



**Doctorate in Counselor Preparation and Research
Student Handbook**

**Department of Addictions and Rehabilitation Studies
College of Allied Health Sciences
4425 Health Sciences Building
Greenville, NC 27858
www.ecu.edu/dars
252-744-6300**

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INTRODUCTION

This handbook is written to assist students in their journey through the doctoral program in the Department of Addictions and Rehabilitation Studies (DARS). The procedures within this document are guidelines and policies of the department and the university. We urge you to refer to this handbook as you make progress through the program; however, please remember that this program is dynamic, and procedures may be modified by the department as needed. Please refer to the Graduate Catalog of the year you were admitted for specific university requirements. It is important as students that you keep abreast of all changes. If you have any questions concerning the program, please feel free to communicate your questions or concerns to the Doctoral Program Director or the Department Chair.

Good luck with your studies and remember to take the time to enjoy the journey and the experience.

Sincerely,

DARS Faculty

DARS' MISSION, OBJECTIVES, AND TECHNICAL STANDARDS

Mission

Our mission is to support the health and well-being of individuals and communities through innovative and socially just research, training in an anti-racist, anti-bigoted, and accessible environment, providing culturally affirming and person-centered services, and advocating for an equitable and inclusive society.

Objectives

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

- knowledge and appreciation of the traditions, foundations, history, and philosophy specific to the fields of clinical mental health, addictions, and rehabilitation counseling, and rehabilitation services;
- 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 affirming client/consumer empowerment, and enhance the client's/consumer's ability to take control of and better manage their life;
- clinical counseling services to individuals, family members, and groups of persons with disabilities (physical, addictions, 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 identity;
- 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 and program evaluation for examining and/or developing theories, concepts, and approaches for improving professional practice.

Technical Standards

The DARS has established the following technical standards for the admission, matriculation, and graduation of students. Students are expected to meet these standards with or without reasonable accommodations. These standards will be referenced during student performance evaluations (see program student manual). Specifically, students will commit to:

1. Recognizing their own influence on others by:
 1. Examining how their values, words, and actions influence others.
 2. Appropriately responding to feedback regarding the influence of their values, words, and actions on others.
 3. Developing and demonstrating an anti-racist and anti-bigotry perspective.
2. Developing a working alliance with clients and others by establishing and maintaining relationships based on shared objectives and goals.
3. Developing professional relationships by establishing and maintaining collegial professional relationships.
4. Accepting and using instructor/supervisor feedback by:
 1. Completing industry standard methods of instruction/supervision.
 2. Incorporating instructor/supervisory feedback into own views and changes behavior accordingly.
5. Adopting innovative ideas, approaches, and/or procedures.
6. Adapting to changing demands in the professional environment, with or without direction.
7. Managing conflict by:
 1. Recognizing conflicting points of view.
 2. Examining their own role in a conflict.
 3. Participating in conflict resolution.
 4. Implementing agreed upon resolution.
8. Expressing feelings effectively and appropriately.
9. Ability to accept personal responsibility by:
 1. Accounting for their own role in problems.
 2. Accepting consequences and making appropriate changes.
10. Adhering to relevant University rules, professional ethical codes, and legal standards.
11. Understanding the consequences of criminal behavior on matriculation through a DARS program and/or obtaining professional credentials.
12. Utilizing computer technology and University learning platforms when required.

Doctoral Program Objectives

The doctoral program in Counselor Preparation and Research is designed to meet the critical need for doctoral prepared counseling professionals across the nation. The primary obligations of our program include:

- extend the knowledge base of the counseling profession in a climate of scholarly inquiry,
- prepare students to inform professional practice by generating new knowledge for the profession,

- support faculty and students in publishing and/or presenting the results of scholarly inquiry, AND
- equip students to assume positions of leadership in the profession and/or their area(s) of specialization.

Program Commitment to Diversity, Equity and Inclusion

The doctoral program is facilitated in a manner that provides a safe, welcoming, and inclusive environment for students of all racial and ethnic groups, gender identities, variances, and expressions, sexual identities, social and economic classes, family status, marital/relationship status, ages, body shape/size, genetic information, recovery status and expression, ability statuses, employment and education statuses, occupation and work, immigration status, national origin, incarceration experience, veteran status, language preference, religions, and spiritual practices. Students are expected to use language and communication that is respectful and values all community members.

In the doctoral program, we strive to promote a diverse, respectful, and inclusive environment for the university community. We recognize that faculty, staff, and/or students may wish to use first names to identify themselves, other than their Legal First Name. In a good faith effort to put such individual preferences into effect within the university, the university has implemented this opportunity to allow individuals to update their Personal First Name, Pronouns, and/or Gender Identification. For more information including how to make these changes and where the changes will be displayed (e.g., Canvas, Diploma, ECU email), please visit <https://myname.ecu.edu/>. If you have additional concerns and feel safe to do so, please contact your instructor. Additional resources and support can be found through the Dr. Jesse R. Peel LGBTQ Center, Office of the Registrar, Human Resources, and Women and Gender Office. These links can be found at <https://myname.ecu.edu/>.

FACULTY

All DARS' faculty are highly trained and qualified to facilitate its PhD in Counselor Preparation and Research.

Current faculty and their respective interests can be accessed at the following link:

<https://dars.ecu.edu/about-us/facultystaff/>

ACCREDITATION

Accreditation of universities and university programs is voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards that have been established by academics, professionals, and professional associations.

The Department of Addictions and Rehabilitation Studies Master's degree program in Clinical Counseling with an emphasis in addictions, Master's degree in Rehabilitation Counseling, and the Ph.D. degree program in Counselor Preparation and Research are accredited by the Council on Accreditation for Counseling and Related Educational Programs (see <https://www.cacrep.org/>).

CACREP accreditation is both a process and a status. Institutional application for CACREP accreditation denotes a commitment to program excellence. The accreditation process incorporates programs' self-assessment along with external review to determine if and how program standards are being met. Accredited status indicates to the public at large that a program is fulfilling its commitment to educational quality.

CACREP Accreditation provides recognition that the content and quality of the program has been evaluated and meets standards set by the profession. The student, as a consumer, can be assured that appropriate knowledge and skill areas are included and that the program is stable, professionally and financially.

East Carolina University (ECU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the baccalaureate, masters, and doctorate levels.

ADMISSION INTO THE PH.D. PROGRAM

The PhD in Counselor Preparation and Research is designed to prepare higher education faculty in the counseling field. The program prepares advanced counseling professionals for clinical mental health, addictions, and rehabilitation counseling in clinical settings as well. All students are required to fulfill a one year residency requirement and complete a dissertation under supervision of a faculty advisor.

General Admission Criteria

Department faculty will make a comprehensive review of each applicant's qualifications based on the following general admission criteria:

- Applicants must have a master's degree from a CACREP accredited program.**
- Earned GPA of 3.5 in all graduate work;
- Two (2) years of post-masters related professional experience is preferred;
- A written statement of research interests and plans;
- Professional and personal accomplishments;
- Two (2) professional/academic references; and
- A personal interview with the faculty.

**Applicants must submit transcripts from their completed CACREP accredited master's program. The Doctoral Program Director will verify the accreditation of applicants' programs via the online CACREP "Find a Program" search page.

Application Process

Applicants are responsible for ensuring that all application materials are submitted online by the deadlines. Current deadlines are as follows:

- March 15th for Fall admission
- October 1st for Spring admission

Please note that deadlines are influenced by program capacity. Applicants are encouraged to apply well before application deadlines to ensure application review.

Once all the materials have been received by the Graduate School, applications will be referred to the Doctoral Program Director who oversees the admissions review process. All faculty members are encouraged to advocate for any applicant in the form of written comments to the Doctoral Program Director.

Applications will be evaluated on the following elements: (a) academic aptitude for doctoral-level study (via recommendation letters and GPA), (b) previous professional experience (via resume), (c) fitness for the profession, including self-awareness and emotional stability (via interview), (d) oral and written communication skills (via statement of research interests and plans), (e) cultural sensitivity and awareness (via interview), and (f) potential for scholarship, professional leadership, and advocacy (via interview).

Following the interviews, the Doctoral Program Director will meet with the faculty to determine if an applicant should be recommended for acceptance into the program. The department and the Graduate School will notify all applicants via email/mail as to whether the application has been accepted or rejected.

Recruitment of Students from Underrepresented Populations

The doctoral program is committed to recruiting underrepresented students locally, regionally, statewide, nationally, and internationally. For example, the faculty conduct specific recruitment efforts at historically Black colleges and universities

Additionally, the department utilizes a two-part application process. Applicants must first apply to the East Carolina University Graduate School, then to the Department. The Graduate School evaluates applicants' undergraduate grade point averages to determine if the minimum threshold is met. Then, the application packet is sent to the program for next level review. Beginning Spring 2021, the program determined the requirement of an entrance exam (e.g., GRE,) was not predictive of potential in the PhD in Counselor Preparation and Research, and was thus removed as a requirement.

Deferred Admissions

The Department is governed by the ECU Graduate School's policies and procedures regarding deferred admissions. Consult with your Doctoral Program Director for more information.

Graduate Assistantships and Financial Aid

Students enrolled full time in the Doctoral Program are eligible to compete for Graduate Assistantships (GAs). Awards are made based on availability and a competitive process based on graduate students' admission applications. These financial awards include:

- Stipends, on average, of \$2,000 per month.
- Full in-state or out-of-state tuition remission. Please note that:
 - Student fees of approximately \$1,600 per semester will be the responsibility of the student,
 - Tuition remissions cover Fall and Spring semesters *only*, and

- Out-of-state students are expected to establish in-state residency by the start of their second year.
- Optional health insurance coverage, paid by the university, for doctoral students registered as full time students and receiving an assistantship stipend.
- Recipients of these awards are not permitted to hold other jobs within or outside the university.

For other financial aid opportunities, please visit the ECU financial aid webpage (<https://financialaid.ecu.edu/>).

Doctoral Program Committee

Upon admission into the program, each student will be assigned a Doctoral Program Committee comprised of the Doctoral Program Director and another department faculty whose interests align with the students. The Doctoral Program Committee will work with each student to:

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

It is expected that the student will initiate appointments with their Doctoral Program Committee as needed throughout the program.

New Student Orientation

New students are oriented to the doctoral program in the following ways:

- contact with program director prior to beginning the program,
- provision of the URL for this Doctoral Student Manual on Department and Program webpage,
- print and e-mail information prior to and during the time of enrollment, and
- the departmental orientation meeting (first week of each semester).

PROGRAM CURRICULUM AND PLANNING

Developing a Program of Study and Transfer Credit

Prior to the first semester of enrollment, students will meet with their Doctoral Committee to evaluate and discuss a tentative program of study using the Performance Review, Program and Remediation Planning form (see appendix A). This will include a review of potential transfer courses. A maximum of 20% (e.g., 13 s.h.) of the doctoral credit hours (course work taken beyond the master's degree) may be transferred to the degree program. Equivalency transfer of credits for required courses will be determined by the faculty member who instructs the course for which the equivalency transfer is being requested. For transfer of credits for required courses, students must provide the instructor(s) with a copy of the syllabus/syllabi, course description(s), and other supporting documents for the course(s) they believe is equivalent to the course for which they are requesting transfer credit. The Doctoral Program Director will formally communicate, via memo, to the Graduate School and the student all courses that have been approved for transfer.

Required Curriculum

The PhD in Counselor Preparation and Research degree requires a minimum of 61 semester hours.

Fall Courses

- BIOS 7021 – Biostatistics for Health Professionals I
 - Or PSYC 6430 Statistics and Research Design
- BIOS 7550 – Applied Multivariate Analysis (or Adv Stats)
 - Or PSYC7433- Multivariate Statistical Analysis
- ADRE 8210 – Advanced Pedagogy in Counselor Preparation and Research
- ADRE 8380 – Clinical Supervision in Counseling
- ADRE 8550 – Advanced Research in Counseling

Spring Courses

- BIOS 7022 – Biostatistics for Health Professionals II
 - PSYC 7022- Advanced Research Design
- ADRE 7340 – Advanced Clinical Counseling Theories and Techniques
- ADRE 7601 – Administration and Leadership in Counseling
- ADRE 8420 – Advanced Assessment and Evaluation in Counseling

Fall or Spring Courses

- ADRE 8810 – Doctoral Seminar in Counselor Preparation and Research
- ADRE 8360 – Advanced Practicum in Counseling

- ADRE 8991, 8992, 8993, 8994 – Advanced Internship in Counselor Preparation and Research
- ADRE 9000- Dissertation in Counselor Preparation and Research

Summer Courses

- ADRE 8050 – Ethical and Legal Issues in Counselor Preparation and Research
- ADRE 9000- Dissertation in Counselor Preparation and Research

Doctoral Practicum

For Advanced Practicum in Counseling, students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. Students will work under the supervision of a professional at the site and the faculty assigned to the course. Approval for practicum sites come from the Doctoral Program Director and DARS' Fieldwork Coordinator.

Requirements for Advanced Practicum are detailed in the course's associated manual.

Doctoral Internship

For Advanced Internship in Counselor Preparation and Research, students are required to complete doctoral-level internships totaling a minimum of 600 clock hours. Advanced internship is designed so students have the flexibility to craft their professional identity/expertise via individualized combinations of advanced internship experiences. Students select and combine a minimum of 12 semester hours of advanced internship across **at least three of five following** areas: research, teaching, clinical counseling, supervision, and/or leadership.

Requirements for Advanced Internship are detailed in the course's associated manual.

Doctoral Comprehensive Exams (see details below)

Doctoral Dissertation (see details below)

STUDENT SERVICES and RESEARCH FACILITIES

Procedure to Accommodate Students with Disabilities

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

Student Counseling Services

Student counseling services are accessed, free of charge, through the Center for Student Counseling and Development located on the first floor of Umstead Hall, Room 137 (Main Campus). The Center's regular hours are 8:00 a.m. -5:00 p.m., Monday –Friday and the telephone number is (252-328-6661).

Student Transportation

East Carolina University offers "SAFE RIDE" transportation which is available to students both on and off campus. Safe Ride Vans provide a safe ride home to your residence in the downtown Greenville area. Riders must have an East Carolina University one card to get on the bus. For more information, contact 252-328-RIDE (7433).

Research Facilities

Students will have access to the Laupus Health Sciences Library located in the Health Sciences Building on the Health Sciences Campus. They can also access the Joyner Library on main campus. For information on ECU's research facilities and libraries, please visit: <https://info.ecu.edu/libraries/>.

ACADEMIC STANDARDS

Academic Progress

Doctoral students must receive a grade of “B” or better in all courses counted toward the doctoral degree. Courses for which a grade of “C” or lower is obtained must be repeated.

Additionally, in order to remain in good academic standing, doctoral students must maintain a minimum cumulative GPA of 3.0 once they have a total of 9 credit hours attempted. Total credit hours attempted is the sum of credit hours for all graduate courses in which a graduate student is enrolled as of the tenth day of each semester (the Official University Enrollment Report Date or “Census Date”). Courses with a grade of “I” (incomplete or dropped) after census date are included in the calculation of credit hours attempted. For further information on academic regulations, including the Probation and Termination Policy, see the ECU Graduate Catalog.

Students, who fail to remain in good academic standing in accordance with the above, will be automatically placed on academic probation by the Graduate School, during which time they will have an opportunity to correct their academic deficiencies. The probationary period will last for the term(s) in which the next nine credit hours are attempted. Enrollment in the Graduate School will be automatically terminated for students who fail to correct their academic deficiencies by the end of the probationary period.

Professional Development and Organizations

The Ph.D. in Counselor Preparation and Research program is much more than a series of courses to be completed. Indeed, the program is designed to facilitate students’ professional growth as a counselor, supervisor, teacher, researcher, and leader. To enhance this development, students will be required to take course content and apply it in various settings and contexts. These experiences include, but are not limited to, course instruction, data collection/analysis, provision of clinical and/or administrative services, presenting at professional conferences, publishing articles in peer-reviewed journals, and other scholarly activities.

The DARS believes in being active in and accountable to professional organizations. To enhance graduate education and set the foundation for participation in the counseling profession, it is strongly recommended that all doctoral students become members of professional organizations. Most professional organizations offer reduced membership rates to students. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining organizations. Benefits of membership may include:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions.
- Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization. Students will be made aware of various professional conferences held by these and other organizations. Departmental policy is that students

may be excused (at the discretion of the instructor) from class for up to two conferences per semester provided they show verification of attendance.

- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
- Involvement with activities and issues, which are pertinent to the profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having similar interests and areas of expertise.

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

American Counseling Association (ACA)

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

American Mental Health Counselors (AMHCA)

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

International Association of Addictions and Offender Counselors (IAAOC)

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

American Rehabilitation Counseling Association

ARCA is the division for rehabilitation counselors within the American Counseling Association that represents the special areas of rehabilitation counseling. Members receive the *Rehabilitation Counseling Bulletin* and the ARCA Newsletter. Special student rates are available. See the ARCA webpage at <http://www.arcaweb.org/>

National Rehabilitation Association

The National Rehabilitation Association (NRA) is a private, non-profit organization whose purpose is to advance the rehabilitation of all people with disabilities. The association has a membership of more than 18,000 individuals, which includes people with disabilities, and is an effective advocate of people with disabilities articulating their rights and needs and pursuing the best possible means to meet those needs. Members receive the Journal of Rehabilitation and Contemporary Rehab. Student rates are available. See the NRA webpage at www.nationalrehab.org

Rehabilitation Counselors and Educators Association

The Rehabilitation Counselors and Educators Association is a division of the National Rehabilitation Association. Their purpose is to advance the role and function of rehabilitation counseling in the rehabilitation of all persons with disabilities. Members receive The Rehabilitation Counselors and Educators Journal. See the website at <http://www.rehabcea.org/>.

National Rehabilitation Counseling Association

The National Rehabilitation Counseling Association is concerned with advancing the role and function of rehabilitation counseling in the rehabilitation of all people with physical, mental, or other disabilities. One of the primary goals of the NRCA is to better understand the nature of people with disabilities, their needs, problems and solutions. Membership in NRCA includes persons qualified as rehabilitation counselors, counselor educators, counselor supervisors, researchers in rehabilitation counseling, students in training for rehabilitation practice, and support personnel to rehabilitation counseling. Members receive the Journal of Applied Rehabilitation Counseling and NRCA News. Student rates are available. See the website at <http://NRCA-Net.org>.

North Carolina Counseling Association (NCCA)

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

Licensed Clinical Mental Health Counselors Association of North Carolina (LCMHCANC)

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

Professional Association of Rehabilitation Counselors (PARC)

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

Student Organizations

Chi Sigma Iota: Rho Omega Chapter

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

East Carolina University Student Addictions and Rehabilitation Association (SARA)

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

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

Written Endorsement for Credentials and Employment

Students in the PhD program may still be completing professional credentials (e.g., LCMHC, LCAS, CRC, etc.) during matriculation and after graduation. (See the Department's website under "Student Resources" for a summary of the criteria for these credentials.)

Faculty routinely complete the appropriate forms, verifying completion of supervised clinical field experiences, in order to endorse those graduates successfully completing the Counseling Practicum and Internship with a grade of Satisfactory (S). This same criteria is used when endorsing students for employment.

Time Limits for Degree Completion and Academic Inactivity

Students must achieve doctoral candidacy (i.e., successful completion of doctoral comprehensive exams) within 5 calendar years or 72 credit hours attempted, whichever occurs first, and complete all requirements of the degree within 10 calendar years. With endorsement of the student's Doctoral Program Director, Dissertation Committee, and Department Chair, a student may request one extension of not more than one year. See the Time Limits for Completing Graduate Programs academic regulations in the ECU Graduate Catalog for further details.

Doctoral students are expected to be enrolled until all degree requirements are completed and filed with the Registrar. **Students must be enrolled for least 1 credit hour during the semester of graduation.** In special circumstances, students may request a leave of absence from their program of study. The student must notify the Doctoral Program Director and file a readmission application with the Graduate School prior to returning. If a student takes a leave of absence for consecutive fall and spring (or spring and fall) semesters, the student must complete a remediation plan as described by the Doctoral Program Director and Faculty. Although students may take a leave of absence for up to three years, this does not extend time limits for completion of the program. See Admission and Readmission in the ECU Graduate Catalog for further information.

For students who have completed all requirements except for their dissertation, their remediation plan will include successfully completed a modified version of doctoral comprehensive exams as described by the Doctoral Program Director and Faculty.

For all other students, their readmission application must include a remediation plan that specifies: (a) activities completed over their leave of absence that contributed to their professional development, (b) justification for readmission into the program, and (c) a detailed plan for completion of courses, comprehensive exams, dissertation, and other professional goals. These plans will be reviewed by doctoral faculty; reviews may include interviews with the student. Readmission decisions will be made on a case-by-case basis.

PERFORMANCE REVIEW

Students are expected to behave generally in a manner that demonstrates fitness for a professional role in counseling and/or counselor preparation. Students are expected 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.

To this end, students will undergo a Performance Review at the end of each semester. During each Performance Review, students will have to (a) demonstrate their improvement in knowledge, skills, and professional dispositions and (b) propose future professional programmatic and curricular goals with specific objectives for the next semester.

The student will be responsible for scheduling the Performance Review meetings. Meetings should occur during the last two weeks of a given semester. Performance Reviews will be conducted by the student's Doctoral Program Committee. After a student successfully complete the Comprehensive Examination, Performance Reviews will be conducted by the student's dissertation chair and the Doctoral Program Director.

Performance Reviews will be documented using the Program Planning and Performance Review form (see Appendix A). Students will keep a copy of their completed forms. Each student will provide a copy that will be placed in the department's student file. *Completing a Performance Review is the first step in registering for the next semester's courses and could influence the student's graduate assistantships. Students' "Degree Works" will also be updated during these meetings.*

A student's performance will be assessed after each semester, including after the summer semesters and prior to Fall semester, of their program. Performance Review will include the following standards:

1. Student's adherence to the DARS Technical Standards.
2. Student's academic performance and other scholarly accomplishments.
3. Student's performance across:
 - a. The 5 CACREP Key Performance Indicators in Counseling, Clinical Supervision, Teaching, Research/Scholarship, and Leadership/Advocacy
4. Student's professional identity development.
5. Student's status of progress toward completion of degree including:
 - a. Courses completed during the semester,
 - b. Courses planned for the upcoming semester, and
 - c. Goals for the upcoming semester.
6. Status of progress toward dissertation including securing:
 - a. Committee Chair,
 - b. Committee Members, and
 - c. Working title.

7. Discussion and planning for areas needing remediation (if necessary).

For sections 1–3 above, each standard is rated on a 1 (unacceptable) to 2 (acceptable) scale, with 0 used to indicate a deferred rating (e.g., student has not had opportunity to demonstrate standard). Students receiving a rating of 1 on any of the Performance Standards will be considered deficient in Professional Performance and subject to the following remediation procedure.

Performance Remediation

When a faculty decide that students need remediation to improve academic performance and/or technical standard adherence, the Doctoral Program Committee and student will mutually develop a remediation plan using said portion of the Performance Review, Program and Remediation Planning form (see Appendix A). Remediation may include, but be limited to, additional coursework, ad hoc supervision, referral to counseling.

If a student receives more than one deficient **Performance Review** during their program of study, or otherwise fails to show reasonable progress in correcting deficiencies previously cited, the Doctoral Program Committee may recommend either their discontinuation in the program or further remedial action. In either event, the student will be required to meet with their Doctoral Program Committee to discuss the professional performance concerns cited and the recommended responsive actions to be taken.

Ad Hoc Performance Reviews

Faculty may conduct a Performance Review when significant events occur, and 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 Addictions and Rehabilitation Studies or remedial action for the student. In either event, the student will be required to meet with their Doctoral Program Committee to discuss the professional performance concerns and the recommended responsive actions to be taken. A copy of the completed *Performance Review* will be given to the student. All faculty recommendations for denial of a student's continuance in the Department of Addictions and Rehabilitation Studies will be decided by the department chair and forwarded to the Dean of the College of Allied Health Sciences.

Academic Appeals

Graduate students may appeal adverse academic actions or decisions taken or made by graduate faculty or graduate program directors concerning unsatisfactory performance on comprehensive assessments, imposition of academic probation for reasons other than insufficient grade point average, application of Graduate School or university academic policies, or academic dismissal from the graduate program for reasons other than insufficient grade point average. See the Graduate Catalog for full details on Graduate School Appeals Procedure:

<http://catalog.ecu.edu/content.php?catoid=21&navoid=1863#Graduate%20School%20Appeals%20Procedure>

Retention and Dismissal

If a student receives more than one deficient Performance Review during the program of study or otherwise fails to show reasonable progress in correcting deficiencies previously cited, the faculty may recommend either the student's discontinuation in the program or further remedial action. In either event, the student will be required to meet with the Doctoral Program Director and the faculty member(s) issuing the deficiencies to discuss the professional performance concerns and the recommended responsive actions to be taken.

Faculty may conduct a 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 Addictions and Rehabilitation Studies or remedial action for the student. In either event, the student will be required to meet with the Doctoral Program Director and the faculty member(s) issuing the deficiencies to discuss the professional performance concerns and the recommended responsive actions to be taken.

All faculty recommendations for denial of a student's continuance in the Department of Addictions and Rehabilitation Studies will be decided by the Department Chair and forwarded to the Dean of the College of Allied Health Sciences. Students may appeal dismissal decisions by following the process outlined in the Graduate School Appeals Procedure.

DOCTORAL COMPREHENSIVE EXAMINATIONS

For doctoral candidacy, students must pass comprehensive exams (Comps) following (a) successful completion of required course work, (b) establishment of a professional identity, (c) selection of a dissertation topic, and (d) confirmation of Dissertation Committee Chair/Co-chairs and two additional Committee Members from DARS.

Purpose of Doctoral Comprehensive Examinations

Comps (a) test students' fundamental and comprehensive applied knowledge across the five CACREP doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy; and (b) prepare students for successful completion of dissertation. Students are required to complete and pass Comps prior to being accepted into doctoral candidacy.

Doctoral Comprehensive Examinations Policies

Completing Comps involves the following policies:

- **Comps are discussed** as part of the Performance Review during the semester *prior to the semester in which students anticipate completing all required coursework* (except advanced internship and dissertation).
- **Students are eligible to take Comps after they have:**
 - Successfully completed all required coursework except advanced internship and dissertation,
 - Established a professional identity as evident by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth,
 - Selected a dissertation topic, and
 - Confirmed with ECU Graduate School their Dissertation Committee Chair/Co-chairs, two additional Committee Members from DARS, and one Committee Member external to DARS.
- **Comps are offered twice a year:**
 - During the two weeks immediately after Spring semester ends and
 - During the Fall Semester (i.e., the two weeks before Thanksgiving break in November).
- **The Doctoral Program Director will facilitate the dates, times, and locations of Comps.**
- **Students request to take Comps:**
 - At least 60 days prior to when Comps are offered,
 - By submitting a formal request in writing (e.g., via email, paper) to the Doctoral Program Director, and to the student's Dissertation Chair/Co-Chairs.
- **Specific accommodations** will be provided as approved by the Department for Disability Support Services according to University guidelines.

- **Academic integrity is expected of every ECU student. Academic honor is the responsibility of the students and faculty. Academic Integrity Violations include:**
 - Cheating: Unauthorized aid or assistance or the giving or receiving of unfair advantage on any form of academic work.
 - Plagiarism: Copying the language, structure, ideas, and/or thoughts of another and adopting the same as one's own original work.
 - Falsification/Fabrication: The statement of any untruth, either spoken or written, regarding any circumstances related to academic work. This includes any untrue statements made with regard to a suspected academic integrity violation.
 - Multiple submission: The submission of substantial portions of the same academic work for credit more than once without authorization from the faculty member who receives the later submission.
 - Violation assistance: Knowingly helping or attempting to help someone else in an act that constitutes an academic integrity violation.
 - Violation attempts: Attempting any act that, if completed, would constitute an academic integrity violation as defined by East Carolina University. In other words, it does not matter if a student succeeds in carrying out any of the above violations—the fact that a violation was attempted is itself a violation of academic integrity.
 - For more information concerning academic integrity and other ECU policies and procedures, visit the [Office of Student Rights and Responsibilities](#).
- Once the Comps process begins, faculty contact is limited to brief consultation on the process, yet not on the substance of the task.
- To ensure academic integrity, all Comps answers will be submitted via email to the PhD Program Director. Prior to review by Faculty, all answers will be run through Canvas' Turn It In system. Turn It In provides detailed information about the matches found between your submitted paper and existing sources.
- Students attest that they delete any additional copies of their Comps answers after submitting to Canvas.

Comps require students to demonstrate the ability to apply fundamental knowledge of the five CACREP doctoral core areas (i.e., counseling, supervision, teaching, research and scholarship, and leadership and advocacy) in written form to a set of questions in a limited time. Students will be given detailed, multi-faceted questions that will require them to integrate, synthesize, expand, theorize, argue, evaluate, and/or analyze, etc. from their clinical counseling practice, clinical supervision, pedagogy, professional service and/or leadership experiences, and PhD courses' content, as well as the research and technical writing they have engaged in during their time in the program. Said integration, synthesis, expansion, theorizing, augment, evaluation, and/or analysis must be rooted in logic, evidence-based practice/supervision, and/or previous research (theoretical, conceptual, and/or empirical) and expressed in a technical format (i.e., latest APA publication manual).

Students will answer three questions across an intense (short) time frame- 2 days per question. CACREP core areas covered by the questions are as follows:

- Question 1 (Day 1 and 2): Counseling, Supervision, Leadership and Advocacy
- Question 2 (Day 3 and 4): Teaching
- Question 3 (Day 5 and 6): Research and Scholarship

The Doctoral Program Director and the Dissertation Committee Chair/Co-chairs (or one of the additional DARS Faculty if the Doctoral Program Director is also the Dissertation Committee Chair) will develop three complex questions. Questions may include topics related to any of the required course work.

The Doctoral Program Director will facilitate the dates, times, and locations of Comps. Students will have two days to answer each question for a total of six days. Students are permitted to work in their office and/or at home. Question 1 will be held on Monday and Tuesday; question 2 will be held on the following Thursday and Friday; question 3 will be held on the following Monday and Tuesday. Questions will be emailed to students at 9am EST on day one for a given question. Students must email their answer to the PhD Program Director no later than 11:59pm EST on day two for a given question.

Students can access and utilize any resources while not violating ECU's academic integrity (See above). Answers are to be written in current APA style with 12 to 15 pages per question, not including title page, abstract, and references. Attention to multicultural, diversity, and ethical issues is expected for all answers. During the question/answer periods, students are not permitted to consult with faculty, other students, or any other person regarding their Comps questions/answers.

Doctoral Comprehensive Examinations Evaluations

The DARS' Faculty serve as the readers and evaluators of students' answers to the written questions. Generally, the evaluation of Comps should be completed in one month. In all cases, Faculty will use a rubric to score each of the three answers (see rubric below). If any of the three answers are rated as a fail, per the rubric, the student subsequently receives a fail for Comps.

For each answer a student fails, the Doctoral Program Director and Dissertation Committee Chair will create a new question for the student to complete at the next Comps offering. This will give the student six months to remediate and prepare. If a student fails Comps twice, the student will be dismissed from the program.

Once Comps is passed, the Doctoral Program Director will forward a written recommendation to the Dean of the Graduate School that the student be accepted into doctoral candidacy, and thus, allowed to proceed with their dissertation. Students who do not complete their dissertation proposal within 24 months of passing Comps must reapply to take Comps again.

Doctoral Comprehensive Examinations Rubric:

Student: _____ Date: _____ Reviewer: _____					
<ul style="list-style-type: none"> • Reviewers will score each answer on each category. • For a answer to be considered passing: <ul style="list-style-type: none"> ○ The answer must have a total score of at least 10 points with no categories rated as “0- Unsatisfactory.” ○ A majority of the reviewers must score the answer as passing. • For comps to be completed successfully, all three answers must be considered passing using the previous criteria. If any one answer is not considered passing, the student will have to retake comps per the policy. 					Write the appropriate rating number
Category	0 – Unsatisfactory	1- Marginal	2 - Satisfactory	3 – Accomplished	
Completeness of Answer	Answer demonstrates little or no understanding of the question. Information is missing and substantial parts of the question are not answered fully.	Answer demonstrates some basic understanding of the question, but is incomplete. Some information is missing and a few parts of the question are not answered fully.	Answer demonstrates adequate understanding of the question. Factual information is provided and all parts of the question are answered.	Answer demonstrates thorough understanding of the question. Answer goes beyond factual information demonstrating nuanced understanding of the question. All parts of the question are thoroughly answered.	Answer 1: _____ Answer 2: _____ Answer 3: _____

Validity of Facts and Perspectives	The majority of the facts, conclusions, and statements are incorrect and/or invalid.	Some of the facts, conclusions, and statements are incorrect and/or invalid.	All the facts, conclusions, and statements are accurate and/or valid.	All facts, conclusions, and statements are accurate and/or valid. They also logically support the topic being discussed.	Answer 1: ____ Answer 2: ____ Answer 3: ____
Evidence of Background Knowledge and Integration of Theory and Practice	No or very little integration of theory and practice is present. No or very little evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.	Integration of theory and practice is present, yet sometimes weak. There is some evidence of higher-order thinking skills such as applying, analyzing, evaluating, or creating.	Integration of theory and practice is present. At least two different higher-order thinking skills such as applying, analyzing, evaluating, or creating are evident.	Integration of theory and practice is strong. Use of higher-order thinking skills such as applying, analyzing, evaluating, or creating demonstrates depth and breadth of knowledge.	Answer 1: ____ Answer 2: ____ Answer 3: ____
Citations of Relevant Research	Citations are not relevant or present.	Citation information is vague or not clearly relevant to the topic. Several key issues or portions of the response are unsupported	Citation information is evident and accurate for key issues or for portions of the response, but citation is not always complete.	Consistently cites references that support all key issues resulting in a scholarly, thoughtful voice throughout the response.	Answer 1: ____ Answer 2: ____ Answer 3: ____

		and/or incorrectly cited.			
Quality of Writing: Adherence to APA publication standards	Answer contains an abundance of errors in grammar, usage, and mechanics so that meaning is obscured. There is no or little organization in the response.	Answer contains noticeable errors in grammar, usage, and mechanics so that the reader is distracted from the content. There is limited organization in the response.	Answer is free of most errors in grammar, usage, and mechanics so that the reader is minimally distracted from the content. The response is well organized.	Answer is free of errors in grammar, usage, and mechanics that would distract the reader from the content. Clear organization is obvious.	Answer 1: ____ Answer 2: ____ Answer 3: ____
Evaluator Comments:					
		Total Answer 1: _____	Total Answer 2: _____	Total Answer 3: _____	

DISSERTATION

The dissertation is the final example of the candidate's readiness for the degree. In close consultation with a Dissertation Committee, students will develop an original research study as approved in the dissertation proposal. A doctoral dissertation must demonstrate the candidate's ability to conceive, design, conduct, and interpret independent, original, and creative research, and must make a unique contribution to knowledge in the field of counseling. Under the direct supervision of the Dissertation Committee Chair, students are encouraged to consult regularly with their Dissertation Committee members during the planning, conducting, and writing of the dissertation. For more information on ECU's Dissertation process go to ECU's Electronic Thesis and Dissertation Submission Service: [Vireo](#).

Selection of Dissertation Topic

A dissertation must be on a topic within Counselor Preparation and Research and must indicate that the writer possesses the ability and creativity to perform independent, constructive thinking and research. When completed, the dissertation will be judged largely in terms of the ability of the writer to review the literature and state a researchable theoretical position; to formulate a problem; to plan a method of research or development; to develop a solution or materials; and summarize, draw and explicate conclusions. The quality of the writing and presentation of the results will also be important factors in the evaluation. The accepted style manual for the College of Allied Health Sciences is the current [APA manual](#) and [ECU's Manual of Basic Requirements for Theses and Dissertations](#).

Selection of Dissertation Chairperson

The chairperson should be selected by the student when the student has focused on an area of interest. The Dissertation Committee Chair for PhD students must be a faculty in the Department of Addictions and Rehabilitation Studies. Such Dissertation Committee Chairs must be approved by the Doctoral Program Director prior to committee formulation. Until a Dissertation Committee Chair is selected, all faculty support the student's progress toward the dissertation through course work and individual conferences. The chairperson should be selected by the time a student completes ADRE 8550: Advanced Research in Counseling (the dissertation proposal course). The remaining committee members (see below) should be selected during the semester following ADRE 8550.

Dissertation Committee

The Dissertation Committee will be composed of a minimum of four qualified faculty with signatory authority and with the following additional conditions met:

- At least two of the members must be from DARS.
- The methodologist and remaining members will be selected in consultation with the Dissertation Committee Chair based on demonstrated expertise and relevance to the dissertation topic.

- All signatory members will have approved Graduate Faculty status per CAHS and Graduate School qualifications, with only one signatory member allowed to have Graduate Teaching Faculty status.
- In the case of a 5-member committee, the majority of members must be from DARS under the foregoing conditions.
- Ad hoc readers, external to the College and/or University, may serve without Graduate Faculty status given relevant expertise and/or experience in the dissertation topic.
- Do consult with your Dissertation Committee Chair to ensure that all committee members are qualified.

Responsibilities of committee members include:

<i>Responsibilities of the Dissertation Committee Chair</i>	<ul style="list-style-type: none"> • Establish procedures for working together. • Develop a tentative timeline with the student. • Work with student to focus on the area of interest, explore related theory and research, and develop a preliminary literature review. • Work with student and methodologist to articulate the problem statement and the significance of the proposed study. • Discuss dissertation committee service practices with committee members outside of the College of Allied Health Sciences. • Monitor progress. • Assist student with completion of IRB Training Modules. • Determine when the student is ready for proposal and dissertation defenses, and work together to set dates. • Ensure the publication of the final defense date.
<i>Responsibilities of Committee Members</i>	<ul style="list-style-type: none"> • Review dissertation proposals carefully and in their entirety. • Provide feedback and raise concerns. • Prepare substantive questions for both the proposal and dissertation defenses. • Share editorial concerns by noting them on the defense draft. • At any time, share significant concerns with the Chair.
<i>Responsibilities of the Methodologist</i>	<ul style="list-style-type: none"> • Serves as a resource to the student and the chairperson by helping the student conceptualize the methodology, describe it accurately in the proposal and dissertation, carry out the study and report and analyze the results. A methodologist is not necessary to form a committee, but in most cases strongly recommended.

If there is a need to make a change to the committee membership, the student must contact the Doctoral Program Director or Department Chair to discuss and implement changes.

Responsibilities of the Doctoral Student

Because the dissertation is intended to allow the student to conduct independent research with the support of a Dissertation Committee, the student should view all committee members as sources for guidance, direction, and feedback. However, the student should not expect the methodologist, or any other committee member, to be prescriptive. Rather than relying on committee members to "tell" the student how to conceptualize the study, implement the study and describe the results, the student is expected to be a self-directed learner and take the initiative in identifying appropriate strategies, seeking feedback, engaging in thoughtful discussion, and seeking approval of the dissertation.

Toward that end, the following will guide the student during the dissertation stage of the program:

- Consult with the Dissertation Committee Chair on a regular basis. Be respectful of your Chair and Committee's time. Establish guidelines for meeting behavior. If you fail to meet these guidelines, your Chair may resign from your Committee.
- Contact other members of the Dissertation Committee, or schedule Committee meetings only with the approval of the Dissertation Committee Chair.
- When uncertainty arises in the research process bring possible solutions as well as the questions to the attention of your Dissertation Committee Chair.
- Although you will provide numerous drafts of your dissertation chapters to your Dissertation Committee Chair and Committee members, be sure each draft is your best work to date.

The following will guide the student during the dissertation proposal and defense stages of the program:

- Provide members of the Committee with copies of your dissertation proposal draft at least two weeks (14 days) prior to the scheduled proposal dates.
- Provide members of the Committee with copies of your dissertation defense draft at least two weeks (14 days) prior to the scheduled defense dates.
- No changes should be made to the defense draft from the time it goes to the Committee until after the defense date.

Setting target dates for completing the dissertation is helpful, but the actual completion date will be determined by the quality of the student's work, not the target dates.

- While the Committee will provide feedback and comments regarding the conceptual issues, organization, methodology, etc., the student is responsible for all editing. The final document must comply with effective writing standards, current APA manual, and the Graduate School's guidelines for the dissertation.
- Be patient and flexible. The development of a dissertation is not a linear process and often involves numerous revisions to the various chapters.

- Celebrate! Recognizing the achievement of both a successful proposal defense and a final dissertation defense is important. Celebrating the achievement of other targets along the way is also important!

Dissertation Proposal

The doctoral candidate must be familiar with the theory and research in the area of interest in order to identify researchable problems and opportunities to contribute to the field. Throughout the program, course assignments provide opportunities to explore areas of interest. Early in the program, candidates should attempt to develop a system for collecting and organizing resources related to possible areas of interest for the dissertation research.

Ideally, during the research courses, candidates will become more focused in an area of interest. In most cases, the proposal is expected to be a draft of the first three chapters of a traditional five-chapter dissertation. Successful completion of the qualifying examination and dissertation proposal defense advances a student to doctoral candidacy.

Dissertation Timeline

<i>One month prior to proposal</i>	<ul style="list-style-type: none"> • Institutional Review Board (IRB) Certification The <u>ECU University and Medical Center Institutional Review Board</u> is charged with protecting the rights and welfare of human subjects. Certification is required before submission of your research project for IRB approval. • With approval from the Dissertation Committee Chair, the student schedules a proposal defense date with the committee, reserves a room, and reserves any required technological equipment through the DARS Office.
<i>Two weeks prior to proposal</i>	<ul style="list-style-type: none"> • Electronic or paper copies of the proposal are sent to committee members and the DARS office at least two weeks before the proposal hearing. The student should develop a proposal presentation and send a draft to the Chair for input.
<i>Day of proposal hearing</i>	<ul style="list-style-type: none"> • ALL members of the Committee must be present at the dissertation proposal meeting and sign the form reporting the decision of the committee. If the student is successful in the defense of the dissertation proposal, the student may move forward with his or her research. • The approved dissertation proposal becomes the basis for the student's dissertation and may be revised only with approval of the Dissertation Committee and the student. • If the student is unsuccessful in the dissertation proposal a second defense is scheduled. Failure of the second dissertation proposal defense is final and the student is immediately terminated from the program.

<i>Immediately after acceptance of proposal</i>	<ul style="list-style-type: none"> • After successful completion of the dissertation proposal, the student in conjunction with the committee chairperson must complete IRB processing via the ePirate, which ensures that all required elements of IRB approval and appropriate signatures are complete and accurate.
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Dissertation Proposal Format

- Introduction
 - Overview
 - Need and purpose for the study
 - Statement of the research problem
 - Statement of hypotheses/questions
 - Delimitations
 - Limitations
 - Assumptions
 - Definitions
 - Summary
- Literature Review
 - Introduction
 - Literature Review
 - Summary
- Methodology
 - Introduction
 - Participants
 - Procedures
 - Research Design
 - Summary
- References

Dissertation Defense

The dissertation is defended in a public meeting. In the defense, the committee is concerned with the success with which the candidate executed the approved study and the ability of the student to explain and interpret the results of the study. The student must be **enrolled** at East Carolina University during the semester in which the dissertation defense is completed. If registration is for the defense of dissertation only, the student must register for an appropriate course (see the Doctoral Program Director). The dissertation defense must be scheduled within an academic term. In order for a student to graduate in a given semester, the dissertation must be submitted at least 10 days weekdays (Saturday and Sunday excluded) prior to the last day of classes of the

student's final semester, and it must be submitted to the Graduate School by the deadline stated in the ECU's Electronic Thesis and Dissertation Submission Service: Vireo.

Dissertation Defense Timeline

<i>At least one month prior to defense</i>	<ul style="list-style-type: none"> With the chairperson, schedule the defense date and reserve a conference room through the DARS department. To be approved for graduation and receipt of the Ph.D. degree, the student must successfully complete and defend the dissertation. By defense date, the dissertation contents should be complete and carefully edited. The manuscript should meet the requirements of the ECU Manual for Theses and Dissertations and the latest APA Manual.
<i>At least two weeks prior to defense</i>	<ul style="list-style-type: none"> The candidate is to provide copies of the dissertation to committee members and the DARS office at least two weeks before the defense date, prepare a defense presentation, and send the draft to the Chair for input. With information provided by student and Chair, the DARS administrative staff will prepare and disseminate an official notice of defense to the academic community.
<i>Day of defense</i>	<ul style="list-style-type: none"> ALL members of the Committee or replacements approved by the DARS Department must be present at the dissertation defense and must sign the form reporting the results of the review. Otherwise, follow directions for electronic submission of theses and dissertations. Should the student's performance on the dissertation defense be unsatisfactory, the committee may request a second defense after one full semester has elapsed. Failure on the second defense is final.
<i>Day after defense</i>	<ul style="list-style-type: none"> The student is responsible to make any edits to the dissertation defense. In order for a student to graduate in a given semester, the dissertation must be submitted at least 10 days weekdays (Saturday and Sunday excluded) prior to the last day of classes of the student's final semester, and it must be submitted to the Graduate School by the deadline stated in the ECU's Electronic Thesis and Dissertation Submission Service: Vireo. Student is to submit an electronic final copy of the dissertation defense to graduate school by the date specified by the Graduate School. Students should follow procedures for electronic submissions of theses and dissertations.

APPLICATION FOR GRADUATION

Students must be registered for classes in the semester they plan to graduate. Once the student and the committee chairperson have determined that all the degree requirements for the doctorate will be completed during a specific semester, the student should file an Application for Graduation in the Registrar's Office. The specific deadline for submitting the Application for Graduation is established each year by the Registrar's Office, but it is usually no later than the beginning of the semester that the degree requirements will be completed. The student must apply for graduation by the deadline posted on the ECU Academic Calendar. Having applied, if the student does not graduate, the application rolls over to the next semester. Please refer to the Registrar's Office for additional information.

PROGRAM EVALUATION

Several methods of program evaluation are used. Alumni, field-site supervisors, employers, and other stakeholders are encouraged to participate in assisting the department to improve instruction and update the program. The following **Evaluation Plan** depicts the data collected, procedure for how and when data is collected, method for how data will be reviewed or analyzed, and how data will be used for curriculum and program improvement.

Evaluation Plan

At the end of each academic year, a departmental faculty retreat is held, and all programs review their goals and objectives (Key Performance Indicators), curricular effectiveness, and recruitment and retention of students.

	Data Collected	Procedure for Data Collection	Method for Data Review/Analysis
Goals & Objectives: Key Performance Indicators (KPI)	<ul style="list-style-type: none"> • KPIs - Individual and Aggregate assessment • Professional Dispositions - Individual and Aggregate assessment 	<p>KPIs: Program faculty determine the <i>Means of Assessment</i> and <i>Criterion for Success</i> for each KPI each year. Instructors of courses where KPIs are being assessed during each course offering.</p> <p>Professional Dispositions: Faculty/instructors of all program courses assess students on the DARS Technical Standards during each course with individual students.</p>	<p>Two times per year (beginning of fall and spring semesters) program faculty will review the individual data for KPIs and Professional Dispositions.</p> <p>During the faculty retreat (summer) the program director will present the aggregate data and solicit recommendations for actions to take for improvement.</p>
Effectiveness of Curricular Content & Design	<p>KPIs</p> <p>Strengths</p> <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Alumni Survey 	<p>Alumni, Field-site Supervisor, and Employer Surveys are sent via Qualtrics once per year (end of spring) to solicit feedback related to student's demonstration of KPIs, program strengths, and program areas for improvement.</p>	<p>Program directors receive the results of the three surveys. Compiled results are included in the program report during the faculty retreat for discussion and to solicit recommendations for actions to take for improvement.</p>

	<ul style="list-style-type: none"> • Field-Site Supervisor Survey • Employer Survey 		
Recruitment & Retention of Students	Characteristics of: <ul style="list-style-type: none"> • Applicants • Admits • Rejected Applicants • Non-Completers • Graduates 	Data points are collected at the end of each fall and spring semester. Data is derived from programmatic admissions and retention database reports.	Program directors retrieve and compile the data. Results are included in the program report during the faculty retreat for discussion and to solicit recommendations for actions to take for improvement.

Use of Data for Curriculum and Program Improvement

The conclusions and suggestions of this annual programmatic review are included in the annual evaluation report and are the basis for recommending changes in curriculum and departmental procedures for the next academic year. Accepted changes are implemented the following academic year once course and/or programmatic changes have been confirmed. 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 and posted on the program website for stake holders to review. The evaluation is also shared with the program's External Advisory Board Members, who are invited to evaluate the program(s) using the same criteria. The External Advisory Board meets every two years.

APPENDIX A: PERFORMANCE REVIEW, PROGRAM AND REMEDIATION PLANNING
FORM

**Department of Addictions and Rehabilitation Studies
Ph.D. in Counselor Preparation and Research
Performance Review, Program and Remediation Planning**

Student Name: _____

Semester/Year being reviewed: _____

Doctoral Committee: _____

1. Adherence to DARS' Technical Standards:

a. Recognizing their own influence on others.

i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

b. Developing a working alliance with clients and others by establishing and maintaining relationships based on shared objectives and goals.

i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

c. Developing professional relationships by establishing and maintaining collegial professional relationships.

i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

- d. Accepting and using instructor/supervisor feedback:
i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

- e. Adopting innovative ideas, approaches, and/or procedures.
i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

- f. Adapting to changing demands in the professional environment, with or without direction.
i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

- g. Managing conflict.
i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

- h. Expressing feelings effectively and appropriately.
i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

- i. Ability to accept personal responsibility.
i. ___ Deferred ___ Unacceptable ___ Acceptable

Comments: _____

j. Adhering to relevant University rules, professional ethical codes, and legal standards.

i. Deferred Unacceptable Acceptable

Comments: _____

k. Understanding the consequences of criminal behavior on matriculation through a DARS program and/or obtaining professional credentials.

i. Deferred Unacceptable Acceptable

Comments: _____

l. Utilizing computer technology and University learning platforms when required.

i. Deferred Unacceptable Acceptable

Comments: _____

2. Academic Performance & Other Scholarly Accomplishments:

i. Deferred Unacceptable Acceptable

3. CACREP Areas/KPIs:

CACREP PhD Professional Identity Areas	Deferred	Unacceptable	Acceptable
KPI 1: Counseling Practice: _____ _____			
KPI 2: Supervision: _____ _____			
KPI 3: Teaching: _____ _____			
KPI 4: Research/Scholarship: _____ _____			
KPI 5: Leadership/Advocacy: _____ _____			

Comments: _____

4. Professional identity development: _____

5. Status of progress toward completion of degree:

a. Courses completed during the semester:

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

b. Courses planned for upcoming semester:

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

c. Goals for upcoming semester:

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

d. Potential Comprehensive Examinations Date:

- i. _____

6. Status of progress toward completion of dissertation:

e. Committee Chair:

i. _____

f. Committee Members:

i. _____

ii. _____

iii. _____

iv. _____

v. _____

g. Working title:

i. _____

h. Potential Dissertation Proposal Date:

i. _____

7. Remediation plan (if necessary): _____

Student Signature/Date: _____

Faculty Signature/Date: _____

Faculty Signature/Date: _____