



College of Education & Human Services

Department of Education Leadership,
Management & Policy

Adjunct Faculty Handbook 2022-2023

Department of Education Leadership, Management & Policy
400 South Orange Avenue • South Orange, New Jersey • 07079 • www.shu.edu

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I. Welcome to Seton Hall University

Seton Hall At-a-Glance

One of the country's leading Catholic universities, Seton Hall University has been developing students in mind, heart and spirit since 1856. Home to over 10,000 undergraduate and graduate students and offering more than 90 rigorous majors, Seton Hall's academic excellence has been singled out for distinction by The Princeton Review, U.S. News & World Report and Bloomberg Businessweek. Seton Hall's 58-acre main campus is located in the quaint town of South Orange, New Jersey, only 14 miles from Manhattan. The University's nationally ranked School of Law is located in nearby Newark, N.J. Our new Interprofessional Health Sciences (IHS) campus, situated in the towns of Clifton and Nutley, N.J., opened in July 2018. The IHS campus houses Seton Hall's College of Nursing and School of Health and Medical Sciences, as well as the Hackensack Meridian School of Medicine.

Mission Statement

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.

Our History

From its founding in 1856 as Seton Hall College to the present day, Seton Hall has been dedicated to the vision of its founder, Bishop James Roosevelt Bayley, as “a home for the mind, the heart, and the spirit.” Its Catholic roots have made the University open to people of all faiths, creeds and colors. The seeds of diversity at Seton Hall were planted almost from its birth; during its first 12 years, Seton Hall enrolled more than 500 freshmen from 17 states and six foreign countries. The University continues to reflect the growing ethnic scope of its students and the increasing diversity of the Church and society it serves.

During the 19th century, in spite of setbacks, lean times and the Civil War, the College continued to expand. By 1937, Seton Hall established a University College. This marked the first matriculation of women at Seton Hall. Seton Hall's South Orange campus became coeducational in 1968.

The College was organized into a university in 1950 following a period of unprecedented enrollment growth. The College of Arts and Sciences, Stillman School of Business, School of Nursing and College of Education and Human Services comprised the University; the School of Law opened in 1951 with Miriam Rooney as the first woman dean of law in the United States.

The next two decades saw the modernization of many facilities and the construction of a library, science building, residence halls and the Bishop Dougherty University Center. Several programs and majors were inaugurated, as were important social outreach efforts. New ties were established with the private and industrial sectors, and a growing partnership developed with federal and state governments to create programs for the economically and educationally disadvantaged.

In 1986, representatives from 13 New Jersey Catholic hospitals and medical centers met at Seton Hall to address medical education in the state. This led to the suggestion that Seton Hall play a major role in this effort. Later that year, hospital presidents from St. Elizabeth Hospital (now Trinitas Regional Medical Center), St. Michael's Medical Center and St. Joseph's Hospital (now St. Joseph's Regional Medical Center) met with the University chancellor with a vision to open a school on Seton Hall's South Orange campus.

In April 1987, Seton Hall's Board of Trustees approved the formation of the School of Graduate Medical Education. The school's mission is to prepare outstanding professionals to assume leadership roles in the healthcare arena. To achieve this goal, various unique and innovative

educational programs utilize a multi-institutional — yet integrated — approach to graduate education. The school comprises two distinct educational divisions: graduate education degree programs in the health sciences and post-medical school residency and fellowship programs. In 2008, the school was renamed the School of Health and Medical Sciences.

The 1970s and 1980s continued to be a time of growth and renewal. New business and nursing classroom buildings and an art center were opened. In 1984, Immaculate Conception Seminary School of Theology returned to Seton Hall, its original home, after 58 years at Darlington, Bergen County, N.J. The Richie Regan Recreation and Athletic Center was dedicated in 1987. With the construction of four new residence halls from 1986 to 1988 and the purchase of an off-campus apartment building in 1990, the University significantly changed its identity as a primarily commuter institution. Seton Hall is now recognized as a residential campus, providing living space for approximately 2,100 students.

The physical development of the campus continued in the 1990s. The \$20 million Walsh Library opened in 1994 with first-class study and research resources that marked the beginning of Seton Hall's technological transformation. Jubilee Hall, which was dedicated in 1997, provided a clear example of the University's continued commitment to undergraduate education and the expanding role of information technology in higher education. A School of Law building and parking garage also were constructed in the 1990s.

The School of Diplomacy and International Relations opened in 1997 in an alliance with the United Nations Association of the United States of America. Beginning in 1998, all incoming full-time, first-year students were issued laptop computers as part of the University's innovative and nationally recognized mobile computing program.

In the fall of 2007, the University finalized \$35 million in renovations to McNulty Hall to transform it into a leading-edge facility for science and technology learning and research. Since 2010, Seton Hall has completed a host of campus renovations and new construction projects. An initial round of improvements totaling \$134 million concluded in 2014 with the opening of a new state-of-the-art fitness center, academic building, parking garage and expanded Aquinas Hall dormitory.

Seton Hall announced the formation of two additional academic units in 2015 — the School of Medicine and College of Communication and the Arts. The medical school, which opened in 2018 as the Hackensack Meridian School of Medicine at Seton Hall University, is one of six Catholic medical schools in the United States. It was conceived to address a serious shortage of primary care physicians in New Jersey and the nation and to anchor a new Interprofessional Health Sciences campus that also houses the College of Nursing and School of Health and Medical Sciences. By training students in an environment that mirrors how modern medical facilities operate, the University is establishing a new national model for healthcare education.

The College of Communication and the Arts combines Seton Hall's traditional strengths in the performing, visual and media arts with close ties to New York City — the nation's media and cultural capital. The college's innovative programs offer interdisciplinary study, invaluable experiences in the media and mentorship opportunities from eminent professionals through its artist-in-residence program. And the innovative curriculum focuses on the skills employers look for most: communication, teamwork, creativity and adaptability.

The South Orange campus took another leap forward in 2018 with the addition of Bethany Hall — Seton Hall's new welcome center. The building, which graces the Farinella entrance to campus, houses the University's admissions offices and exquisite event spaces for all manner of student and alumni events.

New and enhanced facilities are providing a home to some of the best and brightest students to ever study at Seton Hall. In the fall of 2018, 1,524 freshmen boosted the total number of undergraduates to 6,136 students — the largest undergraduate population at the University in more

than three decades. Selected from the largest applicant pool in Seton Hall history, the class boasted an average two-part SAT score of 1230 — an impressive 110-point increase since 2009.

II. About the Department

The Department of Education Leadership, Management and Policy is dedicated to serving students seeking leadership roles in elementary and secondary schools, higher education, state and federal organizations, and in other public and private schools and institutions. Students broaden their knowledge and understanding of the processes of education and prepare for leadership careers in the human service professions. The department's programs aim to foster in its students and faculty: academic excellence, service, managerial competence, ethics, diversity, and visionary leadership.

The department is located on Seton Hall's South Orange campus, and it also takes several of its programs to off-campus educational, government, and corporate sites to keep pace with current training requirements. All courses are available in the evening and on weekends to meet the needs of working professionals.

The Department of Education Leadership, Management and Policy offers programs of study to the following degrees:

- Master of Arts (M.A.)
- Educational Specialist (Ed.S.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

About the Higher Education Programs

M.A. in Higher Education and Student Affairs

The M.A. program in Higher Education and Student Affairs, with a concentration in college student personnel affairs, at Seton Hall University is committed to the preparation of practitioners for positions in student affairs administration at the post-secondary level. The program offers a balance of classroom-based, academic learning and field-based experiential learning opportunities. Students are introduced to theory, research, policy and practice related to higher education administration in general and student affairs administration in particular. Graduates from the program will be well equipped to pursue careers in administration and management positions in student affairs in postsecondary institutions and/or continue doctoral education in higher education administration, policy and research.

M.A. in Higher Education and Student Affairs, Concentration in General Administration

The M.A. in Higher Education and Student Affairs, with a concentration in General Administration, introduces students to theory, research, policy, and practice related to higher education administration. Students interested in this track will be prepared for positions in financial management, alumni affairs, fundraising, accreditation, enrollment management, athletics administration and institutional research. The concentration offers a curriculum that broadens and understanding of higher education in terms of organization and governance issues, policy analysis, legal issues, finance in higher education, and related fields. Through a strong focus on the theory and practice of education administration, student will become entry and mid-career leaders in their administrative professional career.

Ed.D. in Higher Education

The Ed.D. in Higher Education Leadership, Management and Policy is designed to equip practitioners with a variety of theoretical and research-based administrative and supervisory skills for potential and practicing administrators in higher education institutions as well as state Department of Education settings. The program focuses on training informed leaders through the utilization of scholarly research

and theoretical models, which are applied to experiential situations.

Ph.D. in Higher Education

The Ph.D. in Higher Education Leadership, Management and Policy is designed to provide students with a broad understanding of the interrelated societal and organizational dimensions of higher education, and prepare students for senior administrative and policy development and management posts in colleges and universities, government agencies, foundations, as well as careers in teaching and research. This program offers students the opportunity to focus in areas, such as administration and policy analysis, international and comparative higher education, organizational culture and change and the academic profession. Degree requirements for the Ph.D. in Higher Education Leadership, Management and Policy, which is a research-oriented degree, differ from those required by the Ed.D. in Higher Education Leadership, Management and Policy, which is a practice oriented degree. A student in the Ph.D. program will be expected to prepare a dissertation that represents a significant contribution to knowledge. The student also must orally present the dissertation in a scholarly manner, which will reveal an ability on the part the candidate to do independent research of high-quality, as well as indicate an expertise in using appropriate research techniques.

Ph.D. in Higher Education, Concentration in Education Research, Assessment, and Program Evaluation

A track in education research, assessment, and program evaluation is available within the Ph.D. Program in Higher Education. This concentration is intended to produce graduates with a range of competencies, including the ability to implement an academic or applied research program from start to finish; assess the effectiveness of educational policies, practices, and programs; and integrate research findings into practical initiatives designed to improve the performance of students and organizations.

About the K-12 Education Leadership, Management and Policy Programs

Master of Arts

The programs of study for the Master of Arts in Education Leadership, Management and Policy align with the Interstate School Leaders Licensure Consortium (ISLLC) standards for Education Leadership.

M.A. for Certification in Education Leadership, Management and Policy

These programs of study may lead to New Jersey state supervisory or administrative certification. In addition, graduates meet requirements for the Master of Arts degree. If students are not seeking certification, their programs can be individually tailored to meet their needs and interests by permitting an option of a variety of administration electives.

Executive M.A. or Ed.S. in Education Leadership, Management and Policy for Principal/ Supervisor Certification

The Department of Education Leadership, Management and Policy offers an accelerated master's degree ideal for educators who want to be eligible for school principal and school supervisor certification. Offered on a convenient weekend and online schedule, this rigorous, 39-credit accelerated program meets the needs of working educators and may be completed in two years. Eighteen credits are offered on weekends, 15 credits are offered online and 6 credits are earned through an administrative internship program. Classes meet on campus or at a satellite location two weekends per semester (Friday evening, Saturday and Sunday during the day) for the Fall, Spring and Summer semesters. This program is a cohort-based program, starting once a year.

National Online Master of Arts in Education with a concentration in Education Leadership, Management and Policy

Designed to provide students throughout the United States with an extensive preparation in educational

administration, covering a myriad of theoretical approaches and real-world applications. Students may broaden their knowledge and understanding of the process of education, improve their professional techniques, and prepare for leadership positions or careers in education. Academic excellence, service, managerial competence, ethics, diversity, values and visionary leadership are the programmatic goals of the online M.A in Education Leadership, Management and Policy.

Education Specialist Program Overview

The Ed.S. degree is intended for educators and those in the helping professions who need preparation beyond the master's degree, such as: school administrators, educational researchers, teachers, department chairs, supervisors, counselors, school psychologists, management and training consultants, government employees, specialists in learning disabilities, marriage and family therapists and specialists in pupil personnel services.

Ed.D. K-12 School Administration

Ed.S. to Ed.D. Track –

The Ed.S. to Ed.D. Cohort is a four (4) semester program only for candidates who already graduated with an Ed.S. in Education Leadership from Seton Hall University.

The Executive Ed.D. Program

The Executive Doctorate in Education, a program designed for working professionals with leadership experience, prepares scholarly practitioners to improve education for diverse students and stakeholders. The program develops equity- and justice-based leaders to plan and enact meaningful change across settings. Faculty members emphasize the intersections of theory, policy, and practice and encourage students to apply learning across contexts to solve complex educational issues. Seton Hall University, as a Catholic, research-focused institution, has a long-standing reputation for creating transformative leaders. Graduates have pursued careers as school, district, community, and state leaders.

About the Law Enforcement Program

M.A. in Law Enforcement Executive Leadership

The Law Enforcement Executive Leadership program provides a challenging and unique curriculum, delivered through an online format, completed over 30 credit hours and within six semesters. The program is 100% online. Students may attend online classes live, or watch recorded classes at a time that works best for them. Taught by experienced and knowledgeable professors, the curriculum enables students to acquire the necessary skills and tools to analyze complex public sector challenges and manage the day-to-day operations of public agencies.

Ed.S. in Education Leadership, Management and Policy for Law Enforcement Professionals

The Educational Specialist (Ed.S.) degree for law enforcement is designed for law enforcement and public sector executives, who having completed the Master of Arts required preparation beyond the master's degree in specific areas of management and leadership. The curriculum of this degree permits these students to acquire the necessary skills to be prepared for positions of leadership and responsibility in their respective agencies. The design of each course enables these students to attend classroom instruction and participate in structured exercises focusing on the practical application of leadership, management, and policy theories.

III. Adjunct Expectations & Responsibilities

1. All adjunct faculty are expected to adhere to the policies and procedures identified in the handbook.
2. Adjunct faculty are expected to interact with students in a timely and professional manner.
3. Grades are to be filed on the date and in the manner prescribed by the University.
4. A Syllabus is to be prepared for each course detailing expectations, evaluation policy, attendance policy and other requirements identified in the syllabus template (Appendix B).
5. A copy of the syllabus must be sent to students at least two weeks prior to the date of the first class.
6. Adjunct faculty are expected to begin courses at the time the class is scheduled and may not cancel a class without the approval of the department chairperson.
7. All adjunct faculty will have full time professor who will serve as a mentor and contact point for the semester they are teaching.
8. Periodic training will be scheduled for adjunct faculty in the proper utilization of appropriate instructional technology.

IV. Department and Program Policies

ELMP Policy on Class Attendance

Student attendance in courses is crucial to academic success and maintaining a high-quality educational environment. As such, all students must attend at least 75% of the in-seat hours of all courses for which they are registered. Individual programs may choose to set more stringent attendance requirements. A student who is unable to attend 75% or more of a course must either:

- (a) take that course again in its entirety at another scheduled time; or
- (b) take another course if the course in question is an elective.

If a student is unable to attend at least 75% of the in-seat hours for a class and cannot meet the aforementioned conditions, the student will not receive credit for the course.

Rare exceptions to this policy will only be considered for severe illness, family emergency, extraordinary job requirements, military service or other circumstances deemed exceptional and/or extraordinary. In all cases, a student must submit in a timely manner (no later than one week after the missed class if at all possible) a written request for consideration of the exception to their course instructor and the ELMP department chair. The decision of the chair will be final. Failure to adhere to this policy can be considered grounds for dismissal from the program and/or failure of the course in question.

ELMP Policy on Academic Dishonesty

Academic Integrity is an important basic responsibility that is taken by all students in higher education.¹ 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. A breach of academic integrity constitutes a serious offense and members of the University community. The Department of ELMP will not tolerate any form of academic dishonesty. Infractions will be appropriately penalized: students should understand that suspension or expulsion from the University is a possible result.

All ELMP faculty members are aware of and have provided input on the Academic Integrity Policy. Faculty are encouraged to 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 in course syllabi. Students must use the latest edition of the American Psychological Association's Manual of Style (unless another citation style is specified by the course instructor) to properly cite another author's work and to reference sources that do not come from the student directly. Academic Requirement - All ELMP graduate students must take and pass Indiana University at Bloomington's plagiarism certification test and tutorial by following the below link in order to maintain academic integrity and avoid plagiarism problems in all required work. All students must provide evidence of success to the department by the end of the first semester to the program administrator. Students who have not submitted a certificate will not be registered the next semester.
<https://plagiarism.iu.edu/mainLogin.php>

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 in the production of intellectual work. Fabrication also involves the invention of information without the permission of the author.

· 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 who submit papers submitted in other courses are committing academic dishonesty. It is commonly referred to as self-plagiarism.

· 1-D - Plagiarism –Plagiarism is the act of presenting the words, ideas or images of another as your own. Whether deliberate or intentional, credit must be given to creators or authors. In order to prevent plagiarism every direct quotation must be properly identified and cited in the paper with full reference to the author. Parenthetical notation must be used to 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. (APA, American_Psychological_Association, 2020)

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Violations are classified by severity according to the nature of the offense. For each level of offense, a corresponding set of sanctions and future steps 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 cite or give proper acknowledgment in a limited section of an assignment.

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

- An assigned paper or research project on a relevant topic.
- Revision and resubmission of the original assignment with a penalty to the assignment grade.
- A make-up assignment at a more difficult level than the original assignment.
- No credit may be given for the original assignment.

Incidents of low-level offenses will be maintained in the student's record.

Moderate 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 a moderate proportion of source material 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. For more information see the Doctoral Student Policy.

The recommended sanction for moderate level offenses is one year of academic probation. One or more of the following consequences may be chosen in each case:

- The student will receive an F for the work.
- An assigned paper or research project on a relevant topic.
- Revision and resubmission of the original assignment with a penalty to the assignment grade.
- A make-up assignment at a more difficult level than the original assignment.

Incidents of moderate level offenses will be maintained in the student's record. High Level Offense – High level offenses include dishonesty that affects a major or essential portion of work done to meet course requirements. Multiple violations at a low or moderate level may be considered a high-level offense. 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.
- Using a purchased term paper or other materials.
- Removing posted or reserved material or preventing other students from having access to it.
- Citing sources that do not exist.
- Using unethical or improper means of acquiring data.

In the case of high-level offenses, the faculty must refer the case to Academic Standards Committee in order to determine appropriate consequences. The normal sanction to be sought for all high-level offenses or repeated violations of low or moderate offenses is a minimum of a one semester suspension from the University and a failing grade for the course. Notation of suspension will be placed on a student's transcript and remain permanently. The Academic Standards 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, 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 graduate work.
- 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.

In the case of severe-level offenses, the faculty must refer the case to Academic Standards Committee in order to determine appropriate consequences. 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. IV. Administration of the Academic Integrity Policy 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 in a timely matter to review the allegations. The student reserves the right to be heard by the Academic Standards Committee. The Committee reserves the right to contact 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, which is described in the Student Handbook. Responsibility for administering the Policy on Academic Integrity rests with the Department Chair 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.

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. Adopted by ELMP Faculty March 11, 2020 and is effective summer semester 2020. This supersedes the previous policy that was adopted on January 15, 2013.

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ELMP Policy on Continuous Enrollment

Maintaining Continuous Registration

Candidates enrolled in a degree program are required to register each Fall and Spring semester until all requirements for the degree are satisfied. Failure to register for more than one consecutive semester without being granted a leave of absence is interpreted as a resignation from the program.

Upon the completion of classes, students must continue to enroll in Dissertation Advisement with their mentor until completion of their dissertation. Note: Candidates who are expected to finish their

dissertation at the beginning of a semester should inquire with their mentor about Thesis Continuation. Those candidates might be eligible to enroll in THCN 8999 Thesis Continuation (Doctorate) for their final course.

Important Note: All students must be registered during the semester in which they complete each of the aforementioned programmatic requirements, including taking the comprehensive exam, proposal defense, and final oral defense.

Leave of Absence

A student who is unable to attend the University during a regular semester because of illness, family emergency, extraordinary job requirements, military service or other factors may be granted a leave of absence without penalty. The student must submit a written request for a leave to their program director and to the ELMP Department Chair.

Except in the case of military service, a leave of absence ordinarily will be limited to one year.

All students are responsible for ensuring they are registered for a given semester. Registration on the web is available for all students. Students are encouraged to use this convenient method of registration after consulting their program director for course selection and to get their PIN number.

ELMP Policy on Time to Degree

Students must complete their programs of study within 10 years following the date of their initial admission. If a student fails to complete their program within that time period, they will be dismissed. The student will then have to reapply for admission as a new student (which is not guaranteed) and is subject to all current course requirements in the program of study. Students may be subject to retaking courses, examinations, and/or any parts of the program that the program's faculty deem necessary. Semesters enrolled in registration continuation count towards the 10 year time to degree policy.

Policy on Maintaining Good Academic Standing

A grade point average of 3.0 is considered the minimum standard for satisfactory completion of coursework. Students must maintain a 3.0 GPA (or greater) to continue in the program. Any student earning an F in a specific course must retake that course.

Policy on Student Right of Appeal

All students have the right to appeal the policies above. All appeals must be submitted in writing (electronic) to the ELMP Department Chair. All appeals should include what specific policy is the subject of the appeal and rationale that should be considered by the chair. Submitting an appeal does not guarantee a change in ruling. All appeals are handled on a case-by-case basis.

IV. Evaluating Adjunct Faculty

Course Evaluations

All adjuncts are evaluated at end of each semester via university administered course evaluations. At the conclusion of the semester the ELMP department chairperson and adjunct faculty member receive access to these evaluations. The department chairperson is responsible for reviewing this evaluations and providing feedback with adjunct faculty as needed. Adjunct faculty are expected to review the evaluations to improve their practice.

Observations of Instruction

The ELMP department chairperson will observe adjunct faculty periodically.

V. Who to Contact

Department Chairperson: Dr. Randall F Clemens, Randall.Clemens@shu.edu

HRED Program Director: Dr. Hillary N Morgan Hillary.Morgan@shu.edu

K-12 Program Director (Traditional): Dr. David B. Reid, David.Reid@shu.edu

K-12 Program Director (Exec. Ed.D.): Dr. Randall F Clemens, Randall.Clemens@shu.edu

Law Enforcement Program Director: Dr. Thomas A Shea, Thomas.Shea@shu.edu

ELMP Administrators: Sheila K Gardner Sheila.Gardner@shu.edu and Ann M Rodrigues ann.rodrigues1@shu.edu

VI. Other Resources & Support

Academic Calendar

<https://www.shu.edu/academics/academic-calendar.cfm>

Academic Resource Center

<https://www.shu.edu/academic-resource-center/index.cfm>

arc@shu.edu

(973) 761-9108

Counseling & Psychological Services

<https://www.shu.edu/counseling-psychological-services/index.cfm>

(973) 761-9500

Department of Public Safety

<https://www.shu.edu/public-safety/>

Disability Support Services

<https://www.shu.edu/disability-support-services/>

Human Resources

<https://www.shu.edu/human-resources/>

Language Resource Center?

Library

<https://library.shu.edu/home>

Parking Services

<https://www.shu.edu/parking-services/index.cfm>

Technology Help Desk (including Blackboard support)

<https://www.shu.edu/technology/support.cfm>

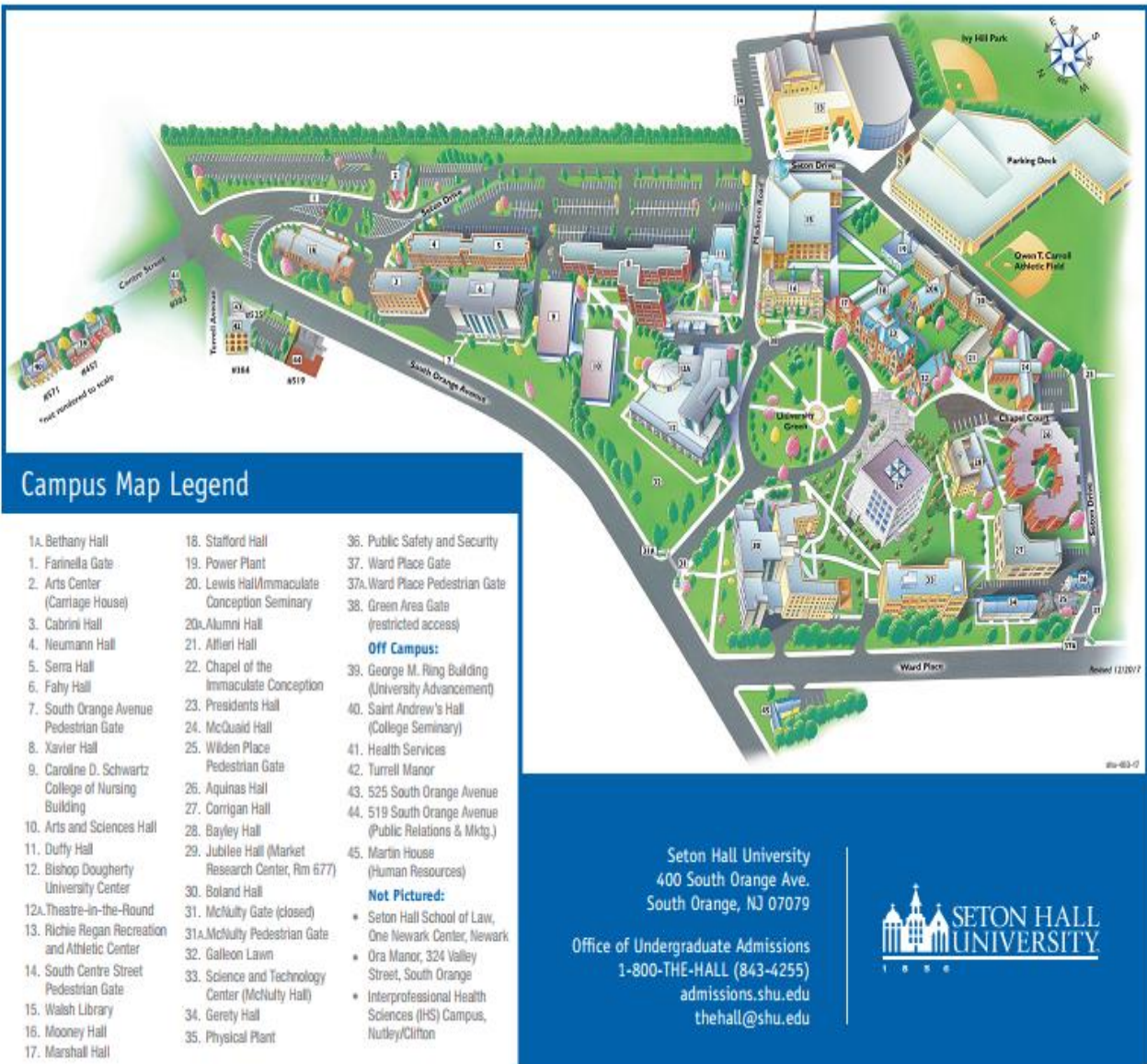
servicedesk@shu.edu

(973) 275-2222

Teaching, Learning, and Technology Center (TLTC)

<https://www.shu.edu/technology/teaching-learning.cfm>

Appendix A: Campus Map



Appendix B: ELMP Syllabus Template

<REQUIRED> Course Information

Course number, name of course, and semester
Course meeting dates and time
Professor information, including contact information and office hours

<REQUIRED> Course Overview

Brief overview of the course, including the goals/objectives of the course

<REQUIRED> Required Textbooks/Course Materials

A list of all required textbooks and other course materials

<REQUIRED> Grading Summary

A clear summary of what will be used to calculate the final grade for the course, including clear percentages for each task/assignment

<REQUIRED> Assignments

A brief description of all class assignments (does not need to include all directions, details, etc...)

<REQUIRED> Schedule of Course Meetings

A general description of each day the class will meet and what the professor hopes to accomplish in the class (just a draft – subject to change)

<REQUIRED> University/ELMP Policies

University/ELMP Policies

Attendance Policy

Student attendance in courses is crucial to academic success and maintaining a high-quality educational environment. As such, all students must attend at least 75% of the in-seat hours of all course for which they are registered. Individual programs may choose to set more stringent attendance requirements. A student who is unable to attend 25% or more of a course must either:

- (a) take that course again in its entirety at another scheduled time; or
- (b) take another course if the course in question is an elective.

If a student is unable to attend at least 75% of the in-seat hours for a class and cannot meet the aforementioned conditions, the student will not receive credit for the course. Individual programs may choose to set more stringent attendance requirements. Rare exceptions to this policy will only be considered for severe illness, family emergency, extraordinary job requirements, military service or other circumstances deemed exceptional and/or extraordinary. In all cases, a student must submit in a timely

manner (no later than one week after the missed class if at all possible) a written request for consideration of the exception to their course instructor and the ELMP department chair. The decision of the chair will be final. Failure to adhere to this policy can be considered grounds for dismissal from the program and/or failure of the course in question.

Academic Integrity/Plagiarism Policy

Academic Integrity is an important basic responsibility for all ELMP students. 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. A breach of academic integrity constitutes a serious offense and members of the University community.

The Department of ELMP will not tolerate any form of academic dishonesty. Infractions will be appropriately penalized: students should understand that suspension or expulsion from the University is a possible result.

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.

- (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).
- (b) Fabrication – Fabrication is the falsification of information in the production of intellectual work. Fabrication also involves the invention of information without the permission of the author.
- (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 who submit papers submitted in other courses are committing academic dishonesty. It is commonly referred to as self-plagiarism.
- (d) Plagiarism – Plagiarism is the act of presenting the words, ideas or images of another as your own. Whether deliberate or intentional, credit must be given to creators or authors. In order to prevent plagiarism every direct quotation must be properly identified and cited in the paper with full reference to the author. Parenthetical notation must be used to 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. (APA, American Psychological Association, 2020).

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Violations are classified by severity according to the nature of the offense. Please refer to the

program handbook for full policy information.

Students with Disabilities

If you have a documented disability, or think you might have one, you may be eligible for accommodations in academic classes, the residence halls, food service areas, etc., under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Disabilities may include those that are permanent or temporary and include, but are not limited to: learning disabilities, ADHD, medical issues, psychological or psychiatric problems, limited mobility, low vision or blindness, and hearing impairments. Students are not permitted to negotiate accommodations directly with professors. To receive special accommodations or assistance, please self-identify at the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS, at (973) 313-6003.

Classroom Environment

Preferred names and pronouns: Please note that class rosters are provided to instructors with students' registered names. We will honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records. In our classroom, we also ask that other students be respectful of their colleagues' wishes in this regard.

Respectful discussion: As social scientists, we may sometimes touch on issues that are sensitive and affect people on a deeper level. Within our classroom, we will uphold an atmosphere where ideas can be challenged and investigated, but in a way that is constructive and compassionate to individuals. You are expected to treat your colleagues with respect.

Diversity, inclusion, and justice: In this classroom (and elsewhere), we are committed to your growth and flourishing not only as researchers and practitioners, but also as people. As such, we will hold people accountable for maintaining an inclusive and just classroom environment. We also encourage students to approach us if they have concerns about our practice. Lastly, if English is not your first language and you are concerned about the course, please come speak with us.

Basic needs and security: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify us if you are comfortable in doing so.

(Statement adapted from Sara Goldrick-Rab).

Appendix C: Observation Form

Observation Evaluation

Professor:

Course:

Modality:

Date and Time:

Observer: Randall F. Clemens, Ph.D.

Observation Protocol		
Category	Examples	Comments
Instructional materials	<ul style="list-style-type: none">○ The syllabus includes required sections.○ The syllabus is arranged logically and clearly.○ The syllabus includes a class schedule with readings and assignments.○ The course activities and assignments are clear and align with the learning objectives.	
Instructional strategies	<ul style="list-style-type: none">○ The learning objectives of the course are clear.○ The instructor links readings and materials to the major ideas of the course.○ The instructor draws on background knowledge to introduce and reinforce complex concepts.○ The instructor checks for understanding and uses concrete examples to support the major points.○ The instructor uses varied instructional techniques, e.g., lecture, discussion, groupwork.○ Class ends with a recap of the major points and presents a preview of the upcoming class, readings, and assignments.	

Classroom climate	<ul style="list-style-type: none"> ○ The instructor engages with all students. ○ The instructor uses inclusive and respectful language. ○ The instructor has a rapport with students. ○ The instructor employs classroom management skills. ○ The instructor organizes class time and pacing in a clear and logical manner. 	.
Technology	<ul style="list-style-type: none"> ○ Blackboard has a clear design and logical structure that supports the learning objectives of the course ○ The instructor uses technology during class to support learning. 	

Observation Narrative

Faculty Member Comments

Signature of Faculty Member

Date

Signature of Observer

Date

Appendix D: Pre-IRB Memo

To: All Doctoral Students
From: Drs. Timmer & Gonzalez
Dept. of Education Leadership, Management & Policy
Re: Submitting IRB applications for pre-review

Overview

All research projects involving the use of human subjects must be approved or marked as exempt from review by the SHU Institutional Review Board. Before you submit your IRB application to the university, it must be approved by the department. Once your faculty mentor has reviewed your application and all associated forms, submit it to the appropriate pre-IRB reviewer for departmental approval.

In the 2022-23 academic year, Dr. Timmer (jennifer.timmer@shu.edu) will serve as the pre-IRB reviewer for the higher ed program's pre-IRB submissions, and Dr. Gonzalez (manuel.gonzalez@shu.edu) will serve as the reviewer for the K-12 program's submissions. In the case that one reviewer is mentoring the student or is on the student's dissertation committee, the other reviewer will handle the pre-IRB process.

Process for Pre-IRB Scientific Review

Pre-IRB scientific review in no way removes any input or oversight by the student's mentor. Mentor approval is required prior to submitting for pre-IRB review.

Submission of IRB documents for pre-IRB scientific review can be done at any time *after* the student has met the following requirements:

- 1) *the student has successfully passed his/her dissertation proposal defense; and*
- 2) *the student's mentor has reviewed and signed the application forms.*

Students must submit their full pre-IRB application (see detailed instructions below) by **Monday at 5 pm** in order to receive feedback from Dr. Gonzalez or Dr. Timmer by the *following* Monday (approximately 10 days before the university deadline – see below for specific due dates). **Please plan ahead**. Keep in mind that if documents need revision, they will need to be resubmitted and reviewed again. If you need multiple rounds of revisions, if you submit the forms after the deadline, or if your application package is incomplete with missing documents when submitted, your application may not be approved prior to the IRB submission deadline. In that case, you may need to wait another month or more. We therefore encourage students to submit complete applications for pre-IRB review **at least two weeks** before the IRB submission deadline in order to allow for several rounds of revision, if necessary.

No submissions will be reviewed during July and August (when the university IRB does not meet) or when the university is closed, such as winter break.

If students have specific concerns about the IRB process or questions about forms, they

should first ask their mentor for support. If their mentor is not sure of the best way to proceed, students may email Dr. Timmer (for higher ed students) or Dr. Gonzalez (for K-12 students) with specific questions. **Mentors should always be cc'd on emails to pre-IRB reviewers**, so that everyone is

on the same page. Mentors should review IRB requirements with students prior to submitting applications. Recent changes include:

- (1) New application and related guidance, including templates for consent forms, available at <https://www.shu.edu/institutional-reviewboard/guidelines-and-forms.cfm> (Updated August 2020)
- (2) Mentors (no other committee members) are required to submit the CITI certificate and form of financial conflict of interest.

Submitting Your Application for Pre-IRB Review

- (1) **Complete all sections of the IRB application**, including your mentor's signature, all forms (including the unsigned pre-IRB form), letters of solicitation, Informed Consent Form on departmental letterhead stationery, etc. *Complete the checklist on page 11 of the IRB application to make sure you have all the appropriate materials.*
- (2) **Collate** the sections in the order listed on the application checklist.
- (3) Create **ONE PDF** that combines these documents in the order required, **so that reviewers need to review only one single file. Submissions will only be reviewed if they are submitted in the appropriate single PDF format.**
- (4) Make sure that you and your mentor have signed all appropriate forms. (For the time being, the IRB is accepting digital signatures on all application forms.)
- (5) **Email the file to the appropriate pre-IRB reviewer (Dr. Timmer if you are a Higher Ed student or Dr. Gonzalez if you are a K-12 student). Cc your mentor on this email.** In your email, note which IRB submission deadline you are hoping to meet.

Once your reviewer has approved your application, s/he will sign the pre-IRB form in your application packet and return it to you via email. You will then submit the complete application electronically, according to IRB [submission guidelines](#). If you have any questions, please contact your mentor for additional information.

"Not Human Subjects" Application Forms

Some research projects – such as those involving anonymized assessments or lesson plans that *do not require interactions with people*, proprietary materials from a publisher or school district, or private anonymized datasets that can be accessed with permission of their owner/district/school – require an abbreviated "Not Human Subjects" application to the SHU IRB.

Research projects that use publicly available datasets (e.g., data that can be found via Google and/or do not have any restrictions on usage) do not need IRB review. However, researchers might wish to have documentation that the SHU IRB has reviewed and approved the project. The

"Not Human Subjects" form can also fill this purpose.

"Not Human Subjects" projects do **not** require pre-IRB certification. Forms should be submitted directly to the IRB and will be reviewed within 7-10 days on a rolling basis.

More information about the process can be found on the [SHU IRB Guidelines and Forms](#) page.

Pre-IRB and IRB Submission Due Dates – AY 2022-2023

Fall 2022

Pre-IRB Date	IRB Submission Date	IRB Meeting Date
9/5/2022	9/14/2022	9/28/2022
10/3/2022	10/12/2022	10/26/2022
10/24/2022	11/2/2022	11/16/2022
11/21/2022	11/30/2022	12/14/2022

Spring 2023

Pre-IRB Date	IRB Submission Date	IRB Meeting Date
1/9/2023	1/18/2023	2/1/2023
1/30/2023	2/8/2023	2/22/2023
3/6/2023	3/15/2023	3/29/2023
4/3/2023	4/12/2023	4/26/2023
5/8/2023	5/17/2023	5/31/2023
6/5/2023	6/14/2023	6/28/2023

Updated: 09/6/22



Appendix E: Sample IRB Application

Project Title:

Initial Revised Revision Date, if applicable:

1. Name of Principal Investigator (PI)

Email: _____@shu.edu or _____@student.shu.edu Phone Number:
Primary/preferred mailing address:

2. Academic Degree(s) of PI:

List any applicable certifications, licenses and credentials:

3. Name of PI's academic department:

4. The PI is a: Faculty Doctoral Student Graduate Student

5. The study is: Master's Thesis Doctoral Dissertation Faculty Research Other Research

6. If the PI is a doctoral/graduate student, list the name of the primary faculty mentor:

Name: _____ Department: _____ Email: _____ Office Phone: _____

Note: This faculty member will be copied on all official correspondence from the Seton Hall University

Institutional Review Board

7. Is/Are there Co-PI (s)?

Yes No

If yes, please list: Name: _____ Department: _____

8. Is this study funded? If so, by whom:

This study is not funded.

Private Nonprofit, please specify:

An Industry Sponsor, please specify:

State or Local Government Entity, please specify:

Federal Agency, please specify:

A Seton Hall University program/initiative, please specify:

9. Where will the research study be performed?

Seton Hall University- South Orange campus

Seton Hall University- Interprofessional Health Sciences campus

Off-site venue(s). Please provide the name(s) and location of the site. A copy of the form(s) authorizing work to be performed at the site(s), must be included at the time of IRB submission. Your application will be returned without review if it is submitted without this form.

List the PI and study personnel who will be assisting in the performance of the research.

Study Team Members	Degree(s) and credential(s)	Project Role (Co-Inv., Research Coordinator, Research Assistant, Student Researcher, Faculty Member, Dissertation/Thesis Advisor/Committee Member)	Date of Latest CITI Training (mm/yy)
PI:		PI	

Financial Conflict of Interest (COI) disclosures

Note: Each person listed in the table above must complete and submit a financial conflict of interest form and be summarized below.

Study Team Members	Does the member possess a financial conflict of interest as outlined in the associated documents with the proposed work to be performed?	
PI:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Project Overview

1. What are the anticipated start and end dates of the study? _____ to _____
2. Provide a brief justification for any study with a proposed duration less than 1 year and more than 3 years.
3. What is the purpose of the study?
4. What are the research questions/aims?
5. What are the study hypotheses (for quantitative or mixed quantitative and qualitative study designs)?
6. What is the study rationale? *(Note: this is different from the study purpose and review of literature. Why does the study have to be performed? What gaps of knowledge exist? What knowledge may be gained?)*
7. Using no more than 250 words, provide a brief abstract about the study in non-technical terms; include the number of visits and expected length of the participant's engagement with the study procedures.
8. How do you anticipate the study results to be used? *(Check all that can conceivably apply)*

<input type="checkbox"/>	Petersheim Academic Exposition	<input type="checkbox"/>	Scientific conference	<input type="checkbox"/>	Manuscript submission to a peer-reviewed journal
<input type="checkbox"/>	Dr. George Perez Research Colloquium	<input type="checkbox"/>	Academic conference	<input type="checkbox"/>	Thesis/Dissertation document to be stored in a digital repository
<input type="checkbox"/>	On-campus oral defense	<input type="checkbox"/>	Other <i>(Specify)</i> :		

9. What methods will be used in the project? (Check all that apply)

<input type="checkbox"/>	Audio Recording	<input type="checkbox"/>	Behavioral Observations	<input type="checkbox"/>	Chart Reviews
<input type="checkbox"/>	Control Group	<input type="checkbox"/>	Double-Blind	<input type="checkbox"/>	Evaluation
<input type="checkbox"/>	Focus Groups	<input type="checkbox"/>	Intervention	<input type="checkbox"/>	Interview
<input type="checkbox"/>	Non-invasive	<input type="checkbox"/>	Placebo	<input type="checkbox"/>	Randomization
<input type="checkbox"/>	Specimen Collection	<input type="checkbox"/>	Surveys/Questionnaires	<input type="checkbox"/>	Video Recording
<input type="checkbox"/>	Other (Specify):				

10. Provide a detailed description of the study design and procedures that will be used.

11. For the procedures just listed, indicate which study team member will perform them.

Procedure:	Performed by which study team member:	# of times it is performed within a visit during the study

12. For each study team member listed, provide a brief description of the training received/skills necessary to perform each procedure.

13. Will biological specimens be used/collected in this protocol?

No Yes

If yes, please describe what is being collected, how and where they will be stored, and when/where they will be processed:

14. Provide a detailed explanation for how the data will be processed after collection and the measures taken to ensure anonymity of the participants. Consider the following: Are audio/video recordings from interviews transcribed? What will the rater review these records for to aid in answering the research question? Will digital data be entered and processed using a specific software? If a survey creates composite scores, how will this be done? Are the data coded? Databases created in aggregate?

15. Describe the statistical analysis.

16. Will deception be used?

No Yes

If yes, please provide the rationale for this approach:

17. Will debriefing procedures be used in this study?

No Yes

If yes, please describe the procedures:

18. Is follow-up with participants anticipated?

No Yes

If yes, please describe the reason(s):

19. Describe from where and how potential study participants will be identified?

20. How do you have access to this population? *[Please reference any professional or research arrangements that permit your access. If you belong to a professional organization and are accessing a non-public directory with names and email addresses of members for an e-mail-based survey, indicate whether or not you require advance approval to use the directory for the purposes of recruitment (include proof of authorization). If you are using a social media platform and are part of a special board or group, the respective site will have terms of use; you must indicate that you've reviewed these terms and will comply with the stipulations].*

21. Describe the recruitment strategy for the just, fair, and equitable recruitment and selection of participants:

22. Do you have an existing relationship with the potential participants that may subject them to risk of undue influence, coercion or reprisal for not volunteering to participate? This includes relationships such as in faculty-student, faculty-advisee, or supervisor-subordinate.

No Yes

If yes, please explain the steps and measures in the recruitment and/or enrollment process that will be used to minimize this risk and ensure that question 10 above is reflective of these approaches.

23. Will participants receive compensation in this study?

No Yes

If yes, describe the form of payment (e.g., check request, gift card, other), schedule of payments (e.g., after each visit, or one lump payment):

- a. Describe how the amount of compensation was determined.
- b. Where are the funds coming from for this payment?

24. What is your expected study enrollment?

25. How did you arrive at this number? This may include a sample size estimation from empirically-derived data, or an approach to reach saturation.

26. What is the age range of participants? (Check all that apply.)

Children Under 18 years old	<input type="checkbox"/>
Young Adults (18-21)	<input type="checkbox"/>
Adults (22-65)	<input type="checkbox"/>
Seniors (Over 65)	<input type="checkbox"/>

27. List the study inclusion criteria.

28. List the study exclusion criteria. (Note: If you are excluding women or minorities from your subject pool, you must include a scientific or methodological justification for such exclusions).

29. Does this project target enrollment to a specific race, gender or ethnic group as participants? (Note: this question assists in the determination of whether or not the study may contribute to generalizable knowledge in the respective field).

- No Yes

If yes, indicate which group and the rationale for why this group is being targeted as the primary study population:

30. Will the project enroll participants from any of the following populations? Note: These populations must be checked “Yes” if they are not being excluded from the research. If they are being excluded, then they must appear in the study exclusion criteria.

No	Yes	
a. Employees	<input type="checkbox"/>	<input type="checkbox"/>
b. Students	<input type="checkbox"/>	<input type="checkbox"/>
c. Individuals with impaired decision-making capacity (See below)	<input type="checkbox"/>	<input type="checkbox"/>
d. Pregnant women	<input type="checkbox"/>	<input type="checkbox"/>
e. Economically and/or educationally disadvantaged persons	<input type="checkbox"/>	<input type="checkbox"/>

f. Prisoners	<input type="checkbox"/>	<input type="checkbox"/>
g. Illiterate, limited, or no English language proficiency	<input type="checkbox"/>	<input type="checkbox"/>
h. Children <18 years (<i>See below</i>)	<input type="checkbox"/>	<input type="checkbox"/>

Additional Form Requirement: If individuals with impaired decision-making capacity are being enrolled, please include Legally Authorized Representative signature page in consent. If children <18 years of age are being enrolled, you will need to include an oral assent script and a parental permission/consent form with child assent form.

31. What type of data will be received/used by the Principal Investigator/ study team?

Check all that apply:

- De-identified** – Data does not contain any identifiers that could link the data to a specific participant. *Data must be de-identified in accordance with HIPAA and Common Rule criteria. Scrambling of names and social security numbers is not considered de-identified information.*

- Identified** – Data contains direct identifiers sufficient to identify participants. *If this box is selected, you must include a HIPAA Authorization Form.*

- Coded** – Data linked to a specific subject by a code rather than a direct identifier. While the data may contain some protected health information only someone possessing the code can link the data to a particular participant. If this is selected, specify how the linking document between the participant and code, or the code will be maintained, and list each member of the study team who will have access to the link or code:

32. Describe any equipment items that will come into contact with participants. Include the manufacturer name and model, as well as a description of its general function and your proposed use.

33. Describe any software programs that will be used in the collection of data or analyses of results and outcomes.

34. Will any web-based applications be used during the recruitment of participants, in the collection of data, or analyses of results and outcomes?

- No Yes

If yes, name the applications.

35. Will mobile devices be used during the study to collect data (e.g., laptops, smart phones, tablet, video/audio recorders)?

No Yes

If yes, indicate if there are sign-on procedures to access the device or encryption and how data will be labeled for temporary storage (e.g., must be in compliance with question #31).

36. Please describe how electronic data (e.g., raw, processes, databases), and paper and source documents will be stored. If data are being stored electronically, are they encrypted?

37. If you are a student and this project is part of a degree requirement, describe the process for how the data will be stored upon graduation.

38. Will data be retained for use in future studies?

No Yes

If yes, indicate how data will be stored, who will store them and how long they will be retained for this purpose.

Review of Literature

Using citations from the professional/scientific literature, provide an appropriate review of contemporary knowledge related to your proposal. This should not exceed 2 pages. If the PI is a student researcher, you should not cut and paste chapters from your dissertation documents into this section. Non-compliance with this request may result in your application being returned without review.

References/Bibliography

Potential Study Risks and Risks/Benefit Analysis

- 1. Indicate the potential risk level of the project:** (*Minimal Risk is defined as “the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.” [45.CFR.46.102(j)]. The IRB will make the final determination on the study’s risk level.* Minimal Risk Greater than Minimal Risk
- 2. Based on this definition, please define the potential sources of risk that participants in your project will be exposed to.** (*Note: risks can be physical, psychological, financial, social or legal. They may also involve breaches of confidentiality and privacy. List in bullet or number format.*)
- 3. What are the anticipated benefits, if any, to participants or to society from this project?**
List in bullet or number format.
- 4. Provide a brief explanation describing the process and criterion to withdraw or terminate participants from the study by investigators, or, why there is no need for this type of procedure.**

Informed Consent Process

- 1. Will written informed consent be obtained directly from all participants?**
Yes No
If **no**, will there be the use of surrogate consent (e.g., legally-authorized representative, parental consent/permission, child assent)? Yes No , please describe the process to obtain consent
- 2. Will the project involve requesting any waiver or alteration of the consent process or a waiver of documentation of consent for any part of the project?** (*Note: the standard process for consent in human subjects research is through written informed consent. If*

your study includes any mode of consent outside of that process, a waiver or alteration of the consent process is required).

Yes (If both options in question #1 are selected No) No Skip to question 3.

If yes, check one or more of the following boxes and submit the applicable waiver request(s).

<input type="checkbox"/>	Waiver of informed consent for the entire study.
<input type="checkbox"/>	An alteration of the informed consent process. <i>Note: If deception is involved this box should be checked.</i>
<input type="checkbox"/>	Waiver of documentation of informed consent (in the case of electronic surveys, or implied consent where data are anonymous).

The Code of Federal Regulations Title 45, Part 46.116 (d) ONLY permits an IRB to approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent if four very specific criteria are met. Your request will be considered on a case-by-case basis. If any of the boxes in the previous table were checked yes, please answer the following questions:

- (1) Does the research present **more** than minimal risk of harm to the subject? Yes No
- (2) Will the waiver adversely affect the rights and welfare of the subjects? Yes No
- (3) Can the research be practicably carried out without the waiver? Yes No
- (4) Will the subjects be provided with additional pertinent information after participation, whenever appropriate? Yes No
- (5) Indicate why the research could not be practicably carried out without the waiver (*Example: if anonymous data are being collected via an electronic survey, then the proposed research cannot be completed without a waiver of informed consent or a waiver of documentation of informed consent. As an alternative to obtaining informed consent, the submission of the electronic survey implies that the anonymous participant agrees to participate in the study.*):

3. Does the project propose the use of assent for participants unable to give informed consent?

Yes See below No

If yes, describe the process for obtaining assent:

Use of Protected Health Information and HIPAA Requirements

1. Check which of the following HIPAA identifiers will be collected and recorded during the course of the study:

<input type="checkbox"/> Names	<input type="checkbox"/> Social security numbers or scrambled SSNs	<input type="checkbox"/> Device identifiers and serial numbers
<input type="checkbox"/> Geographic information including city, state and zip	<input type="checkbox"/> Medical record numbers	<input type="checkbox"/> Web URLs (Universal Resource Locator)
<input type="checkbox"/> Elements of dates	<input type="checkbox"/> Health plan beneficiary numbers	<input type="checkbox"/> IP Addresses (Internet Protocol)
<input type="checkbox"/> Telephone numbers	<input type="checkbox"/> Account numbers	<input type="checkbox"/> Biometric Identifiers (finger and voice print)
<input type="checkbox"/> Fax numbers	<input type="checkbox"/> Certificate or license numbers	<input type="checkbox"/> Full face and comparable photo images
<input type="checkbox"/> E-mail addresses	<input type="checkbox"/> Vehicle ID and serial numbers including license plate numbers	<input type="checkbox"/> Other unique identifying number, characteristic, or code

- If **ANY** boxes above are checked and you are obtaining written informed consent from each participant, please include a HIPAA authorization form with the application.
- If **ANY** boxes above are checked and you are requesting a waiver or alteration of the consent process or a waiver of documentation of consent for any part of the project, please complete the questions for a HIPAA Waiver of Authorization in the next section.
- If **NO** boxes above are checked, No HIPAA form is needed.

Request for a HIPAA Waiver of Authorization

- (1) This is a request to use identifiable information in the conduct of this research study under a waiver of authorization. The identifiable information being requested is: *(list with specificity)*
- (2) The identifiable information will be used or disclosed only by members of the research team and the following persons *(identify with specificity the information to be disclosed from question #1 and justify the need to disclose the information to anyone not on the study team)*.
- (3) The proposed study poses minimal risk to the privacy of the subjects because:
 - a. The identifiable information will be protected from improper use or disclosure by: *(detail how this will be accomplished including limitations of physical or electronic access to the information and other protections)*
 - b. The identifiers will be destroyed at the earliest opportunity consistent with the research *(discuss the timeframe or the reasons the identifiers must be retained, including health or research justifications or any legal requirement to retain them)*
 - c. The identifiable information will not be reused or disclosed to any other person or entity other than those identified in the protocol, except as required by law, for

authorized oversight of this research study, or as specifically approved for use in another study by an IRB.

- (4) The proposed study cannot be practicably conducted without a waiver of authorization because: *(discuss reasons why it would not be possible to obtain authorization from individual subjects)*
- (5) The proposed study cannot be done without the specified identifiable information because: *(discuss reasons why it would not be possible to conduct the research without the identifiable information being requested)*

Seton Hall University Institutional Review Board Submission Checklist

The following items must be included in the application and appear IN THE FOLLOWING ORDER:

- A fully completed Pre-IRB form
- A fully completed Request for Approval form
- A fully complete Institutional Review Board Application for a New Human Subjects Research Investigation
- Informed Consent Form/Assent Form/Verbal Assent Procedure or Script (if not requesting a Waiver or Alteration of the Informed Consent process). You must use one at least one of the informed consent form templates that are available. In you are using a non-English translation, you must include an official certificate of accuracy for translations into non-English languages, etc.
- A HIPAA Authorization form (if not requesting a waiver of HIPAA Authorization in this application)
- If applicable, solicitation/recruitment letter, flyers, advertisements, verbal script
- Financial Conflict of Interest Form from each member of the study team
- Certificate of completion from CITI training with Seton Hall University as the primary

affiliation (cannot be more than 3 years old).

- “Approval of Doctoral Dissertation Proposal” form signed by all members of the dissertation committee
- A copy of any tables or figures that could not be pasted in the application form can be included as a separate document with appropriate referencing
- A copy of any surveys, questionnaires, or interview questions/scripts that will be used

One of the following forms must be included if the study is being performed at an off-site, non-Seton Hall University location:

- Authorization/approval to conduct research at other location(s)

Or,

- Evidence of IRB Approval of the principal investigator is employed full-time at the institution where the research is being conducted

Principal Investigator Attestation

By signing this document, I confirm that all of the required information listed on the submission checklist is complete and included in the submission. I understand there are two options for sending electronic copies of the compiled application packet to the Seton Hall University Institutional Review Board on or before the posted deadline (no late applications will be accepted). These include the use of the Teaching, Learning and Technology Center who will scan the entire document at no charge, or I can create my own PDF file and submit through the Institutional Review Board website. I also understand that I am required to submit a hard-copy of the compiled application packet to the Seton Hall University Institutional Review Board Office within 2 business days of the electronic submission; I can hand deliver a copy, send it through inter-office mail, or the United States Postal Service. I understand that failing to submit the hard copy will result in a delay of its review or the submission of an incomplete file will be returned to me and will have to be resubmitted at the next submission deadline.

Click or tap here to enter text.

Print Name



X

Signature

Click or tap to enter a date.

Date