



Master of Science in Substance Abuse and Clinical Counseling

Student Manual

Department of Rehabilitation Studies
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I. ABOUT OUR PROFESSORS

Dr. Lloyd Goodwin earned a B.A. in Psychology and a minor in Social Work, an M.S. in Rehabilitation Counseling, minor in Guidance and Counseling, and a Ph.D. in Counseling, Health, and Rehabilitation from Florida State University. He began working in the counseling field in 1969 and is a licensed professional counselor (LPC), licensed clinical addictions specialist (LCAS), a certified rehabilitation counselor with a specialty certification in addictions counseling (CRC-MAC), and a certified clinical supervisor (CCS). He is currently the Interim Chair of the Department of Rehabilitation Studies.

Dr. Shari M. Sias earned a B.A. in Counseling and Rehabilitation from Marshall University, a M.Ed. in Clinical Counseling from The Citadel, and a Ph.D. in Counselor Education from The College of William & Mary. She began working in the counseling field in 1986 and is a licensed professional counseling (LPC). She is currently the Director of the master's degree program in Substance Abuse and Clinical Counseling.

Dr. Mary K. Crozier earned a B.A. in Sociology and Secondary Education from Old Dominion University, a M.A. in Counseling from the University of Virginia, and an Ed.S. and Ed.D. in Counselor Education from The College of William & Mary. She began working in the counseling field in 1979 and is a certified substance abuse counselor (CSAC) and certified prevention professional (CPP). She is currently the coordinator of the Certificate in Substance Abuse Counseling.

Dr. Paul Toriello earned a B.A. in Psychology from Wright State University, and a M.R.C. in Rehabilitation Counseling with a concentration in Chemical Dependency, and an Rh.D. in Rehabilitation, specializing in Substance Use Disabilities from the Rehabilitation Institute, Southern Illinois University at Carbondale. He began working in the counseling field in 1991 and is a licensed clinical addictions specialist (LCAS), a certified rehabilitation counselor (CRC), and a certified clinical supervisor (CCS). He is currently the Director of the doctoral degree program in Rehabilitation Counseling and Administration.

Dr. Stephen Leierer earned a B.A. in History from Wheaton College, an M. A. in Exercise Science from the University of Iowa, and a Ph.D. in Counseling Psychology from Florida State. He began working in the counseling field in 1992. He teaches in the doctoral degree program in Rehabilitation Counseling and Administration.

Sharon Shallow earned a B.A. in Math and an M.A. Ed. in Rehabilitation Counseling from East Carolina University. She began working in the counseling field in 1973 and is a licensed professional counselor (LPC), licensed clinical addictions specialist (LCAS), licensed marriage and family therapist (LMFT), a certified rehabilitation counselor with a specialty certification in addictions counseling (CRC-MAC), and a certified clinical supervisor (CCS). She is the Practicum and Internship Coordinator, and she teaches department's master's degree internship courses.

Dr. Mark Stebnicki earned a B.S. in Speech Communications, an M.S. in Rehabilitation Counseling & Rehabilitation Administration, and an Rh.D. in Rehabilitation from Southern Illinois University at Carbondale. He began working in the counseling field in 1981 and is a licensed

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Dr. Paul P. Alston earned a B.S. in Sociology and Political Science from East Carolina University, and an M.A.Ed. in Rehabilitation Counseling and Ph.D. in Counseling from the University of Georgia. He began working in the counseling field in 1963 and is a licensed psychologist (health service provider) and a certified rehabilitation counselor (CRC). He teaches in the Rehabilitation Counseling program.

Dr. Martha H. Chapin earned a B.A. in Psychology from the University of Arkansas, and an M.A. in Counseling with a focus on Rehabilitation Counseling and Ph.D. in Rehabilitation Counseling from Michigan State University. She began working in the counseling field in 1978 and is a licensed professional counselor (LPC), national certified counselor (NCC), a certified rehabilitation counselor (CRC), and a certified disability management specialist (CDMS). She is the Director of the Undergraduate Rehabilitation Services program and Coordinator of the Alcohol and Drug Studies Minor.

Dr. Steven Sligar earned a B.A. in Sociology from University of West Georgia, a M.Ed. in Vocational Evaluation from Auburn University, and Ed. D. in Adult Education from Northern Illinois University. He began working in the vocational evaluation field in 1972 and is a certified vocational evaluation specialist (CVE). He is currently the Director of the master's degree program in Vocational Evaluation.

Dr. Stephen Thomas earned a B.A. in Psychology from Texas Christian University, and an M.S. and Ed.D. in Rehabilitation from the University of Arizona. He is certified vocational evaluation specialist (CVES) and a certified rehabilitation counselor (CRC). He is currently the Dean of the College of Allied Health Sciences.

II. THE DEPARTMENT OF REHABILITATION STUDIES

A. Departmental History

The Department of Rehabilitation Studies (formerly the Department of Rehabilitation Counseling) at East Carolina University began in 1967 with a degree in Rehabilitation Counseling. The first students graduated in 1969.

The Vocational Evaluation program within the Department of Rehabilitation Studies has been in operation since 1980. The Substance Abuse and Clinical Counseling program began in 1989 and graduated its first students in 1990. The B.S. in Rehabilitation Services began in fall, 1994. In the fall of 2005, the Department of Rehabilitation Studies began a Ph.D. program in Rehabilitation Counseling and Administration and graduated its first student in 2009.

B. Departmental Mission and Objectives

Our mission is to provide students with the academic knowledge, clinical skills, and leadership tools required to meet the needs of professional rehabilitation, substance abuse, clinical counselors, and vocational evaluators at all levels of service in a culturally diverse and global society.

The objectives of the Rehabilitation Studies Department are to provide students with the essential knowledge, skills, and attitudes necessary to function effectively as professional counselors and vocational evaluators, which include, but are not limited to, the following areas:

- knowledge and appreciation of the traditions, foundations, history, and philosophy of counseling specific to the fields of substance abuse counseling, clinical counseling, rehabilitation counseling and vocational evaluation;
- classroom, community, and personal experiences with clients/consumers in order to develop awareness and sensitivity to client/consumer needs from an individual, community, and multicultural perspective;
- knowledge of counseling theories and techniques that support culturally sensitive client/consumer empowerment, and enhance the client's/consumer's ability to take control of and better manage his/her life;
- clinical counseling services to individuals, family members, and groups of persons with disabilities (physical, substance abuse and psychiatric/mental health), and other issues that limit their ability to function at personally satisfying levels;
- case management skills including coordinating, planning, and implementing treatment plans to assist clients/consumers in taking effective control of their lives in a manner consistent with their cultural heritage;

- career assessment, development, and counseling including knowledge of job placement, labor market trends, and development of client/consumer-focused plans designed to enhance client/consumer independence and personal choice;
- multicultural, psychosocial, and medical aspects of disability emphasizing how community, socio/cultural, family, and psychological well-being impact the client's/consumer's ability to effectively cope with life experiences;
- applied research methodology based on improved theories, concepts, and approaches for assisting clients/consumers in dealing with life experiences more effectively.

C. Overview of the Counseling Profession

According to the 2010-2011 *Occupational Outlook Handbook*, counselors held approximately 665,500 jobs in the United States in 2008. Counselors work in a variety of settings such as public schools, university counseling and student life programs, mental health centers, rehabilitation programs, substance abuse programs, corrections, churches, hospitals, company-based employee assistance programs, insurance companies, and in-private counseling and psychotherapy practices. Counselors assist people with personal, family, mental health, social, educational, and career decisions, problems, and concerns.

The counseling profession is built on a foundation of humanistic and holistic values and beliefs. Basic philosophical underpinnings of the counseling profession include the holistic nature of people, the uniqueness of each individual, the strength of multicultural pluralism, mental health and personal growth, self-responsibility, and social and vocational involvement for individuals with mental and physical disorders.

The Mental Health Team

Professional Counselors are part of an interdisciplinary mental health team which also includes psychiatrists, psychologists, psychiatric nurses, clinical social workers, and marriage and family therapists. These mental health professionals typically share theories and techniques and provide similar assessment, counseling (individual, group, marital and family) and other psychotherapeutic services to treat individuals with mental disorders and related problems within both public and private practice settings. Although each professional mental health discipline provides a similar core of mental health services, each mental health discipline has some areas of practice where they have special expertise. For example, psychiatrists are physicians with a specialization in psychiatry. Thus psychiatrists tend to practice from a medical model which utilizes prescription drugs, in addition to psychotherapy. Psychologists, in addition to providing psychotherapy services, have special expertise in the administration and interpretation of psychological tests. Marriage and family counselors/therapists specialize in providing counseling and psychotherapy to couples and families. Clinical social workers and psychiatric nurses tend to provide general mental health and case management services.

Special Expertise Areas of Professional Counselors (PCs)

Professional Counselors (PCs) provide mental health assessment, counseling (individual, group, marriage, and family therapy) and other psychotherapeutic services to treat individuals with mental disorders and related mental health concerns much like the other mental health professionals. However, PCs have special expertise in at least three areas.

The first area of expertise is the level of clinical counseling and psychotherapy skills developed through university-based curriculum as well as supervised field-based counseling and related mental health practices in accredited counselor education programs.

Secondly, PCs are prepared to operate from a broad-based personal growth and developmental model (as well as the medical/disease model) which prepares counselors/psychotherapists to help individuals and their families with the common problems and stresses of living, as well as the more severe mental disorders.

Finally, PCs have numerous counselor specialty areas, each with its own established standards, examination, and certification within the counseling profession. For example, in addition to earning state licensure as Professional Counselor (LPC), many PCs have earned specialty certifications in addictions counseling (Licensed Clinical Addictions Specialist, [LCAS], or Master Addictions Counselor [MAC]), clinical mental health counseling (CCMHC), rehabilitation counseling (CRC), and marriage and family counseling/therapy (CMFT or CFT).

Although all the mental health care professionals provide clinical assessment, counseling (individual, group, marriage and family therapy) and other psychotherapeutic services, each professional discipline has its unique areas of expertise.

Scope of Practice

The scope of practice for qualified professional counselors includes, but is not limited to the following:

- assessment and diagnosis of an individual's mental health and personal characteristics, assets, and limitations through clinical interviews and/or the administration and interpretation of tests;
- development of counseling and treatment goals and plans;
- treatment of mental disorders and related personal, family, interpersonal, and vocational concerns;
- individual, group, marital, and family counseling and psychotherapy services;
- case management and coordination of related health and mental health, and rehabilitation services;
- career assessment and counseling services;
- counselor supervision, training, and education;
- administration of counseling and related mental health and rehabilitation programs;
- research in counseling, psychotherapy, mental health, and related health care areas; and
- consultations on mental health and counseling related issues to other health care providers, human service providers, school personnel, and community organizations.

Many counselors receive specialty training and certification and may limit their scope of counseling and psychotherapy practices to particular areas of practice. The Licensed Professional Counselor (LPC) code of ethics requires that professional services be limited to those activities for which they are trained. In some states, restrictive regulatory laws may prevent professional counselors from providing some of the professional services listed above.

Who Can Benefit From Counseling?

Anybody with mental health concerns can benefit from professional counseling services, including people experiencing: the stress of everyday living; situational problems of living such as the loss of a loved one; vocational concerns; problems in their interpersonal relationships; problems with family members; alcohol and other substance abuse; and most mental disorders and illnesses (e.g. depression and anxiety disorders). Approximately 54 million individuals in the United States have a physical or mental disability. It is estimated that one in five people will seek the therapeutic services of mental health professionals sometime during their lives.

The impact of certain disabilities, substance abuse, and mental disorders is so pervasive, complex, and challenging that many individuals struggling with these challenges could benefit from professional counseling and psychotherapy services.

What Can Clients Expect?

One of the first items a client can expect to receive from the Licensed Professional Counselor (LPC) is a “*professional disclosure statement*,” which is also kept on file at the state professional counselor licensure board. It typically describes the counselor’s highest relevant academic degree, the name of the institution granting the degree; any specialty training and certifications, the number of years of counseling experience, the types of clients served, and the length of sessions (typically 50-minute individual sessions and 60 to 90 minute group, marriage and family sessions). It also includes the fee schedule, methods of payment, information about billing and insurance reimbursement, confidentiality, and how and where to register a complaint. The Professional Disclosure Statement is signed by both client and counselor, and a copy is given to the client.

Counselor-Client Relationship and Process

The counselor will attempt to create a therapeutic climate where the client feels comfortable talking about personal concerns that the individual or family members find troubling. Counselor empathy, warmth, caring, genuineness, and confidentiality facilitate the development of a trusting therapeutic relationship and increase the probability of a positive and successful therapeutic outcome.

Counseling requires the active involvement of clients, including efforts to change any self-defeating thoughts, feelings, and behaviors. The client will usually be asked to work both in and out of the therapeutic counseling sessions. There will likely be homework and other therapeutic assignments. Exercises and assignments will often focus on such areas as improving stress

management and coping skills, belief systems, relationships, and general lifestyle. Sometimes change is relatively easy but more often change takes much effort, time, and persistence. It is not uncommon for some negative psychological and behavioral patterns to have been reinforced for 20 to 30 years so change will not come easily and quickly. Most professional counselors utilize an eclectic counseling approach drawing from well established, researched and respected therapies, though some counselors specialize in one type of theoretical counseling approach (e.g. cognitive behavioral therapy).

Preparation of Professional Counselors

Professional Counselors are prepared at the master's and doctoral degree levels. Graduate students in counseling often have undergraduate degrees in psychology, rehabilitation services, social work, education, and other health and human service fields.

Curriculum

Graduates from accredited counselor education programs are typically trained in clinical assessment procedures; counseling theory and practice; individual, group, and family counseling approaches and techniques; career assessment and counseling; human growth and development (normal and abnormal); social and cultural foundations; case coordination and management; research and program evaluation; treatment planning; professional ethics and standards; and complete a supervised 100-hour counseling practicum, and 600-hour internship. In addition, students often take required or elective courses in such areas as advanced individual and group counseling/therapy; marriage and family counseling/therapy; advanced psychological testing; psychopathology; personality theory; stress management; job placement; substance abuse; and supervision and administration.

Counselor Specialization

Many counselors have received specialty training in addition to their general counselor education. Specialty preparation, which usually requires a minimum of 12 semester hours of university credit in a specialty area, along with supervised counseling experience, is offered in counselor education programs in such areas as clinical mental health counseling; substance abuse counseling; gerontological counseling; marriage and family counseling; school counseling; career counseling; vocational evaluation; employee assistance counseling; rehabilitation counseling; college counseling; and administration. Professional counselors may also pursue post-graduate specialty training in counseling theories and approaches in such areas as gestalt therapy, reality therapy, transactional analysis, rational-emotive therapy, cognitive-behavioral therapy, and hypnotherapy.

Desired Professional Counselor Communication Knowledge and Skills

Generally, the desired communication knowledge and skills of a professional counselor include:

- verbal communication to provide individual, group, and family counseling;
- vocational counseling techniques and skills;

- verbal communication to provide consultation to other health and mental health care professionals as well as industry and business;
- collaboration skills to develop effective partnerships within and across disciplines;
- verbal communication to convey diagnostic, technical, and rehabilitation information to consumers;
- communicate abstract information in a clear manner;
- written communication skills including case recording and report development; and
- basic negotiation and mediation techniques.

III. SUBSTANCE ABUSE AND CLINICAL COUNSELING DEGREE PROGRAM REQUIREMENTS

A. Program Mission, Goals, and Objectives

The Substance Abuse and Clinical Counseling Program at East Carolina University serves students from all over North Carolina, including rural Eastern North Carolina, the country, and the world. The mission of the Substance Abuse and Clinical Counseling program is to prepare qualified addiction and clinical counseling professionals with competence in the foundational components; counseling, prevention, and interventions; assessment and diagnosis; diversity and advocacy; and research and evaluation germane to this specialty area. This mission is accomplished by faculty working together in partnership with university colleagues, current and former students, and community agencies in the pursuit of excellence in addiction counselor education, supervision, practice, and research.

Program Goals

The program goals of the Substance Abuse and Clinical Counseling program are to:

- develop and maintain curricula and instruction based on current knowledge concerning the addiction and clinical counseling needs of a multicultural society;
- develop and maintain research that is designed to improve addiction and clinical counseling services with evidence-based strategies that advance the addiction and clinical counseling profession;
- maintain outreach, advocacy, leadership, and service to our community and to the addiction and clinical counseling profession; and
- achieve Program excellence as defined by obtaining CACREP accreditation.

General Program Objectives

(For asterisked items (*) student competence is demonstrated by the inclusion of student work samples and student reflections in portfolios [See Portfolio Sections]).

The objectives of the Substance Abuse and Clinical Counseling Program were developed to support the mission of the program and are based on current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society. Developed in collaboration with current and former students, various accrediting and licensing boards, and personnel in cooperating agencies, the faculty identifies the following General Program objectives:

- **Professional Orientation**

Upon completing the program each student shall have knowledge and understanding of:

- the history and philosophy of the counseling profession;
- the roles, responsibilities, and functions of professional counselors and their relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- counseling supervision models, practices, and process;
- professional organizations, including membership benefits, activities, services and current issues;
- professional credentialing, including certification, licensure, and accreditation practices, standards, and their effects on public ;
- the role of professional counselors as advocates of the profession and for clients, including addressing institutional and social barriers that impede access, equality and success for clients; and
- the ethical standards of the American Counseling Association and the ability to solve ethical problems which arise in the practice of counseling;

- **Social and Cultural Foundations**

Upon completing the program each student shall have knowledge and understanding of:

- multicultural and pluralistic trends including characteristics and concerns within and among diverse groups nationally and internationally;
- oneself, in relational to culturally diverse clients;
- the theories of multicultural counseling, identity development, and social justice;
- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- the counselor's role in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported

behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and

- the counselor's role in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

- **Human Growth and Development**

Upon completing the program each student shall have knowledge and understanding of:

- the theories of individual and family development and transitions across the life span;
- the theories of learning and personality development, including current understandings about neurobiological behavior;
- the effects of crises, disasters, and other trauma-causing events on persons of all ages;
- the theories and models of individual, cultural, couple, family, and community resilience;
- a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- the theories and etiology of addictions and addictive behaviors including strategies for prevention, intervention, and treatment; and
- the theories for facilitating optimal development and wellness over the life span.

- **Career Development**

Upon completing the program each student shall have knowledge and understanding of:

- career development theories and decision-making models;
- career, avocational, educational, occupational and labor market information resources, and career information systems;
- career development program planning, organization, implementation, administration, and evaluation;

- the interrelationships among and between work, family and other life roles and factors, including the multicultural issues in career development;
 - career and educational planning, placement, follow-up, and evaluation;
 - assessment instruments and techniques relevant to career planning and decision making; and
 - career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
- **Helping Relationships**

Upon completing the program each student shall have knowledge and understanding of:

- wellness and prevention as desired counseling goals;
 - counselor characteristics and behaviors that influence helping processes;
 - essential interviewing and counseling skills
 - counseling theories that provide models to conceptualize client presentation and assist in selecting appropriate counseling interventions. The models provided are consistent with current research and practice to assist in the development of a personal model of counseling;
 - a systems perspective that provides an understanding of family and other systems theories and major models of family related interventions;
 - a general framework for understanding and practicing consultation; and
 - crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
- **Group Work**

Upon completing the program each student shall have knowledge, understanding, and experience (where appropriate) of:

- the principles of group counseling dynamics, including group process components, developmental stages theories, group members' roles and behaviors, and therapeutic factors of group work;
- various group counseling leadership or facilitation styles and approaches;

- theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
 - direct experience participating as group members in a small group activity for at least 10 clock hours, over the course of one semester.
- **Assessment**

Upon completing the program each student shall have knowledge and understanding of:

- the historical perspectives concerning the nature and meaning of assessment;
- the basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- reliability (theory of measurement error, models of reliability, and uses of reliability information);
- social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Research and Evaluation

Upon completing the program each student shall have knowledge and understanding of:

- the importance of research in advancing the counseling profession;
- research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- statistical methods used in conducting research and program evaluation
- principles, models, and applications of needs assessment, program evaluation and the use of findings to effect program modifications;

- the use of research to inform evidenced-based practice; and
- ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies.

Addiction Specific Objectives

The Substance Abuse and Clinical Counseling master's degree program provides experiences which teach students to provide leadership in the field, and to:

- understand the historical, philosophical, societal, and cultural trends in addiction and clinical counseling;
- know the roles, functions, and settings of addiction and clinical counselors as well as the relationship between addiction/clinical counselors and other mental health professionals (e.g. mental health counselors, psychiatric nurses, psychiatrists);
- understand the structures and operations of professional organizations (e.g., American Counseling Association, Association of Counselor Educators and Supervisors, International Association of Addictions and Offender Counselors, North Carolina Counseling Association); competencies, preparation standards, and state credentials (e.g., Licensed Clinical Addiction Specialist, Licensed Professional Counselor); and credentialing bodies (e.g., Council for Accreditation of Counseling and Related Educational Programs, Council on Higher Education Accreditation) pertaining to the practice of addiction and clinical counseling;
- * understand and apply legal and ethical principles specifically related to the practice of addiction and clinical counseling, including the Code of Ethics of the American Counseling Association (ACA); NAADAC, the Association for Addiction Professionals; North Carolina Substance Abuse Professional Practice Board (NCSAPPB); and Association for Specialists in Group Work (ASGW);
- * know and apply a variety of models (biopsychosocial, transtheoretical model of behavioral change, public health, disease) and theories (e.g., cognitive behavioral, reality/control, harm reduction) of addiction related to substance use and other addictions (e.g., food, gambling, sex);
- know the behavioral, psychological, physical health, and the social effects of psychoactive substance and addictive disorders on the user and significant others;
- recognize the potential for addictive disorders to mimic medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse;
- understand the factors that increase the risk of and resilience to psychoactive substance use disorders in a person, community or group;

- understand the impact of, response to, and principles of intervention for persons with addictions during times of crises, disasters, and other trauma-causing events;
- understand the operation of emergency management systems within addiction and clinical counseling agencies and in the community;
- *understand and apply knowledge of substance abuse , financing, and regulatory processes to improve service delivery in addiction counseling;
- know the principles of addiction education, prevention, intervention, and consultation;
- know the models of treatment, prevention, recovery, relapse prevention and continuing care for addictive disorders and related problems;
- recognize the importance of family, social networks, and community systems in the treatment and recovery process;
- understand the role of spirituality in the addiction recovery process;
- know a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders;
- * understand the principles and philosophies of, and the ability to refer clients to addiction-related self-help programs (e.g., Alcoholics Anonymous, Narcotics Anonymous, Al-anon, Overcomers Outreach, Women for Sobriety) and other support groups (e.g., divorce, single parents, depression) when appropriate;
- understand the professional issues relevant to the practice of addiction and clinical counseling, including recognition, reimbursement, and right to practice;
- * use the principles and practices of diagnosis, treatment, and referral of addiction and other mental and emotional disorders to initiate, maintain, and terminate counseling;
- * individualize helping strategies and treatment modalities to each client's stage of dependence, change, or recovery;
- * provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders;
- * demonstrate the ability to use procedures for assessing and managing suicide risk;
- * demonstrate the ability to provide counseling and education about addictive disorders to families and others who are affected by clients with addictions;

- * demonstrate the ability to provide culturally relevant education programs that raise awareness and support addiction and substance abuse prevention and the recovery process;
- * apply current record-keeping standards to addiction and clinical counseling;
- demonstrate the ability to recognize his or her own limitations as an addiction and clinical counselor, and to seek supervision or refer clients when appropriate;
- understand how living in a multicultural society affects clients with addictions;
- understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with addictions;
- know public policies on local, state, and national levels that affect the quality and accessibility of addiction and clinical counseling services;
- understand effective strategies that support client advocacy and influence public and government relations on local, state, national levels to enhance equity, increase funding, and promote programs that affect the practice of addiction counseling;
- * maintain information regarding community resources to make appropriate referrals for clients with addictions;
- * advocate for policies, programs, and/or services that are equitable and responsive to the unique needs of clients with addictions;
- * demonstrate the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations of addiction and clinical counseling clients;
- understand various models and approaches to clinical evaluation for addictive disorders and their appropriate uses, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments;
- know specific assessment approaches for determining the appropriate level of care for addictive disorders, and related problems;
- understand the assessment of biopsychosocial and spiritual history;
- understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations, and to recognize the side effects of such medications;

- * select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols;
- * demonstrate skills in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management;
- * screen for psychoactive substance toxification and withdrawal symptoms; aggression or danger to others; potential for self-harm or suicide; and co-occurring mental and/or addictive disorders;
- * help clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse;
- * apply assessment of clients' addictive disorders to the stages of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria in the continuum of care;
- understand how to critically evaluate research relevant to the practice of addiction counseling;
- know model of program evaluation for addiction and clinical counseling treatment and prevention programs;
- know evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling;
- * apply relevant research findings to inform the practice of addiction counseling;
- * develop measurable outcomes for addiction and clinical counseling programs, interventions, and treatments;
- * analyze and use data to increase effectiveness of addiction counseling;
- * know the principles of the diagnostic process including differential diagnosis and demonstrate the appropriate use of diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM), to describe the symptoms and clinical presentation of clients with addictive disorders and mental and emotional impairments;
- know the impact of co-occurring addictive disorders on medical and psychological disorders;
- * understand the established diagnostic and clinical criteria for addictive disorders and describe treatment modalities and placement criteria within the continuum of care;

- understand the relevance and potential cultural biases of commonly used diagnostic tools as related to clients with addictive disorders in multicultural populations; and
- * be able to conceptualize an accurate multi-axial diagnosis of disorders presented by clients and communicate the differential diagnosis with collaborating professionals.

B. Orientation of New Students

New students are oriented to the Substance Abuse and Clinical Counseling Program in the following ways:

- contact with program advisor prior to beginning the program,
- provision of the URL for this SACC Graduate Student Manual,
- print and e-mail information prior to and during the time of enrollment, including the departmental newsletter; and
- the departmental orientation meeting (first week of each semester).

C. Degree Requirements

Students in the Substance Abuse and Clinical Counseling degree program must complete a minimum of 62 s.h. of credit including the following courses:

- REHB 6010 Introduction to Counseling and Rehabilitation (3 s.h.)
- REHB 6050 Ethical and Legal Aspects of Substance Abuse and Rehabilitation Counseling (3 s.h.)
- REHB 6100 Occupational Analysis and Career Counseling (3 s.h.)
- REHB 6250 Psychiatric Rehabilitation (DSM-IV-TR and Psychopathology, 3 s.h.)
- REHB 6300 Rehabilitation Counseling and Human Development Theories (3 s.h.)
- REHB 6310 Prepracticum in Substance Abuse and Clinical Counseling (3 s.h.)
- REHB 6320 Family Treatment in Substance Abuse Rehabilitation (3 s.h.)
- REHB 6330 Substance Abuse Counseling (3 s.h.)
- REHB 6350 Group Counseling for Addictive Behaviors (3 s.h.)

- REHB 6351 Small Group (1 s.h.)
- REHB 6360 Substance Abuse and Clinical Counseling Practicum (3 s.h.)
- REHB 6361 Substance Abuse and Clinical Counseling Practicum Lab
(1 s.h.)
- REHB 6370 Multicultural Counseling in Rehabilitation (3 s.h.)
- REHB 6401 Rehabilitation Evaluation (i.e. Assessment, 3 s.h.)
- REHB 6550 Rehabilitation Research (3 s.h.)
- REHB 6703 Introduction to Substance Abuse (3 s.h.)
- REHB 6793 Treatment of Drug and Behavioral Addictions (3 s.h.)
- REHB 6991- 6994 Internship in Substance Abuse and Clinical Counseling (600 hours of supervised clinical field experience, 12 s.h.)
- Elective (3 s.h.) The elective may come from the Department of Rehabilitation Studies as well as other departments such as Child and Family Relations, Counselor Education, Community Health, Psychology, and Special Education.
 - REHB 6561 Master of Science Research Project (3 s.h.)
 - REHB 6375 Military and Trauma Counseling (3 s.h.)
 - REHB 6795 Prevention of Drug and Behavioral Addictions (3 s.h.)
 - REHB 6796 Contemporary Issues for Addictions (3 s.h.)
 - REHB 6000 Medical and Psychosocial Aspects Disability (3 s.h.)
 - REHB 7310 Employee Assistance Programs (3 s.h.)

D. Portfolio

Portfolio Instructions

The portfolio demonstrates student progress in the mastery of the knowledge, skills, and dispositions required of the *combined* Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the 12 core functions of addiction counselors [(1) foundations of addiction counseling; (2) counseling, prevention, and intervention including treatment planning, case management, crisis intervention, client education and referral, record

keeping and consultation; (3) diversity and advocacy; (4) screening, assessment, intake and orientation; (5) diagnosis; and (6) research and evaluation].

What is a portfolio?

A portfolio is:

- a visual showcase of student work that demonstrates professional growth, achievement, and competence in the field of substance abuse and clinical counseling;
- an instrument designed to facilitate self-reflection, self-improvement, intrapersonal understanding, conceptual understanding, and skill development; and
- a tool used to document student philosophies of counseling as well as understanding and application of the CACREP standards and the 12 core functions of addiction counselors.

Why are portfolios important?

- Students are active participants in their learning as they collect, select, reflect, and assess the work in their portfolios. Students learn to assess their growth in the field of substance abuse and clinical counseling.
- Faculty use portfolios as a tool to provide feedback to students on progress and performance standards.
- Portfolios provide students with a visual representation of their competencies as a counselor when seeking employment.
- Portfolios document a student's achievements in the Substance Abuse and Clinical Counseling Program.

What types of evidence do I choose? Where do I get it?

Select artifacts (coursework, papers, projects, etc.) that illustrate understanding or implementation of specific competency areas.

Examples of artifacts include:

- *Personal Theory of Counseling Paper/Philosophy Statement* (from the Rehabilitation Counseling and Human Development Theories course),
- *12 Step Reaction Paper* (from the Introduction to Substance Abuse course),
- *Case Studies* (from the Treatment of Drug and Behavioral Addictions, Substance Abuse Counseling, and Family Treatment in Substance Abuse Rehabilitation courses),

- *Addiction Severity Inventory (ASI) Assessment* (from Substance Abuse Counseling course),
- *Professional Disclosure Statement* (from Substance Abuse and Clinical Counseling Practicum course),
- *Assessment Summaries* (from the Substance Abuse and Clinical Counseling Practicum and Substance Abuse and Clinical Counseling Internship courses),
- *Paper of Examples of Statements made during Taped Counseling Session* (from Prepracticum in Substance Abuse course),
- *Counseling Session Feedback Forms* (from the Substance Abuse and Clinical Counseling Practicum and Substance Abuse and Clinical Counseling Internship courses),
- *Mid-term and Final Evaluations* (from the Substance Abuse and Clinical Counseling Practicum and Substance Abuse and Clinical Counseling Internship courses),
- Scores on Comprehensive Examinations (CPCE/Oral Case Study),
- *Counseling Theory Reflection Papers* (from the Rehabilitation Counseling and Human and Development Theories course),
- *Human Growth and Development Paper* (from the Rehabilitation Counseling and Human Development Theories course),
- *Community Resources* assignment (from the Introduction to Counseling and Rehabilitation course),
- “*Your Test Tool Kit*” assignment (from Rehabilitation Evaluation course),
- *Field-Based Assessment* assignment (from the Rehabilitation Evaluation course),
- *Multicultural Critical Reaction Papers* (from the Multicultural Counseling in Rehabilitation course),
- Personal Cultural History Paper (from the Multicultural Counseling in Rehabilitation course), and
- Ethnographic Cultural Immersion Activity Reflection Paper (from the Multicultural Counseling in Rehabilitation course).

*Save and organize all course information and assignments for possible use in the portfolio.

Directions for Developing Substance Abuse and Clinical Counseling Portfolio (effective fall 2011)

The Substance Abuse and Clinical Counseling Portfolio is designed to be *developmental* (showing learning and growth), *reflective* (documenting reflection upon that learning and growth), and *evaluative* (providing feedback to the student and to the program about students' competencies).

Students in the Substance Abuse and Clinical Counseling Program are required to attend an informational meeting on the development of the professional portfolio.

The portfolio will be submitted for evaluation and feedback three times. *Specific dates will be announced by the department at the beginning of each academic year.*

First submission: Upon completion of 12 credit hours

- Counseling Philosophy Statements and 2 artifacts

Second submission: Semester enrolled in Practicum

- Counseling Philosophy Statements, Professional Disclosure Statement and total of 8 artifacts

Final submission: Semester enrolled in Internship

- Counseling Philosophy Statements, Professional Disclosure Statement and all artifacts

The portfolio is a cumulative record of student development. Information may be updated but not deleted. Please arrange the portfolio information with the most recent documents first. **All portfolio documents must be dated at top right of page to avoid any confusion.**

Instructions for the Structure of the Portfolio

All portfolio materials must be submitted electronically in a Word document, with each competency area and other information clearly labeled and delineated. Competency areas/information include:

- Resume
- Counseling Philosophy Statements
- Foundations of Addiction Counseling – Knowledge and Skills
- Counseling, Prevention and Intervention – Knowledge and Skills
- Diversity and Advocacy – Knowledge and Skills
- Assessment – Knowledge and Skills

- Diagnosis – Knowledge and Skills
- Research and Evaluation – Knowledge and Skills.

All work must be neatly and accurately typed, double-spaced, using Times New Roman, 12-inch font.

Each must contain a heading and a description of materials included in the section.

The portfolio will become part of the student's file. Students should keep a personal copy prior to submission to the Program Advisor.

E. Practicum

REHB 6360 (3 s.h.), 6361 (1 s.h.). The Counseling Practicum students in the Substance Abuse Clinical Counseling program spend 8 hours a week (one day or two half days) in the field (total of 100 hours for the semester), with site and university supervision while also attending a 3 s.h. seminar on campus. The *Counseling Practicum Manual* describes the details of this clinical field experience. See the “Student Resources” section of the department’s website (www.ecu.edu/rehb) for the *Counseling Practicum* manual.

F. Internship (Capstone Requirement)

REHB 6991, 6992, 6993, 6994 Internship in Rehabilitation (3 s.h. each = 12 s.h. total). The 600-hour internship will occur in the last semester of the student's program and will reflect the comprehensive work experience of a professional addiction counselor. The *Internship Manual* describes the details of this clinical field experience. See the “Student Resources” section of the department’s website (www.ecu.edu/rehb) for the *Counseling Internship* manual. All incompletes must be removed prior to the start of Internship (REHB 6991, 6992, 6993, 6994) with the exception of REHB 6561 Research Project (elective).

As students prepare for their internship and practicum experiences, it is important to:

- **Set up the field site early.** Students should begin securing a practicum and internship site the semester before they are planning to start. Students must consult their advisor, Practicum Instructor, or Internship Coordinator (i.e., Sharon Shallow) *prior* to contacting a potential internship site. A pre-internship meeting is required of all interns prior to beginning this clinical field experience.
- **Obtain health insurance.** Students must maintain and provide proof of their own health insurance. East Carolina University is not responsible for health care or treatment of any disease/accident or disorder associated with educational, clinical or other contacts.

- **Obtain a criminal background check.** If a clinical setting requires a criminal background check or other requirements (e.g. CPR Training, drug testing) for placement, the student is responsible for the expense and securing of the required information.
- **Obtain professional liability insurance.** Students must be covered by professional liability insurance and provide proof of coverage prior to participating in their practicum and internship experiences.

G. Field Sites for Practica and Internships

- **Directory of field sites for Practica and Internships.** The department maintains a *Directory of Field Sites for Practica and Internships* that lists by state and city sites at which former students have completed their field experiences. The *Directory* provides a brief description of the field site and contact information. A printed copy of the *Directory* is kept in the department. See the departmental secretary to for access to the *Directory*.
- **Contract with field site.** East Carolina University must have a contract with field sites which participate in practicum and internship experiences. Many of the field sites in the *Directory* have already established a contract with East Carolina University. Students seeking field sites that do not have current contracts with the university must contact the departmental secretary to start the contract. This should be done several months before the students' practicum or internship begins.

H. Class Size for Non-Academic (Clinical Skills) Classes

To effectively meet students' needs, non-academic classes (e.g., Prepracticum, Practicum, Internship) do not exceed 12 students each.

I. Part-Time Students

The department typically has an enrollment of approximately 3/4 full-time and 1/4 part-time graduate students. The department offers evening courses, online courses, block courses (i.e., 2-5 pm once a week) and summer programs for part-time students.

J. Research Option

Graduate students in the Substance Abuse and Clinical Counseling program have the option of completing a research process as an elective (project, paper, article or thesis). The procedure for completing this requirement is described below and should be followed in sequence.

Research Project (3 hours)

- All students who register for their research project must attend a one time (approx. 90-minute) research paper development seminar during the semester before they will begin their project. This seminar is provided by various faculty members within the department and will typically be scheduled during "Reading Day".

- The research project is a less formal design that includes gathering information on a practical concern in an organized manner. Research projects may include analyzing special topics in substance abuse and/or clinical counseling.
- Steps for completing the research project:
 - Select a project advisor from the department.
 - Select an get approval of a topic. (Note: The project must include data gathering as part of the methodology.)
 - Present proposal to project advisor. This proposal should include the project's first three sections:
 - Introduction and statement of the problem
 - Review of the literature (may not be extensive)
 - Method of gathering information
 - This proposal need not be long (10-15 pages), but should be written in APA format.
 - Sign up for REHB 6561 (3 semester hours).
 - Complete research project by gathering data as planned. Analyze data with consultation from project advisor. Write results and conclusions section for completion of project.
 - Present completed research project to advisor (an oral defense is usually required).

(Please note: Students who fail to complete research projects on time will have their final grades reduced.)

Research Paper (3 hours):

- The research paper is an in-depth review of existing literature on some specialized area in addiction and/or clinical counseling. It does not involve collecting new data.
- Steps for completing the research paper:
 - Select an advisor from the department.
 - Select a topic and get advisor approval
 - Sign up for REHB 6561 (3 semester hours)

- The research paper should follow the APA Publication Manual and East Carolina University's Manual of Basic Requirements for Theses, Dissertations, and Term Papers. The outline of the research paper will typically include the following sections:
 - Introduction
 - Description of the problem or topic
 - Review of the literature
 - Conclusions about present state of knowledge
 - Discussion and suggestions for future research
- The research paper should be 30-50 pages in length and follow APA referencing and term paper style.
- Present the completed paper to the advisor (an oral defense by the student is required in most instances).

(Please note that students who fail to complete the research paper by the end of the term will have the final grade reduced.)

Research Article (3 hours):

- The research article option includes the identification of a specific area of inquiry, a concise review of the literature, collection of data, and the completion of a manuscript for possible submission to a counseling related journal (preferably an American Counseling Association [ACA] journal).
- Steps for completion of the research article:
 - Select a research article advisor from the department.
 - Select a topic and get approval of advisor. (Note: The article must include data gathering as part of the methodology.)
 - Present a formal proposal to advisor. This proposal should include the first three sections:
 - Introduction and statement of the problem
 - Description of the problem or topic
 - Review of the literature
 - Method
 - This proposal need not be long (10-15 pages), and should be written in APA format for journal articles.

- Sign up for REHB 6561 and possibly REHB 6562 (3 or 4 semester hours).
- Complete research article by gathering data as planned. Analyze data with consultation from article advisor. Write results and conclusions section of article for completion of project.
- Present completed research article to advisor (an oral defense is usually required).

(Please note that students who fail to complete research article on time will have the final grade reduced.)

Thesis (6 hours)

- Steps for completion of the thesis:
 - Select a thesis committee chair person from the department.
 - Select a topic and get approval for chair person (Note: The design must include a data gathering methodology.)
 - Select thesis committee members (two: one from within and one from outside the department).
 - Present formal proposal to committee. The proposal should follow APA and ECU manuals and include the following:
 - Introduction and statement of the problem
 - Review of the literature
 - Methodology
 - Get committee approval of proposal.
 - Sign up for REHB 6997 and 6998 (6 semester hours).
 - Complete research by gathering data as planned.
 - Analyze data consulting with thesis committee chair as needed.
 - Complete thesis by writing results and discussion/implications chapters of thesis.
 - Present completed thesis to committee chair.
 - After completion of changes (if any) present to committee.

- Set date for thesis defense before full committee.
- The thesis defense and oral examination is open to students and faculty.
- During the defense:
 - The student is expected to bring to the defense a signature page.
 - The student is expected to make a formal presentation of approximately 20-30 minutes, which focuses on the research problem, hypothesis, methodology, analysis and interpretation of the data, and implications of the findings.
 - The student is expected to answer questions about all parts of the thesis, defend his/her conclusions, and be able to explain what he/she did and why it is significant.
 - Following the presentation, the student defending and the thesis chair entertains questions from the thesis committee members and then from other individuals in attendance.
 - The thesis committee then deliberates in private regarding the approval of the student's thesis.
 - If approved, the student makes any requested changes and submits the final thesis for appropriate signatures.
 - If the student brings a signature page, all the committee members (except the chair) may sign it at this time.
 - If not approved, the student must make the substantive changes requested of the thesis committee and go through the final thesis manuscript process again.
- Obtain proper signatures for your thesis on the signature page and the ECU Non-Exclusive Distribution Agreement, and deliver to the graduate school. Use an

unsigned signature page with committee members names typed in your PDF document for electronic submission. (Students are encouraged to consult with your committee chair concerning questions about copyrights and the publishing agreement for ECU Institutional Repository and with ProQuest.)

- Submit thesis electronically to the Graduate school at www.etsdadmin.com/ecu for review, *no later than ten days prior to the last day of classes during the semester in which you plan to graduate*. This deadline applies to summer school sessions as well as to the regular semesters.
- Check your ECU email account for notifications from the ETD Site Administrator.
- If any revisions are requested from the ETD Site Administrator, make the required corrections to your original Word document, reconvert to a PDF and resubmit to the site.
- When your manuscript has been approved by the graduate school, an email notification will be sent to you, your degree program, and the Registrar's office.
- Your approved thesis will be submitted to Proquest for publication at the end of the term, upon verification of your graduation by the Registrar's office

Manuals of Style to be Used:

- Two major manuals will be used by all students in completing the M.S. project, thesis, or term papers. Both of these manuals can be purchased from the ECU Student Supply Store.
 - *East Carolina University Manual of Basic Requirements for Theses and Term Papers* (Use latest edition)
 - *Publication Manual of the American Psychological Association* (Use latest edition)
- While the contents of these two manuals must be strictly adhered to, there may be specialized situations where other references may be used to supplement the above. Please confer with your project or thesis advisor to determine if this is the case.

K. Research Facilities

Laupus Health Sciences Library

The Laupus Health Sciences Library (HSL) serves as the primary information center for the University's instructional, research, and patient care programs in the health sciences and human services. The HSL is located in the Health Sciences Building, 2nd floor.

The HSL occupies an area of 32,000 square feet. The collection includes approximately 80,000 monographs and bound journals; over 18,000 microfilms; approximately 62,000 bound or hard-copy volumes; and 3,000 audiovisual titles. About 2,000 journal titles are received currently. There is seating for approximately 300 users at tables, in carrels, or in individual and group study rooms.

Computer searching of a large number of data bases is available to provide bibliographies on subjects specified by the user.

J. Y. Joyner Library

The J. Y. Joyner Library is located near the center of the main campus. The existing building will seat 1,800 students and house 800,000 volumes. With open stacks, the collection is readily accessible to the user; and a qualified staff is available for anyone requiring assistance. The library collection contains approximately 520,000 bound volumes; 865,000 pieces of microtext; and more than 6,200 serial titles.

The library has complete files of the *New York Times* and other nationally recognized newspapers as well as files of many North Carolina newspapers on microfilm. Joyner Library is an officially designated depository for selected United States Government publications and 12,000 North Carolina state documents. Joyner Library is a participant in established interlibrary loan programs.

Graduate students and faculty may obtain from the Chief Reference Librarian a UNC Cooperative Library Privilege Card, which entitles them to use the library resources of the other 15 units located on campuses of the university system.

L. Comprehensive Examination

The passing of a comprehensive examination is a University requirement. Students in the Substance Abuse and Clinical Counseling program must complete either a written comprehensive examination; the Counselor Preparation Comprehensive Exam (CPCE); or an Oral Case Study Comprehensive Exam. Students taking the CPCE may take it the semester prior to taking the Internship Course. Students taking the Oral Case Study Comprehensive Examination may take it the semester they plan to graduate.

Purpose

The purpose of the comprehensive examination process is to help students synthesize their learning in substance abuse and clinical counseling and to ensure students have an understanding of the professional attitudes, skills, and knowledge related to the eight common-core areas as defined by CACREP's Standards for Preparation. Additionally, the evaluation of students' examinations will provide faculty the opportunity to evaluate students' academic preparation.

Formats and Descriptions

Option 1:

The Counselor Preparation Comprehensive Examination: This written examination is an objective test, the Counselor Preparation Comprehensive Examination (CPCE). The CPCE was developed by the Center for Credentialing and Education (CCE) an affiliate of the National Board for Certified Counselors (NBCC). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The examination is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE will help prepare students for the National Counselor Examination (NCE).

The CPCE is made up of 160 items with 20 items per CACREP area. The examination is administered as a whole not by sections.

The 8 core curriculum areas of the CPCE are:

- **Human Growth and Development** – studies/information that provide an understanding of the nature and needs of individuals at all developmental levels.
- **Social and Cultural Foundations** – studies/information that provide an understanding of issues and trends in a multicultural and diverse society.
- **Helping Relationships** – studies/information that provide an understanding of counseling and consultation processes.
- **Group Work** – studies/information that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- **Career and Lifestyle Development** – studies/information that provide an understanding of career development and related life factors.
- **Appraisal** – studies/information that provide an understanding of individual and group approaches to assessment and evaluation.
- **Research and Program Evaluation** – studies/information that provide an understanding of types of research methods. Basic statistics and ethical and legal considerations in research.
- **Professional Orientation and Ethics** – studies/information that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Cost of the Counselor Preparation Comprehensive Examination

The fee charged each student for the CPCE is \$40.00.

Criterion for Passing the Counselor Preparation Comprehensive Examination

- The scoring for the CPCE uses the Total Score (**not** a score for each section). The criteria for passing the exam is one standard deviation lower than the mean score of all students taking the examination (e.g., if the mean score is 100 and the standard deviation is 10, a passing score would be 90). **The CPCE is taken the semester prior to taking the Internship course.**
- **Failure to Pass the Counselor Preparation Comprehensive Examination:** Students who do not pass the CPCE are able to re-take it. The re-take includes the **entire** examination. If students do not pass the re-take, the guidelines in the Graduate School Bulletin are followed.

Application and Administration Process

Students wishing to take the CPCE may request an application from the Director of the Substance Abuse and Clinical Counseling Program. Each semester, the date the application is due and the administration of the examination will be posted on the student listserv. The CPCE is a 4-hour examination. Students must bring 2B pencils and a picture ID to the examination.

Please address any questions you may have to your advisor or to the Director of the Substance Abuse and Clinical Counseling Program.

Option 2:

Comprehensive Examination Oral Case Study Guidelines: Students have 60 - 90 minutes to review a case study and be prepared to address all the areas described in the bulleted items below before making an oral presentation in front of two departmental faculty. To develop comprehensive responses, students may use any resources and materials that they have from their course work such as textbooks, lecture notes, handouts, and so forth. Students may take as many notes as they like and develop written responses to the questions. However, it may be difficult to anticipate all follow-up questions by faculty. Thus, students should rely less on notes and more on their comprehensive knowledge of the individual case study. The responses provided must be related to the specific case study. Generalized responses to a specific question may indicate that students would have difficulty applying a particular counseling intervention, strategy, treatment, or goal to the particular client (case study).

Steps in the Oral Presentation

- **Development of a Case Presentation** - Students begin their presentation by first providing a comprehensive description of the client. Students should present information about the client's background as if they are in a team staffing. Thus, they will assume that the other team members (two faculty) have little information about the client. During the initial presentation students are to include information such as the client's: (a) age, gender, social history, (b) reason for referral and general medical, psychosocial issues related to the referral, (c) current level of functioning in regards to strengths and limitation, and (d) major short-term and long-term issues that will need to be addressed. Overall, students are giving a brief assessment of the client and the impact these issues

may have on the client clinically, medically, educationally, occupationally and socially. The *Assessment Summary* form used in REHB 6360 Counseling Practicum course and the Internship is helpful to organize this information.

- **Development of the Diagnosis and Treatment Plan** - Begin this section by providing the DSM's (most recent version) five-axis diagnosis. Next develop a comprehensive treatment plan providing details on specific problem areas, goals, objectives, and counseling theories and techniques used to address the client's counseling needs. Finally, provide a step-by-step description of the treatment/counseling process.
- **Presentation of Counseling Strategies** - Provide recommendations for the client in each of the life areas presented to the treatment team. Recommendations may include, but are not limited to: (a) counseling strategies used to treat the client's specific issues, including substance and/or mental health issues, (b) strategies for seeking and maintaining employment, (c) plan for maintaining or continuing the client's education, and (d) any medical, physical, or health related conditions that would require follow-up. Be sure to state each of these issues in regards to short-term and long-term goals.
- **Presentation of Ethical or Legal Issues** – Present and discuss any legal or ethical issues that may be related to the client's case history.
- **Scheduling the Oral Case Study Comprehensive - Students must schedule the oral case study comprehensive examination before November 1 in the fall semester, April 1 in the spring semester, and July 1 in the summer semester of the last semester in the program.** Oral comprehensive must be completed 2-weeks prior to the last day of class in the given semester. Students must schedule their comprehensive exam through their faculty advisor.
- **Failure to pass the Oral Case Study Comprehensive Examination:** Students who do not pass the Oral Comprehensive Case Study the first time they take it are able to re-take it. If students do not pass the re-take, the guidelines in the Graduate School Bulletin are followed.

M. Personal Experiential Counseling Requirements

Students in the Substance Abuse and Clinical Counseling program are required to participate in personal counseling and experiential activities. These include participation in a small personal growth group, a group counseling course, counseling prepracticum and practicum courses, and an option of individual personal counseling by the student counseling center, or from another mental health professional, to meet part of an optional requirement in the Counseling Practicum course. All of these personal counseling experiences are oriented toward increasing personal and interpersonal growth of the student in order to become a competent professional counselor.

N. The Blue Card

One semester before graduation, students must pick up and complete the application for graduation (blue card). These are available from the departmental secretary.

O. Relationship with other Departments

The Department of Rehabilitation Studies has developed a strong relationship with several other departments at East Carolina University.

- Department of Counselor and Adult Education: Students often take the research course and possibly one or two other general counseling courses in this department. This department provides coursework primarily related to school and community agency counseling and could be of interest to some students.
- Department of Psychology: This department has traditionally provided several elective courses such as Psychology of Organizational Behavior or Personnel Selection.
- Department of Child and Family Relations: This department provides coursework related to marriage and family counseling, an area that has often been important in substance abuse and clinical counseling.

IV. RECRUITMENT, SELECTION AND RETENTION OF STUDENTS

A. Admissions - Information and Questions

General questions about the program not answered in this manual should be directed to:

Lloyd Goodwin, Ph.D.
Interim Department Chair
Department of Rehabilitation Studies
College of Allied Health Sciences
East Carolina University
Greenville, NC 27858-4353
Phone: 252-744-6292
Email: goodwinl@ecu.edu

Application Deadlines

- October 1 for spring admission
- March 1 for fall admission

Recruitment, selection and retention of students for the Substance Abuse and Clinical Counseling Program is an ongoing process that begins with admission and ends with graduation. Factors that influence a student's continuing enrollment include:

- Maintaining the required 3.0 GPA for graduate students.
- Showing personal and ethical characteristics and behavior consistent with becoming a professional counselor.

- Making continuous progress toward completing degree requirements.
- Pursuing career goals consistent with the preparation offered by the Substance Abuse and Clinical Counseling Program.

B. Procedure for Multicultural/Diverse Recruiting

The Substance Abuse and Clinical Counseling faculty has conducted specific recruitment efforts at historically Black colleges and universities. Faculty has found it helpful to attend undergraduate psychology classes at North Carolina Central University. Substance Abuse and Clinical Counseling faculty also routinely contact faculty at two other historically Black universities in the Raleigh-Durham and Greensboro North Carolina areas, encouraging them to tell their students about our graduate programs.

Additionally, the department utilizes a two-part application process. Applicants must first apply to the East Carolina University Graduate School, then to the department. The Graduate School evaluates applicants' GRE or MAT scores and their undergraduate grade point averages. Allowing the applicant to take the MAT, which appears to have less cultural and racial bias than the GRE, may encourage minority students to apply to the Substance Abuse and Clinical Counseling Program.

C. Faculty Advisor

Each student will be assigned a faculty advisor upon admission to the Substance Abuse and Clinical Counseling program. The faculty advisor will work with each student to:

- select classes,
- prepare program of study,
- plan a career path, and
- assist in the understanding of the university policies and procedures

It is expected that the student will have appointments with his or her advisor as needed throughout the program.

D. Academic Regulations

Each student is expected to secure and read carefully the current *East Carolina University Bulletin - Graduate Catalog*. While academic advisors are as helpful as time and circumstances permit, students are expected to assume full responsibility for knowing the academic regulations of the Graduate School and for meeting the standards and requirements expressed by those regulations. Additionally students in the professional disciplines, including the Substance Abuse and Clinical Counseling Program, are expected to follow the *College of Allied Health Sciences Student Conduct Code*, which is reprinted in this manual.

E. Criteria for Dismissal from Substance Abuse and Clinical Counseling Degree Program

Students must maintain a 3.0 GPA. Additionally, a grade of “C” or less in 8 semester hours or more results in dismissal from the program.

F. Professional Counselor Development Evaluation

Graduate students in the Substance Abuse and Clinical Counseling program are expected to gradually develop certain essential counselor competencies as they progress towards graduation. The following is the *Professional Performance Review Process* form which the department uses to evaluate each graduate student’s progress each semester.

Professional Performance Review Process

In addition to meeting the academic standards, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable about the Code of Ethics of the *American Counseling Association (ACA)*; *NAADAC, the Association for Addiction Professionals*; *North Carolina Substance Abuse Professional Practice Board (NCSAPPB)*; and *Association for Specialists in Group Work (ASGW)*. These codes serve as guidelines for students and professionals in the counseling profession and shall be adhered to at all times, in all activities.

As counselor educators, the faculty expects prospective counselors to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development, and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For the reasons cited above, the faculty will regularly monitor not only students’ academic progress but also those personal characteristics which will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Department of Rehabilitation Studies possess those characteristics sufficiently that they do *not* interfere with their professionalism or helping capacity.

Students are reviewed at the conclusion of each semester by all Counseling faculty according to their compliance with the following Professional Performance Standards:

1. Academics (e.g. grades)
2. Clinical Skills
3. Ability to connect and develop therapeutic alliance with clients
4. Personal and Interpersonal Behavior
5. Openness to new ideas

6. Flexibility
7. Cooperativeness with others
8. Willingness to accept and use feedback
9. Awareness of own impact on others
10. Ability to deal with conflict
11. Ability to accept personal responsibility
12. Ability to express feelings effectively and appropriately
13. Attention to ethical and legal considerations

Each standard is rated on a 1 (unacceptable) to 2 (acceptable) scale. Students receiving a rating of 1 on any of the non-academic Professional Performance Standards will be considered deficient in Professional Performance and subject to the following remediation procedure:

- The student will be presented with a copy of the *Professional Performance Review* on which are listed the deficient rating(s), the professor(s) explanation(s) for the ratings, and any remedial actions recommended by faculty. The student and the professor(s) will meet to discuss the professional performance concerns and to implement recommended remedial actions. A copy of the completed *Professional Performance Review* will be given to the student and his/her advisor.
- If a student receives more than one deficient *Professional Performance Review* during his/her program of study, or otherwise fails to show reasonable progress in correcting deficiencies previously cited, the faculty may recommend either his/her discontinuation in the program or further remedial action. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the forms to discuss the professional performance concerns cited and the recommended responsive actions to be taken. A copy of the completed *Professional Performance Review* will be given to the student and his/her advisor.
- Faculty may conduct a Professional Performance Review at any time for students who knowingly engage in illegal or unethical activities, or for students whose professional performance is deemed to present an immediate threat to the well-being of others. In such cases, the faculty may recommend either discontinuation in the Department of Rehabilitation Studies or remedial action for the student. In either event, the student will be required to meet with his or her advisor and the faculty member(s) issuing the Professional Performance Review to discuss the professional performance concerns and the recommended responsive actions to be taken. A copy of the completed *Professional Performance Review* will be given to the student and his/her advisor.
- All faculty recommendations for denial of a student's continuance in the Department of Rehabilitation Studies will be decided by the department chair and forwarded to the Dean of the College of Allied Health Sciences.

PROFESSIONAL PERFORMANCE REVIEW

Student Name _____ **Faculty Advisor** _____ **Semester** _____

Students are reviewed at the conclusion of each semester by all Department of Rehabilitation Studies faculty according to their compliance with the following Professional Performance Standards:

Professional Performance Standards	Deferred	1. Unacceptable	2. Acceptable
1. Academic performance			
2. Clinical skills			
3. Ability to connect and develop therapeutic alliance with clients			
4. Professional and interpersonal behavior			
5. Openness to new ideas			
6. Flexibility			
7. Cooperativeness with others			
8. Willingness to accept and use feedback			

9. Awareness of own impact on others			
10. Ability to deal with conflict			
11. Ability to accept personal responsibility			
12. Ability to express feelings effectively/appropriately			
13. Attention to ethical and legal Considerations			

This Professional Performance Review process has been adapted with permission from the School Psychology and Counselor Education Department at The College of William & Mary.

Student Remediation

If students do not progress satisfactory towards developing certain essential counselor competencies, they may be required to engage in certain activities to remediate their deficiencies. The following *Professional Counselor Development Plan – Student Remediation* form will be utilized.

Professional Counselor Development Plan – Student Remediation

Student Name: _____ Date _____

For you to continue to progress toward receiving your counseling degree in the Department of Rehabilitation Studies at East Carolina University, the faculty is collectively requiring that you engage in the following behaviors that relate to the competencies addressed within our program's retention .

Competency Area A: Professional Responsibility

1. Demonstrate the ability to accurately reflect back to the faculty or supervisor any suggestions or directives given by them.

2. Inquire about faculty or supervisor-generated directives that are unclear and obtain from them clarifications needed to successfully apply directives.
3. Demonstrate openness to your faculty or clinical supervisors' feedback, as evidenced by following all of your faculty or clinical supervisors' directives.
4. Apply all faculty or supervisor directives in counseling sessions.
5. Demonstrate an ability to recognize personal limitations and take appropriate steps toward increased education, consultation, and/or referral.

Competency Area B: Therapeutic Skills and Abilities

When counseling clients, the student will:

1. Demonstrate an ability to use empathic reflection of feelings.
2. Demonstrate an ability to focus sessions on client-generated concerns.
3. Demonstrate listening skills by paraphrasing the content of clients' messages.
4. Demonstrate an ability to appropriately pace a session.
5. Demonstrate the appropriate use of clinical immediacy/here-and now statements.
6. Demonstrate an understanding of clients' concerns/issues.
7. Facilitate the client's movement toward reaching his or her goals.
8. Use summarizing skills at the beginning and end of all sessions.
9. Demonstrate an ability to connect with and develop a therapeutic relationship/alliance with clients.

To successfully engage in the aforementioned behaviors, the student will be required to successfully complete an individualized remediation plan that includes the following (checked) items:

1. ____ Attend counseling sessions with a licensed mental health professional to improve interpersonal dynamics that relate to the counseling and supervision process as mentioned previously in this document (e.g., the ability to empathize and develop a therapeutic relationship with clients), and the student's ability to comprehend, accept, incorporate, and apply faculty and supervisor feedback in clinical practice. A letter from the mental health professional indicating that you have successfully addressed the aforementioned issues in counseling will be required before you can reenroll in future departmental courses. Please present this letter to the department chair within 2 weeks of attempting to register for any REHB courses including the practicum and internship.
2. ____ If the student deficiency was of an ethical nature the student may be required to attend 6 hours' worth of supervision-related workshops that are pre-approved by the department chair before reenrolling in the practicum or internship courses. Please present proof of having completed these workshops to the department chair within 2 weeks of attempting to register for the practicum course.
3. ____ Write a 10-page (double-spaced, American Psychological Association style) essay, which applies the supervision information you learned in your remediation workshops to the supervision or related conflicts you were confronted with in practicum, internship or

other courses. In your essay, you should especially focus on issues related to accepting faculty and supervisor feedback. The faculty will evaluate this statement, and you will not be able to register for future departmental courses, including practicum and internship, until the faculty is satisfied that you can adequately understand feedback within the faculty and supervision relationship as described in this document. Please present this essay to the department chair within 2 weeks of attempting to register for departmental courses, including the practicum and internship courses.

- 4. ___Meet with faculty advisor every 4 weeks to discuss progress and concerns related to achieving these goals and to receive feedback about your progress toward these goals.
- 5. ___Be allowed to have a different practicum course instructor/supervisor from your original practicum instructor/supervisor.
- 6. ___Successfully complete (earn an A or B grade) in practicum. You cannot register for REHB courses until you have successfully completed the first, second, and third requirements in this section. Any grade of C or lower in practicum will result in your automatic and permanent removal from the counseling program. Consistent with our program , you will only have one more opportunity to successfully complete practicum or internship if you have already failed once.

7. ___Other:

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for removal from the counseling program. I understand that I can appeal this plan prior to signing the agreement/plan. I understand and agree to all of the conditions of this document. If I do not follow through on completing all of the tasks outlined in this contract with one year, I understand that I will be terminated from the Department of Rehabilitation Studies. I also understand the program’s retention and am clear that there are certain behaviors that, if violated, will supersede this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date

Student

Date

Faculty Representative

V. FINANCIAL ASSISTANCE AND SCHOLARSHIPS

A. Graduate Research/Assistantships

Several graduate students each year are selected to assist the department's faculty in research or special projects. These are usually rewarding projects and may lead to ideas and possible data for students' term papers or research papers. The stipend which assistantships provide each semester varies. Students interested in applying to the Department of Rehabilitation Studies for the assistantship must contact the departmental secretary. If students are working full-time, they are not eligible for the Graduate Research/Assistantships.

B. Beth Lambeth Memorial Scholarship

Each academic year, an outstanding student in the department is selected for the Beth Lambeth Memorial Scholarship. The student is selected by the faculty and students, and the presentation is made during the fall or spring semester. A cash award, along with a plaque, is presented to the student. A departmental plaque also displays the names of previous Lambeth award winners. The scholarship is bestowed in memory of an exceptional graduate student who died in the last semester of her graduate studies. *See Dr. Mark Stebnicki, coordinator of scholarships*, in the department for details on this scholarship.

C. Graduate Rehabilitation Literary Awards

The purpose of the annual Graduate Rehabilitation Literary Awards competition is to encourage the writing of professional literature among graduate students preparing themselves to work professionally with people with disabilities (i.e., physical, substance abuse, psychiatric) and to facilitate professional communication among all rehabilitation personnel. It is sponsored by the National Rehabilitation Association with the special assistance of its National Rehabilitation Counseling Association. Annual cash prizes of \$300, \$125, and \$75 will be awarded to first second and third-place winners, respectively. Consideration will be given also for honorable mention certificates or awards.

Literary contributions will be accepted only from persons preparing at the graduate level in colleges and universities to work professionally with persons with disabilities. The entry must be written while the student is enrolled in the graduate program and during the year of the contest for which the entry is being submitted (i.e., between March 2 of any year and March 1 of the following year). *See Dr. Mark Stebnicki, coordinator of scholarships*, in the department for details on this scholarship.

D. Gravely Foundation Scholarships

Nominees for this scholarship must have a minimum grade point average of 3.2 and can be either a junior, senior, or graduate student from the following departments: Biostatistics/Epidemiology, Environmental Health, Medical Technology, Physical Therapy, Social Work and Corrections or Rehabilitation Studies. Nominations are made by the department in January. *See Dr. Mark Stebnicki, coordinator of scholarships*, in the department for details on this scholarship.

E. T. L. McClellan Memorial Scholarship

This scholarship was established to promote professional excellence in the practice of rehabilitation through granting scholarships to full-time students in rehabilitation and/or related helping or human service professions. Each applicant must demonstrate his/her potential to make positive contributions to the advancement of rehabilitation in North Carolina.

Full-time students in technical or degree programs in the helping or human services are eligible for consideration. *See Dr. Mark Stebnicki, coordinator of scholarships*, in the department for details on this scholarship.

F. Burbecker Scholarship

There will be one (1) scholarship of \$2,500 awarded to a student who is currently enrolled in full-time graduate study in the College of Allied Health Sciences, Medicine, or Nursing. The student will be awarded \$1,250 each semester of the academic year. The deadline varies from year to year and is announced annually.

G. Paid Clinical Internships

The Internship in Substance Abuse and Clinical Counseling occurs in the last semester of the student's program. The student will be working full-time at an agency and receive 12 semester hours of credit. Paid internship settings are sometimes available. Please see the *Directory of Field Sites for Practica and Internships*, your advisor, or departmental internship supervisor for information on paid internships.

H. East Carolina University Financial Aid Office

For other types of financial aid information, please write, call, or visit the Financial Aid Office, Division of Student Life, East Carolina University, Greenville, NC 27858-4353, telephone 252-328-6610.

VI. CAREER SERVICES

A. Career Center

The Career Center at East Carolina University offers services to all East Carolina University Students. The Career Center is located on Main Campus at 701 East Fifth Street, Greenville NC. It is also accessible online at <http://www.ecu.edu/career/> or by telephone at 252/328/6050.

B. Job Bank

The department often receives job announcements through networking with local agencies. These announcements are located on the Departmental Job Bank at <http://www.ecu.edu/cs-dhs/rehb/jobs.cfm>

VII. STUDENT ORGANIZATIONS

A. Chi Sigma Iota: Rho Omega Chapter

Chi Sigma Iota is an international honor society of professional counselors and counselors-in-training. Its purpose is to promote and recognize exemplary attainment in the study and practice of counseling. Rho Omega typically holds an initiation ceremony each spring with business meetings, community projects and social meetings throughout the academic year. Dr. Mary Crozier (crozierm@ecu.edu) is the faculty advisor to the chapter.

B. East Carolina University Student Rehabilitation Association (SRA)

The student Rehabilitation Association is the student organization of the Department of Rehabilitation Studies. The primary function of SRA is planning and scheduling activities, both academic and social. Officers for the association are elected once a year; and they consist of president, secretary treasurer, and social chairman. The student organization is recognized by the East Carolina University Student Government Association.

The East Carolina University student government organization has also supported student travel to professional meetings. Students are encouraged to join one or more of the professional associations discussed below. Dr. Steve Leierer (leierers@ecu.edu) is the faculty advisor to the SRA.

VIII. PROFESSIONAL ORGANIZATIONS

There are a number of professional organizations which represent various groups within the counseling field. Students will be made aware of various professional conferences held by these and other organizations. Departmental is that students may be excused (at the discretion of the instructor) from class for up to two conferences per semester provided they show verification of attendance. Some of the associations specifically related to professions within the Substance Abuse and Clinical Counseling program are:

A. American Counseling Association (ACA)

The American Counseling Association is the premier professional association for counselors. It promotes activities to benefit counseling (including substance abuse and clinical counseling), and lobbies for greater recognition of counseling, including licensure and third-party reimbursement. Members receive the ACA's flagship *Journal of Counseling and Development* and the ACA Newsletter. Student membership rates are available. For more information concerning the ACA, see their webpage at www.counseling.org.

B. American Mental Health Counselors (AMHCA)

AMHCA is the division for mental health counselors within the American Counseling Association (ACA). Members receive the *Journal of Mental Health Counseling*. Student membership rates are available. See the ACA webpage at www.counseling.org.

C. International Association of Addictions and Offender Counselors (IAAOC)

IAAOC is the division for substance abuse counselors within the American Counseling Association (ACA). Members receive a copy of the *Journal of Addictions and Offender Counseling*. Special student rates are available. See the ACA webpage at www.counseling.org.

D. North Carolina Counseling Association (NCCA)

The NCCA is the state branch of ACA. Members receive a copy of the *North Carolina Counseling Association Journal* and quarterly newsletter, counselor advocacy, and reduced conference fees. For more information concerning the NCCA, see their webpage at <https://nccounseling.org/>.

E. Licensed Professional Counselors Association of North Carolina (LPCANC)

The LPCANC is a professional counseling organization dedicated to meeting the professional development needs of LPCs in North Carolina. The LPCANC serves LPCs through advocacy, marketing the LPC credential, and professional development by responding to the needs of clients with mental health issues. For more information concerning the LPCANC, see their webpage at www.lpcanc.org.

F. Professional Association of Rehabilitation Counselors (PARC)

Developed specifically for Substance Abuse and Clinical Counseling students, alumni, and counselors practicing in the fields of substance abuse and clinical counseling, PARC was founded 1994 by Dr. Lloyd Goodwin at East Carolina University. PARC has four specialty divisions and additional special interest groups in the areas of: substance abuse counseling, clinical mental health counseling, rehabilitation counseling, and rehabilitation education. Student rates are available. For more information see the PARC webpage at www.nationalparc.org.

IX. MALPRACTICE INSURANCE

Students in the Substance Abuse and Clinical Counseling program are required to obtain malpractice insurance. The school has coverage available for \$17.50 per year, which must be paid by September 15 of each academic year. The insurance provides financial protection for real or alleged errors, omissions, or professional judgments made in the performance of the student's duties. The insurance plan covers the student for a period of one year. A check for \$17.50 made out to East Carolina University, College of Allied Health Sciences should be turned in to the department secretary. For more information about malpractice insurance please contact the department secretary.

X. ACCREDITATION, LICENSURE AND CERTIFICATION

A. Accreditation

Master's Degree Programs

There are two national accreditation organizations that set the preparation standards for university-based counselor education programs: The *Council for Accreditation of Counseling and Related Educational Programs (CACREP)* and the *Council on Rehabilitation Education (CORE)*.

Both CACREP and CORE have similar counselor preparation standards, with CORE requiring general counseling and additional standards related to physical disorders and disabilities. Both require a minimum of 48 semester hours of specified graduate credit, 100 hours of supervised counseling practicum, and 600 hours of internship experience for accreditation. Counselor education programs have specialty preparation standards that typically require a minimum of 12 semester hours of specialty-specific training and supervised counseling experience. The master's degree is considered the professional practice degree in the counseling profession. Graduates from CACREP or CORE accredited counselor education programs are as qualified and skilled as those from related mental health professional disciplines.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

CACREP was established in 1981 and sets the standards and accredits master's degree programs in six specific program areas. These six areas of counseling include Addiction Counseling; Career Counseling; Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; School Counseling; and Student Affairs and College Counseling. CACREP also accredits doctoral degree programs in counselor education and supervision. CACREP is an independent agency recognized by the Council for Higher Education Accreditation, and provides a list of accredited counselor education programs offering masters' and doctoral degrees in counseling on their website (www.cacrep.org) which also lists contact information for related counseling organizations including professional associations, accreditation, and certification.

Substance Abuse and Clinical Counseling Program. The M.S. degree program in Substance Abuse and Clinical Counseling is currently seeking CACREP accreditation in the newly created "Addiction Counseling" area. The department is currently assembling the self-study materials to submit to CACREP. Prior to July 1, 2009 there was no national accreditation mechanism for substance abuse counselor education programs.

B. Licensure and Certification

Licensure is a state-level activity. Counselor certifications are either national or state in scope.

Licensure

Depending on each state counselor regulatory legislation, becoming *state licensed* as a professional counselor lets the public know that the counselor is qualified to provide general mental health assessments, counseling, and other psychotherapeutic services to treat individuals with mental disorders and related mental health issues. Fifty states and the District of Columbia have counselor licensure or related regulatory laws for the practice of counseling and/or the use of the “counselor” title. All state counselor licensure laws require a minimum of a master’s degree in counseling or a closely related area, supervised work experience, and the passing of an approved examination. In addition, most states require a minimum number of graduate credit hours of counselor training (usually 48 to 60 semester credit hours) and two to three years of post master’s degree supervised counseling experience in order to become licensed. *Professional counselors must be licensed in order to practice independently and enter private practice in states which have counselor licensure laws.*

- **Licensed Professional Counselor (LPC)**

Graduates of the Substance Abuse and Clinical Counseling program (62 semester hours) are eligible for North Carolina licensure as Licensed Professional Counselors (LPCs) after two years of post masters counseling experience and the passing of an exam. State counselor licensure went into effect July 1, 1994 and is required to diagnose and treat mental health disorders and for private counseling practice. Insurance companies, including Blue Cross/Blue Shield in North Carolina, have included LPCs as recognized mental health providers of counseling and psychotherapy services. Most states have reciprocity arrangements for the LPC or equivalent credential www.ncblpc.org.

- **Licensed Clinical Addictions Specialist (LCAS)**

Graduates of the Substance Abuse and Clinical Counseling Program are eligible for the LCAS status after 1 year of post-graduate practice overseen by a supervisor with the Certification in Clinical Supervision (CCS) or Clinical Supervisor –Intern (CSI) credential, and passing of an exam www.ncsappb.org.

For additional information about counselor licensure see the *American Association of State Counseling Boards* website (www.aascb.org), which lists contact information of all state counselor licensure boards.

Certifications

Counselor *certifications* indicate those specialty areas of counseling and psychotherapy in which the counselor has received additional training and supervised counseling experience.

There are two main national counselor certifying bodies: The *Commission on Rehabilitation Counselor Certification (CRCC)* and the *National Board for Certified Counselors (NBCC)*. States regulate the practice of substance abuse counseling through licensure and/or certification. The *North Carolina Substance Abuse and Professional Practice Board* (www.ncsappb.org) provides both licensure (i.e. LCAS) and certification (e.g. Certified Substance Abuse Counselor; CSAC) for substance abuse professionals in North Carolina. The *International Certification and Reciprocity Commission (IC&RC)* sets the minimum standards for states to follow in regulating substance abuse practice.

National Board for Certified Counselors (NBCC)

The NBCC, established in 1982, sets standards and offers four certifications, including general counseling (NCC; National Certified Counselor), and the specialty areas of clinical mental health counseling (CCMHC), addictions counseling (MAC), and school counseling (NCSC). NBCC has approximately 42,000 counselors. www.nbcc.org

Other Licensing or Certifying Organizations

All states require school counselors to hold state school counseling certification. Other national and state organizations and agencies have set standards and offer licensure or certifications to qualified counselors in such areas as career counseling, case management, disability management, hypnotherapy, marriage and family therapy, pastoral counseling, transactional analysis, rehabilitation counseling.

State counselor licensure boards and the national certification organizations require an examination to achieve their credentials and continuing education in order to maintain them. Counselors are required to follow the code of ethics associated with their respective licensure and certification boards.

C. Codes of Ethics

Students enrolled in the Substance Abuse and Clinical Counseling program at East Carolina University must abide by of the following codes of ethics:

- **American Counseling Association (ACA) Code of Ethics**

Students and graduates are encouraged to join ACA (www.counseling.org), the North Carolina Counseling Association (NCCA, <https://nccounseling.org/>) and the Licensed Professional Counselors Association of North Carolina (LPCANC, <http://www.lpcanc.org/>). Graduates are encouraged to earn their Licensed Professional Counselor (LPC) credential, which is required to practice counseling in North Carolina, unless exempted by holding other mental health licenses or working in certain governmental settings. LPCs in North Carolina are required to follow the ACA code of ethics which can be obtained online at <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx> .

- **North Carolina Substance Abuse and Professional Practice Board (NCSAPPB) Code of Ethics**

Master's graduates in Substance Abuse and Clinical Counseling are encouraged to seek the Licensed Clinical Addiction Specialist (LCAS) credential from the North Carolina Substance Abuse and Professional Practice Board. The LCAS credential is desired, and sometimes required, in substance abuse treatment programs in North Carolina. The NCSAPPB's code of ethics can be found online at <http://www.ncsappb.org/resourcessteve/codeofethics.htm> .

D. Written Endorsement for Credentials and Employment

Graduates of the Substance Abuse and Clinical Counseling program typically seek the Licensed Clinical Addiction Specialist (LSAS) and Licensed Professional Counselor (LPC) credentials after graduation. (See the Department's website under "Student Resources" for a summary of the criteria for these credentials.)

Faculty routinely complete the appropriate forms, verifying completion of supervised clinical field experiences, in order to endorse those graduates successfully completing the Counseling Practicum and Internship with a grade of A or B. Faculty endorsement of students receiving a grade of C in a clinical field experience is determined on a case-by-case basis, by each faculty involved with the clinical supervision of the student. This same criteria is used when endorsing students for employment.

XI. SUBSTANCE ABUSE AND CLINICAL COUNSELING PROGRAM EVALUATION

Several methods of program evaluation are used. Students, alumni, field-site supervisors and other stakeholders are encouraged to participate in assisting the department to improve instruction and update the program. Specific evaluation procedures are as follows:

At the end of each academic year, a departmental faculty retreat is held and all program review their mission statement, goals and objectives, curricular offerings, and characteristics of applicants and students. In addition, each program is evaluated based on the following criteria:

1. The Program's overall effectiveness and consistency with the mission and objectives, including student development in program-specific areas. For the Substance Abuse and Clinical Counseling Program, these areas are: Professional Identity and Counseling Knowledge, Professional Practice and Counseling Skills, Self and Cultural Awareness, and Consumer Satisfaction.

- *Professional Identity and Counseling Knowledge:*
Students will demonstrate an understanding of professional identity and counseling knowledge in the areas of addiction and clinical counseling (history; philosophy; trends; ethical and legal considerations; roles and functions; professional organizations; models/theories of treatment, prevention, recovery relapse prevention, and consultation; etc) as measured by:

- Student Portfolios Reviews
- Counselor Preparation Comprehensive Examination (CPCE) Scores or Oral Case-Study Comprehensive Examination Pass rate (This is a “pass/fail” process)
- Number of students involved in professional organizations
- *Professional Practice and Counseling Skills:*
Students demonstrate an understanding of and the ability to apply professional practice and counseling skills in the areas of addiction and clinical counseling (legal and ethical principles and ; financing and regulatory processes; diagnosis, treatment, and referral; co-occurring disorders, suicide and homicide risk, crisis, disaster and other trauma causing events; etc) as measured by:
 - Student Portfolios Reviews
 - Counselor Self-Efficacy Scale Scores
 - Counselor Session Feedback Form (CSFF)
 - Supervisor Evaluation of Supervisee Form (SESF)
- *Self and Cultural Awareness:*
Students demonstrate an understanding of and the ability to apply self and cultural awareness in the areas of addiction and clinical counseling (understand how living in a multicultural society affects clients; provide culturally relevant education; make appropriate referrals; modify counseling theories, techniques, and interventions to be culturally appropriate; recognize own limitations and seek supervision; etc) as measured by:
 - Student Portfolios Reviews
 - Multicultural Awareness-Knowledge and Skills Survey
- *Consumer Satisfaction* (students, field-site supervisors, alumni, employers of graduates) is measured by:
 - SACC Student Survey
 - Field-Site Supervisory Survey
 - Graduate Student Exit Survey
 - Alumni Survey

- Employer Survey
- External Advisory Board Feedback

2. Effectiveness of Curricular Content and Design, as measured by:

- SACC Student Survey
- Alumni Survey
- Field-Site Supervisory Survey
- Graduate Student Exit Survey
- Employer Survey
- External Advisory Board Feedback
- Career Development
 - Number of Students Employed in Related Field at Time of Graduation
 - Number of Students Employed at Follow-up
 - Number of Students seeking Doctoral Degrees upon Graduation
 - Number of Students seeking/completing Professional Credentials (i.e., LCAS, LPC, NCC)

3. The effective use of technology to deliver the curriculum and enhance experiences to meet program and student needs as measured by:

- SACC Student Survey
- Alumni Survey

4. Recruitment and retention of students as measured by:

- Number of Applicants
- Number of Admits
- Number of Rejected Applicants
- Number of Non-Completers (voluntarily or involuntarily)

- Number of Graduates

5. Program recognition as measured by:

- Successful Completion of CACREP Accreditation
- Faculty Achievements
 - Number and Type of Faculty Credentials
 - Number of Publications
 - Number of Successful Grants
 - Number of Research Presentations
 - Number of Editorial Review Boards/Editors
 - Number of National, State, and Regional Offices Held
 - Number and Type of Awards
 - Number of Service Projects
- Student Achievements
 - Number of Awards
 - Number of Scholarships
 - Number of Presentations

The conclusions and suggestions of this annual evaluation are the basis for recommending changes in curriculum and departmental procedures for the next academic year. The department meets a minimum of twice each semester to monitor progress on recommended changes and procedures. A report of this evaluation is submitted to the Dean of the College of Allied Health Sciences.

The evaluation is also shared with the Substance Abuse and Counseling External Advisory Board Members, who are invited to evaluate the program(s) using the same criteria. The Substance Abuse and Clinical Counseling External Advisory Board meets at least bi-annually.

XII. COLLEGE OF ALLIED HEALTH SCIENCES STUDENT CONDUCT CODE

The faculty members of the College of Allied Health Sciences (CAHS) have an academic, legal and ethical responsibility to protect the public and health care community from inappropriate professional conduct or unsafe behaviors in the practice of allied health professions. Students enrolled in the CAHS are expected to uphold at all times standards of integrity and behavior that will reflect credit upon themselves, their families, and East Carolina University (ECU). The faculty members of CAHS endorse the ECU Student Code of Conduct and Policies and recognize those policies and procedures as providing the appropriate government of student conduct. The ECU Student Code of Conduct and Policies can be found at http://www.ecu.edu/studentlife/osrr/code_policies.cfm.

In addition, CAHS students may be provided with documents from their respective departments which express expectations regarding academic and professional conduct within all academic and clinical aspects of the curriculum during general advisement sessions, course work, clinical affiliations, and other instructional forums. All CAHS students are expected to be familiar with their department policies and professional codes of ethics and to conduct themselves in accordance with these standards.

Student inquiries and complaints regarding the implementation of the ECU Student Code of Conduct and Policies should initially be addressed at the departmental level. The faculty members of CAHS recognize that students may seek the assistance or counsel of the Office of the Dean of Students at any time.

Interim for Handling Student Appeals related to Student Conduct Code Violations:
Violations of the ECU Student Conduct Code are first addressed at the departmental level. If resolution is not achieved, the student is referred to the office of the Dean of Student Services. That office will assist and guide students in the appeals processes.

For **Undergraduate Grade Appeals**, please refer to <http://www.ecu.edu/cs-acad/ugcat/regulations.cfm#appeals>

For **Graduate Grade Appeals**, please refer to <http://www.ecu.edu/cs-acad/grcat/regulations.cfm#gradeappeals>

EAST CAROLINA UNIVERSITY'S CODE OF STUDENT CONDUCT PROCESS

History: August 17, 2010, to be effective August 23, 2010

1. Introduction

1.1. Purpose Statement

As an academic community, East Carolina University is dedicated to providing a safe and vibrant learning and working environment for all its members. Under Section 502 D of the Code

of the Board of Governors of the University of North Carolina, the Board and the President of the University of North Carolina have delegated the responsibility to manage student conduct to the Chancellor of each constituent campus. East Carolina University's Chancellor, in turn, charged the Vice Provost for Student Affairs with overseeing the student conduct process. The Office of Student Rights and Responsibilities and the Conduct Board have been created to assist in this effort.

The Student Conduct Process regulation and supporting policies and procedures have been approved by the Chancellor and are based on input from students, faculty, and staff of East Carolina University. They are intended to aid in the fulfillment of East Carolina University's mission and in securing the broadest range of freedom for each member of the community. These policies and procedures set behavioral standards that protect the health, safety, welfare, property, and human rights of all members of the community as well as the property of the University.

1.2. Office of Student Rights and Responsibilities

The Office of Student Rights and Responsibilities (OSRR) administers the Student Conduct Process (Student Code of Conduct or Code). OSRR fosters student growth by promoting students; awareness and understanding of their rights and responsibilities as community members. It addresses student conduct and creates developmental learning opportunities in an effort to engage students in ethical decision-making. Any questions regarding the student conduct process should be directed to the Director of OSRR.

1.3. Scope of the Student Conduct Process

As members of the ECU community, students have the right to be treated with respect and consideration, have freedom of inquiry, and have reasonable use of services and facilities. The University embraces and strives to uphold the freedoms of expression and speech guaranteed by the First Amendment of the United States Constitution and the North Carolina Constitution. The University has the right under appropriate circumstances to regulate the time, place, and manner of exercising these and other constitutionally protected rights.

All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. Upon acceptance of admission to ECU, each student agrees to abide by the policies of the University and to conduct her/himself on- and off-campus in a manner consistent with its educational mission. Students have a responsibility to review the Student Code of Conduct and other policies and to seek clarification if necessary from the Office of Student Rights and Responsibilities. The relevant policies and procedures may be found in the Undergraduate Catalog, the Graduate Catalog, the Student Handbook, the University Manual, and other manuals. In addition, various academic units and administrative departments have policies specific to their area of responsibility. It is the responsibility of each student to be familiar with University policies and procedures. The Student Code of Conduct and related policies and procedures are available on-line. Printed copies are available in the Office of Student Rights and Responsibilities.

Students are subject to the Student Code of Conduct and related policies from the time they accept admission until their graduation from the University. This means that conduct occurring

before classes begin, including New Student Orientation, or after classes end, during the academic year, and during periods between terms of enrollment is governed by this Code. This pertains to anyone enrolled in an academic course at the University, including but not limited to, undergraduate and graduate students who are classified as degree or non-degree seeking, as well as visiting students, medical students, professional students, and individuals not currently enrolled who are continually seeking a degree from the University.

In addition to Student Conduct Process regulation consequences, students part of certain units of the University community, such as medical students, graduate students, student athletes, and residential students might be subject to additional behavioral consequences under the standards set by those units. The Student Conduct Process regulation also applies to student behavior, which violates University policies, but which was discovered after the student has left the University or has graduated. Depending on the circumstances of the case, degree revocation might be a consequence.

2. Student Code of Conduct

The University reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community and to support the mission of the University. Such action may include taking disciplinary action as outlined in this Code against students for their on- and off-campus conduct.

East Carolina University students are expected to refrain from the following behaviors.

2.1. Alcohol

Illegally possessing, consuming, having consumed, and/or providing alcoholic beverages to those under the legal drinking age. Being intoxicated in public.

2.2. Drugs, Drug Paraphernalia, and Other Controlled Substances

Possessing, using, distributing, buying, selling, manufacturing, and/or abusing illicit or illegally obtained substances. Misusing prescription or counterfeit drugs.

2.3. Endangerment

Acting in a manner that could or did endanger or injure a person or the ECU community. Examples of endangerment include, but are not limited to, fighting, operating a vehicle while under the influence of alcohol or drugs, and engaging in non-consensual sexual contact.

Non-consensual sexual contact occurs when a person subjects another person to sexual contact without having first obtained explicit consent or when s/he knows or should have known that the person was incapable of giving consent because of mental incapacitation, mental disorder, or physical helplessness. Sexual contact includes, but is not limited to, kissing, touching of the genitalia, anus, buttocks or breast of a person. Sexual penetration includes any insertion, however slight, of the penis, finger(s) or any object into the vagina or anus, or the insertion of the penis into someone's mouth.

Consent requires an affirmative verbal response and/or unmistakable conduct indicating a freely given agreement. Silence and/or lack of protest do not constitute consent. Previous consent does not necessarily apply to future situations. Consent cannot be given when a person's physical or mental control is markedly diminished. Physical or mental control may be diminished by injury, illness, duress, social pressure, and/or the ingestion of alcohol or other drugs.

2.4. Harassment and Threats

Directing action toward a particular individual or group in a manner which is unwelcome and, under the totality of the circumstances, so severe, pervasive, or objectively offensive that it undermines and/or detracts from the target's academic pursuits, participation in University-sponsored activities, or employment effectively denying equal access to University resources and opportunities.

Engaging in conduct directed at a specific person, group, or entity in a manner that would cause a reasonable person to fear for one's safety, the safety of others, or the loss of or damage to property.

2.4.1 East Carolina University will also enforce the University of North Carolina 700.4.2, which states:

2.4.1.1 No student shall threaten, coerce, harass or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of a constitutionally valid University , while on University premises or at University-sponsored activities based upon the persons race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status.

2.4.1.2. No student shall engage in unlawful harassment leading to a hostile environment. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria: It is

- Directed toward a particular person or persons;

- Based upon the persons race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status;

- Unwelcome;

- Severe or pervasive;

- Objectively offensive; and

- So unreasonably interferes with the target persons' employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities.

2.4.1.3. In determining whether student conduct violates these provisions (2.4.1.1 or 2.4.1.2), all relevant facts and circumstances shall be considered. Care must be exercised in order to preserve freedoms of speech and expression, as articulated in current legal standards.

2.5. Hazing

Acting in a manner that would subject another student to physical injury or mental or emotional harm as part of an initiation, or as a criterion of membership, into any organized University

group, including any society, athletic team, fraternity or sorority, or other similar group. Planning or preparing to engage in hazing activity is also a violation of the Code. The expressed or implied consent of participants will not prevent disciplinary action. Examples of hazing activities include, but are not limited to, forced consumption of any solids or liquids, acts of humiliation or disgrace, paddling, damaging/destroying private or public property, or being forced or coerced to violate laws or University policies.

2.6. Weapons

Possessing, distributing, using, manufacturing, assembling, storing, transporting, selling, purchasing, or acquiring any weapons as defined in this on property owned or controlled by the University or any illegal weapons, including nuclear/biological/chemical weapons, or home-made weapons on- or off-campus. This provision also applies to students on the way to and present at any off-campus curricular and extracurricular activity sponsored by the University.

Weapons include, but are not limited to, guns, rifles, pistols, bb guns, air rifles, air pistols, paintball guns, crossbows, arrows, fireworks, dynamite, bombs, grenades, mines, powerful explosives, bullets or ammunition cartridges, nunchucks, slingshots, slungshots, leaded canes, blackjacks, metallic knuckles, martial arts weapons, throwing stars, Kamas, axes, razor blades, dirks, daggers, swords, bowie knives, switchblade knives, other knives with blades three or more inches in length, tasers, and stun guns. Any item used or possessed for purposes of use as a weapon will be considered a weapon under this .

2.7. Disruptive Conduct

Being disruptive or disorderly in a manner that interferes with the function of the University or interferes with conduct of others, including law enforcement officers, who are on- or off-campus. Refusing or failing to submit appropriate identification or refusing to comply with a request from an identifiable University official acting on behalf of the University.

2.8. Theft

Stealing or attempting to steal the property of any person or entity. Receiving, possessing, or selling/giving away such property when the student recognizes, or should have recognized, that the property was stolen. Selling books or helping sell books without the owner's permission is an example of theft.

2.9. Vandalism or Defacement

Defacing, destroying, damaging, or misusing private, University, or other public properties.

2.10. Trespassing and Unauthorized Use of Property

Entering or using university facilities and/or the personal property of students, staff, and faculty without explicit permission. This includes but is not limited to, unauthorized access to residence halls, cars, stadiums and fields as well as unauthorized possession, duplication, or use of University, student, faculty or staff property.

2.11. False Information, Forgery, and Fraud

Publishing and/or circulating false information that is harmful to any member of the University

community. Providing false information to the University or withholding information from the University, which has been appropriately requested?

Altering, forging, or misusing documents or property, which might include, but is not limited to, money, charge cards, checks, personal information, ECU One Cards, grade reports, transcripts, and parking tags. Possessing altered or forged documents or property, such as a fictitious drivers license. Deceitfully using personal information of any member of the University community.

2.12. Having Knowledge of or Assisting with a Violation

Having knowledge of, being present during, instigating, encouraging, or facilitating a violation of the Student Code of Conduct. Failing to discourage, prevent, or report a violation of the Code.

2.13. Gambling

Placing a bet or wager on an uncertain outcome for money or other items of value unless permitted by law.

2.14. Hindering the University Conduct Process

Coaching, intimidating, retaliating against, or otherwise influencing witnesses, Conduct Board members, conduct administrators, and other participants in the conduct process. Failing to provide the University with relevant information regarding a conduct case. Failing to meet with University representatives conducting case evaluations.

2.15. Violation of University Policies

Violating University policies including, but not limited to, University Student and Employee Computer Use ; Residence Hall Policies and Guidelines; University and Procedures Concerning Weapons on Campus; Racial and Ethnic Harassment ; on Sexual Harassment, Discrimination, and Conflicts of Interest; and Canvassing, Peddling, and Solicitation . Violations of campus or University policies, rules or regulations, or federal, state, or local law may result in a violation of the Student Code of Conduct and imposition of student discipline.

3. Sanctioning

Violations of the Code will result in educational and/or disciplinary consequences called sanctions. Sanctions are designed with the intent of educating respondents and protecting the ECU community. No sanctions will be enforced until all reviews have been exhausted with the exception of administrative actions taken to protect members of the ECU community. Each student who has been found responsible for violating the Student Code of Conduct shall be notified in writing of the appeal rights as they pertain to her/his case.

3.1. Immediate Administrative Actions

The Office of Student Rights and Responsibilities, in conjunction with appropriate University administrators, may take interim action pending the resolution of a conduct case in order to preserve the safety and well-being of the ECU community and its members. These actions include, but are not limited to, counseling assessment and/or treatment, restriction of access or privileges, no contact ban, relocation or removal from the residence halls, relocation or removal from classes, and administrative suspension.

Administrative suspension is the immediate separation of the student from enrollment at the University. Administrative suspension becomes effective immediately whenever there is information that the continued presence of the student on University property poses a substantial threat. A substantial threat might include, but is not limited to, threatening the safety of any person, significantly harming or attempting to harm someone, threatening to cause or causing significant property damage, and interfering with the stability and continuance of University functions.

If the circumstances permit, an OSRR administrator will meet with the student to be placed on administrative suspension to explain the allegation and to give the student an opportunity to respond. A student on administrative suspension has a right to appeal this administrative action within five business days to the Dean of Students. While the Dean of Students is reviewing the appeal, the student shall continue to be suspended.

In order for this action to be modified the student must show that either the action was arbitrary or capricious or there is substantial new information mitigating the situation. The Dean of Students will review (1) the reliability of the information concerning the student's behavior; (2) whether or not the conduct and surrounding circumstances reasonably indicate that the continued presence of the student poses a substantial threat to others, to property, or to the stability and continuance of normal University functions; and/or (3) whether or not the student has complied with the directives of the conduct administrator placing the student on administrative suspension. The decision of the Dean of Students shall be final.

Students who are administratively suspended are entitled to participate in the ECU conduct process while separated from the University.

3.2. Guidelines for Sanctioning

When determining sanctions, conduct administrators and members of the Conduct Board take into account the nature and seriousness of the violation, the impact of the violation on the community, the respondent's past conduct history, as well as the respondent's developmental needs. Multiple sanctions may be imposed for one violation.

Violations of the Code that involve alcohol, drugs, weapons, hazing, substantial theft or fraud, physical harm to persons or property, other actions that create a substantial risk to others or the University, or accumulation of multiple violations of the Code might result in suspension or expulsion from the University.

Determinations made or sanctions imposed under the Student Code of Conduct will not be subject to change solely because criminal charges arising from the same facts giving rise to a violation of the Code were dismissed, reduced or resolved in favor of or against the criminal law defendant.

The University reserves the right to enhance sanctions for violations which are believed to have been motivated based on the victim's real or perceived gender, gender identity, ethnicity, national origin, race, color, culture, sexual orientation, age, religion, creed, class, disability, or

veteran status. In the event a student is found responsible for such a bias-motivated violation, the sanction imposed should be more serious than that appropriate for only the underlying violation. A finding that a violation constitutes a bias-motivated violation requires a separate finding to that effect by the conduct administrator or the Conduct Board.

3.3. Range of Sanctions

The range and explanation of sanctions is provided below.

3.3.1. Warning

A written notification informing the student that the University considers the student's behavior inappropriate and that the student needs to change this behavior.

3.3.2. Probation

A period of time during which the student's behavior is under University review. Probation is intended to communicate to the student that the University considers the student's behavior inappropriate and that further violations will result in more severe consequences.

3.3.3. Service

Service hours completed at an approved service site. A student might be given up to sixty hours of campus service in response to one finding of responsibility and up to sixty calendar days to complete the service.

3.3.4. Educational Task

A task designed to provide the student with an opportunity to examine her/his actions and their impact on self and/or on the community.

3.3.5. Counseling

Assessment and counseling and/or treatment provided by the Center for Counseling and Student Development. A student referred for assessment must comply with the recommendations of the counselor. Information shared with a counselor is confidential; however, OSRR is advised about the overall results of the student's assessment, attendance and quality of participation in counseling. Under certain circumstances, the student might be referred for off-campus counseling/treatment. The student will assume all responsibility for off-campus counseling fees.

3.3.6. No Contact Ban

A ban requiring the student to have no contact with a designated individual. Verbal, written, and physical contact or third party contact is prohibited.

3.3.7. Relocation or Removal

Temporary or permanent relocation of a student from a residence hall or permanent removal from the residence hall system.

3.3.8. Restricted Privileges

A period during which the student's privilege of using University facilities or participating in University functions is modified or limited. Depending on the circumstances, restrictions might be structured to allow a student to attend class, participate in a job or internship, or use the

library. A student with restricted privileges might not be eligible, for example, for early arrival on campus, extended stays in residence halls, representing the University in competition or other official capacities, campus employment, and campus leadership opportunities.

3.3.9. Restitution

Reimbursement to the person or entity harmed by the violation.

3.3.10. Suspension

A temporary separation from enrollment at the University for a defined period of time. Suspended students are banned from the University premises during the period of suspension and might be required to complete specified sanctions prior to reenrollment. Completion of the suspension period and other assigned sanctions does not automatically grant suspended students the right to return to the University community. All suspended students must petition the Office of Student Rights and Responsibilities for readmission. The final decision to clear suspended students for readmission rests with a committee led by the Vice Provost for Student Affairs.

3.3.11. Expulsion

Permanent separation from enrollment at the University and at any other member institution of the University of North Carolina. Expelled students are banned from University premises. Only the Chancellor of ECU may amend this sanction to suspension if the student petitions the University demonstrating significant growth and contribution to society indicating that the individual should be given a new opportunity to pursue higher education. Such petitions can be filed with the Office of Student Rights and Responsibilities after a minimum of five years of the completion of the conduct case. A student who has been expelled from the University may not be admitted to another constituent institution of the University of North Carolina, unless and until the sanction of expulsion has been rescinded by ECU.

3.3.12. Revocation of Degree

Revocation of an awarded degree for serious violations of the Code that occurred prior to graduation, but which were discovered after a student had graduated from the University.

3.4. Failure to Comply with Sanctions

OSRR monitors sanctions to ensure compliance. Students who do not complete sanctions within the specified time might not be permitted to enroll for courses or might be suspended until they complete their sanctions. Students who leave the University prior to the completion of sanctions might not be allowed to reenroll until proof is provided that the sanctions imposed have been completed.

3.5. Sanctions for Student Organizations

Student organizations registered with the Student Organization Center, the Office of Greek Life, an academic department, the Campus Recreation and Wellness Department, or another unit of the University might be sanctioned under the Student Code of Conduct. At the discretion of the Director of the Office of Student Rights and Responsibilities, any allegations of misconduct will be co-investigated by OSRR and the unit administratively associated with the student organization.

Any of the sanctions available for individual students might be imposed on an organization except for revocation of a degree. Organizational privileges might be restricted for a stated period of time. Organizations could lose privileges including, but not limited to, access to reserving rooms, use of campus facilities and services, representation at an event, or revocation of student fee funding. Organizational privileges might also be suspended for a stated period of time including, but not limited to, recruiting of new members, participating in intramural sports, and holding events or meetings in campus facilities. The organization might be required to complete specified sanctions prior to having privileges reinstated. Organizations might also have their University recognition revoked as a consequence of a Code violation.

4. Respondent and Complainant Rights and Responsibilities

4.1. Respondent Rights and Responsibilities

A student whose conduct is under review has the following rights and responsibilities. The respondent might forfeit any of these rights if, after being given appropriate notice and opportunity to exercise these rights, s/he fails to do so.

4.1.1. Respondent Rights

4.1.1.1. The right to an objective and impartial evaluation of the complaint.

4.1.1.2. The right to be present during the meeting with a conduct administrator or during the Conduct Board hearing.

4.1.1.3. The right to reasonable access to all information gathered throughout the evaluation pertinent to the alleged violation.

4.1.1.4. The right to present information relevant to the alleged violation, including inviting witnesses.

4.1.1.5. The right to respond to information presented against her/him.

4.1.1.6. The right to a separate meeting with a conduct administrator or Conduct Board hearing in cases involving multiple respondents.

4.1.1.7. The right not to provide information with the understanding that the University will make a determination without the respondent's information.

4.1.1.8. The right to review the outcome of the case.

4.1.2. Respondent Responsibilities

4.1.2.1. The responsibility to be honest and direct in communicating with individuals involved in the conduct process.

4.1.2.2. The responsibility to review pertinent conduct process policies and procedures and to seek clarification if necessary.

4.1.2.3. The responsibility to respond in a timely manner to University requests for information, to promptly schedule meetings when requested, and to arrive on time for scheduled meetings.

4.1.2.4. The responsibility to provide the decision-maker with pertinent information that the respondent would like considered in the review of the alleged violation.

4.1.2.5. The responsibility to participate in the conduct process in a manner that is civil and respectful.

4.2. Complainant Rights and Responsibilities

An ECU student, faculty, or staff member who has been negatively influenced by the alleged behavior of a student, has filed a complaint against that student, and is designated by the Office of Student Rights and Responsibilities as a complainant has the following rights and responsibilities. The complainant might forfeit any of these rights if, after being given appropriate notice and opportunity to exercise these rights, s/he fails to do so.

4.2.1. Complainant Rights

4.2.1.1. The right to an objective and impartial evaluation of the complaint.

4.2.1.2. The right to present information relevant to the alleged violation, including inviting witnesses.

4.2.1.3. The right to submit a written impact statement.

4.2.1.4. The right to review the outcome of a case if permitted under ECU policies and local, state, and federal laws.

4.2.1.5. The right to be informed of pertinent University-based support services and to be presented with an option of reporting the incident to law enforcement, if appropriate.

4.2.2. Complainant Responsibilities

4.2.2.1. The responsibility to be honest and direct in communicating with individuals involved in the conduct process.

4.2.2.2. The responsibility to review pertinent conduct process policies and procedures and to seek clarification if necessary.

4.2.2.3. The responsibility to respond in a timely manner to University requests for information, to promptly schedule meetings when requested, and to arrive on time for scheduled meetings.

4.2.2.4. The responsibility to provide the decision-maker with pertinent information that the complainant would like considered in the review of the alleged violation.

4.2.2.5. The responsibility to participate in the conduct process in a manner that is civil and respectful.

5. Student Conduct Hearing Procedure

The student conduct hearing procedure described below is used to address alleged violations of the Code, except for alleged academic integrity violations, which are resolved through the conduct process outlined in the Academic Integrity and any other applicable campus policies and procedures, such as those enforced by the Division of Research and Graduate Studies. Some behaviors described as violations under the Code also may be violations of the rules and policies of organizations to which the student belongs, other university units, of city ordinances, and/or state or federal law. When such violations occur, the student or student organization might be held accountable in multiple venues.

All alleged violations of a minor nature occurring in a residence hall may be reviewed under the Code by Campus Living staff as designated by the Executive Director of Campus Living. Campus Living staff will not address cases involving drugs, weapons, sexual assaults, serious bodily harm or property damage, or incidents which might result in suspension or expulsion.

The ECU conduct process functions independent of the criminal justice system. Attorneys are not permitted to participate in the conduct process unless the respondent is facing concurrent criminal charges stemming from the incident in question. In such situations, the attorney may only advise her/his client. During a hearing, the attorney is not permitted to ask questions or present information. The student will assume all responsibility for attorney fees.

The standard used throughout the conduct process to reach case resolution is preponderance of the evidence. Formal rules of evidence do not apply to student conduct cases.

The respondent has a right to have a non-participating support person present with her/him throughout the conduct process. The support person is not permitted to actively participate in the process, but is simply to provide comfort to the respondent. If the respondent chooses to have an attorney present, if permitted, the attorney will be identified as the support person. In such a situation, the respondent will not be permitted to have an additional non-participating support person present.

5.1. Initial Intake

All complaints will be reviewed by the OSRR Director or designee to determine whether or not the reported behavior is governed by the Code. Anonymous complaints will only be pursued if they contain sufficient information to independently establish a violation of the Code. Each complaint must be presented in writing and include facts supporting the allegation.

The University does not tolerate retaliation against individuals who honestly file a complaint. Students who retaliate against such persons will be held accountable under the Code. It is the responsibility of the target of the retaliation to immediately report the behavior to OSRR.

The determination to initiate a conduct case will be made within five business days of receipt of a complaint. If it is believed that the behavior is governed by the Code, the student will be notified in writing of the charge and will be supplied with a brief summary of the allegation, possible sanctions, and the meeting date and time. In allegations that might result in expulsion, the student will be informed that expulsion precludes matriculation at any UNC constituent institution.

Students have the responsibility to update personal contact information on their OneStop account as soon as it changes and to consistently monitor their ECU e-mail account and telephone answering equipment, as the University frequently communicates through these modes. U.S. Post letters will be sent to the local address provided by the student in the OneStop system or to the permanent address if attempted contact with the student through other means is unsuccessful.

The meeting with the conduct administrator will take place within thirty business days, but no earlier than five business days, after the meeting notice is sent to the student via letter or e-mail, unless the student requests an earlier meeting date. If the alleged violation might result in suspension or expulsion, the meeting with the respondent will take place within thirty business days, but no earlier than ten business days, after the meeting notice is sent to the student via letter or e-mail, unless the student requests an earlier meeting date. If the respondent fails to meet with the conduct administrator after being properly notified, the case will be decided on the basis of information gathered by OSRR.

The respondent may request a reasonable postponement of the meeting by contacting OSRR in writing no less than two business days before the meeting. The respondent will need to explain why s/he is requesting a different meeting date or time and will need to provide an alternate meeting date and time. OSRR will make the final determination of the meeting date and time. If the respondent does not appear for a scheduled meeting, the University reserves the right to make a determination in the student's absence.

5.2. Meeting with a Conduct Administrator

The respondent will meet with a conduct administrator to discuss the reported behavior. In this hearing the administrator will review all available, relevant information and will determine whether or not a violation of the Code had occurred. If further information is needed, the determination will not be reached during this meeting, but at a time when all relevant information has been reviewed.

If the administrator believes that there was no violation or there is insufficient information to make a determination, the conduct case will be closed. If the administrator believes that the respondent violated the Code, s/he will assign appropriate sanctions within 45 calendar days of the initial hearing. The final administrative decision will be shared with the respondent in writing within ten calendar days of the date the decision was made. The letter will include a brief summary of the information upon which the decision was based and will outline respondent's appeal rights.

If the student does not agree with the determination of the administrator, s/he will have the opportunity to challenge that decision by appealing to a Review Committee. In cases where suspension or expulsion have been assigned as a sanction and the student challenges that decision, a Conduct Board hearing will be scheduled to independently evaluate the case.

5.3. Scope of Review of Appeals

During an appeal, the respondent has the burden of showing that the conduct decision either (1) materially violates the procedures outlined in this , (2) the assigned sanctions are unduly harsh and/or (3) there is a lack of information supporting the decision. The third ground does not imply that information can be reargued on appeal; rather, the respondent needs to show that based on the information present at the time of the decision, no reasonable person could have reached the same conclusion as the decision-maker.

The respondent must specify in writing which grounds form the basis for her/his appeal. The student must provide factual information to support her/his claim and explain what outcome s/he is seeking. The student has a right to be assisted in preparing her/his written challenge by a Student Advisor (a trained student Conduct Board member) or by any other student enrolled at ECU. The Student Advisor's responsibility is to guide the student through the conduct process, to answer any conduct process-related questions, and to assist with the securing of information. This individual may continue to assist the responded throughout the appeal process.

Requests for reconsideration based on new information, sufficient to alter a decision and not reasonably available at the time of the decision, should be directed to the original decision-maker. The respondent has one calendar year after the final imposition of sanctions by the University to present new information.

5.4. Appeal to the Review Committee

The appeal letter must be dated, signed by the respondent, and received by OSRR within five business days from the date that the written decision on sanctions is provided to the student, either by hand delivery or by delivery or attempted delivery through e-mail or postal mail. Failure to deliver the written notice of appeal within this time limit will render the decision of the conduct administrator final and conclusive. An extension of time may be requested within the five day limit, but it is within the discretion of the Review Committee to grant or deny such requests.

OSRR will submit the appeal to the Review Committee within ten business days of receipt. Appeals to the Review Committee will be limited to information presented during the meeting with the conduct administrator and supporting documents provided by the respondent and the conduct administrator. If new information, which was reasonably not available at the time of the original decision, is presented, the Review Committee may send the case back to the conduct administrator for further evaluation.

The Review Committee is composed of three students, one faculty member, and one staff member of the Conduct Board. The Committee will review the written challenge and, based on a preponderance of the evidence standard, determine whether or not the student should be granted

a Conduct Board hearing. If Committee determines that a Conduct Board hearing is not granted, the decision of the conduct administrator will go into effect and the student will have no further appeal opportunities. The Review Committee's decision not to grant a hearing is final.

If the Committee determines that a Conduct Board hearing should take place, the case will be forwarded for a Conduct Board hearing in accordance with the procedures below. Prior to the Conduct Board hearing, the respondent may make an appointment in OSRR to review the information and witness lists to be presented at the hearing.

The Review Committee meetings are closed to the public.

5.5. Conduct Board Hearing

As indicated above, Conduct Board hearings will be convened when (a) the respondent requests a hearing and her/his case involves possible sanctions of suspension or expulsion or (b) the Review Committee grants the student a hearing. The student will be notified by the Office of Student Rights and Responsibilities in writing of the charge, a brief summary of the allegation, possible sanctions, and the Conduct Board hearing date and time. The hearing will take place at least five business days after the student is notified via letter or e-mail, unless the student agrees to an earlier hearing date. If the alleged violation might result in suspension or expulsion, the hearing will not take place for at least ten business days after the notice is sent, unless the student agrees to an earlier hearing date.

The respondent or the complainant may request a reasonable postponement of the hearing by delivering a request to OSRR in writing no less than two business days before the hearing. The person requesting the postponement will need to explain why s/he is requesting a different hearing date or time and will need to provide an alternate hearing date and time. OSRR will make the final determination of the hearing date and time. If the respondent or complainant does not appear for a scheduled hearing after being properly notified, the University reserves the right to make a determination in the individual's absence. The respondent and the complainant have a right to be assisted by a Student Advisor or by any other student enrolled at ECU.

5.5.1. Hearing Panel Composition

The hearing panel is composed of three students, one faculty member, and one staff member of the Conduct Board. One of the student members will be the Chair, who will direct the hearing process and make determinations about what information is relevant to the proceedings. The Chair is responsible for ensuring an orderly hearing and, therefore, may remove any person who, in her/his discretion, interferes with the work of the panel. The Chair will facilitate the panel's discussion regarding the case and will vote only in the event of a tie. It is the Chair's responsibility to write a summary of the panel's decision within five business days.

The respondent or the complainant may challenge the participation of any panel member due to her/his previous knowledge, experience, belief, or emotion that would unduly influence decision-making either positively or negatively. The challenging party will be asked to provide specific reasons for the challenge. The Chair along with the hearing advisor (a professional OSRR staff member) will determine whether the identified panel member should be removed from the case. If the removal of a panel member results in less than five panel members being able to serve, the

respondent will be given an option to continue with the existing panel or to reschedule the hearing in order for the case to be reviewed by a full five-member panel.

5.5.2. Hearing Outline

A hearing will be divided into two parts: (1) the presentation of the facts and, if the panel finds the student responsible, (2) a discussion of sanctions. During the hearing, the panel will review all available, relevant information and determine whether or not a violation of the Code had occurred. A Student Case Presenter (a trained student Conduct Board member) will outline the basic facts of the case gathered by the University. The respondent and complainant will be afforded an opportunity to speak to the panel. The panel will also have an opportunity to ask questions of all involved. If the student is found responsible, s/he may invite two character witnesses to give information during the sanctioning part of the hearing and may submit letters attesting to her/his character.

5.5.3. Panel Decision

Once all relevant information has been presented, the panel along with the hearing advisor will remain in the hearing room and all other participants will be dismissed. Based on information gathered throughout the hearing, the panel will determine whether or not the respondent had violated the Code. The panel will reconvene the meeting and announce its decision. If the student is found responsible, the student may present character witnesses and testimonials, as stated above, and then the panel will recess the hearing and deliberate on appropriate sanctions. The final decision will be announced at the close of the hearing. A written copy of the decision will be sent to the student within ten business days of the hearing.

The decision of the Conduct Board is final unless one of the sanctions includes suspension or expulsion. If the hearing panel determined that the student should be suspended or expelled from the University, the student has a right to file an appeal to the Vice Provost for Student Affairs.

The Conduct Board hearings are closed to the public.

5.6. Appeal to Vice Provost for Student Affairs

The written appeal to the Vice Provost for Student Affairs should be filed within five business days of receipt of the final decision of the Conduct Board. The written appeal should be delivered to the Vice Provost for Student Affairs and a copy should be provided to the Office of Student Rights and Responsibilities.

Appeals to the Vice Provost will be limited to information presented during the Conduct Board hearing and supporting documents provided by the respondent, the Conduct Board, and the OSRR administrator preparing the appeal packet for the Vice Provost. If new information, which was reasonably not available at the time of the original decision, is presented, the Vice Provost may send the case back to the Conduct Board for further review.

The Vice Provost for Student Affairs will consider the student's appeal letter, the information presented during the Conduct Board hearing and support documentation, and will render a decision within 30 business days. Based on information presented in support of the grounds for appeal, the Vice Provost may affirm the Conduct Board decision, overturn it, or modify the

sanctions, but s/he may not increase the severity of the sanctions. In cases of suspension, the decision of the Vice Provost for Student Affairs is final.

5.7. Appeal of Expulsion

Should the Vice Provost for Student Affairs uphold the decision of the hearing panel to expel a student, the student has a right to appeal the decision to the East Carolina University Board of Trustees. The student should send a written appeal by certified or registered mail, return receipt requested, or by another means that provides proof of delivery to the Assistant Secretary to Board within ten calendar days after the notice of the Vice Provost's decision is sent to the respondent. A copy should also be provided to the Office of Student Rights and Responsibilities and the University Attorney. If the appeal is received in a timely manner, the Board will establish a schedule for its review. If the respondent fails to comply with the schedule, the Board may dismiss the appeal.

Should the Board of Trustees uphold the decision of the Vice Provost to expel a student, the student has a right to appeal the decision to the University of North Carolina Board of Governors. The written appeal should be sent by certified or registered mail, return receipt requested, or by another means that provides proof of delivery, to the President of the University of North Carolina within ten calendar days after the notice of the University Board of Trustees' final decision is sent to the respondent. The correspondence should be mailed to Office of the President, University of North Carolina, c/o Vice President and General Counsel, P.O. Box 2688, Chapel Hill, NC 27515-2688. A copy should also be provided to the Office of Student Rights and Responsibilities and the University Attorney. The decision of the Board of Governors is final.

6. Records

6.1. Family Educational Rights and Privacy Act of 1974

Conduct case information is recorded and maintained by OSRR in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information contained in OSRR files that personally identifies a student will not be released without the written and dated consent of the student identified in the record. However, disciplinary records may be shared with third parties to the extent allowed under FERPA. Victims of violence can be notified of the final disposition of the case to include the name of the respondent; the letter of the alleged violation committed; the findings supporting the conclusion; the sanctions imposed, if any; the duration of the sanctions; and the date the sanctions were imposed. For specific information on FERPA, please contact the Registrar's Office.

6.2. Maintenance of Records

Conduct records are maintained by the Office of Student Rights and Responsibilities for at least eight years from the completion of the last sanction imposed. Records of students who have been suspended, expelled, and of those who have a pending case or have not completed sanctions are kept indefinitely.

6.3. UNC Suspension/Expulsion Database

Information about students who are suspended, expelled, or have serious pending cases is

entered into a UNC database, where it is stored permanently. All UNC constituent institutions have access to this information.

6.4. Transcript Notation

Conduct suspensions and expulsions will be permanently marked on the student's transcript.

6.5. Awarding of Degrees

The University does not award degrees solely because a student successfully completed all academic requirements. Violations of the Student Code of Conduct, including academic and non-academic violations, might result in a degree not being awarded. When a student has a disciplinary complaint pending, the awarding of the degree might be delayed until the complaint is resolved and, if imposed, the sanctions have been completed.

6.6. Withdrawal

Students with a pending conduct case will not be permitted to withdraw from the University without first resolving the case or receiving permission from the Director of OSRR to do so.

6.7. Continual Enrollment

Students with a pending conduct case might be prohibited from future enrollment until the conduct matter is resolved by the University.

7. Review of the Conduct Process

The Director of the Office of Student Rights and Responsibilities will convene the Conduct System Review Committee every three years. This committee will assess the effectiveness of the conduct process and related policies and recommend any changes in , procedure, or the Code to the Chancellor.

The Committee shall be composed of two students appointed by the President of the Student Government Association, two staff members appointed by the Chair of the Staff Senate, and two faculty members appointed by the Chair of the Faculty Senate. The Dean of Students or designee shall serve as a chair of the Committee, voting only if there is a tie.

The Director of OSRR shall present a report reflecting information regarding the state of the conduct system no later than June 30th of the review year. The Director of OSRR and other staff members directly involved in the conduct process shall serve as non-voting members of the Committee. The Director of OSRR is permitted to convene the Committee outside of the typical three-year review cycle when necessary.

XIII. College of Allied Health Sciences Emergency Evacuation Plan

The following guidelines and steps may be taken during emergency evacuations:

- When the fire alarm sounds, assume the emergency is real.

- Upon discovering a fire, **immediately sound the building fire alarm and/or alert other occupants.** Fire alarms are identified on the building *evacuation route plan*.
- **Call 911**, giving your name, department, location, and telephone number.

Fire

- If the fire is small, you may want to fight it with a fire extinguisher from a position of escape. Be sure you are using the proper extinguisher for the type of fire you are fighting. **When in doubt, just get out.** The nearest fire extinguisher location is indicated on the building *evacuation route plan*.
- If the fire is large, very smoky, or spreading rapidly, evacuate the building immediately. Inform others in the building who may not have responded to the alarm to evacuate immediately. If you have to go through smoke, crawl on hands and knees.

Evacuation

- Move individuals who need assistance to the designated Area of Rescue Assistance. Leave the area and notify rescue personnel of the location of these individuals.
- When you evacuate, do not stop for personal belongings or records. Leave immediately using the nearest exit according to the building *evacuation route plan*. Close room doors behind you and **do not use the elevator**.
- Potential hazards should be secured if possible (e.g., turn off gas supply for open flames in lab areas).
- Evacuate to a distance of at least 500 feet from the building to the designated area (the outer parking lots in front of the building) and out of the way of emergency personnel. Do not return to the building until instructed to do so by authorized personnel.
- Notify either ECU police or firefighters on the scene if you suspect someone may be trapped inside the building.

XIV. STUDENT SERVICES

A. Procedure to Accommodate Students with Disabilities

Students requiring any assistance or modification in any aspects of their coursework or program due to specific needs are expected to explain those needs to course instructors immediately after the first class meeting and to contact the Department of Disability Support Services (328-6799) for assistance. Students developing specific needs during the semester should discuss them with the department chairperson and course instructor at the earliest possible time. Every effort will be made to accommodate specific qualified needs which are expressed in a timely manner allowing for adequate accommodation.

B. Student Counseling Services

Student counseling services can be accessed through either the main campus Counseling and Student Development office (252-328-6661) or the Personal Counseling Center at the Brody building on the West campus (252-816-2499).

C. Student Transportation

East Carolina University offers “SAFE RIDE” transportation which is available to students both on and off campus.

Safe Ride Vans provide a safe ride home to your residence in the downtown Greenville area. Riders must have an East Carolina University one card to get on the bus. For more information, contact 252-328-RIDE (7433).

XV. REFERENCES

Goodwin, L. R., Jr. (2008). *Licensed Professional Counselors: Experienced and qualified mental health professionals* (Brochure). www.Youpublish.com.