



Process and Procedures Manual

Master of Science in Substance Abuse and Clinical Counseling
Department of Rehabilitation Studies
College of Allied Health Sciences
East Carolina University
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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 professional counselor (LPC), a certified rehabilitation counselor (CRC), and a certified case manager (CCM). He is the Director of the master's degree program in Rehabilitation Counseling.

Dr. Nathalie Mizelle earned a B.S. in Psychology from North Carolina Central, an M.S. in Rehabilitation Counseling from East Carolina University, and a Ph.D. in Rehabilitation Psychology from the University of Wisconsin-Madison. She began working in the counseling field in 1993 and is a licensed professional counselor (LPC) and a certified rehabilitation counselor (CRC). She teaches in the Rehabilitation Counseling program.

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. Substance Abuse and Clinical Counseling 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

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;
- 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 policy;
- 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 policy, 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 policy 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.

D. 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).

E. Department Officers

The Department of Rehabilitation Studies has a department chair, who is the primary administrative officer of the unit/department. The department chair is responsible for the coordination of the unit/department; receives inquires regarding the unit/department and programs; makes recommendations concerning the development of and expenditures from the budget; provides year-round leadership of the unit/department; and has release time from faculty member responsibilities to administer the unit/department.

Each of the 5 degree programs has a director and each of the 3 certificate programs have a coordinator. The director/coordinator oversees issues related to curriculum and the student experience in the respective program. They also make recommendations related to appropriate textbooks, qualified instructors and other issues related to their programs/certificates.

Also, there is field-site coordinator for the Practicum and Internship courses who oversees the selection, placement, coordination of all field-site placements. Additionally, the Department has one full-time and one half-time administrative assistant.

F. Student Advising

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 innate appointments with his or her advisor as needed throughout the program.

III. ADMISSION, 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

B. Application Deadlines

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

C. Admission Process and Requirements

Applicants must first apply to the East Carolina University Graduate School and when the application is complete, it is forwarded to the Substance Abuse and Clinical Counseling Program. The requirements for entrance into the [ECU Graduate School](#) are:

- a baccalaureate degree from an accredited college or university,
- online application to the Graduate School,
- a minimum score of 410 on the Miller Analogies Test (MAT) or 1000 on the Graduate Record Exam (GRE: verbal and quantitative scores only),
- one copy of student's official transcripts showing the bachelor's degree and any other work taken at a college or university,
- a minimum undergraduate GPA of 3.0, and
- a Written Statement of Intent (i.e., why applicant wants to enter this graduate program).

An additional requirement for entrance into the Substance Abuse and Clinical Counseling Program is:

- a personal interview which is arranged by the Substance Abuse and Clinical Counseling faculty following an initial screening of applicant's materials.

Please note that Professional References are not required for screening or admission to the Program and that the minimum score requirements for the Program are: MAT 380, GRE 850 (verbal and quantitative scores only), undergraduate GPA 2.7.

D. Selection Process and Criteria

The Graduate Admissions Committee

The Graduate Admissions Committee consisting of all departmental graduate faculty. Students who meet minimum academic requirements are interviewed and evaluated based on the criteria below. A majority vote by the Graduate Admissions Committee is required for admission.

M.S. ADMISSION CRITERIA RATING FORM

Student Name: _____

I. Academic Performance and Aptitude for Graduate-Level Study 1. _____

- | | | | |
|----|--|-----|----------|
| A. | Undergraduate GPA | | |
| | 3.3 – 4.0 | (4) | |
| | 3.0 – 3.2 | (3) | |
| | 2.8 – 2.9 | (2) | |
| | 2.7 | (1) | |
| | *Below 2.7 | (0) | |
| B. | Graduate Record Exam/Miller Analogies Test | | 2. _____ |
| | 1100/60/420 | (5) | |
| | 1000/50/410 | (4) | |
| | _____ 950/45/400 | (3) | |
| | GRE or MAT 900/40/390 | (2) | |
| | 850/36/380 | (1) | |
| | *Below 850/380 | (0) | |
| C. | Performance in Challenging Coursework | | 3. _____ |
| | Higher Grades | (2) | |
| | Good Grades | (1) | |
| | Average Grades | (0) | |

II. Application Letter or Written Statement of Intent 4. _____

- | | | |
|--|-------------------------------------|-----|
| | Excellent writing style and content | (3) |
| | Good writing style and content | (2) |
| | Marginal writing style and content | (1) |
| | Poor writing style and content | (0) |

III. Academic Background in Relation to Career Goals 5. _____

- | | | |
|--|---|-----|
| | Major in Rehabilitation Service and Minor Alcohol and Drug Studies | (3) |
| | Major in Rehabilitation Services | (2) |
| | Major in closely related field or Minor in Alcohol and Drug Studies | (1) |
| | Other majors | (0) |

IV. Experience in Relation to Career Goals and Their Relevance to the Program (circle one) 7. _____

One or more years experience in a related job (2)

Less than one year of work, volunteer, or internship experience (1)

Little or no relevant experience (0)

V. Communication Skills and Potential Success in Forming Effective and Culturally Relevant Interpersonal Relationships in Individual and Small-Group Contexts 6. _____

Excellent verbal skills, aware of subtle and nonverbal cues, alert to cultural nuances of communication, listens to and understands others' point of view (6)

Very good verbal skills, some awareness of cultural nuances and nonverbal cues, good awareness of others' views and good listening skills (5)

Good verbal skills, attends to others' views, aware of subtle cues with a cultural context (4)

Average verbal skills, average response to subtle cues, average ability to focus on others' needs, average listening skills (3)

Marginal verbal skills, limited ability to focus on others needs, limited demonstration of listening skills, limited cultural awareness (2)

Poor verbal skills, poor language and communication of ideas, doesn't respond to subtle cues, questionable ability to focus on others' needs, poor listening skills (0)

Faculty Signature _____ Date _____ Total _____

E. Procedure for Multicultural/Diverse Recruiting

The Substance Abuse and Clinical Counseling faculty at East Carolina University has conducted specific recruitment efforts at Historically Black Colleges and Universities. Faculty have found it helpful to attend an undergraduate psychology class 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 of Rehabilitation Studies. The Graduate School evaluates applicants' GRE or MAT scores and their undergraduate grade point average. 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.

F. Continued Enrollment

Factors that influence a student's continuing enrollment include:

- maintaining the required 3.0 GPA.
- showing personal and professional ethical characteristics and behavior consistent with becoming a professional counselor,
- making continuous progress toward completing degree requirements, and
- pursuing career goals consistent with the preparation offered by the Substance Abuse and Clinical Counseling Program.

G. Academic Regulations

Each student is expected to secure and read carefully the current *East Carolina University 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* reprinted in this manual.

Additionally, the *Master of Science in Substance Abuse and Clinical Counseling Student Manual* is available on the Department's website (www.ecu.edu/rehb). This manual contains information concerning the requirements, process, and procedures required to complete the program. Upon admission and before beginning the Substance Abuse and Clinical Counseling Program, admitted applicants are advised to thoroughly review the this Manual.

H. 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 program.

I. 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 procedure.

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.

this agreement and may result in immediate removal from the program (e.g., ethics violations).

Date	Student
Date	Faculty Representative

VI. DEPARTMENTAL 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 is measured by:*
 - Student Portfolios Reviews
 - Counselor Preparation Comprehensive Examination (CPCE) Scores
 - National Counselor Examination (NCE) Scores
 - 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 is measured by:*
 - Student Portfolios Reviews
 - Counselor Self-Efficacy Scale Scores
 - Counselor Session Feedback Form (CSFF), Counselor Skill Scale (CSS) or Counseling Competencies Scale (CCS)

- Supervisor Evaluation of Supervisee Form (SESF)
- *Self and Cultural Awareness is measured by:*
 - Student Portfolios Reviews
 - Multicultural Awareness-Knowledge and Skills Survey
 - Sentence Completion Test (SCT) Scores
- *Consumer Satisfaction is measured by:*
 - Student Opinion of Instruction Survey (SOIS)
 - 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:

- Student Opinion of Instruction Survey (SOIS)
- 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:

- Student Opinion of Instruction Survey (SOIS)
- SACC Student Survey
- Alumni Survey
- Graduate Student Exit 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.

V. 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 Policy 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 Policy 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 policy 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 Policy 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 policy, 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:

- 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 policy 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 policy.

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 Policy; Residence Hall Policies and Guidelines; University Policy and Procedures Concerning Weapons on Campus; Racial and Ethnic Harassment Policy; Policy on Sexual Harassment, Discrimination, and Conflicts of Interest; and Canvassing, Peddling, and Solicitation Policy. 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 Policy 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.

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 policy, (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 policy, 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.

VI. 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 as well as contact the Department of Disability Support Services (328-6799) for assistance. Students developing specific needs during the semester should discuss those 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 which allows for adequate accommodation.

B. Student Counseling Services

Student counseling services can be accessed through either the main campus Counseling and Student Development office (328-6661) or the Personal Counseling Center at the Brody building on the West campus (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 328-RIDE 328-7433.

VII. 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.