



# **BACHELOR OF SCIENCE IN REHABILITATION SERVICES STUDENT MANUAL**

Department of Addictions and Rehabilitation Studies  
College of Allied Health Sciences  
East Carolina University  
4425 Health Sciences Building  
Mail Stop 677  
Greenville, North Carolina 27834  
[www.ecu.edu/dars](http://www.ecu.edu/dars)  
252-744-6300

## Contents

DEPARTMENT FACULTY .....	4
FACULTY PROFILES.....	5
DEPARTMENT OF ADDICTIONS AND REHABILITATION STUDIES .....	6
DEPARTMENTAL HISTORY .....	6
DEPARTMENTAL MISSION AND OBJECTIVES.....	6
REHABILITATION SERVICES DEGREE REQUIREMENTS .....	7
RECOMMENDED FOUR YEAR PLAN .....	9
PERSONAL EXPERIENTIAL REQUIREMENT.....	10
INTERNSHIP.....	10
EXPECTATIONS.....	10
CLINICAL CONTRACT WITH FIELD SITE .....	11
FIELD SITES FOR INTERNSHIPS .....	11
ADVISING.....	12
ACADEMIC REGULATIONS .....	12
RELATIONSHIP WITH OTHER DEPARTMENTS .....	12
RETENTION .....	13
TECHNICAL STANDARDS.....	13
PROFESSIONAL PERFORMANCE REVIEW PROCESS.....	13
PROFESSIONAL PERFORMANCE REVIEW .....	15
STUDENT REMEDIATION.....	16
PROFESSIONAL DEVELOPMENT-STUDENT REMEDIATION .....	16
REQUIREMENTS FOR GRADUATION .....	26
RESEARCH FACILITIES .....	27
LAUPUS HEALTH SCIENCES LIBRARY.....	27
J. Y. JOYNER LIBRARY .....	27
STUDENT ORGANIZATIONS.....	27
EAST CAROLINA UNIVERSITY STUDENT ADDICTIONS AND REHABILITATION ASSOCIATION (SARA).....	27
PROFESSIONAL ORGANIZATIONS.....	28
AMERICAN COUNSELING ASSOCIATION.....	28
AERICAN REHABILITATION COUNSELING ASSOCIATION .....	28
INTERNATIONAL ASSOCIATION OF ADDICTIONS AND OFFENDER COUNSELORS ....	28

AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION.....	28
NATIONAL REHABILITATION ASSOCIATION.....	28
REHABILITATION COUNSELORS AND EDUCATORS ASSOCIATION.....	28
VOCATIONAL EVALUATION AND WORK ADJUSTMENT ASSOCIATION.....	29
PROFESSIONAL ASSOCIATION OF REHABILITATION COUNSELORS.....	29
VOCATIONAL EVALUATION AND CAREER ASSESSMENT PROFESSIONALS.....	29
PROFESSIONAL ORGANIZATIONS CHART.....	29
PROGRAM EVALUATION.....	30
CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS.....	30
EAST CAROLINA UNIVERSITY STUDENT CONDUCT CODE AND POLICIES.....	31
STUDENT SERVICES.....	31
PROCEDURE TO ACCOMMODATE STUDENTS WITH DISABILITIES.....	31
STUDENT COUNSELING SERVICES.....	31
STUDENT TRANSPORTATION.....	31
COLLEGE OF ALLIED HEALTH EMERGENCY EVACUATION PLAN.....	31
FIRE.....	31
EVACUATION.....	32
STUDENT MANUAL SIGNATURE PAGE.....	33

## **DEPARTMENT FACULTY**

**PAUL TORIELLO, RhD, CRC, LCAS, CCS, LPCA**

Chair, Professor

**WILLIAM LEIGH ATHERTON, PhD, LPCS, LCAS, CRC, CCS**

Assistant Professor

Director of Clinical Counseling Program

Coordinator of Substance Abuse Counseling Certificate Program

**MARTHA H. CHAPIN, PhD, LPC, CRC, NCC, CDMS**

Professor

Director of Rehabilitation Services Program

**CELESTE CRAWFORD, PhD, LPCS, NCC**

Clinical Assistant Professor

Director of Navigate Counseling Clinic

**LLOYD R. GOODWIN, JR., PhD, LCAS, CCS, ACS, CRC-MAC**

Professor

**STEPHEN LEIERER, PhD**

Associate Professor

Director of Doctoral Programs

**JENNIFER J WRIGHT MCDUGAL, PhD, LCAS, LPCA, CRC**

Clinical Assistant Professor

Coordinator of Alcohol and Drug Studies Minor

**SUSAN G. SHERMAN, PhD, LPC, CRC, CPM**

Assistant Professor

Director of Rehabilitation and Career Counseling Program

Coordinator of Rehabilitation Counseling Certificate

**SHARI SIAS, PhD, LPC**

Associate Professor

**STEVEN R. SLIGAR, EdD, CVE, PVE**

Professor

Coordinator of Vocational Evaluation Certificate Program

**MARK STEBNICKI, RhD, CRC, LPC, DCMHS, CCM, CCMC**

Professor

Coordinator of Military and Trauma Certificate Program

### ***Adjunct Faculty***

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

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

**SAMANTHA COLEMAN, PhD**

**ROBERT MORPHET, MS**

## **FACULTY PROFILES**

**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 (LPC), a Licensed Clinical Addictions Specialist (LCAS), and a Certified Clinical Supervisor (CCS). He is Director of the Clinical Counseling program and Coordinator of the Certificate in Substance Abuse Counseling.

**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 rehabilitation counseling field in 1978 and is a Licensed Professional Counselor (LPC), a Certified Rehabilitation Counselor (CRC), National Certified Counselor (NCC), 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 Licensed Professional Counselor Associate. She is the Coordinator of the Alcohol and Drug Studies Minor.

**Dr. Susan G. Sherman** earned a B.S. and M.S. in Rehabilitation Services from Florida State University and her Ph.D. in Rehabilitation Counselor Education from Michigan State University. She began working in the rehabilitation counseling field in 1982 and is a Licensed Professional Counselor (LPC), a Certified Rehabilitation Counselor (CRC), and a Certified Public Manager (CPM). She is the Director of the Rehabilitation and Career Counseling program and Coordinator of the Certificate in Rehabilitation Counseling.

**Dr. Shari M. Sias** earned a B.A. in Counseling and Rehabilitation from Marshall University, a

M.Ed. in Clinical Counseling from The Citadel, and a Ph.D. in Counselor Education from The College of William & Mary. She began working in the counseling field in 1986 and is a Licensed Professional Counselor (LPC).

**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 Certificate in Vocational Evaluation.

**Dr. Mark A. Stebnicki** earned a B.S. in Speech Communications, an M.S. in Rehabilitation Counseling & Rehabilitation Administration, and a RhD. in Rehabilitation from Southern Illinois University at Carbondale. He began working in the counseling field in 1981 and is a Licensed Professional Counselor (LPC), a Certified Rehabilitation Counselor (CRC), and a Certified Case Manager (CCM). He is the Coordinator of the Certificate in Military and Trauma Counseling.

**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 RhD. 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.

## **DEPARTMENT OF ADDICTIONS AND REHABILITATION STUDIES**

### **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. degree 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 Clinical Counseling program, formerly known as the Substance Abuse and Clinical Counseling program was approved in 1988 and graduated its first students in 1990. The B.S. in Rehabilitation Services began in fall 1994 and graduated its first students in 1998. The department also offers a minor in Alcohol and Drug Studies. In the fall of 2005, the Department of Addictions and Rehabilitation Studies began a Ph.D. program in Rehabilitation Counseling and Administration and graduated its first student in 2009.

### **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 mental health counselors, clinical rehabilitation counselors, substance abuse counselors, vocational evaluators, counselor educators and rehabilitation service providers 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 mental health counseling, 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 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.

## **REHABILITATION SERVICES DEGREE REQUIREMENTS**

The minimum degree requirement for the B.S. in Rehabilitation Services is 120 semester hours of credit. The program requires 40 semester hours of general education curriculum, 5 semester hours of cognate (i.e., BIOL 2130, 2131), 48 semester hours in the major, and minor or structured electives to complete requirements for graduation.

Core curriculum content includes: effective interviewing, interpersonal and helping skills; introduction to case management process; information on alcohol and drug abuse; basic knowledge of medical, psychological and social aspects of disability; philosophical and legislative history of rehabilitation services; and an introduction to the organizational structure of rehabilitation systems; the rehabilitation process; and related community resources and services. A field experience (internship) allows students to apply the knowledge learned in the program in a real world setting and to develop contacts and resources in the field for employment assistance. Students are encouraged to complete a minor or concentration in an area related to their rehabilitation interest.

The required courses for the major are:

### **CORE:**

ADRE 2000	Survey of Community Resources in Rehabilitation and Health Care (3)
ADRE 2003	Alcohol and Drug Abuse: Health and Social Problems (3)
ADRE 3000	Introduction to Rehabilitation (3)

ADRE 3010 Case Management in Rehabilitation (3)  
 ADRE 4000 Interviewing Techniques for Health and Rehabilitation Settings (3)  
 ADRE 4993, 4994, Rehabilitation Services Internship (3, 3, 3, 3)  
 4995, 4996  
 BIOS 1500 Introduction to Biostatistics (3) **OR** MATH 2228 (3)  
**OR** MATH 2283 (3) **OR** PSYC 2101 (4)  
 HLTH 3010 Health Problems I (3) **OR** HIMA 3000 (3)  
 PSYC 3221 Social Psychology (3)  
 PSYC 3375 Abnormal Psychology (3)  
 SOCW 2010 Introduction to Social Work Practice with Special Populations (3)

**Choose 3 s.h. from:**

ADRE 4400 Introduction to Vocational Evaluation (3)  
 PSYC 3325 Introduction to Psychological Testing (3)

**Choose 3 s.h. from:**

ADRE 4100 Occupational Analysis and Job Placement (3)  
 ADRE 4400 Introduction to Vocational Evaluation (3)

**COGNATES** - 5-8 s.h.:

BIOL 2130 Survey of Human Physiology and Anatomy (4) **OR**

BIOL 2140 Human Physiology and Anatomy I (3) **AND**  
 BIOL 2150 Human Physiology and Anatomy II (3)

BIOL 2131 Survey of Human Physiology and Anatomy Laboratory (1) **OR**

BIOL 2141 Human Physiology and Anatomy I Laboratory (1) **AND**  
 BIOL 2151 Human Physiology and Anatomy II Laboratory (1)

Students are encouraged to take the following courses as electives: SPED 2000, PSYC 3206, PSYC 3300. ADRE 4793, ADRE 4795, and ADRE 4796 are offered as preparation for working in substance abuse programs. ADRE 4793 and ADRE 4796 are open to students who have completed ADRE 2003 or are taking concurrently and are pursuing the Alcohol and Drug Studies minor. If the Alcohol and Drug Studies minor is pursued a student will not be able to complete the graduate Certificate in Substance Abuse and Clinical Counseling.



## RECOMMENDED FOUR YEAR PLAN

College of Allied Health Sciences

### Rehabilitation Services

Please note that this is a **recommended** sequence.  
Check catalog for prerequisites. Course availability may vary semester to semester.

#### FRESHMAN YEAR

Fall Semester		Spring Semester	
BIOL 1050, 1051/1100, 1101	3,1	ENGL 1100 WI	3
ADRE 2003	3	ADRE 2000	3
PSYC 1000	3	Humanity/Fine Art	3
HLTH 1000	2	MATH 1065	3
Humanity/Fine Art	3	Social Science	3
	15		15

#### SOPHOMORE YEAR

*BIOL 2130, 2131	4,1	PSYC 3221	3
Humanity/Fine Art	3	BIOS 1500 or PSYC 2101/ MATH 2283/MATH 2228	3
SOCW 2010	3	Social Science	3
ENGL 2201 WI	3	Minor/Elective	3
KINE 1000	1	GE Choice WI	3
	15		15

#### JUNIOR YEAR

HLTH 3010 or HIMA 3000	3	ADRE 3010 WI	3
ADRE 3000	3	PSYC 3375	3
PSYC 3325 or ADRE 4400 (Fall only)	3	Minor/Elective	3
Minor/Elective	3	Minor/Elective	3
Minor/Elective	3	Minor/Elective	3
	15		15

#### SENIOR YEAR

ADRE 4100 or 4400 (Fall only)	3	ADRE 4993	3
ADRE 4000	3	ADRE 4994	3
Minor/Elective	3	ADRE 4995	3
Minor/Elective	3	ADRE 4996	3
Minor/Elective	3	Minor/Elective	3
	15		15

**Total hours completed    120**

- PT, OT, and PA should take BIOL 2140/41 and 2150/51 over BIOL 2130/31. CHEM 1120 is a required prerequisite for this sequence. Counts as 2nd GE:SC req.
- One course from Domestic Diversity (DD), and Global Diversity (GD) and 12 hours of Writing Intensive (WI) must be completed prior to graduation.
- A grade of C or Better is required in all ADRE courses.

## PERSONAL EXPERIENTIAL REQUIREMENT

Students in the Rehabilitation Services program are required to participate in experiential activities. These include participation in an interviewing course. This experience is oriented toward increasing personal and interpersonal growth of the student in order to become a competent rehabilitation professional.

## INTERNSHIP

The purpose of the internship for the Rehabilitation Services major is to provide the senior level student with onsite experience in a community agency involved in some phase of the rehabilitation process. A student must be a Rehabilitation Services major, have an overall GPA in the major of 2.5, have passed ADRE 3010 and ADRE 4000 with a C or better grade prior to registering for the internship, have consent of the instructor, and have completed most of their coursework. Information about the internship can also be found on the Department website under Programs; BS, Rehabilitation Services; Internship.

## EXPECTATIONS

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

- **Attend the Preinternship meeting.** The preinternship meeting will answer questions about the internship experience. The meetings are held near the beginning of fall and spring semesters. Notification of these meetings is via email from the DARS Administrative Assistant.
- **Set up the field site early.** Students should begin securing an internship site the semester before they are planning to start their internship. Students should consult their Instructor *prior* to contacting a potential internship site.
- **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.
- **ECU/DARS will not pay field site fees.** Some field sites charge a fee for completing an internship at the site. These fees will not be paid by ECU or the DARS.
- **Obtain a criminal background check, drug screen, immunizations, other training, or requirements.** If a clinical setting requires a criminal background check or other requirements (e.g., CPR Training, drug testing, immunizations) for placement, the student is responsible for the expense and securing of the required information. The student cannot begin their internship until the agency requirements are completed and approved by the internship site and/or instructor.
  - Information on completing a criminal background check can be found under Internship Information at <http://www.ecu.edu/cs-dhs/dars/bsInternship.cfm>.
- **Obtain professional liability insurance.** Students must be covered by professional liability insurance and provide proof of coverage prior to participating in their internship experiences. The insurance provides financial protection for real or alleged errors, omissions, or professional judgments made in the performance of the student's duties.
- **Complete Field Site and Field Supervision Information for Internship Form.** This form can be found on the Department website under Programs; BS, Rehabilitation Services; Internship and must be completed and submitted to the ADRE 4993-6 Instructor prior to the start of the student's internship, preferably **2 months in advance of the semester the internship is to be completed.**
- **Internship requirements.** Complete 450 hours, which is a minimum of 30 to 41 hours per week, at the internship site and meet regularly in seminar with the ADRE 4993-6 Instructor and other interns to review work activities and assignments, discuss progress toward goals, and the student's internship experience. Students must dress professionally and in attire appropriate to their internship setting and work role. Students must maintain confidentiality, conform to the organizations rules, regulations, and standards for employees, and follow the Code of Ethics for Professional Rehabilitation Counselors.

## CLINICAL CONTRACT WITH FIELD SITE

East Carolina University **must** have a current clinical contract with field sites which participate in internship experiences before the student begins their internship and while the student is participating in an internship. Many of the field sites in the *Directory of Field Sites for Practicum and Internships*, which will be discussed below, have already established a contract with East Carolina University, but the contract may need to be renewed. Students should contact the Department Administrative Assistant or Internship Instructor to determine whether there is a current contract with the agency. Students seeking field sites that do not have current contracts with the University should complete the Clinical Contract form found on the Department website under Programs; BS, Rehabilitation Services; Internship and **must** send this completed form to the Internship Instructor to start the process to obtain a clinical contract. This should be done several months before the students' internship begins.

## FIELD SITES FOR INTERNSHIPS

**Directory of Field Sites for Practicum and Internships.** The Department maintains an electronic *Directory of Field Sites for Practicum and Internships* that lists by city and state sites at which former students have completed their field experiences. The *Directory* provides a brief description of the field site and contact information. See link to *Directory* on Department website under Student Resources.

Students are encouraged to do their internship at rehabilitation agencies that reflect the type of services and population with whom the student anticipates working. Only students who have pursued the Alcohol and Drug Studies minor should select internships in the substance abuse field. Students are expected to locate their own internship.

### Typical internship sites in the Greenville area include:

***Division of Vocational Rehabilitation Services Unit Office*** –This agency helps individuals with disabilities develop work habits and skills to pursue employment. Caseloads may be general or serve a single population (i.e., intellectual disabilities, substance abuse, mental health). The rehabilitation counselor's responsibilities include counseling, case coordination and management, and job placement. The student intern can become familiar with a wide variety of community services and assist the counselor in working with clients as they progress through the rehabilitation process. The **North Carolina Assistive Technology Program (NCATP)** is also affiliated with this agency. The NCATP evaluates clients to assess their assistive technology needs and then recommends assistive technology devices for these clients.

***Eastern Carolina Vocational Center (ECVC)*** - This community-based employment site works with clients with a variety of disabilities. Activities include educational and vocational testing, work evaluation, work adjustment, teaching of basic educational skills, vocational testing, and counseling. Students interning at ECVC work in case management, vocational evaluation, or in-house job coaching with persons who have intellectual disabilities.

***PORT Health Services*** - Provides clinical and rehabilitation services for persons seeking treatment for substance use and mental health disorders. In addition to assisting with case management for patients, interns participate in group sessions, and can work in the residential treatment program for youth. *This placement is only for students who have completed the Alcohol and Drug Studies minor.*

***Vidant Health*** - Students completing internships at this not-for-profit hospital work in the following departments: occupational and physical therapy, vocational evaluation, behavioral health, and end of life care.

**Walter B. Jones Alcohol and Drug Abuse Treatment Center** - Provides inpatient treatment, psychiatric stabilization and medical detoxification for persons with substance use and other co-occurring mental health diagnoses. This facility is an eight-building complex that includes dining facilities, dormitories, recreation, therapy, and an infirmary. Interns assist the substance abuse counselors with intakes, group sessions, and writing treatment plans. *This placement is only for students who have completed the Alcohol and Drug Studies minor.*

## ADVISING

The purpose of advising is to help the student plan an academic program. The role of the advisor is to provide guidance in academic and career planning matters and to refer students to appropriate resources when further information/action is necessary. **The final responsibility for meeting the academic requirements of the Rehabilitation Services major rests with the student.** Prior to registration and graduation, the student should review DegreeWorks and his or her course of study and refer to the Course Registration Schedule to determine the courses and sections taught during the next semester. The adviser reviews the student's selections, provides guidance, and answers questions about course choices.

## ACADEMIC REGULATIONS

Each student is expected to read carefully the current *East Carolina University Undergraduate Catalog*. While academic advisors will try to be as helpful as time and circumstances will permit, students are reminded that they will be expected to assume full responsibility for knowing the academic regulations of the Undergraduate Catalog and for meeting the standards and requirements expressed by those regulations. Additionally, students in the Rehabilitation Services program are expected to read and to follow the ECU Student Code of Conduct and Policies which can be found at <http://www.ecu.edu/PRR/11/30/01>.

## RELATIONSHIP WITH OTHER DEPARTMENTS

The Department of Addictions and Rehabilitation Studies has developed a strong relationship with several other departments at East Carolina University in establishing the undergraduate major.

Department of Psychology: Offers coursework that provide a background necessary to understanding mental health and psychiatric disabilities.

College of Health and Human Performance: Courses in health problems, substance abuse education, and therapeutic recreation are offered through this college.

Department of Special Education, Foundations, and Research: Offers coursework for students interested in working with persons with intellectual disabilities, a school-age population, or earning a Disability Studies minor.

College of Allied Health Sciences (CAHS): There are a number of course offerings that complement the rehabilitation curriculum as well as minors in the Department of Communication Sciences and Disorders and Nutrition Science.

School of Social Work: Offers introductory courses on special populations and gerontology.

## **RETENTION**

### **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. 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.

### **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 *2017 Code of Professional Ethics for Rehabilitation Counselors*. This code serves as guidelines for students and professionals in the rehabilitation

services and rehabilitation counseling profession and shall be adhered to at all times, in all activities.

As counselor educators, the faculty expects rehabilitation professionals-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 rehabilitation 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 rehabilitation professionals 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
  - 1.a. Grades and coursework
  - 1.b. Ability to utilize computer technology and university learning platforms.
2. Clinical Skills
3. Technical Standards (see Technical Standards section)

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 the program director.
- 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 the program director 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 the program director 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 the Director of the Rehabilitation Services program.

- 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** \_\_\_\_\_ **Program Director** \_\_\_\_\_ **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 develop working alliance with clients and others			
4. Ability to develop professional relationships			
5. Willingness to accept and use instructor/supervisor feedback			
6. Openness to new ideas			

7. Flexibility			
8. Awareness of their own influence on others			
9. Ability to deal with conflict			
10. Willingness and ability to express feelings effectively and appropriately			
11. Ability to accept personal responsibility			
12. Adherence to relevant University, professional ethical codes, and legal standards			

### **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' program director 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 Development Plan – Student Remediation* form will be utilized.

### **PROFESSIONAL DEVELOPMENT-STUDENT REMEDIATION**

**Student Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

To address successfully the professional performance standard deficiencies noted on your Professional Performance Review, you will be required to complete successfully an individualized remediation plan that includes the following (checked) items:

1. \_\_\_\_ Attend counseling sessions with a licensed mental health professional to improve interpersonal dynamics that relate to the counseling and supervision process as mentioned previously in this document (e.g., the ability to empathize and develop a therapeutic relationship with clients), and the student's ability to comprehend, accept, incorporate, and apply faculty and supervisor feedback in clinical practice. A letter from the mental health professional indicating



that you have successfully addressed the aforementioned issues in counseling will be required before you can reenroll in future departmental courses. Please present this letter to the department chair within 2 weeks of attempting to register for any DARS courses including the 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 internship courses. Please present proof of having completed these workshops to the department chair within 2 weeks of attempting to register for the internship course.
3. \_\_\_\_ Write a 10-page (double-spaced, American Psychological Association style) essay, which applies the supervision information you learned in your remediation workshops to the supervision or related conflicts you were confronted with in internship or other courses. In your essay, you should especially focus on issues related to accepting faculty and supervisor feedback. The faculty will evaluate this statement, and you will not be able to register for future departmental courses, including internship, until the faculty is satisfied that you can adequately understand feedback within the faculty and supervision relationship as described in this document. Please present this essay to the department chair within 2 weeks of attempting to register for departmental courses, including the internship courses.
4. \_\_\_\_ Meet with program director 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 internship course instructor/supervisor from your original internship instructor/supervisor.
6. \_\_\_\_ Other: \_\_\_\_\_

I understand and agree to the conditions of this document. Any breach of this agreement constitutes grounds for removal from the Rehabilitation Services 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 policy 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

## **REQUIREMENTS FOR GRADUATION**

Students are encouraged to keep a record of courses completed to meet requirements for graduation, including general education curriculum, major, and electives. A student must complete four writing intensive courses for graduation – ENGL 1100, ENGL 1200 or ENGL 2201, ADRE 3010, and one class outside the major. The student is responsible for insuring all graduation requirements have been met. A degree evaluation in the DegreeWorks section on PiratePort/Banner can assist you in this process. A student must have an overall GPA of 2.0 and a C (2.0) in all ADRE courses to graduate. Two semesters

prior to graduation an Application for Graduation is completed in PiratePort/Banner. Information regarding applying for graduation can be found on the Office of the Registrar's website. Each student is responsible for meeting with the Rehabilitation Services Advisor to review his/her degree evaluation two semesters before graduation. During the student's final semester, the graduating Senior Survey should be completed which is located on PiratePort/Banner.

## **RESEARCH FACILITIES**

Students are expected to keep abreast of current research, service delivery issues and legislative trends in the field. Research papers and abstracts are incorporated in course content. Students who become members of the professional organizations will receive subscriptions to some of the current journals. Additional professional and research journals are available through the ECU library system.

### **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 health sciences and human services. The HSL is located on the 2<sup>nd</sup> floor in the Health Sciences Building. 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 many databases is available to provide bibliographies on subjects specified by the user. Computers are available for student use on the 2<sup>nd</sup> floor.

### **J. Y. JOYNER LIBRARY**

The J. Y. Joyner Library is located near the center of the main campus. The building seats 1,800 students and has 1,000,000 volumes. With open stacks, the collection is readily accessible to the user. Qualified staff are available for anyone requiring assistance. The library collection contains approximately 520,000 bound volumes; 865,000 pieces of micro text; 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. 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.

## **STUDENT ORGANIZATIONS**

### **EAST CAROLINA UNIVERSITY STUDENT ADDICTIONS AND REHABILITATION ASSOCIATION (SARA)**

SARA is the student organization of the Department of Addictions and Rehabilitation Studies. The primary function of SARA is to offer students ways to get involved in the community through social and service activities. Officers for the association are elected once a year, and they consist of president, vice president, secretary-treasurer, and social chairperson. The student organization is recognized by the ECU Student Government Association. The ECU Student Government Association has also supported student travel to professional meetings. Dr. Paul Toriello is the faculty advisor to the ECUSARA.

## **PROFESSIONAL ORGANIZATIONS**

There are several professional organizations that represent the different professions within the rehabilitation field. Students will also be made aware of various professional conferences put on by these or other organizations. Departmental procedure is that students may be excused (at the discretion of the instructor) from class for up to two conferences per semester provided they show verification of attendance. Some of the associations specifically related to professions represented within this department are as follows:

### **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).

### **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/>.

### **INTERNATIONAL ASSOCIATION OF ADDICTIONS AND OFFENDER COUNSELORS**

AAOC is the division for substance abuse counselors within the American Counseling Association (ACA). Members receive a copy of the *Journal of Addictions and Offender Counseling*. Special student rates are available. See the ACA webpage at <http://www.iaaoc.org/>.

### **AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION**

AMHCA is a professional association for mental health counselors. Members receive the *Journal of Mental Health Counseling*. Student membership rates are available. See the AMHCA webpage at <http://www.amhca.org/home>.

### **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 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 <https://www.nationalrehab.org/>.

### **REHABILITATION COUNSELORS AND EDUCATORS ASSOCIATION**

The Rehabilitation Counselors and Educators Association is a subdivision 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 <https://www.nationalrehab.org/rcea>.

### **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 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 <https://www.nationalrehab.org/vewaa>.

### **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. Student rates are available. See the website at <http://parc1.homestead.com/title.html>.

### **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 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/>.

Belonging to a professional organization provides the student insight into current trends in the field and better understanding of the roles of the rehabilitation practitioner. The undergraduate program advises all students in the major to join at least one professional organization. In addition to national and state publications, NCRCA/VEWAA and PARC offer statewide training conferences in eastern North Carolina that students are encouraged to attend. Registration fees are reduced for students.

### **PROFESSIONAL ORGANIZATIONS CHART**

<b><u>Organization</u></b>	<b><u>National Level</u></b>	<b><u>State Level</u></b>
American Counseling Association	ACA	NCACA
American Rehabilitation Counseling Association	ARCA	None
Mental Health Counseling	AMHCA	NCLPC
National Rehabilitation	NRA	NCRA

Association

Rehabilitation Counselors (no specialty)	<b>ARCA, RCEA, &amp; PARC</b>	<b>NCPARC</b>
Substance Abuse Counseling	<b>IAAOC &amp; PARC</b>	<b>NCLPC &amp; NCPARC</b>
Vocational Evaluation and Work Adjustment Association	<b>VEWAA</b>	<b>NCVEWAA</b>
Vocational Evaluation Work Adjustment and Career Counseling	<b>VECAP</b>	<b>None</b>

## **PROGRAM EVALUATION**

Several methods of program evaluation are used. Students are encouraged to participate whenever possible assisting the department in correcting problem areas and updating the program. Specific evaluations are as follows:

- Survey of Student Opinion of Instruction (Blue; ECU Institutional Research)
- Department and Instructors' questionnaire
- ECU administrative staff evaluation (ECU Institutional Research)
- Departmental meetings with full-time staff, adjunct staff, undergraduate and graduate students
- Reports from field supervisors of interns
- Advisory Committee for the Department of Addictions and Rehabilitation Studies
- Student evaluation on internship sites
- Graduating Senior Survey
- Ten-year SACS review

## **CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS**

In the practice of any role in the rehabilitation process, the service provider is expected to demonstrate adherence to the ethical standards of the profession. The Commission on Rehabilitation Counselor Certification and rehabilitation counseling professional organizations have adopted the Code of Professional Ethics for Rehabilitation Counselors ([https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics\\_01-01-2017.pdf](https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf)). Both undergraduate and graduate courses will address Codes of Ethics in more detail to assure the student understands the ethical responsibilities of the profession. Students are responsible for visiting this website, reading the Code of Ethics, and following the Code of Ethics.

## EAST CAROLINA UNIVERSITY STUDENT CONDUCT CODE AND POLICIES

All students in the Department of Addictions and Rehabilitation Studies are expected to read and follow the East Carolina University Student Code of Conduct and Policies which can be found at <http://www.ecu.edu/PRR/11/30/01>.

### STUDENT SERVICES

#### 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 course instructor at the earliest possible time. Every effort will be made to accommodate specific qualified needs which are expressed in a timely manner allowing for adequate accommodation.

#### STUDENT COUNSELING SERVICES

Student counseling services are accessed, free of charge, through the Center for Student Counseling and Development located on the first floor of Umstead Hall, Room 137 (Main Campus). The Center's regular hours are 8:00 a.m. - 5:00 p.m., Monday – Friday and the telephone number is (252-328-6661). A satellite office is available at the Health Sciences Campus Student Center in the Student Health Suite. There hours are Wednesday 1:00 p.m. - 5:00 p.m. and Thursday 8:00 a.m. - 1:00 p.m. Appointments can be set up at the abovementioned telephone number.

#### 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 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.

Revised 8/18



**College of Allied Health Sciences**

Health Sciences Building  
East Carolina University  
Greenville, NC 27834

**Please print, sign, and return to your program director.**

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

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

Dean's Office  
252-744-6010

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

\_\_\_\_\_  
Signature

Addictions and Rehabilitation Studies  
252-744-6300

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

\_\_\_\_\_  
Date

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

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

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Received

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Recipient initials

*East Carolina University is a constituent institution of the University of North Carolina.*

*An equal opportunity university.*