Student Association an inclusive organization that is open to all counseling students. Benefits to association participation include special guest lectures, advocacy activities, professional development opportunities, networking and social support.

CHI SIGMA IOTA

Chi Sigma Iota is the international honor society for academic and professional counseling. Graduate counseling students who have earned a minimum of 12 credits with at least a 3.5 GPA and demonstrate excellent character may be invited to apply for membership in Seton Hall's Sigma Alpha chapter. Faculty and other professional counselors may also be eligible for membership.

Policy and Procedures for Recommending Students for Credentialing And Employment

Endorsement and recommendation for credentialing

Successful completion of the MA/Ed.S. in professional counseling meets the *current* academic requirements for credentialing and licensing in the State of New Jersey. Students should be aware that laws can change, and therefore they are encouraged to remain informed about the activities of the Professional Counselor Examiners Committee – particularly if they do not plan to apply for licensure immediately after graduation. For further information about licensure as a professional counselor in New Jersey, please see <http://www.nj.gov/oag/ca/medical/procounsel.htm>. Students interested in pursuing licensure in other states may find this link helpful:

<http://www.counseling.org/Counselors/LicensureAndCert/TP/StateRequirements/CT2.aspx>

Graduates who successfully complete the requirements for the MA in school counseling and apply for New Jersey certification as a school counselor through the Associate Dean's office within one year of graduation will be endorsed for this certificate.

NOTE: These degrees do not *license* or *certify* you as a professional counselor. There are additional credentialing requirements which (for New Jersey) can be obtained from the Professional Counselor Examiners Committee or similar board in your home state (see links above). These requirements generally include an examination (e.g., the NCE) and additional supervised experience in an appropriate setting. Please be aware that some clinical placement sites and State licensing/certifying boards have additional requirements for licensing and credentials, often including fingerprinting and a criminal background check.

If you need a letter of recommendation, you may request one from a faculty member who knows you well. Faculty are not required to write a letter on your behalf.

Note 2: Policies and procedures for recommendation to go on Practicum and Internship are outlined in the current Practicum/Internship Manual.

Student Retention and Remediation Policy

All students are expected to make satisfactory progress towards their academic and professional goals. Program faculty meet each semester to review student progress as well as to identify areas for student and program improvement.

Online students are admitted to their program of study on a probationary status for their first 12 credits of coursework, including the first residency and first two semesters of classes. If a concern about suitability of a student for the profession, academic coursework, or personal behavior, faculty will follow the remediation policy as described in a later section. Only in cases where significant problematic behavior exists or where a serious ethical breach has been identified, will a process for program dismissal be initiated. In all other cases, program faculty will work diligently with students to ensure that the concerns are resolved and that the student remains in good standing in the program.

Policy on the Retention and Remediation of Students

The purpose of this policy is to clarify the areas of competence and professional behavior expected of each counseling student and the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that occur during the course of their graduate training. Students are expected to demonstrate competence, social consciousness, and reflection in their work. This includes high standards of professional and ethical behavior in their interactions with clients, students, peers, supervisors, and faculty, including confidentiality, honesty, and academic integrity. Specific goals and expected competencies are described earlier in this Handbook.

This policy describes the procedures used to monitor progress, to identify deficiencies and to assist the student in remediation where possible, or to dismiss the student from the Program when remediation is not possible.

Definitions

Problematic Behaviors refer to a student's behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client's diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment status (Lamb, Cochran, & Jackson, 1991, p. 292). These behaviors are further defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide counseling services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct is when the American Counseling Association Code of Ethics and Standards of Practice (2005) is not followed. This code is intended to provide both the general principles and the decision rules to cover most situations encountered by current and future counselors in their professional activities. It has as its primary goal the welfare and protection of the

individuals and groups with whom counselors work. It is the individual responsibility of counselors and counselors-in-training to aspire to the highest possible standards of conduct. Counselors respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and problematic behavior are overlapping concepts that all unethical behaviors are reflective of problematic behavior, whereas problematic behavior may involve other aspects of professional behavior that may or may not result in unethical behavior.

Identification and Verification of Problems Requiring Remediation or Dismissal

Incompetence, ethical violations, or problematic behaviors can be identified in a variety of ways. Formal evaluation of each student's progress takes place each semester. This evaluation involves a review of grades earned, credits accumulated, as well as professional behavior.

Informal Identification of Problems

Any faculty member, supervisor, or student may raise an issue at any time. Practicum and/or Internship supervisors should initially discuss their concerns with the Clinical Coordinator, who will gather additional information and raise the issue at the next scheduled Program faculty meeting. Students who have a concern about a fellow student should first discuss the issue with their own advisor, who will then raise the issue with the other Program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request that the student meet with them to provide additional information. The Program faculty will briefly discuss the potential problem during the meeting in which it is raised, and if necessary and/or the advisor of the student concerned will gather additional data and will report to the Program faculty within one week. If the concern appears valid, a formal review will take place as described below.

Review Procedures for Possible Problems

When a possible problematic behavior has been identified, the faculty of the Program meet with the student to review the evaluation, and to determine whether a problem actually exists. In addition the original report of the problem, information will be gathered from formal written and/or verbal evaluations of the student and from informal sources, including observations of students outside the training environment or reports from other interested parties.

Areas to be reviewed and discussed include the nature, severity, and consequences of the reported problem behavior. The following questions will be posed at this stage (adapted from Lamb, Cochran, & Jackson, 1991):

- What are the actual behaviors that are of concern, and how are those behaviors related to the goals of the Program?
- How and in what settings have these behaviors been manifested?
- What were the negative consequences for the training agency or others (e.g., clients, other students) of the problematic behaviors?
- Who observed the behaviors in question?
- Who or what was affected by the behavior (clients, agency, atmosphere, training program, etc.)?
- What was the frequency of this behavior?
- Has the student been made aware of this behavior before the meeting, and, if so, how did he or she respond?
- Has the feedback regarding the behavior been documented in any way?
- How serious is this behavior on the continuum of ethical and professional behavior?
- What are the student's ideas about how the problem may be remediated?

While each case is different and requires individual assessment, the following factors may indicate that the problem is more serious and may not be as easy to remediate:

- The student does not acknowledge, understand or address the problematic behavior when it is identified.
- The problematic behavior is not merely a reflection of a skill deficit that can be rectified by training.
- The quality of service delivered by the person suffers.
- The problematic behavior is not restricted to one area of professional functioning.
- The behavior has the potential for ethical or legal ramifications if not addressed.
- A disproportionate amount of attention by training personnel is required.
- Behavior that does change as a function of feedback.
- Behavior negatively affects public image of agency of the university or training site.

After the initial meeting with the student, the faculty will meet to determine whether a problematic behavior exists. If the faculty determines that there is a problem, they will develop a written plan for remediation or a recommendation for dismissal and will schedule a meeting to discuss this plan within three weeks of their initial meeting with the student. Students are encouraged to submit their own ideas for remediation to the faculty, through their advisors. The faculty will consider the student's recommendations in developing their own recommendations. The plan will be documented by the student's advisor, using the *Student Performance Remediation Plan* that immediately follows this section.

After the faculty members have presented their recommendations to the student and answered his or her questions, the student must sign the *Performance Review Cover Sheet* (also

following this section) indicating that the recommendations have been presented and explained. The student will be given the opportunity to accept the recommendations, to provide a written rebuttal, and/or to appeal. If the student chooses to provide a rebuttal, the Program faculty will meet again to consider any new evidence presented by the student, and will provide written documentation of their decision within three weeks of the date the rebuttal was received. If the student wishes to appeal the faculty's decision, he or she may follow the appeal procedures outlined in the *Seton Hall University Handbook*.

Regardless of the outcome of the feedback meeting, the student's advisor will schedule a follow-up meeting to evaluate the student's adjustment to the review process, and recommend potential sources of guidance and assistance when necessary.

The remediation process will follow the written plan, which must include scheduled review dates and target dates for each issue identified. This plan must be made within three weeks of initial meeting. Examples of actions that may be included in the remediation plan are an increase in didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, leave of absence, and individual psychotherapy. Progress must be reviewed at least once every semester for the Fall and Spring semesters, at least two weeks before registration. Additional reviews may be scheduled as necessary. After each review, a copy of the Remediation Plan including student comments and faculty signatures must be placed in the student's file. If progress against targets is viewed by the faculty as insufficient, they may recommend either a change in the remediation plan or dismissal. The student will have an opportunity for rebuttal or appeal, as described above.

Student Performance Review Cover Sheet

Date of Initial Meeting with Student: _____

Faculty Members Present (Must include Program Director and Student's Advisor):

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Date of Faculty Review Meeting _____

Faculty Recommendation:

___ No action required

___ Remediation required (attach copy of plan)

___ Dismissal recommended (must be reviewed and approved by Department Chair and Dean)

RECOMMENDATION APPROVED:

Student's Advisor _____ Date _____

Program Director _____ Date _____

Date of Student Feedback Meeting _____

Student Comments:

Signature of Student:

Date:

(Does not indicate agreement)

Student Performance Remediation Plan

(check one) Initial Plan Review Followup Final Review

Student:

Date:

Identified Areas of Concern:

- A.
- B.
- C.
- D.

Remediation Plan and Schedule:

Area

Specific Behavioral Objectives and Target Dates	Method of Remediation	Met? Y/N
A		
B		
C		
D		

Progress Since Last Review (if applicable): _____ Sufficient _____ Insufficient

Comments and Recommendations:

Date of Next Review (if applicable):

Student Reactions:

Signatures:

Student Signature:

Advisor:

Program Director:

Personal Therapy

The Professional Psychology and Family Therapy departmental faculty believes that participating as a client in individual or group counseling or therapy can be both a growth experience for the graduate student a significant educational aspect of a program to prepare counseling professionals. Experience as a client in personal counseling or therapy is, therefore, strongly recommended for all students in the counseling programs. Individual or group counseling should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional.

Personal therapy may at any time be required by the Department for the student to continue in the program. Such requirement would usually be in the context of a Remediation Plan, based on an identified student problem. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition at the time of the student's screening or at any time during their continuation in the program. The student has the right to choose his/her own therapists for this requirement, and is responsible for any expenses related to the evaluation and/or therapy.

Academic Appeal Policy

Academic Grievance Procedure Concerning Grades

The following concerns itself only with a departmental process for student grievances over grades. It is not intended to address the issue of grade disputes unless the student files a formal grievance through the department chair.

Students should be aware that with very rare exception, the final decision on all grades rests with the professor. Insofar as grievances are concerned, the *Seton Hall University Student Handbook* states that a student may file a grievance through the department only if the student believes the grade attained is capricious and arbitrary. Mere disagreement with the grade given does not constitute a basis for grievance. Moreover, it is unlikely that a grade of B or better would be considered arbitrary and capricious.

Departmental Procedure

The student's first step in the event of a grade dispute is to confer directly with the professor in question.

1. If the student believes she or he has a grievance, that student must seek out the department chairperson who will initiate the departmental grievance procedures.
2. The matter will then be referred to the departmental grievance committee. The student will submit in writing to the committee the rationale for the grievance explaining in detail why the grade is arbitrary and capricious. The student will submit any supporting evidence to the claim being made within one year of the grade being given.
3. The departmental committee will review carefully the argument and data provided by the student and will proceed with any or all of the following steps:

- a) Based on the material submitted by the student, the committee may conclude there is insufficient evidence that an arbitrary and capricious evaluation has taken place. In this case, the student will be so notified by the committee chairperson in writing.
 - b) The committee may confer with the professor in writing or verbally to attain that individual's views on the matter and an interpretation of the basis for the grade.
 - c) The committee may also select to meet with the student directly and afford the student an opportunity to present his or her case in the matter.
2. Ultimate departmental committee outcomes:
- a) In the event the committee concludes that there is no compelling evidence to support a claim of arbitrary and capricious grading it will so inform the student. This action might occur at any point in the process at the committee level.
 - b) In the event the committee believes there is some evidence but not particularly compelling, it will request that the professor in question re-evaluate the student's work and ultimate grade. In this situation, the decision on the grade will rest entirely with the professor.
 - c) In the event the committee concludes that compelling evidence does exist that a grade was arbitrary and capricious, it will request that the professor adjust the grade accordingly.

It is the department's position that a professor cannot be forced at the departmental level to change a grade. The strongest action that could be taken at the departmental level is a recommendation to a professor that a grade be changed.

Should the student be dissatisfied with the departmental actions and the professor's ultimate decision, the aggrieved party must then present a written complaint to the Dean of the College of

Education and Human Services who then will initiate subsequent grievance procedures as specified in the most recent edition of the Seton Hall University Student Handbook.

It is strongly recommended that any student who is considering filing a grievance attain a current copy of the *Seton Hall University Student Handbook* and follow steps as prescribed for the grievance process. The handbook may be obtained through the Division of Student Affairs located in the Student Center.

Academic Grievance Procedure for Other than Grades

The procedure for resolving academic conflicts can be found in the most recent edition of the *Seton Hall University Student Handbook*, which is available from the Division of Student Affairs located in the Student Center. What follows extends the Academic Grievance Procedure Statement to the Program level. This modification is not intended to limit a student's ability or right to pursue resolution of an academic conflict.

Program process

Any individual student in the Program who feels that he/she has cause for a grievance against another member of the Program must confer directly with that individual in an attempt to resolve the dispute to the satisfaction of both parties. Should this action fail to resolve the dispute, the aggrieved student is advised to consult with his or her faculty advisor in order to generate and evaluate additional approaches to resolving the dispute. If, after conferring with the advisor, the student is still unable to bring the dispute to resolution, the aggrieved student should consult with Program Director. If the dispute involves the Program Director, the Program Director will refer the student to the Department Chair. At this point in the process, the Academic Grievance Procedure Statement in the *Seton Hall University Student Handbook* should be followed.

Practicum/Internship Grievance Procedures are detailed in the Practicum/Internship Handbook.

Seton Hall University
College of Education & Human Services
Department of Professional Psychology & Family Therapy
Plagiarism/Academic Integrity Policy

Academic Integrity

Academic Integrity is an important basic responsibility that is taken by all students in higher education. An integral part of academic integrity is honesty and the freedom to express oneself without using the work of someone else and calling it one's own. Within the American Psychological Association (APA) a breach of academic integrity constitutes a serious offense and members of the University community are obliged to report all cases to the appropriate faculty including the Department Chair and the Dean.

A copy of this policy is available to all students by visiting the Seton Hall University website at <http://www.shu.edu/offices/upload/plagerism.pdf>. A reference to this policy is provided on every course syllabus within the department.

All faculty members are aware of and have provided input to the Academic Integrity Policy. As mentioned above, information pertaining to academic integrity is provided on all course syllabi for both on-line and on-campus courses. Faculty are encouraged express both orally and in written form the importance of academic integrity and to give the students clear guidelines and expectations of what is acceptable behavior regarding the use of someone else's work. Such violations include, but are not limited to, cheating and plagiarism of academic assignments (i.e., research papers, critiques, presentations, and book/journal reviews). Cheating on exams is also a serious violation and is in violation of this policy. Faculty members that suspect academic

dishonesty are expected to report violations to the department chair within 5 calendar days of the occurrence.

Students must also take on the responsibility of academic integrity by promoting work that is original in content and properly referenced. The latest edition of the American Psychological Association's Manual of Style is used within the department to properly cite another author's work and to reference sources that do not come from the student directly. This policy in hand provides the student with a fair procedure for due process if a charge is brought to a student's attention from a faculty member.

I. Professional Standards

All of the professional organizations represented in our department include statements on plagiarism. In the American Psychological Association's, *Ethical Principles of Psychologists and Code of Conduct* (June 2003), p.11, states that: "Psychologists do not represent portions of another's work or data as their own, even if the other work or data source is cited occasionally." Plagiarism in this document is defined as the use of someone else's work and claiming it as your own. In the American Association for Marriage and Family Therapists, *AAMFT Code of Ethics*, Principle VI, Responsibility to the Profession, item 6.4 states, "Marriage and family therapists who are the authors of books or other materials that are published or distributed do not plagiarize or fail to cite persons to whom credit for original ideas or work is due." In the American Counseling Association, *Code of Ethics* (2005), item G.5.b states, "Counselors do not plagiarize; that is, they do not present another person's work as their own work." In the National

Association of School Psychologists, Principles for Professional Ethics (1997), item C states “Plagiarism of ideas or product is a violation of professional ethics.”

I. Breach of Academic Integrity

Listed below are typical violations of academic integrity. The examples used are provided as illustrations. These violations are merely examples and do not cover the entire spectrum of offenses.

1-A - Cheating – Cheating is defined as use of inappropriate and unacknowledged use of materials, information, study aids, or any written or verbal material that has not been authorized by the author or faculty member for use. This includes students using another person’s work (or part of their work) and claiming it as their own. Cheating can take the form of use of cell phones or other electronic devices to convey information via text messaging, picture taking, or conversing electronically while taking tests or exams. These acts are prohibited and are considered in violation of this document. Students must also have written permission to use another person’s work, or provide proper reference notation citing the original author(s).

1-B – Fabrication – Fabrication is the falsification of information. Fabrication also involves the invention of information without the permission of the author. This may take on the form of creating information without the use of an author’s work. For example, if a student uses a quotation from a book or journal, all relevant reference information should be made available to the reader at the end of the work.

1-C - Facilitating Academic Dishonesty – Students who allow their work to be used by other students either knowingly or out of negligence are also in violation of the academic integrity

policy. Students should make every attempt to keep their work secure so as not to allow others to use their work in any fashion or form.

1-D - Plagiarism – As a graduate student, soon to be entering the field of psychology, plagiarism is a serious offense. In order to prevent plagiarism every direct quotation must be properly identified and cited in the paper with full reference to the author. The use of footnotes can be used to properly cite another person's work. Paraphrasing should have a reference to the original author in the text and be referenced at the end of the student's paper. With the use of Internet sources, see the proper referencing of electronic media in the APA Manual of Style. A reference page or bibliography section of cited authors should be used in all written manuscripts.

1-E - Denying access to information – Denying any student access to information is another violation of the academic integrity policy. This violation occurs when a student gives misinformation about the sources of a reference or destroys written or electronic information that would hamper another student's progress within a class.

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Violations at Seton Hall University are classified by severity according to the nature of the offense. For each level of offense a corresponding set of sanctions is recommended.

Sanctioning bodies are not bound by these illustrations, which are intended as general guidelines. Examples are cited below for each level of offense. These examples, too, are illustrations and are not to be considered all-inclusive.

Low Level - These offenses happen because of inexperience or lack of knowledge of academic standards by the persons committing the offense. These infringements are likely to involve a small fraction of the total course work, are not extensive, and/or occur on a minor assignment.

The following are some examples:

- Working with another student on an assignment unless the instructor explicitly authorizes such work.
- Failure to footnote or give proper acknowledgment in an extremely limited section of an assignment.

Recommended sanctions for low level offenses are listed below; one or more of these may be chosen in each case:

- Required attendance in a non-credit workshop or seminar on ethics or related subjects.
- An assigned paper or research project on a relevant topic.
- A make-up assignment at a more difficult level than the original assignment.
- A recommendation to the instructor that no credit be given for the original assignment.

Records of students who commit low level offenses will be maintained in the respective Chair's Offices until graduation. One year after the student graduates, all paper/electronic low level offenses will be destroyed.

Medium Level – These violations are those characterized by dishonesty of a more serious nature or which affect a more significant aspect or portion of the course work.

The following are some examples:

- Quoting directly or paraphrasing, to a moderate extent, without acknowledging the source.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructor.

- Using data or interpretative material for a laboratory report without acknowledging the sources or the collaborators. All contributors to preparation of data and/or to writing the report must be acknowledged.
- Receiving assistance from others, such as research, statistical, computer programming, or field data collection help that constitutes an essential element in the undertaking, without acknowledging such assistance in a paper, examination, or project.

The recommended sanction for medium level offenses is one year of academic probation. The student will receive an F on the work and be graded normally for the rest of the course.

Notation of academic probation will be placed on the student's transcript and will remain for the period in which the sanction is in force. Records of students who commit Medium level offenses will be maintained in the respective Chair's Office until graduation.

High Level Offense – High level offenses include dishonesty that affects a major or essential portion of work done to meet course requirements and/or involves premeditation, or is preceded by one or more violations at low and medium levels. Examples include:

- Copying on examinations.
- Acting to facilitate copying during an exam.
- Using prohibited materials, e.g., books, notes, or calculators during an examination without permission from the instructor.
- Collaborating before an exam to develop methods of exchanging information and implementation thereof.
- Altering examinations for the purposes of regrading.

- Acquiring or distributing an examination from unauthorized sources prior to the examination.
- Plagiarizing major portions of a written assignment.
- Presenting the work of another as one's own.
- Using a purchased term paper or other materials.
- Removing posted or reserved material, or preventing other students from having access to it.
- Fabricating data or inventing or deliberately altering material (for example, citing sources that do not exist).
- Using unethical or improper means of acquiring data.

The normal sanction to be sought for all high level offenses or repeated violations of low or medium offenses is a minimum of a one semester suspension from the University and a failing grade for the course. The Academic Standard Committee may also consider expulsion from the program.

Severe Level Offenses – These offenses represent the most serious breaches of intellectual honesty.

Examples of serious level offenses include:

- All academic integrity infractions committed after return from suspension for a previous academic integrity violation.
- Infractions of academic integrity resembling to criminal activity (such as forging a grade form, stealing an examination from a professor or from a university office; buying an examination; or falsifying a transcript).
- Having a substitute take an examination or taking an examination for someone else.

- Fabrication of evidence, falsification of data, quoting directly or paraphrasing without acknowledging the source, and/or presenting the ideas of another as one's own within a master's thesis or doctoral dissertation, in scholarly articles submitted to refereed journals, or in other work represented as one's own as a graduate student.
- Sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment.
- Willful violation of a canon of the ethical code of the profession (APA, AAMFT, ACA, NASP, etc.) for which a graduate student is preparing.

The normal sanction for all severe level offenses and a repeat infraction at high level offenses is permanent expulsion from the University. Notation of expulsion will be placed on a student's transcript and remain permanently.

II. Consequences of Violating the Academic Integrity Policy

Students committing acts of academic dishonesty not only face university censure but run a serious risk of harming their future educational and employment opportunities. In addition to the notation for a specific sanction placed on the student's transcript and which remains for the term of the sanction, prospective employers and other educational institutions frequently use recommendation forms that ask for judgment and comment on an individual's moral or ethical behavior. Since such forms are sent with the permission of the student, University faculty and administrators who know of academic dishonesty infractions are ethically bound to report such incidents. In all cases in which a grade of "F" is assigned for disciplinary reasons, the "F" will remain on the student's transcript, even if the course is retaken and a passing grade is achieved.

III. Administration of the Academic Integrity Policy

If the instructor suspects evidence of a violation of a low level offense, the instructor will meet with the student and the instructor will determine the appropriate sanction. The instructor will report the incident to the Chairperson, who will keep a record until one year following the student's graduation.

If the instructor suspects evidence of a violation of a medium level offense or higher, the student will be notified and the case and all supporting documents will be sent to the Department Chair and Academic Standards Committee. The instructor will write a report documenting the nature of the violation and provide supporting documentation. The committee will meet within 10 days to review the allegations. The Committee reserves the right to call in the student and instructor for follow up information. The decision of the Committee will be final and the student reserves the right to appeal, the process of which is described in the Student Handbook. Responsibility for administering the Policy on Academic Integrity rests with the Chairperson and the Academic Standards Committee of the Department. The above sanctions are general recommendations. The Academic Standards committee will consider each case in context looking at all factors. The committee reserves the right to suspend or expel a student at any level of offense if the committee deems that consequence appropriate.

Evidence of academic dishonesty should initially be brought to the attention of the instructor. Any member of the academic community may present evidence of academic dishonesty to the instructor. If a student reports a breach of the policy, the instructor of the course is expected to

cooperate in the investigation. If a student reports a violation by another student, the student making the allegation is expected to cooperate fully and submit any evidence or written report to the committee. The identity of the student making the allegation will remain anonymous throughout the process except to the faculty on the Academic Standards Committee.

Students may continue to participate in a course or research activities until the case has been adjudicated. Under no circumstances should a student be offered a choice of either dropping a course or facing disciplinary action. A grade of I (Incomplete) should be assigned, pending resolution of this matter, and no penalties should be imposed until this complaint is resolved. All disciplinary proceedings are confidential. Faculty members and students are cautioned not to discuss cases of academic dishonesty outside of the proceedings prescribed by the policy.

IV. Amendments to the Integrity Code

Suggested changes to this policy may be recommended by the Faculty Senate, the College of Education and Human Services - Dean's Office, and the Provost. Changes shall be approved by Department vote upon review.

(Portions of this policy adapted from Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students, 2004.

<http://www.camden.rutgers.edu/RUCAM/info/Academic-Integrity-Policy.html>)

References

- American Association of Marriage and Family Therapists. (2001). *Code of Ethics*. Alexandria, VA: Author. Retrieved June 5, 2006 from <http://www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp>
- American Counseling Association. (2005). *Code of Ethics*. Alexandria, VA: Author. Retrieved June 5, 2006 from <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
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- National Association of School Psychologists. (2000). *Professional Conduct Manual/Principles for Professional Ethics*. Bethesda, MD: Author. Retrieved June 5, 2006 from <http://www.nasponline.org/pdf/ProfessionalCond.pdf>

Students with Disabilities

Under the Americans with Disabilities Act and Section 504 of the Civil Rights Restoration Act, students at Seton Hall University who have a disability may be eligible for accommodations in this course. Should a student require such accommodations, he or she **MUST** self identify at the Office for Disability Support Services (DSS), Room 67, Duffy Hall, provide documentation of said disability, and work with DSS to develop a plan for accommodations.

Independent Study Policy (Campus-Based Programs Only)

The following is the policy on Independent Study classes, which applies to all courses in the Department of Professional Psychology and Family Therapy.

1. The professor teaching an Independent Study course/project will typically be a full-time faculty member.
2. Adjunct faculty, who have taught for the department in the past and are recommended by student's Training/Program Director, may teach an Independent Study.
3. **STUDENTS** should initiate requests for an Independent Study to the faculty member with the expertise in the content area, after consulting with their advisor/mentor and Training/Program Director.
4. Under no circumstances will an Independent Study/Project be offered in a semester, in which a section of the course is running, **UNLESS**, the enrollment numbers are such that the course is not jeopardized, or full/pro-rated summer pay is not reduced for the professor teaching the regular section.
5. Similarly, an Independent Study will not be offered in the semester/summer before the regular offering of a course, **UNLESS**, as in 4 above, enrollment numbers are not a concern, since the course typically has strong (over 12) enrollments.

6. The decision to offer an Independent Study is a **voluntary** choice to be made by the individual faculty member.
7. Students will know from the start that a grade of INCOMPLETE will only be approved in the event of serious unforeseen events.
8. The Chair will review the application for an Independent Study, which will require **SIGNOFFS by the Training/Program Directors**, indicating that the proposed course/project is in accord with items 1 through 6 above.

Additional Information for Online Students

Online Program Residency Information

The online programs require two on-site residencies during the course of the program. The first residency is held at the start of the program, the second residency is held at about the same time the following year. The first residency is four days long, while the second residency is two days long. The first residency will typically begin on a Thursday and end the following Sunday and the second residency will typically begin on a Friday late afternoon and end on a Sunday. Room and meals are included in the cost of tuition for both residencies.

Students begin their day around 9 a.m. and end around 5 p.m., although on some days evening classes take place. Students are required to participate in all classroom instruction and residency activities. Missing any part of the residency could result in a lowered grade in the course or the need to withdraw from the course and take it at the next available time.

The Residency is a vital component of the online programs. Although online learning experiences assume the majority of learning will be technology mediated, face-to-face interaction is essential in light of the inherent nature of a degree founded in concepts and skills such as listening, reflecting, responding, empathy, immediacy, and genuineness.

The purpose of the residency is threefold:

- to form a team into a community of learners who know and appreciate each other as individuals, each of whom will make a unique contribution to the team;
- to provide training with the online learning tools required for a successful learning process; and, most importantly,
- to provide direct skills practice and training under supervision.

Students will also meet and interface with SHU faculty and staff to develop a firm foundation on which to build personalized communication and support to ensure successful completion of the degree.

Advisement

Students enter the online program as part of a learning team and stay with that team throughout the program. Dr. John Smith, Academic Director, serves as the academic advisor to online students. He can be reached at (smithjoh@shu.edu; 973.275.2731).

Administrative questions (e.g., questions about course schedules, residencies, financial aid, text books), may be directed to Rosalie Maiorella (maiorero@shu.edu; 973.313.6239). You may contact staff via phone or by email, though it may be easier to reach staff via email.

Leaves of Absence

It is hoped that you are able to proceed through your program with your team in a cohort. We recognize that there are times when a student may need to take a leave of absence, despite our attempts to help them work around it. In these situations, the student **MUST** request a leave of absence in writing to Dr. Smith with a copy to Rosalie Maiorella. Leaves of absence are given for up to a one year period. Leaves are granted in accordance with the University policy on leaves of absence, and are usually granted for no more than a year, with the exception of military service. See the Graduate Catalog for further information on this topic.

AGREEMENT FORM

I _____ have received and read the Student Handbook for the Counseling Programs at Seton Hall University.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I further agree that the Counseling Program faculty at Seton Hall University has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics as they are deemed relevant to my effective performance as a counselor.

If in the opinion of the faculty, any or all of these are in question, I agree to abide by the faculty's decision as to whether or not I will continue in the program.

Student Signature

Date

Program/Academic Director

Date