



**Master of Science in Rehabilitation and Career  
Counseling**

**Graduate Student Manual**

**CACREP Accredited in Rehabilitation Counseling**

Department of Addictions and Rehabilitation Studies  
College of Allied Health Sciences  
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Clinical Assistant Professor and Director, Navigate Clinic

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**PAUL TORIELLO, Rh. D., CRC, LCAS, CCS**

Associate Professor and Chair of the Department of Addictions and Rehabilitation Studies

**NOEL YSASI, Ph.D., CRC**

Assistant Professor and Coordinator, Military and Trauma Certificate

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**KRISTIN CAIN, PhD, LPCA, LCAS**

**SAMANTHA COLEMAN, PhD**

**CHERYL GENTILE, MS, LPC, LCAS, CRC-MAC, CCS**

**ROBERT MORPHET, MS**

**ANN T. NEULICHT, Ph.D., CRC**

## I. ABOUT OUR PROFESSORS

**Dr. Paul J. 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 a 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 the Chair of the Department of Addictions and Rehabilitation Studies.

**Dr. William L. Atherton** earned a B.A. in Psychology from Clark University, an M.A. in Mental Health Counseling and Behavioral Medicine from Boston University School of Medicine, and a Ph.D. in Rehabilitation Counseling and Administration from East Carolina University. He began working in the counseling field in 2002 and is a Licensed Professional Counselor Supervisor (LPCS), a Licensed Clinical Addictions Specialist (LCAS), a Certified Rehabilitation Counselor (CRC), and a Certified Clinical Supervisor (CCS). He is the Director of the Clinical 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 Rehabilitation Services program.

**Dr. Celeste Crawford** earned a B.A. in English from Elizabethtown College, an M.S. in Counseling from Shippensburg University, and her Ph.D. in Rehabilitation Counseling and Administration from East Carolina University. She began working in the counseling field in 1990 and is a Licensed Professional Counselor (LPC), Licensed Professional Clinical Supervisor (LPCS), Licensed Clinical Addictions Specialist Associate (LCAS), and a National Certified Counselor (NCC). She is the Practicum and Internship Coordinator and the Director of the Navigate Counseling Clinic.

**Dr. Lloyd R. 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 Clinical Addictions Specialist (LCAS), a Certified Rehabilitation Counselor with a specialty certification in addictions counseling (CRC-MAC), and a Certified Clinical Supervisor (CCS).

**Dr. Stephen J. 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 is the Director of the Rehabilitation Counseling and Administration program.

**Dr. Jennifer J. Wright McDougal** earned a B.S. in psychology from Appalachian State University, an M.S. in Rehabilitation Counseling and in Substance Abuse and Clinical Counseling, and a PhD in Rehabilitation Counseling and Administration from East Carolina University. She began working in the counseling field in 2006 and is a Certified Rehabilitation Counselor (CRC), Licensed Clinical Addictions Specialist (LCAS), and a Certified Advanced Alcohol and Drug Counselor (CAADC). She is the Coordinator of the Alcohol and Drug Studies Minor.

**Dr. Susan G. Sherman** earned her B.S in Rehabilitation Services and her M.S. in Rehabilitation Counseling from Florida State University. She received her Ph.D. from Michigan State University in Rehabilitation Counselor Education. Dr. Sherman began working in the Rehabilitation Counseling field in 1982. In addition to Dr. Sherman being a Certified Rehabilitation Counselor Certification (CRC), she is also a Certified Public Manager (CPM), and a Licensed Professional Counselor (LPC) in the States of Georgia, Michigan, and North Carolina. Dr. Sherman is the Program Director of the Rehabilitation and Career Counseling Program and Coordinator of the Rehabilitation Counseling Certificate.

**Dr. Steven R. Sligar** earned a B.A. in Sociology from University of West Georgia, a M.Ed. in Vocational Evaluation from Auburn University, and EdD in Adult Education from Northern Illinois University. He began working in the vocational evaluation field in 1972 and is a Certified Vocational Evaluator (CVE) and a Professional Vocational Evaluator (PVE). He is Coordinator of the Vocational Evaluation Certificate.

**Dr. Noel Ysasi** earned an M.S. in Rehabilitation Counseling and is a Certified Rehabilitation Counselor (CRC). He is an Assistant Professor and Coordinator of the Graduate Certificate program in Military and Trauma Counseling. Aside from specializing in vocational and transitional services for the veteran population, his primary research, teaching, and service has included numerous trainings on ethical considerations for rehabilitation counseling professionals

## **II. THE DEPARTMENT OF ADDICTIONS AND REHABILITATION**

### **STUDIES DEPARTMENTAL HISTORY**

#### **A. Departmental History**

The Department of Addictions and Rehabilitation Studies (formerly the Department of Rehabilitation Studies and the Department of Rehabilitation Counseling) at East Carolina University began in 1967 with an M.S. in Rehabilitation Counseling. The first students graduated in 1969.

The M.S. in Vocational Evaluation program within the Department of Addictions and Rehabilitation Studies was in operation from fall 1980 to spring 2012 and is now a certificate program. The M.S. in Rehabilitation and Career Counseling program began in fall 1989 and graduated its first students in 1990. The B.S. in Rehabilitation Services began in fall 1994 and graduated its first students in 1998. 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 clinical counselors/clinical mental health counselors, professional substance abuse counselors, and vocational evaluators at all levels of service in a culturally diverse and global society.

The objectives of the Addictions and 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:

- knowledge and appreciation of the traditions, foundations, history, and philosophy of counseling specific to the fields of clinical counseling/clinical mental healthcounseling,



substance abuse/behavioral addictions counseling, rehabilitation counseling, career 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 (psychiatric/mental health, substance abuse/behavioral addictions), and other issues that limit their ability to function at personally satisfying levels;
- case management skills including coordinating, planning, and implementing treatment/person centered 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; and
- applied research methodology based on improved theories, concepts, and approaches for assisting clients/consumers in dealing with life experiences more effectively.

### **III. REHABILITATION AND CAREER COUNSELING DEGREE PROGRAM REQUIREMENTS**

#### **A. Program Mission and Objectives, Scope and Standard of Practice**

##### ***Mission***

The primary mission of the Rehabilitation and Career Program counseling is to teach counseling and rehabilitation theories, applied counseling approaches, and clinical skills necessary for professionals to assist individuals with disabilities achieve their maximum level of physical, psychological, social, educational, vocational, and economic functioning.

The Rehabilitation and Career Counseling program will continue to build a strong foundation in practicing collaborative leadership skills, develop flexible and positive views of the future, and identify and build on existing strengths, opportunities, and resources to engage in the community and enact positive change.

##### ***Objectives***

The objectives of the program are to provide students with the essential knowledge, skills, and attitudes necessary to function effectively as a professional rehabilitation counselor which include, but are not limited to, the following areas:

1. Foundations of rehabilitation counseling, history, philosophy, legislation, and laws affecting individuals with disabilities, social/cultural issues, and ethical standards of practice;
2. Rehabilitation counseling services to individuals, family members, and groups of persons affected by acquired or congenital disabilities;
3. Case management services including coordinating, planning, and implementing rehabilitation plans for persons with disabilities;
4. Vocational, career development and job placement including assessment of occupational information, labor market trends, and development of vocational rehabilitation plans with persons with disabilities.
5. Medical and psychosocial aspects of disability and how the person's environment, socio/cultural aspects, family, and psychological well-being impact the individual's adjustment to his or her disability.
6. Applied research methodology and project design related to rehabilitation counseling.

### ***Scope of Practice***

Rehabilitation counselors provide individual and group counseling, vocational assessment, case management, and consultation services to persons with physical, mental, emotional, developmental, and cognitive disabilities. The rehabilitation counseling profession is founded on humanistic values and beliefs that facilitate therapeutic interventions using a holistic approach.

### ***Roles and Responsibilities***

Rehabilitation counselors use knowledge and skills from several disciplines including psychology, medicine, education, social work, law, and employment to serve persons with congenital and acquired disabilities.

Rehabilitation counselors' practice in a variety of public and private settings including but are not limited to: state-federal vocational rehabilitation agencies, private psychiatric and physical rehabilitation hospital settings, county and regional mental health programs, independent living and residential facilities, and hospital-based physical rehabilitation units.

The unique role of the professional rehabilitation counselor promotes self-responsibility and self-advocacy with the consumers they serve and assists them to develop personal, family, and community resources consistent with personal goals and lifestyle.

### **Standards of Practice for Rehabilitation Counselors**

Rehabilitation Counseling is a holistic and integrated program of medical, physical, cognitive, psychosocial, and vocational interventions that empowers persons with chronic illnesses and disabilities to achieve an optimal level of overall functioning. The profession is founded on humanistic values and the belief that each person is a unique individual.

Rehabilitation counselors facilitate counseling and vocational assessment strategies with their clients/consumers that cultivate independence, personally fulfilling, socially-emotionally meaningful, and functionally effective interactions within their environment. The general goals within the rehabilitation counseling process are to facilitate independence, vocational, and psychosocial adjustment for persons with chronic illnesses and disabilities.

The field of rehabilitation counseling has a promising future that offers employment in a variety of settings including but are not limited to: state-federal vocational rehabilitation agencies, community-based rehabilitation centers, hospital-based rehabilitation units, independent living and residential treatment facilities, psychiatric, mental health programs, as well as a variety of case management settings.

### **Standards of Practice for Rehabilitation Counselors include:**

- An understanding of the social, psychological, economic, physical, medical and environmental problems of people with disabilities;
- Knowledge of the history, philosophy, legal status, and agencies/facilities of the rehabilitation system, as well as the roles and functions of rehabilitation practitioners;
- Ability to apply knowledge of psychological, career and aptitude tests to facilitate consumer choices;
- Knowledge of employment services available to people with disabilities;
- Ability to communicate effectively in writing and verbally with people with disabilities and members of the rehabilitation team;
- Ability to provide personal and career counseling to individuals from differing cultural and social groups;
- Ability to provide group counseling as a method of assisting individuals to more successfully make life decisions;
- Knowledge of community resources available to people with disabilities;
- Ability to function as a consultant to business and industry on issues related to disability and accommodation;
- The ability to problem solve to assist persons with disabilities in their rehabilitation program and to empower the person with a disability; and
- Knowledge of ethical principles and decision-making models to facilitate effective delivery of rehabilitation services.

Adapted from The Disability and Rehabilitation Studies Self Study of Curriculum Content Areas from the [Council on Rehabilitation Education](#) website.

### **Professional Communication includes:**

- Verbal communication to provide individual and group counseling;
- Verbal communication to provide consultation to industry and business;
- Verbal communication to convey technical and vocational information to consumers;
- Communicate abstract information in a clear manner;
- Written communication skills and report development;
- Vocational counseling techniques and skills;
- Basic negotiation and mediation techniques; and
- Collaboration skills to develop effective partnerships within and across disciplines.

### **B. Orientation of New Students**

New students are oriented to the Rehabilitation and Career Counseling Program in the following ways:

- Contact with program advisor prior to beginning the program,
- Provision of the URL for this RCC Graduate Student Manual on Department and Program web page

- Print and e-mail information prior to and during the time of enrollment, and
- Departmental orientation meeting (first week of each semester).

### **C. Degree Requirements**

Students in the RCC program must complete a minimum of 62 s.h. of credit including the following courses:

- ADRE 6000 - Medical and Psychosocial Aspects of Disability (3 s.h.)
- ADRE 6010 - Introduction to Clinical, Addictions, and Rehabilitation Counseling (3.s.h)
- ADRE 6050 - Ethical and Legal Aspects in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6100 - Occupational Analysis and Career Counseling (3 s.h.)
- ADRE 6250 - Diagnosis and Treatment of Mental and Emotional Disorders (3 s.h.)
- ADRE 6300 - Clinical, Addictions, and Rehabilitation Counseling Theories (3 s.h.)
- ADRE 6310 - Prepracticum in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6340 - Human Growth and Development in Clinical, Addictions and Rehabilitation Counseling (3 s.h.)
- ADRE 6350 - Clinical, Addictions, and Rehabilitation Group Counseling (3 s.h.)
- ADRE 6351 - Personal Growth Group Lab (1 s.h.)
- ADRE 6360 - Practicum in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6361 - Practicum in Clinical, Addictions, and Rehabilitation Counseling Lab (1 s.h.)
- ADRE 6370 - Multicultural Issues in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6380 - Career Counseling in Clinical, Addictions, Rehabilitation, and Counseling (3 s.h.)
- ADRE 6401 - Assessment in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6550 - Research in Clinical, Addictions, and Rehabilitation Counseling (3 s.h.)
- ADRE 6991-6994 - Internship in Clinical, Addictions, and Rehabilitation Counseling (600 hours of supervised clinical field experience)
- 2 s.h. of electives

## **D. Personal Experiential Counseling Requirements**

Students in the RCC Program are required to participate in personal counseling and experiential activities. These include participation in a small personal growth group, a group counseling course, and counseling pre-practicum and practicum courses. Another option is to receive individual personal counseling from the student counseling center or another mental health professional to meet part of an optional requirement in the counseling practicum course. All personal counseling experiences are oriented toward increasing personal and interpersonal growth of the student in order to become a competent rehabilitation and career counselor.

## **E. Technical Standards**

The mission of the Department of Addictions and Rehabilitation Studies (DARS) is to provide students with the knowledge, clinical skills, and leadership tools to become counselor educators, clinical mental health, addictions, and rehabilitation counselors, and rehabilitation service providers in a culturally diverse and global society.

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 performance evaluation section). Specifically, students will demonstrate:

1. Ability to develop working alliance with clients and others:
  - a. Establish and maintain relationships based on shared objectives and goals.
2. Ability to develop professional relationships:
  - a. Establish and maintain collegial professional relationships.
3. Willingness to accept and use instructor/supervisor feedback:
  - a. Complete industry standard methods of instruction/supervision.
  - b. Incorporate instructor/supervisory feedback into own views and changes behavior accordingly.
4. Openness to new ideas:
  - a. Adoption of innovative ideas, approaches, and/or procedures.
5. Flexibility:
  - a. Adaptation to changing demands in the professional environment, with or without direction.

6. Awareness of their own influence on others:
  - a. Ability to examine how their words and actions influence others.
  - b. Appropriately responds to feedback regarding influence of their words and actions on others.
7. Ability to deal with conflict:
  - a. Ability to recognize conflicting points of view.
  - b. Ability to examine their own role in a conflict.
  - c. Participates in conflict resolution.
  - d. Implements agreed upon resolution.
8. Willingness and ability to express feelings effectively and appropriately.
9. Ability to accept personal responsibility:
  - a. Ability to account for their own role in problems.
  - b. Ability to accept consequences and make appropriate changes.
10. Adherence 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. Ability to utilize computer technology and University learning platforms when required.

## **F. Practicum**

### **ADRE 6360 - Practicum in Clinical, Addictions, and Rehabilitation Counseling:**

Minimum of 8 hours per week in applied setting (100 hours total with 40 working with people with disabilities). The Practicum in Clinical, Addictions, and Rehabilitation course consists of supervised counseling of clients with clinical mental health issues, addictions, adjustment to disability, educational and/or career planning. (See Practicum Manual for more information)

### **ADRE 6361: Practicum in Clinical, Addictions, and Rehabilitation Counseling Lab:**

Counseling of clients with problems of personal/social adjustment, substance abuse, adjustment to disability, educational and/or career planning in an applied setting. The RCC Practicum course includes additional university-based counselor skill training and supervised counseling with clients in the field. The *Practicum Manual* provides more information on this course. See the Student Resources section of the Department's website (<http://www.ecu.edu/cs-dhs/rehb/resources.cfm>) for the *Rehabilitation and Career Counseling Practicum* manual (

## **G. Internship**

The RCC Internship is a 600-hour clinical experience (requires 240 hours working with persons with disabilities) where students assume the functions of beginning counselors in a community agency working with individuals with disabilities that may include, physical, mental, or academic. The *Internship Manual* describes the details of this clinical field experience. See the "Student Resources" section of the Department's website (<http://www.ecu.edu/cs-dhs/rehb/resources.cfm>) for the *Rehabilitation and Career Counseling Internship* manual.

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

- **Set up the field site early.** Students should begin securing a practicum and internship site the semester before they are planning to start. Students must consult their advisor, Practicum Instructor, or Internship Coordinator *prior* to contacting a potential internship site. A pre-internship meeting is required of all interns prior to beginning this clinical field experience.

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- **Obtain health insurance.** Students must maintain and provide proof of their own health insurance. East Carolina University is not responsible for health care or treatment of any disease/accident or disorder associated with educational, clinical or other contacts.
- **Obtain a criminal background check.** If a site requires a criminal background check or other requirements (e.g., CPR Training, drug testing) for placement, the student is responsible for the expense and securing of the required information.
- **Obtain professional liability insurance.** Students must be covered by professional liability insurance and provide proof of coverage prior to participating in their practicum and internship experiences.

## H. Field Sites for Practica and Internships

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

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

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

## J. Part-Time Students

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

## K. Research Option

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

### Research Project (3 hours)

- The research project is a less formal design that includes gathering information on a practical concern in an organized manner. Research projects may include analyzing special topics in rehabilitation and career counseling.
- Steps for completing the research project:

- Select a project advisor from the Department.
- Select and receive approval of a topic. (Note: The project must include data gathering as part of the method.)
- Present proposal to project advisor. This proposal should include the project's first three sections:
  - Introduction and statement of the problem
  - Review of the literature (may not be extensive)
  - Method of gathering information
- This proposal need not be long (10-15 pages) but should be written in APA format.
- Register for ADRE 6561 Research Project (3 semester hours).
- Complete research project by gathering data as planned. Analyze data with consultation from project advisor. Write results and conclusions section for completion of project. The final project paper should follow the APA Publication Manual and East Carolina University's Manual of Basic Requirements for Theses, Dissertations, and Term Papers.
- Present completed research project to advisor (an oral defense is usually required).

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

### **Research Paper (3 hours):**

- The research paper is an in-depth review of existing literature on a specialized area in rehabilitation and career counseling. It does not involve collecting new data.
  - **Steps for completing the research paper:**
    - Select an advisor from the department.
    - Select a topic and receive advisor approval
    - Sign up for ADRE 6561 (3 semester hours)
    - The outline of the research paper will typically include the following sections:
      - Introduction
      - Description of the problem or topic
      - Review of the literature
      - Conclusions about present state of knowledge
      - Discussion and suggestions for future research
  - The research paper should be 30-50 pages in length and follow the APA Publication Manual and East Carolina University's Manual of Basic Requirements for Theses, Dissertations, and Term Papers.
  - Present the completed paper to the advisor (an oral defense by the student is required in most instances).

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

### **Research Article (3 hours):**

- The research article option includes the identification of a specific area of inquiry, a concise review of the literature, collection of data, and the completion of a manuscript for possible submission to a counseling related journal (preferably the Journal of



Rehabilitation [JOR], Rehabilitation Counselors and Educators Journal, or another related journal).

- Steps for completion of the research article:
  - Select a research article advisor from the department.
  - Select a topic and receive approval of advisor. (Note: The article must include data gathering as part of the methods.)
  - Present a formal proposal to advisor. This proposal should include the first three sections:
    - Introduction and statement of the problem
    - Description of the problem or topic
    - Review of the literature
    - Method
  - This proposal need not be long (10-15 pages), and should be written in APA format for journal articles.
  - Sign up for ADRE 6561 and possibly ADRE 6562 (3 or 4 semester hours).
  - Complete research article by gathering data as planned. Analyze data with consultation from article advisor. Write results and conclusions section of article for completion of project.
  - Present completed research article to advisor (an oral defense is usually required).

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

## **L. Research Facilities**

### **Laupus Health Sciences Library**

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

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

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

### **J. Y. Joyner Library**

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

The library has complete files of the *New York Times* and other nationally recognized newspapers as

well as files of many North Carolina newspapers on microfilm. Joyner Library is an officially designated depository for selected United States Government publications and 12,000 North Carolina state documents. Joyner Library is a participant in established interlibrary loan programs. Graduate students and faculty may obtain from the Chief Reference Librarian a UNC Cooperative Library Privilege Card, which entitles them to use the library resources of the other 15 units located on campuses of the university system.

## **M. Comprehensive Examination**

The passing of a comprehensive examination is a University requirement. Students in the RCC program must complete either the Certified Rehabilitation Counselor (CRC) exam (Option 1) or an oral case study comprehensive exam (Option 2). Students sitting for the CRC exam must take it the semester prior to internship (must complete 75% of course work to be eligible) or delay graduation to sit for the exam. Students taking a written comprehensive examination, or the oral case study comprehensive examination, may take it the semester they plan to graduate.

### **Purpose**

The purpose of the comprehensive examination process is to help students synthesize their learning in Rehabilitation and Career Counseling and to ensure students have an understanding of the professional attitudes, skills, and knowledge related to the common-core areas as defined by CORE. Additionally, the evaluation of students' examinations will provide faculty the opportunity to appraise students' academic preparation.

### **Formats and Descriptions**

#### **Option 1:**

**The Certified Rehabilitation Counselor Examination:** This written examination consists of 175 multiple-choice questions. The CRC exam was developed by the Commission on Rehabilitation Counselor Certification (CRCC). The CRC exam is a knowledge-based instrument that reflects the ten knowledge domains underlying rehabilitation counseling. The CRC exam results provide a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. The examination is administered as a whole and not by sections.

The 10 knowledge domains of the CRC exam are:

- Assessment, Appraisal, and Vocational Evaluation
- Job Development, Job Placement, and Career and Lifestyle Development
- Vocational Consultation and Services for Employers
- Case Management, Professional Roles and Practices, and Utilization of Community Resources
- Foundations of Counseling, Professional Orientation and Ethical Practice, Theories, Social and Cultural Issues, and Human Growth and Development
- Group and Family Counseling
- Mental Health Counseling
- Medical, Functional, and Psychosocial Aspects of Disability
- Disability Management
- Research, Program Evaluation, and Evidence-Based Practice

(For more information see <https://www.crccertification.com/CRC-exam-content>)

### **Cost of the Certified Rehabilitation Comprehensive Examination**

The fee charged to each student to sit for the CRC exam is \$385.00.

### **Certified Rehabilitation Counselor Examination Results**

The CRCC notifies the student directly about the results of the exam. The student may authorize the CRCC to inform DARS as well. The DARS is only informed of pass or fail and not the student's score.

### **Application and Administration Process**

Students wishing to take the CRC exam may download an application from the CRCC website (<https://www.crccertification.com/forms-fees>). The date the application is due (see table) and the administration of the examination is continuously posted on the CRCC website. The CRC exam is a 4-hour examination. Students must bring a picture ID to the examination site.

Application Deadline	75% Coursework Completed	Examination Window
February 15	June 1	July exam window
May 15	September 1	October exam window
October 15	February 1	March exam window

Please address any questions you may have to the Director of the RCC Program.

### **Failure to Pass the Certified Rehabilitation Comprehensive Examination**

Students who do not pass the CRC exam are able to re-take it but that may require a delay in graduation. To graduate after internship, the student may then select option 2.

#### **Option 2:**

**Oral Case Study Comprehensive Examination Guidelines:** Students have 60 - 90 minutes to review a case study and be prepared to address all the areas described in the 10 knowledge domains of the CRC before making an oral presentation in front of two departmental faculty. To develop comprehensive responses, students may use any resources and materials that they have from their course work such as textbooks, lecture notes, handouts, and so forth. Students may take as many notes as they like and develop written responses to the questions. However, anticipation of follow-up questions from faculty may be difficult. Thus, students should rely less on notes and more on their comprehensive knowledge of the individual case study. The responses provided must be related to the specific case study. Generalized responses to a specific question may indicate that students would have difficulty applying a particular counseling intervention, strategy, treatment, or goal to the particular client (case study).

### **Steps in the Oral Presentation**

- **Development of a Case Presentation** - Students begin their presentation by first providing

a comprehensive description of the client. Students should present information about the client's background as if they are in a staffing. Thus, they will assume that the other team members (two faculty) have little information about the client. During the initial presentation students are to include information such as the client's: (a) age, gender, social history, (b) reason for referral and general medical, specialist reports related to presenting disability, psychosocial issues, and other information related to the referral, (c) current level of functioning in regards to strengths and barriers to employment, and (d) major short-term and long-term issues that will need to be addressed to establish a career plan. Overall, students are giving a brief assessment of the client and the impact these issues may have on the client clinically, medically, educationally, occupationally, and socially. The *Assessment Summary* form used in ADRE 6360 Counseling Practicum course and the Internship is helpful to organize this information.

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

## **N. Personal Experiential Counseling Requirements**

Students in the RCC program are required to participate in personal counseling and experiential activities. These include participation in a small group counseling course (i.e., personal growth group), counseling prepracticum and practicum courses, and an option of individual personal counseling. This counseling may be from the student counseling center or another mental health professional. This counseling will enable the student to meet part of an optional requirement in the Counseling Practicum course. All these personal counseling experiences are oriented toward increasing personal and interpersonal growth of the student in order to become a competent professional counselor.

## **O. Graduation**

Two semesters prior to graduation an Application for Graduation is completed on Banner. Information regarding applying for graduation can be obtained at <http://www.ecu.edu/cs-acad/registrar/Graduation-Information.cfm>.

## **P. Relationship with other Departments**

The Department of Addictions and Rehabilitation Studies has developed relationships with several other departments at East Carolina University.

- Department of Higher, Adult, and Counselor Education: Students often take the research course and possibly one or two other general counseling courses in this department. This department provides coursework related to adult education; educational leadership; school, clinical mental health, and student affairs/college counseling and could be of interest to some students.
- Department of Psychology: This department has traditionally provided several elective courses such as Psychology of Organizational Behavior or Issues of Personnel Selection.
- Department of Child and Family Relations: This department provides coursework related to marriage and family counseling, an area that has often been important in Rehabilitation and Career Counseling.
- Department of Recreation and Leisure Studies: Offers a certificate in Biofeedback, which has been of interest to some students.
- College of Special Education, Foundations, and Research: Offers a certificate in Assistive Technology that is often helpful for rehabilitation counselors.

## **IV. RECRUITMENT, SELECTION AND RETENTION OF STUDENTS**

### **A. Admissions - Information and Questions**

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

Paul J. Toriello, Rh.D.  
Department Chair  
Department of Addictions and Rehabilitation Studies College  
of Allied Health Sciences  
East Carolina University  
Greenville, NC 27858-4353  
Phone: 252-744-6304  
Email: [toriellop@ecu.edu](mailto:toriellop@ecu.edu)

or

Susan G. Sherman  
Assistant Professor  
Director, Rehabilitation & Career Counseling Program  
Coordinator, Graduate Certificate in Rehabilitation Counseling  
Department of Addictions and Rehabilitation Studies College of Allied Health Sciences  
East Carolina University Greenville, NC 27858-4353  
Phone: 252-744-6294  
Email: [shermans15@ecu.edu](mailto:shermans15@ecu.edu)

## **B. Application Deadlines**

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

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

- Maintaining the required 3.0 GPA for graduate students.
- Showing personal and ethical characteristics and behavior consistent with becoming a rehabilitation counselor.
- Making continuous progress toward completing degree requirements.
- Pursuing career goals consistent with the preparation offered by the RCC Program.

## **C. Procedure for Multicultural/Diverse Recruiting**

The RCC program is committed to recruiting qualified minority students locally, regionally, statewide, nationally, and internationally. The College of Allied Health Sciences staff, on behalf of the RCC program, 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' GRE or MAT scores and their undergraduate grade point averages. Allowing the applicant to take the MAT, which appears to have less cultural and racial bias than the GRE, may encourage minority students to apply to the RCC Program.

## **D. Faculty Advisor**

The Director of the RCC program also serves as the faculty advisor. 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

Students are expected to initiate appointments with their advisor as needed throughout the program.

### **E. Academic Regulations**

Each student is expected to secure and read carefully the current *East Carolina University Bulletin - Graduate Catalog*. While academic advisors are as helpful as time and circumstances permit, students are expected to assume full responsibility for knowing the academic regulations of the Graduate School and for meeting the standards and requirements expressed by those regulations.

Additionally, students in the professional disciplines, including the RCC Program, are expected to follow the *College of Allied Health Sciences Student Conduct Code*, which is reprinted in this manual.

### **F. Criteria for Dismissal from Rehabilitation and Career Counseling Degree Program**

Students must maintain a 3.0 GPA. Additionally, a grade of “C” or less in 8 semester hours or more results in dismissal from the program. Students who are dismissed for academic reasons **will not** be readmitted to the program.

The faculty may recommend either immediate discontinuation in DARS or remedial action for a student who: (a) fails to meet the DARS technical standards at any time; (b) knowingly engages in illegal or unethical activities; (c) are deemed to be physically, mentally, or emotionally impaired; (d) are deemed to present an immediate threat to the well-being of others; and/or (e) violations of relevant components of ECU’s student code of conduct.

### **G. Professional Counselor Development Evaluation**

Students in the RCC program are expected to develop certain essential counselor competencies as they progress towards graduation. The *Professional Performance Review Process* form is completed by department faculty 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. Students must continue to meet the DARS technical standards from admission through graduation. They must be knowledgeable about the Code of Ethics of the *Commission on Rehabilitation Counselor Certification* (CRCC) and the *American Counseling Association* (ACA). 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 counselors-in-training to be: concerned about other people; to be physically, mentally, and emotionally stable (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 Addictions and Rehabilitation Studies possess those characteristics sufficiently that they do *not* interfere with their professionalism or helping capacity.

Students are reviewed throughout their matriculation. This includes reviews after the conclusion of each semester by all DARS faculty, or as significant events occur. All reviews are conducted according to students' compliance with the following Professional Performance Standards across academic, clinical, and technical domains:

1. Academic
  - a. Grades and coursework
  - b. Ability to utilize computer technology and university learning platforms.
2. Clinical Skills
3. Technical Standards (see Technical Standards section)
4. Clinical Skills
5. Ability to connect and develop therapeutic alliance with clients
6. Personal and Interpersonal Behavior
7. Openness to new ideas
8. Flexibility
9. Cooperativeness with others
10. Willingness to accept and use feedback
11. Awareness of own impact on others
12. Ability to deal with conflict
13. Ability to accept personal responsibility
14. Ability to express feelings effectively and appropriately
15. Attention to ethical and legal considerations

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 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 Addictions and 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 Addictions and 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 Addictions and Rehabilitation Studies faculty according to their compliance with the following Professional Performance Standards:

<b>Professional Performance Standards</b>	<b>Deferred</b>	<b>1. Unacceptable</b>	<b>2. Acceptable</b>
1. Academic performance (e.g., grades, coursework, use of technology)			
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 perform satisfactorily on the *Professional Performance Review*, they may be required to engage in remediation activities to address their deficiencies. Students’ academic advisor or designee will meet with students to discuss deficient areas (i.e., ‘unacceptable’ rating) noted in the *Professional Performance Review* and determine the necessary action(s) to be taken. If such actions include student remediation, 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 Addictions and Rehabilitation Studies at East Carolina University, the faculty is collectively requiring that you engage in the following behaviors that relate to the competencies addressed within our program’s retention.

### **Competency Area A: Professional Responsibility**

1. Demonstrate the ability to reflect accurately 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 address successfully the professional performance standard deficiencies noted on your *Professional Performance Review*, you 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 the student has successfully addressed the issues in counseling will be required before the student can reenroll in future departmental courses. Please present this letter to the department chair within 2 weeks of attempting to register for any ADRE courses including the practicum and internship.
2. \_\_\_ If the student deficiency was of an ethical nature the student may be required to attend 6 hours' worth of supervision-related workshops that are pre-approved by the department chair before reenrolling in the practicum or internship courses. Please present proof of having completed these workshops to the department chair within 2 weeks of attempting to register for the practicum course.
3. \_\_\_ Write a 10-page (double-spaced, American Psychological Association style) essay, which applies the supervision information the student learned in the remediation workshops to the supervision or related conflicts the student confronted within practicum, internship, or other courses. In the essay, the student should especially focus on issues related to accepting faculty and supervisor feedback. The faculty will evaluate

this statement, and the student will not be able to register for future departmental courses, including practicum and internship, until the faculty is satisfied that the student can adequately understand feedback within the faculty and supervision relationship as described in this document. Please present this essay to the department chair within 2 weeks of attempting to register for departmental courses, including the practicum and internship courses.

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

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

_____	_____
Date	Student
_____	_____
Date	Faculty Representative

## V. FINANCIAL ASSISTANCE AND SCHOLARSHIPS

### A. Graduate Research/Assistantships

Several graduate students each year are selected to assist the department's faculty in research or special projects. These are usually rewarding projects and may lead to ideas and possible data for students' term papers or research papers. The stipend which assistantships provide each semester varies. Students interested in applying to the Department of Addictions and Rehabilitation Studies

for the assistantship must contact the departmental secretary. If students are working full-time, they are not eligible for the Graduate Research/Assistantships.

### **B. Beth Lambeth Memorial Scholarship**

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

### **C. Gravely Foundation Scholarships**

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

### **D. T. L. McClellan Memorial Scholarship**

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

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

### **E. Burbecker Scholarship**

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

### **F. Paid Clinical Internships**

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

### **G. East Carolina University Financial Aid Office**

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

328-6610.

## **VI. CAREER SERVICES**

### **A. Career Center**

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

### **B. Job Bank**

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

## **VII. STUDENT ORGANIZATIONS**

### **A. Chi Sigma Iota: Rho Omega Chapter**

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. William Atherton ([athertonw@ecu.edu](mailto:athertonw@ecu.edu)) is the faculty advisor to the chapter.

### **B. 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. Steve Leierer ([leierers@ecu.edu](mailto:leierers@ecu.edu)) is the faculty advisor to the SARA.

## **VIII. PROFESSIONAL ORGANIZATIONS**

To enhance graduate education and set the foundation for participation in the counseling profession, all graduate students are strongly encouraged to 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:

- a. Receipt of professional publications (journals and newsletters) published by the organization and divisions.
- b. 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.

- c. Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
- d. Involvement with activities and issues, which are pertinent to the profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- e. 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 RCC program are:

#### **A. American Counseling Association**

The American Counseling Association is the professional association for counselors. It promotes activities to benefit counseling (including rehabilitation and substance abuse counseling), lobbying for greater recognition of counseling including licensure and third party reimbursement. Members receive the Journal of Counseling and Development and the Counseling Today Newsletter. Student membership rates are available. See the ACA webpage at [www.counseling.org](http://www.counseling.org)

#### **B. 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/>

#### **C. 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](http://www.nationalrehab.org)

#### **D. 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/>.

#### **E. 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>.

#### **F. Professional Association of Rehabilitation Counselors**

The Professional Association of Rehabilitation Counselors (PARC) was founded in 1993 by Dr. Lloyd Goodwin at ECU. PARC has six specialty divisions and additional special interest groups for the main areas of rehabilitation counseling practice including substance abuse counseling, vocational evaluation, clinical psychiatric/mental health counseling, and rehabilitation education. PARC was founded as an umbrella professional association to unite all the fragmented specialty areas of rehabilitation counseling practice under one professional association. Members receive a Newsletter including job openings and research abstracts. Student rates are available. See the website at [www.NationalPARC.org](http://www.NationalPARC.org).

#### **G. Vocational Evaluation and Career Assessment Professionals**

The VECAP organization is a nonprofit organization originally founded in 1967 to promote the professions and services of vocational evaluation and work adjustment. The VECAP organization is committed to advance and improve the fields of vocational evaluation and career assessment and represents the needs of the professionals who provide those services. Its scope of services will encompass individuals who need assistance with vocational development and/or career decision making. VECAP is comprised of membership of professionals who provide vocational evaluation, assessment, and career services and others interested in these services.

VECAP members identify, guide, and support the efforts of persons served to develop and realize training, education, and employment plans as they work to attain their career goals. See the website at <http://www.vecap.org/>

#### **H. Vocational Evaluation and Work Adjustment Association**

The Vocational Evaluation and Work Adjustment Association (VEWAA) is also a division of the National Rehabilitation Association. Its purpose is to improve and advance the field of vocational evaluation and work adjustment training, which uses simulated and/or real work in order to enhance the habitation or rehabilitation of said persons. Three membership categories are available: professional, associate, or student. Members receive the VEWAA Bulletin and Newsletter. See the website at <http://www.nationalrehab.org/vewaa/index.html>.

#### **I. 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/>.

#### **J. Licensed Professional Counselors Association of North Carolina (LPCANC)**

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



## **IX. MALPRACTICE INSURANCE**

Students in the RCC program are required to have malpractice insurance. The school has coverage available for \$17.50 per year, which must be paid by August 1<sup>st</sup>. The insurance provides financial protection for real or alleged errors, omissions, or professional judgments made in the performance of the student's duties. If students want to purchase this insurance, then a check for \$17.50 made out to East Carolina University, College of Allied Health Sciences should be turned in to the Department secretary. For more information about malpractice insurance please contact the Department secretary 252-744-6304.

## **X. ACCREDITATION, LICENSURE, CERTIFICATION, AND CODES OF ETHICS**

### **A. Accreditation**

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

**The Rehabilitation and Career Counseling program is accredited by *Council for Accreditation of Counseling and Related Educational Program (CACREP) in Rehabilitation Counseling.***

Established in 1981, CACREP is an independent agency that sets standards and accredits master's degree programs in seven specific program: Addiction Counseling; Career Counseling; Clinical Mental Health Counseling; Marriage, Couples, and Family Counseling; School Counseling, Student Affairs and College Counseling; and doctoral programs in Counselor Education and Supervision.

CACREP requires a minimum 60 semester hours, 100 hours of supervised counseling practicum, and 600 hours of internship experience for accreditation. The master's degree is considered the professional practice degree in the counseling profession. Graduates from CACREP accredited counselor education programs are as qualified and skilled as those from related mental health professional disciplines. To read more about CACREP see their website at [www.cacrep.org](http://www.cacrep.org).

### **B. Licensure and Certification**

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

#### **Licensure**

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

counseling experience in order to become licensed. *Professional counselors must be licensed in order to practice independently and enter private practice in states which have counselor licensure laws.*

### **Licensed Professional Counselor (LPC)**

Graduates of the Rehabilitation and Career Counseling program (62 semester hours) are eligible for North Carolina licensure as Licensed Professional Counselors (LPCs) after two years of post-masters counseling experience and the passing of an exam. State counselor licensure went into effect July 1, 1994 and is required to diagnose and treat mental health disorders and for private counseling practice.

Insurance companies, including Blue Cross/Blue Shield in North Carolina, have included LPCs as recognized mental health providers of counseling and psychotherapy services. Most states have reciprocity arrangements for the LPC or equivalent credential [www.ncblpc.org](http://www.ncblpc.org).

### **Certifications**

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

There are two main national counselor certifying bodies: The *Commission on Rehabilitation Counselor Certification (CRCC)* and the *National Board for Certified Counselors (NBCC)*.

### **Certification in Rehabilitation Counseling (CRC)**

All graduate students are encouraged to take the Certified Rehabilitation Counselor (CRC) exam. **Students may do this after they have completed 75% of their program.** Students typically take the exam during their internship or the semester or two before they graduate. The CRC is a national certification and is reciprocal with the LPC exam in North Carolina. The exam is offered twice a year; in the spring and fall. A CRC study guide can be found at [www.crccexam.com](http://www.crccexam.com). Students may complete and application for this exam online at [www.crcccertification.com](http://www.crcccertification.com).

### **National Board for Certified Counselors (NBCC)**

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

### **Other Licensing or Certifying Organizations**

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

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

## **C. Codes of Ethics**

Students enrolled in the RCC program at East Carolina University must abide by of the following codes of ethics:

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

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

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>.

### **American Mental Health Counselors Association (AMHCA) Code of Ethics**

Students and graduates are also encouraged to join AMHCA. The AMHCA Code of Ethics can be obtained online at <http://www.amhca.org/assets/content/CodeofEthics1.pdf>

### **The Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics**

CRCC has adopted a Code of Professional Ethics that covers both its Certified Rehabilitation Counselors (CRCs) and its Canadian Certified Rehabilitation Counselors (CCRCs). The standards of this mandatory code are intended to assure the public that the rehabilitation counseling profession accepts its responsibility to provide caring service to individuals with disabilities. The CRCC Code of Ethics can be obtained online at

<https://www.crc certification.com/filebin/pdf/CRCCCodeOfEthics.pdf>

## **D. Written Endorsement for Credentials and Employment**

Graduates of the Rehabilitation Counseling program typically seek the Licensed Professional Counselor (LPC) credential after graduation. (See the Department's website under "Student Resources" for a summary of the criteria for these credentials.)

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

## **XI. REHABILITATION AND CAREER COUNSELING PROGRAM EVALUATION**

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

Student Perception of Teaching Survey (prior to Spring 2013, Student Opinion of Instruction Survey)

- Instructor’s Questionnaire
- ECU Administrative Staff Evaluation
- Departmental meetings with full-time staff, adjunct staff, and graduate students
- Annual departmental retreat
- Reports from field supervisors of interns
- Health professions education program review: Graduate Programs, the University of NC, Board of Governors
- Periodic review and continual monitoring by the Graduate School of ECU
- Advisory Committee for DARS
- TrackDat program evaluation software used by ECU
- Departmental student survey form used for each course
- Student evaluation on intern sites
- Ten-year SACS review
- Annual progress report to university Department of Strategic Plan and Goals
- Students are also free to meet with their advisor or other faculty member to discuss concerns and ideas

**Assessment of CACREP common core curriculum standards and Rehabilitation Counseling specific standards.**

Each of the common core curriculum standards and the Rehabilitation and Career Counseling specific standards can be found in the 2016 CACREP Standards (<http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>; see pg. 9 and 25 respectively). Each course will list the common core areas and RCC specific standards it will cover within the syllabus.

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 and posted on the program website for stake holders to review.

The evaluation is also shared with the Rehabilitation and Career Counseling External Advisory Board Members, who are invited to evaluate the program(s) using the same criteria. The Rehabilitation and Career Counseling External Advisory Board meets every two years.

**XII. COLLEGE OF ALLIED HEALTH SCIENCES STUDENT CONDUCT CODE**

1. Introduction (Version 10)

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. ECU's Chancellor, in turn, charged the Vice Chancellor for Student Affairs with overseeing the student conduct process. The Office of Student Rights and

Responsibilities and the Student Conduct Board have been created to assist in this effort.

1.1.1. 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 ECU'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.

1.3.1. The Code pertains to anyone registered for 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, dental students, professional students, and students studying abroad. 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. 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 upon request.

1.3.2. Students are subject to the Student Code of Conduct and related policies from the time they accept admission until they graduate 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.

1.3.3. In addition to the consequences outlined in this regulation, students who represent units within 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

violated 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, as is outlined in the relevant catalog.

## 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, facilitating a sale, delivering, manufacturing, and/or abusing illicit or illegally obtained substances. Misusing prescription or counterfeit drugs. Consuming, including huffing or sniffing, any substance not intended for such use. Possessing or using drug paraphernalia.

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.

2.3.1. Endangerment can include but is not limited to Sexual Misconduct as defined in the University's "Regulation on Responding to Complaints of Sexual Harassment, Sexual Misconduct and/or Discrimination on the Basis of Sex".

2.3.1.1. Findings from investigations regarding Sexual Misconduct may be referred by the Title IX Coordinator or Deputy Title IX Coordinator to OSRR for disciplinary action in accordance with this Student Conduct Process.

2.3.1.2. In cases involving Sexual Misconduct, mediation between the Complainant and the Respondent will not be used for resolution.

2.3.1.3. In addition to review of Sexual Misconduct under this Student Conduct Process, a report can be made to the Title IX Coordinator in the Office for Equity and Diversity (328-6804), the ECU Deputy Title IX Coordinator in the Dean of Students Office (328-9297), the ECU Police (328-6787), and/or to the U.S. Department of Education's Office for Civil Rights (800-421-3481).

2.3.2. 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.

2.3.3. Consent is explicit approval and permission to engage in sexual activity demonstrated by clear actions, words, or writings. Consent is informed, freely given and mutually understood by all

parties involved. If coercion, intimidation, threats, and/or physical force are used, there is no consent. If the Complainant was mentally or physically incapacitated or impaired so that the Complainant could not understand the fact, nature, or extent of the sexual situation, there is no consent; this includes conditions due to alcohol or drug consumption, or being asleep or unconscious, or under the age of legal consent, or unable to give consent under current law. Silence does not necessarily constitute consent, and past consent of sexual activities does not imply ongoing future consent. Whether the Respondent has taken advantage of a position of influence over the Complainant may be a factor in determining whether consent was freely given. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Consent can be withdrawn at any time.

2.4. Harassment, Threats, Bullying or Intimidation: Directing action toward a particular individual or group in a manner which is unwelcome and, under the totality of the circumstances, is so severe or pervasive, and 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.

2.4.1. 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 or that is defamatory.

2.4.2. East Carolina University will also enforce the University of North Carolina Policy 700.4.2, which states:

2.4.2.1. 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 person's race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status.

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

- a. directed toward a particular person or persons;
- b. based upon the person's race, color, religion, national origin, gender, sexual orientation, gender- identity, creed, disability, or veteran status;
- c. unwelcome;
- d. severe or pervasive;
- e. objectively offensive; and
- f. so unreasonably interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities.

2.4.2.3. In determining whether student conduct violates these provisions (2.4.2.1. or 2.4.2.2.), 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, military groups, 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.

2.5.1. 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.

2.5.2. Any recognized student organization wishing to implement a new member intake process must submit its plan to the respective University department responsible for the organization, such as, Greek Life, Campus Recreation and Wellness, or Student Activities and Organizations. Once the plan is approved by the department, the organization cannot deviate from it without prior authorization from the department. A deviation from the approved plan may constitute a violation of the Code. Conducting a new member intake process without an approved plan is a violation of the Code.

2.5.3. Hazing of any member of the University community by any individual or group will not be tolerated and may result in sanctions for an individual and/or organization.

2.5.3.1. Nothing in this provision is intended to prohibit (1) customary public athletic events, contests or competitions that are sponsored by the University, or the organized and supervised practices associated with such customary events; (2) activities and conduct that furthers the goals of a military training program; (3) a legitimate educational curriculum; or (4) extracurricular activity defined and approved by the University.

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, including ECU vehicles is a violation of the Code, with the exception of a handgun possessed pursuant to a concealed handgun permit and stored according to law. Possessing any illegal weapons, including nuclear/biological/chemical weapons, or home-made weapons, either 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. Illegally concealing any weapon is a violation of the Code.

2.6.1. Weapons include, but are not limited to, objects defined in the “Regulation Concerning Weapons on Campus”. Examples of weapons are: guns, rifles, pistols, bb guns, air rifles, air pistols, paintball guns, crossbows, arrows, fireworks, dynamite, bombs, grenades, mines, powerful explosives, bullets or ammunition cartridges, nunchuks, slingshots, leaded canes, blackjacks, metallic knuckles, martial arts weapons, throwing stars, Kamas, axes, razor blades, ice picks, dirks, daggers, swords, bowie knives, switchblade knives, butterfly knives, other knives with blades three or more inches in length, tasers, and stun guns.

2.6.2. 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-campus 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 property, including intellectual property, or services 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, Defacement, or Misuse of Property: 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 others without explicit permission. This includes but is not limited to, unauthorized access to residence halls, vehicles, stadiums and fields, as well as unauthorized possession, duplication, or use of the property of others or the University.

2.11. False Information, Forgery, and Fraud: Publishing and/or circulating false information that is harmful to others. Providing false information to the University, including on an application required to participate in a University activity.

2.11.1. 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 driver's license. Deceitfully using the personal information of others.

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.

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 as a witness, except in instances where such failure would require a student to identify his/her own violation of the Code. Failing to abide by sanctions, including bans.

2.15. Violation of University Policies: Violating University policies including, but not limited to those listed in the related policy section of this regulations and the University Policy Manual. 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 sanctions.

3. Sanctioning. Violations of the Student Code of Conduct, 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 or removal from classes, and administrative suspension. For cases specific to sexual misconduct, the University may take interim measures to protect the Complainant in the educational setting or workplace based on the facts specified in the allegation, including but not limited to: minimizing contact with the Respondent and allowing the Complainant to change academic and extracurricular activities or his or her living, transportation, dining, and working situation as appropriate.

3.1.1. Both Complainants and Respondents in cases specific to sexual misconduct, will be provided information about available on and off campus resources, including but not limited to: victim advocacy, counseling/mental health services, disability support services, health services, and explanation and assistance regarding reporting a crime to campus or local law enforcement.

3.1.2. 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.

3.1.3. 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 calendar days to the Dean of Students. While the Dean of Students is reviewing the appeal, the student shall remain on suspension.

3.1.4. In order for an administrative suspension to be modified the student must show that the action was arbitrary or capricious, there was a procedural error, or that 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.

3.1.5. 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 Student 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, and mitigating or aggravating factors existing at the time of the offense, which may include, but are not limited to: past disciplinary record, the nature of the misconduct (i.e. the Respondent was acting under duress or a mental condition; played a minor role in the commission of the offense; knowingly exposed others to a significant risk; convinced others to participate due to a position of leadership, dominance, trust or confidence; or the offense involved weapons or was especially heinous), as well as other relevant information regarding the degree of any damage, injury, or harm resulting from it. Multiple sanctions may be imposed for one violation.

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

3.2.2. 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.

3.2.3. The University reserves the right to enhance sanctions for violations which are believed to have been motivated based on the person's race/ethnicity, color, religion, national origin, sex, sexual orientation, gender-identity, gender expression, age, creed, disability, genetic information, political affiliation, 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, which may include suspension or expulsion. A student on disciplinary probation shall be ineligible to hold any office or participate in any activity in which the student represents the University or a University-recognized student organization either within or outside the University community. These activities and organizations may include, but are not limited to, leadership of a student organization as well as in the Student Government Association, varsity athletics, and club or extramural sports. For example, a student on disciplinary probation may remain a member but may not accept or continue to hold a leadership post in a student organization; may remain on a team and practice, but may not participate in an official varsity athletics or extramural game/contest; may remain a member of a musical group, but may not perform in a public concert; may not run for office and, if already elected, is suspended from service as an officer in a registered student organization. Probation shall be served during the student's active terms of enrollment at the University.

3.3.2.1. Students placed on disciplinary probation shall be required to notify the department or entity governing the University or University-recognized activity, function, or position of their probation and their ineligibility to participate. University employees who have duties related to any University or University-related function, activity or organization in which the student is prohibited from participating are considered University officials to whom the student's ineligibility may be disclosed if and as necessary for the employee to fulfill his or her duty.

3.3.2.2. In enforcing this provision, OSRR will periodically review rosters of University and University-recognized student organizations to identify any students on probation that may be violating this provision.

3.3.2.3. A student found in violation of the terms of his or her probation may be subject to additional disciplinary action as noted above.

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. 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.

3.3.8. Restitution: Reimbursement to the person or entity harmed by the violation.

3.3.9. 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. A committee will consider the petition and make a recommendation to the Vice Chancellor for Student Affairs, or

designee. Suspension shall be served during the student's active terms of enrollment at the University.

3.3.10. **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. With the exception of review of a case due to the receipt of new information as outlined in section 5.5.9, below, only the Chancellor 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 the University.

3.3.11. **Revocation of Degree:** Revocation of an awarded degree for a serious violation of the Code that occurred prior to graduation, but which was discovered after a student had graduated from the University.

3.3.12. **Failure to Comply with Sanctions:** Office of Student Rights and Responsibilities 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.

3.3.13. **Sanctions for Student Organizations:** Student organizations registered with the Student Organization Center, the Office of Greek Life, Academic departments, Campus Recreation and Wellness, Military groups, Athletics, 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 or its designee and the unit administratively associated with the student organization.

3.3.13.1. Sanctions for student organizations may be coordinated with the unit administratively associated with the student organization, and may include: restriction of organizational privileges for a stated period of time; loss of privileges including, but not limited to, access to reserving rooms, use of campus facilities and services, representation at an event, or a reduction 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. Organizations might be required to complete specified sanctions or educational tasks 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 is a Respondent and 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. An organization whose conduct is under review is entitled to the rights listed below and its president will be required to identify a representative as a Respondent.

#### 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, after receiving written notice of the outcome, to review of the decision, including to appeal as described in section 5.5.

4.1.1.9. The right to be represented, at the student's expense, by a licensed attorney or non-attorney advocate who may participate in accordance with UNC Policy Manual 700.4.1.1 [R]. A Respondent represented by an attorney or non-attorney advocate is expected to attend all scheduled meetings and hearings.

4.1.1.10. The right to be informed of pertinent University-based support services.

#### 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: Any ECU student, faculty, or staff member who has been negatively influenced by the alleged behavior of a student, may file a complaint against that student, and be designated by the Office of Student Rights and Responsibilities as a Complainant. Complainants have 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, after receiving written notice of the outcome, to review the decision, including 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.

4.2.1.6. For cases specific to sexual misconduct, the Complainant is entitled the rights enumerated in 4.1.1, above, such as the right to an observer/support person at the hearing; to have the same access to the proceedings as the Respondent, including the ability to question witnesses; to be free of irrelevant questions about sexual history; and to appeal a decision based on grounds described in section 5.5. In cases where the Respondent has an attorney present at the hearing, the Complainant also may have an attorney, at the Complainant's own expense, present at the hearing.

#### 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.

4.3. If either the Respondent or the Complainant believe that due to the conduct administrator's previous knowledge, experience, belief, or emotion may unduly influence the decision-making either positively or negatively, the Complainant or Respondent may request a different conduct administrator.

4.4. Students have the responsibility to update personal contact information on their One-Stop 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 One-Stop system or to the permanent address if attempted contact with the student through other means is unsuccessful.

## 5. Student Conduct Hearing Procedure

5.1. 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.

5.1.1. Alleged violations of a minor nature occurring in a residence hall may be reviewed under the Code by Campus Living staff as assigned by Campus Living. Campus Living staff will not address cases involving drugs, weapons, sexual assaults, serious bodily harm or property damage without prior approval from the Director of OSRR. OSRR will address all incidents which might result in suspension or expulsion.

5.1.2. The ECU conduct process functions independent of the criminal justice system. At the student's expense, s/he may be represented by a licensed attorney or non-attorney advocate who may participate in accordance with UNC Policy Manual 700.4.1.1[R].

5.1.3. The standard used throughout the conduct process to reach case resolution is preponderance of the evidence. This standard will be used to evaluate the evidence for purposes of making findings and drawing conclusions for an investigation conducted under this regulation; meeting the standard constitutes a conclusion it is more likely than not that the alleged conduct occurred. Formal rules of evidence do not apply to student conduct cases.

5.1.4. 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 a licensed attorney or non-attorney advocate as outlined in 4.1.1.9, in a Student Conduct Board Hearing as outlined in section 5.4, the Respondent will not be permitted to have a non-participating support person present. In the meetings with a Conduct Administrator, as described in sections 5.2 and 5.3, students may have both one (1) licensed attorney or non-attorney advocate as outlined in 4.1.1.9, and one (1) non-participating support person.

## 5.2. Initial Intake

5.2.1. 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 may result in a formal charge if they contain sufficient information to independently establish a violation of the Code. Allegations may also be addressed with education and through referrals to on and off campus resources, if appropriate.



5.2.2. The University does not tolerate retaliation against individuals who 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.

5.2.3. The determination to investigate a conduct case will be made within a reasonable period of time after receipt of a complaint. If it is believed that the behavior is governed by the Code, the student will be invited to a gathering of information meeting with a conduct administrator.

5.2.4. The Respondent may request a reasonable postponement of the meeting by contacting the conduct administrator in writing no less than two calendar days before the scheduled 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. The conduct administrator 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.

5.2.5. After a gathering of information meeting, a determination will be made as to whether formal charges will be pursued. If a student is to be formally charged with a potential violation of the Student Code of Conduct, the student will receive written notification regarding a follow up meeting, which will include written notice of the allegation, with a brief summary, and the meeting date and time, as well as possible sanctions.

5.2.5.1. If the alleged violation might result in a sanction that is other than suspension or expulsion, the hearing with the conduct administrator, described in 5.3, below, will take place no earlier than five calendar days after the meeting notice is sent to the student via letter or e-mail, unless the student requests an earlier date.

5.2.5.2. If the alleged violation might result in suspension or expulsion the matter will be referred to the conduct board, described in 5.4, below, and will take place no earlier than ten calendar days after the meeting notice is sent to the student via letter or e-mail, unless the student requests an earlier date. In charges that might result in expulsion, the student will be informed that expulsion precludes matriculation at any UNC constituent institution.

5.2.6. If the Respondent fails to meet with the conduct administrator or board after being properly notified, the case will be decided on the basis of information gathered by the conduct administrator or board.

5.2.7. If the administrator believes that there was no violation or there is insufficient information to make a determination, the conduct case will be closed.

### 5.3. Hearing with a Conduct Administrator

5.3.1. 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 by a preponderance of the evidence whether or not a violation of the Code occurred.

5.3.2. The Respondent or Complainant may request a reasonable postponement of the hearing by contacting the conduct administrator in writing no less than two calendar days before the scheduled 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. The conduct administrator 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.

5.3.3. If the conduct administrator determines that a violation did occur, s/he will either assign appropriate sanctions and will notify the Respondent in writing within ten calendar days of the date of 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 right to appeal the decision to the Director of OSRR or designee.

5.3.4. Prior to a hearing, the Respondent may make an appointment in OSRR to review the information and witness lists to be presented at the hearing.

#### 5.4. Student Conduct Board Hearing

5.4.1. As indicated above, Student Conduct Board hearings will be convened when the Respondent's case involves possible sanctions of suspension or expulsion. 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 hearing date and time. The hearing will take place at least ten calendar days after the student is notified via letter or e-mail, unless the student agrees to an earlier hearing date.

5.4.2. 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 calendar 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

5.4.3. Hearing Panel Composition. The hearing panel is composed of three students, one faculty member, and one staff member of the Student 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 rationale for the panel's decision. In cases of alleged sexual misconduct/violence the hearing panel shall be composed of two faculty members and three staff members.

5.4.3.1. 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.

5.4.4. Hearing Outline. During the hearing, the panel will review all available, relevant information and, based on a preponderance of the evidence standard, make a determination as to whether or not a violation of the Code had occurred. A hearing will be divided into two parts: (1) the presentation of the facts and (2) if the panel finds the student responsible, the panel will determine sanctions.

5.4.4.1. 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.

5.4.4.2. 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, while the panel deliberates regarding a finding of responsibility.

5.4.4.3. The panel will reconvene the meeting and announce its decision. If the student is found responsible, s/he may invite two character witnesses to give information and testimonials and may submit letters attesting to her/his character. The Complainant may provide an impact statement to the panel.

5.4.4.4. The panel will then recess to deliberate appropriate sanctions, and reconvene the meeting to announce its decision. The decision will also 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.

5.4.5. The hearing will be audio recorded; however, recording quality problems and/or malfunctions will not invalidate or nullify the decision of the panel.

5.4.6. The Student Conduct Board hearings are closed to the public.

## 5.5. Appeals

5.5.1. During an appeal, the appealing party has the burden of showing either (1) a violation of due process; or (2) a material deviation from Substantive and Procedural Standards adopted by the Board of Governors. In cases related to sexual misconduct, either the Respondent or the Complainant may file an appeal in accordance with the procedures outlined in this section.

5.5.1.1. Material Deviation from Procedural Standards means that the Respondent was not provided the required notice or an opportunity for a fair hearing due to specified procedural errors, or errors in interpretation of University policies or regulations, that were so substantial as to effectively deny the Respondent a fair hearing. Reasonable deviations from the procedures set out in this regulation will not invalidate a decision or proceeding unless the Respondent can show that, but for the deviation or error, there likely would have been a different outcome in the case.

5.5.1.2. Material Deviation from Substantive Standards means that there is a lack of information in the record that could support the decision or sanction(s). This does not mean the information presented at the hearing can be re-argued on appeal; rather, it requires a showing that no reasonable person could have determined the Respondent was responsible or could have imposed the sanction that was issued, based on the information in the record.

5.5.2. The student must specify in writing (“appeal letter”) 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 a licensed attorney or non-attorney advocate. 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 from the University. This individual may continue to assist the Respondent throughout the appeal process.

5.5.3. The appeal letter must be dated, signed by the student, and received by OSRR within five calendar 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. Appeals should be directed to osrr@ecu.edu; or 364 Wright Building. 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 OSRR to grant or deny such requests.

5.5.4. OSRR will review the appeal within five calendar days of receipt. Appeals will be limited to the record of the hearing, including the supporting documents provided by the Respondent and available records (“written record”) within the Office of Student Rights and Responsibilities.

5.5.5. In appeals from a hearing with the conduct administrator, the Director of OSRR or designee will review the written record and make a determination as to whether a decision should be altered. If the OSRR Director or designee determines that an appeal is not granted, the decision of the conduct administrator and any assigned sanctions will go into effect and the student will have no further appeal opportunities. The Director of OSRR or designee’s decision is final.

5.5.6. In appeals from a hearing before the Conduct Board where suspension is assigned, the Director of OSRR will compile the written record and provide it to the Vice Chancellor for Student Affairs or designee who will make the final determination.

5.5.7. In appeals from a hearing before the Conduct Board where expulsion is assigned, the Director of OSRR will compile the written record and provide it to the Vice Chancellor for Student Affairs who will make the final determination. If the Vice Chancellor determines that the student should be expelled from the University, the student has the right to file an appeal by following the process described in 5.6.

5.5.8. The final decision in cases where suspension or expulsion is the sanction will be made within 45 calendar days after the hearing and 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 any appeal rights.

5.5.9. New Information. 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. A Complainant or Respondent has one calendar year after the final imposition of sanctions by the University to present new information.

## 5.6. Appeal of Expulsion

5.6.1. Should the Vice Chancellor for Student Affairs determine that a student should be expelled; the student has the 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 Chancellor's decision is sent to the Respondent. A copy should also be provided to the Office of Student Rights and Responsibilities and the Vice Chancellor for Legal Affairs and University Counsel. If the appeal is received in a timely manner, the Board of Trustees will establish a schedule for its review. If the Respondent fails to comply with the schedule, the Board of Trustees may dismiss the appeal.

5.6.2. Should the Board of Trustees uphold the decision of the Vice Chancellor to expel a student, the student has a right to appeal the decision to the Board of Governors of the University of North Carolina. 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 Trustee's 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 Office of the Vice Chancellor for Legal Affairs and University Counsel. 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 will 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

7.1. 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.

7.2. 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.

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

## **XIII. COLLEGE OF ALLIED HEALTH EMERGENCY EVACUATION PLAN**

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

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

### **Fire**

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

## **Evacuation**

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

## **XIV. STUDENT SERVICES**

### **A. Procedure to Accommodate Students with Disabilities**

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

### **B. Student Counseling Services**

Student counseling services 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).

### **C. Student Transportation**

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

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



**College of Allied Health Sciences**

Health Sciences Building  
East Carolina University  
Greenville, NC 27834

[www.ecu.edu/ah](http://www.ecu.edu/ah)

Dean's Office  
252-744-6010  
[www.ecu.edu/ah/administration.cfm](http://www.ecu.edu/ah/administration.cfm)

Addictions and Rehabilitation Studies  
252-744-6300  
[www.ecu.edu/rehb](http://www.ecu.edu/rehb)

Biostatistics  
252-744-6045  
[www.ecu.edu/bios](http://www.ecu.edu/bios)

Clinical Laboratory Science  
252-744-6064  
[www.ecu.edu/clsc](http://www.ecu.edu/clsc)

Communication Sciences  
and Disorders  
252-744-6102  
[www.ecu.edu/csd](http://www.ecu.edu/csd)

Health Services and  
Information Management  
252-744-6177  
[www.ecu.edu/hsim](http://www.ecu.edu/hsim)

Nutrition Science  
252-744-1034  
[www.ecu.edu/nutr](http://www.ecu.edu/nutr)

Occupational Therapy  
252-744-6199  
[www.ecu.edu/ot](http://www.ecu.edu/ot)

Physical Therapy  
252-744-6238  
[www.ecu.edu/pt](http://www.ecu.edu/pt)

Physician Assistant Studies  
252-744-6271  
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**Please print, sign, and return to your program director.**

I, \_\_\_\_\_, have received and read the Rehabilitation and Career Counseling Student Manual.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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