

Social and Behavioral Sciences School Standards with
Program Standards for M.A in Counseling

This policy covers all members of the School of Social and Behavioral Sciences faculty, including tenure track faculty, non-tenure track faculty, and parttime faculty.

Preamble

The faculty of the School of Social and Behavioral Sciences support the University standards and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the social and behavioral sciences.

The faculty of the Counseling Program support the Standards of the University and School of Social and Behavioral Sciences and intend for the elements of this document to further elucidate the areas of teaching, scholarship, and service from the perspective of the program.

The Counseling Program is committed to encouraging excellence in its faculty and students. To this end, it is essential to recognize, and reward through tenure and promotion, meritorious faculty accomplishment in the traditional areas of faculty activity: teaching, scholarship, and service. Each is essential to the development and operation of an outstanding program and the assurance of sound academic programs.

6.0 ELABORATION OF UNIVERSITY STANDARD OF TEACHING FACULTY

6.1 Teaching

6.1.1

techniques aimed at student learning.

6.1.2.3 The ability to organize course material and to communicate this information effectively. The development of a comprehensive syllabus for each course taught, including expectations, goals and objectives, grading, and attendance policies and the timely provision of copies to students.

6.1.2.4 Demonstration of respect for students as members of the academic community

- 6.1.6.1 Systematic student evaluations of classroom teaching (IDEA)
- 6.1.6.2 Independent self-evaluation of teaching. Examples include, but are not limited to:
 - 6.1.6.2.1 A reflective statement or teaching philosophy
 - 6.1.6.2.2 Independent self-assessments of pedagogy conducted during courses.
- 6.1.6.3 Peer review of syllabi, exams, and other teaching materials. While this is expected to be a component of the peer review of classroom teaching, these items should also be included in the candidate's file.
- 6.1.6.4 Peer review of classroom teaching. In accordance with the procedures detailed in section 7.3.3 of the University Procedure for Evaluation of Faculty and Library

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organizations, ad hoc groups, such as evaluation, judging, or refereeing panels.

6.2.4.4 Documentation of the impact of one's work

- with students
- within the scholarly area
- within higher education generally
- on documented standards of best practices in pedagogy
- in the application of one's work
- as evident in citations of one's work
- on public policy or institutions
- in the artistic/cultural realm
- or in educational settings

6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical, integrative, or applied scholarship, its significance may be documented by demonstration of clear goals, adequate preparation, appropriate methods, significant results, effective

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current competency, appropriate standards for determining the significance of this work will be developed at the Program level and approved through the standard procedure.

6.2.4.6.10 Grants or monetary awards that are funded or reviewed as fundable from governmental or non-governmental organizations are considered examples of scholarship if those grants and awards are subject to external peer review.

6.2.4.6.11 Faculty engaged in community outreach can make a difference in the communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholarship may take the form of widely disseminating the knowledge gained in community-based projects in appropriate professional venues in order to share its significance with those who do not benefit directly from the project.

6.2.5 In addition, the Counseling6Inrum0.6ra3 (g)-1m (r)3 5 (l)1.xls14smeheaghg ligit lih ilili ugeitseua

- 6.2.5.1.3 Scholarly leadership is also valued, where faculty who chair or organize a conference also disseminate the conference proceedings to an audience of their professional peers. It is expected that content of the proceedings be peer-reviewed.
- 6.2.5.2 Nature of the product's content. Publications may include original research in the candidate's field of study, interdisciplinary scholarship, pedagogical research, and scholarship in areas outside the candidate's specialty. Except in unusual circumstances, scholarship of Counseling faculty should enrich or advance the understanding of human or animal behavior.
- 6.2.5.3 Nature of the faculty member involvement. Faculty members will be evaluated by the quality and quantity of their contributions to the scholarly product, where quality is defined by the importance of contribution to the field, type of publication, quality and reputation of the publication and presentation venue, and the faculty member role in bringing the product to completion. The faculty member is expected to provide evidence of the quality of their contribution. In addition, the program places very high value on scholarship that includes students as co-presenters, co-participants, and/or co-authors, and all such work

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leadership in committees or other formal or informal university initiatives, service to the campus community through the development of engagement or enrichment opportunities for our students, broader community service with local, regional, or national organizations, and professional service of many types.

The centrality of community and professional service to the applied research and teaching of many school faculty members may link service with teaching and research in important and indelible ways, and thus enrich multiple aspects of the faculty member's contribution to the University, community, and society.

- 6.3.3 The University expects faculty in their first five years of service to serve the University and community at levels commensurate with their rank. Faculty who are tenured, have multi-year contracts, and/or are of senior rank would be expected to have more substantial records in this area, as demonstrated by achievements in leadership on campus, in the community, to their disciplines, and to professional organizations.
- 6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear

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6.3.5.2 Contributions to professional organizations that are focused on service or professional responsibility as opposed to scholarship, research, or

- 6.3.7.1.3 Participating in the hiring of new faculty that meet the needs and mission of the University (review and selection of finalists, interviewing, and selection process).
- 6.3.7.1.4 Encouraging student involvement in various activities sponsored by program, such as Chi Sigma Iota.
- 6.3.7.1.5 Once tenured, becoming an active member of the program's personnel committee (i.e. carefully reviewing files for reappointment, tenure, and promotion; active participation in discussion about candidates' merits; and in the rendering of a program decision on such applications). Examples include writing program letters to be included in candidate's personnel file, peer reviews, and consulting with faculty members.
- 6.3.7.2 Leading or serving on Counseling Program's Committees and assisting with various program initiatives.
- 6.3.7.3 Contributing to the planning of the future of the program.
- 6.3.7.4 Serving as advisor to the Chi Sigma Iota Chapter.
- 6.3.7.5 Mentoring new faculty members.
- 6.3.7.6 Working or contributing to the CACREP accreditation or re-accreditation process
- 6.3.8 Examples of University service include, but are not limited to:
 - 6.3.8.1 Active participation in Universitywide committees.
 - 6.3.8.2 Becoming an officer of Faculty Senate.
 - 6.3.8.3 Being a member of Board of Trustee committee(s).
 - 6.3.8.4 Active participation in Universitywide task forces.
 - 6.3.8.5 Participating in activities of the SFT (Stockton Federation of Teachers), becoming an officer, etc.
 - 6.3.8.6 Scholarly presentations to the community and/or campus community.
 - 6.3.8.7 Organizing conferences or other events at the University.
 - 6.3.8.8 Serving as an advisor to non-program student organizations.
 - 6.3.8.9 Guest lecturing to courses in other programs or divisions
 - 6.3.8.10 Attendance at various University functions.

6.3.9 Examples of professional service include, but are not limited to:

- 6.3.9.1 Chairing panels at local, regional, national, or international conferences.
- 6.3.9.2 Serving as a reader for conferences, journals, or publishing houses.
- 6.3.9.3 Serving on committees of counseling organizations or other professional organizations related to one's training.
- 6.3.9.4 Serving as an officer of Counseling organizations or other organization related to one's training.
- 6.3.9.5 Practicing Counseling including preparation for licensure examination (case preparation, supervised clinical hours) assessment, psychotherapy, and

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The teaching assignment for an NTTP shall be thirtytwo (32) teaching credit hours for ten month positions and forty (40) teaching credit hours for twelvemonth positions. As noted above, other duties may be assigned in lieu of teaching, such as clinical or student supervision, academically related