

**Department of Behavioral Sciences  
Rehabilitation Science Program**



**ARKANSAS TECH  
UNIVERSITY**

**Student Handbook and Guide for  
Undergraduate Rehabilitation Science  
Students**

REVISED AND EDITED JANUARY 2021

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## ACKNOWLEDGMENT

I, \_\_\_\_\_, have received a current copy of the Arkansas Tech University (ATU), *Student Handbook and Guide for Undergraduate Rehabilitation Science Students*. I understand that it is my responsibility to familiarize myself with the information therein. I acknowledge that the ATU *Student Handbook and Guide for Undergraduate Rehabilitation Science Students* constitutes the general policies and procedures for students in the Rehabilitation Science program and that, as a student of the program, I am expected to adhere. My signature indicates that I accept and agree to these policies as written.

Signature: \_\_\_\_\_

T#: \_\_\_\_\_

Date: \_\_\_\_\_

Completion of This Page is Required and Will Be Retained as Part of Your Permanent Record with  
the Rehabilitation Science Program at ATU

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# **Table of Contents**

1. **Rehabilitation Science Program**
  - a. [Program Vision](#)
  - b. [Program Mission](#)
  - c. [Program Philosophy](#)
  - d. [Accreditation](#)
  - e. [Contact Information for Faculty](#)
  - f. [Post-Graduation Opportunities](#)
  - g. [Preparation for Graduate School](#)
  - h. [Employment](#)
  - i. [Certification and Licensure](#)
2. **Overview of the Curriculum**
  - a. [Overview](#)
  - b. [Sample Curriculum Matrix](#)
  - c. [Child Welfare Partnership](#)
  - d. [Fieldwork Policies and Procedures](#)
  - e. [Purpose of Fieldwork](#)
  - f. [Two Tracks: Internship vs Field Placement](#)
  - g. [Liability Insurance](#)
  - h. [Criminal Background Checks](#)
  - i. [Uniforms/ Physical Presentation at Sites](#)
  - j. [Confidentiality](#)
  - k. [Travel](#)
3. **Interacting with Faculty Members**
  - a. [Addressing Faculty](#)
  - b. [Communication](#)
  - c. [E-mail Etiquette](#)
  - d. [Academic Advising Registration Appointments](#)
  - e. [How to Schedule Your Advising Appointment](#)
4. **General Course Conduct**
  - a. [Attendance](#)
  - b. [Course Assignments](#)
  - c. [Grading and Evaluations](#)
  - d. [Academic Dishonesty](#)
  - e. [Formal Student Grievance Procedures](#)
5. **Safety Policies and Procedures**
  - a. [Emergency Evacuation and University Closures](#)
  - b. [Inclement Weather Policy](#)
  - c. [Shelter Areas](#)
6. **Professional and Student Organizations/Associations**
  - a. [National Level](#)
  - b. [State Level](#)
  - c. [Delta Sigma Omicron RSO at ATU](#)
  - d. [Other Student Organizations](#)

## **7. Appendices and Other Resources**

- a. [Program Planning Guide](#)
- b. [ATU Registration Guide](#)
- c. [Select Academic Policies and Procedures](#)
- d. [University Resources for Students](#)
- e. [Resume /Cover Letters](#) (Guides and Examples)
- f. [CRCC Code of Professional Ethics](#) (for Rehabilitation Counselors)

# THE REHABILITATION SCIENCE PROGRAM

Welcome to Arkansas Tech University (ATU) Rehabilitation Science (RS) program! The RS faculty and staff are confident that your efforts, combined with ours, will prepare you to become exemplary contributors to the field whether you choose an entry-level position upon graduation, or to pursue graduate school. This document, guided by the feedback of faculty, staff, and students, represents the collective expectations of our values and provides guidance in ensuring your personal and professional/academic success. It is expected that all students, faculty, and staff will embrace these principles and adhere to them throughout the program.

Each student who majors in Rehabilitation Science is required to read and adhere to the information contained herein. New or revised policies, procedures, or guidelines will be posted, discussed with all students, and incorporated into subsequent editions of this handbook. Additionally, this handbook is a supplement to the information, policies, and procedures outlined within the [ATU Student Handbook](#) and the [ATU Undergraduate Catalog](#). If, after reviewing these resources you still have questions, please feel free to ask one of the faculty or staff members for help. It is the goal of all of the faculty and staff involved with the Rehabilitation Science program to support your success!

## PROGRAM VISION

To be the premier undergraduate degree in Rehabilitation Science, cultivating remarkable contributors to the Rehabilitation and allied health fields.

## PROGRAM MISSION

Through application of innovative teaching, unparalleled advising and intentional engagement, the program will fully prepare ethical, culturally sensitive, inclusive, and socially just professionals to enter the workforce and graduate-level education programs.

## PROGRAM PHILOSOPHY

The Rehabilitation Science program subscribes to the “Boulder” philosophy of the educational process. This philosophy ensures that while theory is taught, students are expected to understand and apply theory to working with clients/consumers.

As part of the preparation for employment and graduate school, the Rehabilitation Science program strongly believes in direct, “hands on” experience, thus allowing the student to grow as a person and future rehabilitation practitioner.

## ACCREDITATION

The Rehabilitation Science program at Arkansas Tech University was one of ten undergraduate programs accredited by the Council on Rehabilitation Education (CORE). With no conditions or recommendations, the RS program’s CORE accreditation spanned from the beginning of the 2012 Fall semester through the Summer term of 2020. In 2017, following the merger between

CORE and the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), undergraduate programs were no longer eligible for accreditation. The exemplary RS program at ATU, however, did earn [Registry](#) status in July 2017; the highest level of endorsement granted by CACREP at the undergraduate level.

Arkansas Tech University was first accredited through the Higher Learning Commission ([HLC](#)) in 1930 and has maintained continuous accreditation since. Reaffirmation of this accreditation is scheduled for the 2020-2021 academic year. Additionally, Arkansas Tech University continues to be accredited by the Arkansas Division of Higher Education ([ADHE](#)).

[Arkansas Division of Higher Education](#)

423 Main Street, Suite 400  
Little Rock, AR 72201  
Phone: 501-371-2000

[Council for Accreditation of Counseling and Related Educational Programs](#)

500 Montgomery Street,  
Suite 350  
Alexandria, VA 22314  
Phone: 703-535-5990

[Higher Learning Commission](#)

230 South LaSalle Street,  
Suite 7-500  
Chicago, IL 60604  
Phone: 800-621-7440 /  
312-263-0456

## Contact Information for Faculty



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## POST-GRADUATION OPPORTUNITIES

Regardless of whether students choose to enter the workforce directly following graduation, apply to graduate school, or a combination of both, the interdisciplinary nature of the Rehabilitation Science curriculum is designed to promote success. Through educational rigor and extensive hands-on experience, students should leave prepared for entry-level employment in a multitude of rehabilitation, allied health, and human service-related fields, and/or advanced academic pursuits.

## PREPARATION FOR GRADUATE SCHOOL

After successful completion of the Rehabilitation Science major degree requirements, previous graduates have been accepted to a number of graduate programs (Masters and Doctorate level) including those in the following fields:

Rehabilitation Counseling	Community Agency Counseling
Social Work	Gerontology (Aging)
Counseling Psychology	Marriage and Family Therapy
Occupational Therapy	Physical Therapy
Speech Therapy	Healthcare Administration
Health Care Informatics	Chiropractic
Applied Behavioral Analysis	Addictions Counseling
Special Education	

\*Please note that some programs require the completion of pre-requisite courses that may or may not be completed at Arkansas Tech University. Please consult with your academic advisor about specific requirements.

## EMPLOYMENT

After successful completion of the Rehabilitation Science major degree requirements, past graduates have obtained employment in a variety of fields, including the following lines of work:

Rehabilitation Case Manager	Mental Health Aide
Employment Counselor-Interviewer	Family Services Worker
Addictions Counselor	Senior Services Case Manager
Orthopedic/Prosthetic Medical Sales Representative	Developmental Disabilities Case Manager
Family Service Worker	Adoption Specialist
Behavioral Health Case Manager	Juvenile Justice Case Worker
Probation/Parole Officer	Mental Health Paraprofessional
Occupational Therapy Assistant	SSD Determination Worker
DCFS Case Worker	

## CERTIFICATION/LICENSURE

Upon graduation from the Rehabilitation Science program at Arkansas Tech University, students are **not** eligible for licensure and/or certification. As students will learn throughout their coursework, a graduate degree in a qualified program of study is necessary for licensure. RS students, however, with an additional 12 months of acceptable, full-time case management employment experience may be eligible to sit for the Certified Case Manager ([CCM](#)) examination upon completion of major degree requirements.

# OVERVIEW OF THE RS DEGREE CURRICULUM

The Rehabilitation Science curriculum is designed to produce undergraduate rehabilitation generalists who have training and experience conducive to successful careers in various rehabilitation service programs. Within the Rehabilitation Science major five minors are offered: 1) Addictions, 2) Aging, 3) Child Welfare and Social Services, 4) Disabilities Studies, and 5) Recreation Services. Students must choose at least one of these minors in order to complete the requirements for the degree. Further details on what satisfies each minor can be found in the RS Program Planning Guide (Appendix A).

The Rehabilitation Science Program is dedicated to nurturing the scholastic development, respect for diversity, ethical behavior, passion for advocacy, and professionalism of future rehabilitation practitioners. The graduates from the program will effectively serve the needs of the community, individuals with disabilities, and other human service populations. In order to accomplish this mission, the program has a primary objective to develop personnel for careers with public and private agencies that provide rehabilitation services to persons with disabilities. The program prepares scholars to enter the workforce immediately upon graduation or to pursue additional educational training in graduate school.

The student majoring in Rehabilitation Science must, in addition to completing the [General Education](#) requirements:

- Complete the rehabilitation and related core, including 12 credit hours (1 class) of internship OR one service learning course plus two field placement courses (3 classes for a total of 12 credit hours).
- Complete 18 credit hours within one of the 5 Rehabilitation Science minors

## SAMPLE CURRICULUM MATRIX

The matrix below is a sample plan for all coursework required for this program.

### Freshman Year

Fall		Spring	
ENGL 1013 Composition I <sup>1</sup>	3	ENGL 1023 Composition II <sup>1</sup>	3
Mathematics <sup>1</sup>	3	Science with Lab <sup>1</sup>	4
SOC 1003 Introductory Sociology	3	ANTH 1213 Introduction to Anthropology or ANTH 2003 Cultural Anthropology	3
TECH 1001 Orientation to the University	1	PSY 2003 General Psychology	3
RS 2003 Introduction to Rehabilitation Science <sup>4</sup>	3	PSY/SOC 2053 Statistics for the Behavioral Sciences	3
Elective	2		
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>

### Sophomore Year

Fall		Spring	
Science with Lab <sup>1</sup>	4	PSY/SOC 2063 Research Design for the Behavioral Sciences	3
PSY 3063 Developmental Psychology I OR PSY 3813 Lifespan Development	3	RS 3003 Medical and Psychosocial Aspects of Disability	3
RS 3204 Interviewing Skills <sup>4,5</sup>	4	RS 3133 Diversity and Inclusion in Human Service Settings	3
RS 4123 Survey of Counseling Theories	3	RS 4023 Case Management <sup>4,5</sup>	3
Elective	3	Elective or Minor <sup>2</sup>	3
<b>Total Hours</b>	<b>17</b>	<b>Total Hours</b>	<b>15</b>

### Junior Year

Fall		Spring	
Fine Arts & Humanities <sup>1</sup>	6	PSY 3003 Abnormal Psychology OR RS 3183 Mental Issues in Rehabilitation Settings	3
U.S. History/Government <sup>1</sup>	3	RS 3123 Ethics and Professional Development <sup>4</sup>	3
Elective or Minor <sup>2</sup>	6	RS 4104 Service Learning in Rehabilitation Science <sup>3,4</sup>	4
		Elective or Minor <sup>2</sup>	6
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>16</b>

### Senior Year

Fall		Spring	
RS 4194 Field Placement <sup>3,4,6</sup>	4	RS 4194 Field Placement <sup>3,4,6</sup>	4
Elective or Minor <sup>2</sup>	9	Elective or Minor <sup>2</sup>	9
<b>Total Hours</b>	<b>17</b>	<b>Total Hours</b>	<b>13</b>

<sup>1</sup>See appropriate alternatives or substitutions in "General Education Requirements".

<sup>2</sup>A minor must be completed in one of the following areas: Addictions, Aging, Child Welfare and Social Services, Corrections, Disability Studies, Recreation Services..

<sup>3</sup>Students who choose to complete a 12 hour internship (RS 4012) will do so either their last or next to last semester and will not take RS 4104 Service Learning in Rehabilitation Science, RS 4194 Field Placement I, and RS 4294 Field Placement II. However, with Program Director permission, students taking the internship option may be allowed to take RS 4104 Service Learning in Rehabilitation Science as an additional course.

<sup>4</sup>A grade of C or better required for Rehabilitation Science Majors.

<sup>5</sup>RS 3204 Interviewing Skills MUST be taken prior to RS 4023 Case Management Strategies.

<sup>6</sup>Must be taken twice for credit to meet program requirements.

## **CHILD WELFARE PARTNERSHIP**

The Rehabilitation Science program is a part of a nine university [Child Welfare Partnership](#) that works with the Division of Children and Family Service to prepare students for employment as family service workers. Those Rehabilitation Science, Psychology, and Sociology students wishing to complete their Field Placement opportunities with DCFS and intend to seek employment for at least 1 year following graduation with DCFS are encouraged to apply for the \$5,000.00 Child Welfare Grant stipend.

For more information on the Child Welfare Partnership contact [Ms. Ashley McCool](#) or [Mrs. Beth Branton](#) by clicking their names to e-mail them, or by phone at 479-968-0466.

## FIELDWORK POLICIES AND PROCEDURES

The culminating experience, and one that helps the Rehabilitation Science program to stand out among other majors, is the completion of 12 credit hours of Fieldwork. Depending on the track chosen, this is to occur either during your final semester prior to graduation or to begin three semesters prior to graduation. It is important that you and your advisor discuss your chosen track early in your advising process so that prerequisites are planned to have been completed before beginning your Fieldwork.

The semester before you are scheduled to begin your Fieldwork, students should be prepared with three locations that they would like to work with; this will require students to do their own research. While there are many different sites that the Rehabilitation Science program has coordinated with both in Arkansas and neighboring states in the past, we are also open to new sites! Please contact the Rehabilitation Science Fieldwork Coordinator, Ms. McKisick to discuss further questions regarding Fieldwork placements.

### PURPOSE

The purpose of Fieldwork is to engage in hands-on application of acquired knowledge and exposure to one or more areas in the field. Students at Arkansas Tech University can complete one of the following Fieldwork types: 1) Internship, or 2) Service Learning and Field Placement Experiences. **Note:** both types hardly are ever “paid” in that students earn a wage for going.

### TWO TRACKS: INTERNSHIP VS. FIELD PLACEMENT

**Internship.** Internship will occur during your final semester before graduation. In short, Internship:

- Is considered 12 credit hours and thus, full time. Students typically only take one class in addition to Internship
- Requires approximately 40 hours per week at the Internship site
- Is recommended for those who already know what they would like to do professionally, as well as for those planning to go to graduate school
- Currently does not meet face-to-face as a class, but still requires the completion of academic assignments along with any work assigned at the Internship site
- Often results in students earning higher levels of responsibility due to their increased familiarity with the site and its policies and procedures.

**Field Placement.** Field Placement takes place beginning three semesters prior to graduation. In the series, you will take Service Learning, Field Placement Experiences (site #1) and Field Placement Experiences (site #2).

- Each semester, regardless of which of the classes in the series is taken, Fieldwork will count as 4 credit hours. Therefore, students are able to take additional classes at the same time.
- The Field Placement series, for each of the 3 courses, requires approximately 12-14 hours at the site and/or engaged in service learning projects.
- Is recommended for those who are unsure of what area or field they wish to work in professionally, as well as those who may be working increased hours or have other responsibilities they need to tend to.

- Meets once a week, face to face, with Ms. McKisick and requires the completion of academic assignments along with any work assigned at the assigned site.

## LIABILITY INSURANCE

Students are required to have professional liability insurance of \$2,000,000. This is at the student's own Expense and can be purchased on campus through Student Accounts; generally around \$15.00 for the semester. Student must submit a copy of the receipt for purchased blanket coverage insurance to the Rehabilitation Science program. This will be kept in your permanent file. Deadlines for payment will be announced. As always, students should refer to their Fieldwork Coordinator and the Fieldwork Manual.

## CRIMINAL BACKGROUND CHECKS

Beginning in the 2021-2022 academic year, all Rehabilitation Science students will be required to consent to a background check. Students who do not pass the background check requirement may be unable to complete degree requirements and this may result in the student's dismissal from the major.

The rationale for performing criminal background checks on accepted Rehabilitation Science students is based on a number of reasons, including but not limited to:

- A. The need to enhance safety and well-being of clients and, in so doing, to bolster the public's continuing trust in the rehabilitation profession.
- B. To ascertain the ability of students to eventually become licensed/certified in their given area.
- C. Consideration of liability issues which may affect the Rehabilitation Science program and our affiliated Fieldwork sites; and
- D. To comply with mandates from many Fieldwork agencies utilized by the Rehabilitation Science program.

**\*\*Note: It is strongly encouraged that if there is a concern that you may not pass a background check, that you discuss this with your advisor very early in your major classes. Advisors can only help you if you let them know of your concerns. \*\***

## DRUG SCREENINGS/IMMUNIZATIONS

Fieldwork sites utilized for educational training may require additional proof of immunization or drug testing. The student is required to provide proof of required immunization and/or consent to drug screenings when required by the fieldwork site. Failure to do so will prevent the student from working with that particular site.

## UNIFORMS/PHYSICAL PRESENTATION AT SITES

Students are expected to present a clean and neat appearance in the classroom and in fieldwork settings. Any student whose appearance is deemed unprofessional may be asked to leave their site/classroom. Also, some sites do require a uniform. Obtaining uniforms and accessories is the responsibility of the student. If no uniform is required, students should arrive to their sites in appropriate business casual attire. Students can default to the designated site's dress code but should arrive for any interviews and the first day in business casual dress.

## CONFIDENTIALITY

Information regarding clients and families must be kept absolutely confidential. Students are expected to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Provisions under HIPAA impose strict compliance. Civil and criminal penalties may result from misuse of personal health

information. Training may be required by fieldwork sites to maintain HIPAA compliance. Students are prohibited from making photocopies or transferring identifiable client information in the fieldwork setting. All client information gathered must be kept confidential and cannot leave the unit. Students should be extra cautious when completing clinical paperwork so that HIPAA is not violated.

## **TRAVEL**

The Rehabilitation Science program primarily utilizes the site facilities and services of the Arkansas River Valley area. However, in order to completely meet the objectives of certain courses, students will be required to travel outside the immediate area. Students must provide their own transportation to and from the practicum setting. Placements will seek to accommodate travel limitations but is not guaranteed. Fees associated with travel are at the expense of the student. Students are encouraged to carpool with classmates to decrease the hardships associated with travel.

**\*\*Note:** Any request by a site supervisor to transport clients in a student's personal vehicle should be discussed with the Fieldwork Coordinator before doing so.\*\*

# INTERACTING WITH FACULTY MEMBERS

## ADDRESSING FACULTY

In keeping with the standards of both the Rehabilitation Science program and professional work environments, students will address faculty and supervisors by title, rather than by first name. Faculty will be referred to as Dr., unless indicated otherwise by the individual faculty member. Where the faculty member does not yet have the doctoral title, the faculty member will be referred to as “Professor”. This policy extends to classroom, email, mail, phone and personal contact.

## COMMUNICATION

Maintaining good communication between Rehabilitation Science students and faculty members is very important. Most communication occurs in the fieldwork or classroom setting, however, some exchange of information outside these usual situations is necessary. Faculty contact information will be provided at the beginning of each course. At a minimum, e-mail and office phone number will be provided. Methods of communication within the program include:

1. **E-Mail.** Students are required to check e-mail on a regular basis. This is THE primary method of communication for both the Rehabilitation Science program and ATU. Students are encouraged to check their email daily.
2. **Blackboard.** Blackboard Learning Management System is a primary method of contact for students and faculty. In addition to checking ATU e-mail, students should also regularly check Blackboard for any announcements or other communication.
3. **Faculty Mailboxes.** Core faculty members have individual mailboxes located in the department office suites. Memos and other materials may be left with the Rehabilitation Science or Behavioral Sciences Administrative Assistants for delivery to faculty.
4. **Face-to-Face Meetings.** The Rehabilitation Science program at ATU has an open-door policy. Faculty office hours are posted and communicated with students/advisees. Please feel free to request an appointment should posted office hours not coincide with student need. Video chat is also available.

Don't forget that your professors are here to help you! If you are experiencing challenges in classes or elsewhere, please schedule a time to sit down and talk with them. It may be that you need guidance about careers, graduate school, or APA style, or perhaps there are financial or relational concerns in your life. Your faculty have also helped to coordinate other services for and with students. The more your professors know you, the better it will be when you request a reference from them.

## E-MAIL ETIQUETTE

Please remember that when you e-mail a professor, supervisor, or other person who is not a close friend, the email should be much more formal. Please see this [article](#) to identify the components of an e-mail which are essential to ensure that you communicate to these individuals effectively.

# ACADEMIC ADVISING AND REGISTRATION APPOINTMENTS

Every Rehabilitation Science student who has completed 60+ credit hours is assigned a core faculty member as their advisor. You are able to identify your advisor by looking on OneTech. Faculty expect each student to schedule a meeting with their academic advisor at least one time per semester to ensure satisfactory completion of all requisite course work and ensure their progress toward graduation. The student must consult with their core faculty advisor(s) about completion of the necessary credits, and where required, obtain the advisor's signature for approval of course work. The student may be assigned a new advisor based on their request and/or program need.

## HOW TO SCHEDULE YOUR ADVISING APPOINTMENT

The Rehabilitation Science faculty generally begins advising 2-3 weeks before formal advising begins. This is to help you with getting into needed courses. You will receive an email with a link to schedule an appointment with your advisor. Waiting too long to schedule your appointment will likely result in not getting into the courses you need, subsequently delaying your graduation date. It is your responsibility to check your e-mail for this announcement. This e-mail typically is sent in February of the Spring term and in late September of the Fall term. Also, please note that when registering for the Fall term, you are also able to register for the Summer. Therefore, if you plan to take Summer courses, you should arrive to your advising meeting with a tentative schedule made for the Summer term as well, as our core courses fill very quickly.

Be sure to make your advising appointment **BEFORE YOUR REGISTRATION DATE** so that you are able to get into the classes you need. Rehabilitation Science courses fill quite quickly, and we are unable to accommodate all override requests. If you should have any questions or concerns, please contact [Ms. Hilliard](#), Administrative Specialist for the Rehabilitation Science Program.

### **Kimberly Hilliard**

Administrative Specialist  
Witherspoon 336A  
(479) 968-0283

Following your advising appointment, you will be provided with a Registration Code so that you can register yourself for the applicable terms. Detailed instruction on how to engage in that process can be found in Appendix B.

# GENERAL COURSE CONDUCT

## ATTENDANCE

As professionals, students must be responsible for their own learning experiences. You are responsible to make the most of all educational opportunities. This is a mark of professionalism. Attendance in class reflects your dedication and the value you place on your chosen profession. We, the faculty, expect you to attend ALL CLASSES AND FIELDWORK HOURS. If a consistent pattern of absences from class develops (more than three absences), the situation will be dealt with by the faculty and/or level/team member, and the student may be dropped from the course.

The requirements noted in each syllabus shall take precedence over this handbook.

The student is responsible for notifying the Fieldwork Coordinator and site prior to any absence from the fieldwork placement unless otherwise specified in the syllabus. Failure to notify the Fieldwork Coordinator and site prior to an absence will not only be reflected in the student's grade but will also result in a clinical incident and could result in failure of the course.

The Arkansas Tech University [catalog](#) provides content concerning class attendance. ATU is required to document attendance.

## COURSE ASSIGNMENTS

Scholarly writing is a more formal and precise type of writing. The rules and conventions are distinctly different than those used for reflective writing, fact sheets, handouts, or technical writing in the profession. Most scholarly writing is done with the goal of sharing scholarly information with peer colleagues or to demonstrate scholarly expertise necessary for academic graduation (such as your scholarly project).

The first step toward scholarly writing in occupational therapy is to purchase the most recent copy of the APA Publication Manual. The manual is considered the 'style manual' for scholarly writing in occupational therapy (and most health sciences). The rules and conventions are explicitly described in the manual, as are tips for organization and presentation of your scholarly writing. Useful information regarding ways to express your ideas effectively and reduce bias in language in your writing are provided as well. Taking the time to become familiar with the organization of the manual will definitely be time well-spent. In addition to basic formatting of the page(s), you will want to refresh your knowledge regarding the use of punctuation, spelling, capitalization, italics, abbreviations, quotations, numbers, tables and figures, appendices, use of references in text and presentation of references.

## GRADING AND EVALUATIONS

The Blackboard grade book maintains the official record of course progress (grading). The gradebook should be monitored and checked regularly to determine student progress. Students must maintain a minimum grade of "C" in several Rehabilitation Science core courses in order to progress in the major. (For specific information, see Sample Curriculum Matrix in this handbook or the [University Catalog](#).)

The grading scale for the Rehabilitation Science Program is generally standardized as follows:

A.....	90 – 100
B.....	80 – 89
C.....	70 – 79
D.....	60 – 69
F.....	59 and below

- a. See appropriate syllabi for additional information on grading, course requirements, etc. Information contained in syllabi supersede what is listed in this Handbook.
- b. A grade of "I" may be recorded for a student who has not completed all the requirements of a course because of illness or other circumstances beyond the student's control, provided work already completed is of passing quality. Before a grade of "I" may be recorded, the student and instructor must determine course requirements to be completed and the completion date. This information is to be documented by completing the ATU Incomplete Grade Agreement.
- c. No grades will be provided by phone. Grades will be posted securely via Blackboard

## **ACADEMIC DISHONESTY**

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Arkansas Tech University Dishonesty Statement and uphold current standards of care. More specific regulations regarding academic dishonesty can be found within the [ATU Student Handbook](#) and in Appendix C of this document.

## **FORMAL STUDENT GRIEVANCE AND APPEAL POLICIES AND PROCEDURES**

The Rehabilitation Science Program Grievance and Appeal policies and procedures are consistent with that of the University. The policy provides the student with a way of appealing grades received or a grievance concerning a University employee or institutional regulation. This procedure is to be used for any conflict resolution, and includes grades assigned by an instructor and program dismissal by a departmental committee.

Grievance and Appeal procedures are of both an informal and formal nature. The student should exhaust the informal means before filing a formal complaint. The student directly affected must make the appeal. In the case of appealing a grade, the appeal must be made during or within five days following the conclusion of the course involved (prior to the beginning of another semester).

The detailed procedures can be found within the [ATU Student Handbook](#) and in Appendix C of this document.

# SAFETY POLICIES AND PROCEDURES

The following information is provided by the [ATU Office of Emergency Management](#). More detailed instruction and guidance is provided on this website, organized by event type (e.g., fire, severe weather, tornado). It is recommended that students utilize the ATU Alert System (requires signing up) and the Rave Guardian app. Information can be found [here](#).

***\*\*Always follow instructions provided by ATU faculty or staff in the event of an emergency, if possible\*\****

## EMERGENCY, EVACUATION, AND UNIVERSITY CLOSURES

### INCLEMENT WEATHER POLICY

The Rehabilitation Science program adheres to the University policy on inclement weather. During travel, it is the student's responsibility to monitor changing weather conditions. In general, unless a decision is announced to the contrary, classes will be held as scheduled.

When weather that would make travel dangerous/ precarious is present in the Arkansas Tech service area, the following policy will be followed:

- a. This decision will be made by the President in consultation with appropriate administrators. No individual classes are to be canceled by a Dean, Department Head, or individual faculty member.
- b. Current conditions and forecasts will be checked with local and regional sources.
- c. When it is judged that a significant portion of students and faculty will not be able to travel safely to and from campus, a recommendation for class cancellation will be conveyed to the President.
- d. If a decision is made to cancel classes, it will be announced by the VPSA (Vice President for Student Affairs) calling local radio and TV outlets, the two Fort Smith TV stations and three Little Rock stations. In announcing the closing, a callback confirmation number will be given.
- e. If at all possible, announcements affecting day classes will be made by 6 a.m., and announcements affecting night classes will be made by 4 p.m.
- f. All announcements will be specific as to the dates and times of the classes to be canceled.
- g. No announcements will be made except through the public media as listed.
- h. Class cancellations for classes not meeting at Arkansas Tech will be handled at the local site.
- i. Decisions concerning fieldwork not meeting in Russellville will be made by the Fieldwork Faculty Supervisor in conjunction with the Site Supervisor.

## **SHELTER AREAS**

A list of shelter areas on the Arkansas Tech University campuses is available on the [Department of Public Safety](#) website. You can be directly linked [here](#).

# APPENDICES AND OTHER RESOURCES

## PROFESSIONAL AND STUDENT ORGANIZATIONS/ASSOCIATIONS

### NATIONAL LEVEL

#### [The National Rehabilitation Association \(NRA\)](#)

PO Box 150235  
Alexandria, VA 22315  
Phone: 703-836-0850 ext. 304

The oldest professional member organization in the United States that advocates for the rights of individuals with disabilities while also promoting high quality, ethical, and collaborative practice across the rehabilitation profession. NRA, comprised of counselors, educators, researchers, and diverse agents of community integration, is committed to continuously impacting and improving upon the multifaceted conditions, across our society, necessary to enhance quality of life of individuals with disabilities, their families, and our communities.

#### [American Rehabilitation Counseling Association](#)

6101 Stevenson Avenue, Suite 600  
Alexandria, VA 22304  
Phone: 800-298-2276

An organization of rehabilitation counseling practitioners, educators, and students who are concerned with improving the lives of people with disabilities. Its mission is to enhance the development of people with disabilities throughout their life span and to promote excellence in the rehabilitation counseling profession. ARCA's goal is to provide the type of leadership that encourages excellence in the areas of rehabilitation counseling practice, research, consultation, and professional development. ARCA is equally interested in eliminating environmental and attitudinal barriers so that more opportunities are available with regard to education, employment, and community activities to people with disabilities. These goals are addressed by ARCA through public education and legislative activities.

### [The National Council on Rehabilitation Education](#)

1099 E. Champlain Drive, Suite A, # 137  
Fresno, CA 93720  
Phone: 559-906-0787

The premier professional organization of educators dedicated to quality services for persons with disabilities through education and research. NCRE advocates up-to-date education and training and the maintenance of professional standards in the field of rehabilitation.

### [International Association of Rehabilitation Professionals](#)

1000 Westgate Drive, Suite 252  
St. Paul, MN 55114  
Phone: 888-427-7722

The only organization focused on and committed to comprehensively serving the professional private rehabilitation industry, be it for the private practitioner or the professional employed in the private-for-profit sector. IARP has four specialty practice sections – Rehabilitation and Disability Case Management, Forensic Rehabilitation, Life Care Planning, and Social Security Vocational Expert. Membership is comprised of rehabilitation counselors, nurses of multiple specialties, occupational therapists, physical therapists, speech therapists, social workers, physicians, psychologists, career counselors, and more.

### [Commission on Rehabilitation Counselor Certification](#)

1699 East Woodfield Road, Suite 300  
Schaumburg, IL 60173  
Phone: 847-944-1325

The world's largest rehabilitation counseling organization dedicated to improving the lives of individuals with disabilities. CRCC sets the standard for competent delivery of quality rehabilitation counseling services through its nationally accredited and internationally recognized Certified Rehabilitation Counselor (CRC) certification program. There are approximately 15, 000 current CRCs.

### [National Association of Social Workers](#)

750 First Street, NE Suite 800  
Washington, DC 20002  
Phone: 800-742-4089

The largest membership organization of professional social workers in the world, with more than 120,000 members. NASW works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies.

### [Association of People Supporting Employment First](#)

7361 Calhoun Place, Suite 680  
Rockville, Maryland 20855  
Phone: 301-279-0060

The only national organization focused exclusively on Employment First to facilitate the full inclusion of people with disabilities in the workplace and community.

### [American Occupational Therapy Association](#)

6116 Executive Boulevard, Suite 200  
North Bethesda, MD 20852  
Phone: 301-652-6611

The national professional association representing the interests and concerns of occupational therapy practitioners and students of occupational therapy to improve the quality of occupational therapy services. AOTA's major programs and activities are directed toward assuring the quality of occupational therapy services, improving consumer access to health care services, and promoting the professional development of members.

### [American Correctional Association](#)

206 N. Washington Street, Suite 200  
Alexandria, VA 22314  
Phone: 703-224-0000

The oldest association developed specifically for practitioners in the correctional profession, championing the cause of corrections and correctional effectiveness. The American Correctional Association provides a professional organization for all individuals and groups, both public and private that share a common goal of improving the justice system.

## **STATE LEVEL**

### [Arkansas Rehabilitation Association](#)

Phone: 479-755-3300

The Arkansas Chapter of The National Rehabilitation Association working to promote "ethical and state of the art practice in rehabilitation," while connecting thousands of professionals in the area of vocational rehab.

### [Arkansas Counseling Association](#)

P.O. Box 1321

Arkadelphia, AR 71923

Phone: 870-345-9308

A professional organization representing licensed counselors, school counselors, counseling supervisors, and graduate students in training to be counselors. As a division of the American Counseling Association, ArCA offers counselors an opportunity for professional networking, development, and advocacy.

## **DELTA SIGMA OMICRON AT ATU**



### [Delta Sigma Omicron - Omega Chapter](#)

Delta Sigma Omicron (DSO) is a rehabilitation service co-ed fraternity open to all persons enrolled at Arkansas Tech University (ATU), Alumni, and field members with an interest in ensuring that individuals with disabilities are afforded an equal opportunity to participate in, and benefit from, the curricular, co-curricular and vocational opportunities available at Arkansas Tech University and the surrounding community.

## **OTHER STUDENT ORGANIZATIONS**

### [Behavioral Sciences Club](#)

The Behavioral Science Club (BSC) is a club for any student who is a behavioral science major or minor. BSC is a good way to get involved on campus and acts as a stepping-stone for those who are interested in advancing to the various behavioral science honor societies, such as Psi Chi and Alpha Kappa Delta...BSC hosts a couple of socials for members to attend. At these socials, members have a chance to get to know their fellow members and their advisors. There will also be chances to get involved with community building within the city of Russellville, including working along other RSO's of the behavioral sciences, such as Delta Sigma Omicron, The Anthropology Club, Active Minds, Behavioral Science Applied Research Club, and any others that may appear in the future.

### [Behavioral Sciences Applied Research Club](#)

A support group for students engaged in research, teaching them new skills pertinent to research and encouraging them to attend at present their research at local level, student level and regional level professional conferences. Some of the skills pertinent to research would include ethics, IRBs, obtaining funding (e.g., for conferences), building databases, and other research skills. The BSAR club meets on a biweekly basis.

### [PSI CHI – International Honors Society](#)

PSI CHI is the International honors society in Psychology that promotes not only Psychology but also other behavioral sciences that have the intent to uncover the behavior of an individual.

## SPECTRUM

SPECTRUM is a Registered Student Organization devoted to the support and advocacy of the LGBTQIA<sup>2+</sup> community on the Arkansas Tech University Campus. Our primary focus is to educate; our greatest enemy is ignorance. We strive to educate the campus and community in order to bring acceptance of diversity to Arkansas Tech University. We strive to eliminate discrimination under any basis. Anyone, regardless of race, religion, sexual orientation, gender identity, creed, color, national origin, sex, age, disability, veteran status, or academic achievement is welcome to be a part of SPECTRUM.

## Criminal Justice Student Association

ATU Criminology and Criminal Justice Student Association will support ATU students interested in criminology and criminal justice by fostering collegiality, community service and networking within the professional community.

## ATU SO College

ATU SO College provides Arkansas Tech University students the opportunity to unite with Special Olympic athletes and take part in organized sports such as football, softball, and basketball.

These and many other great RSOs are available for you to get involved with!

Find more information on [ATU's RSO Portal Page](#).

# APPENDICES AND OTHER RESOURCES

## A. PROGRAM PLANNING GUIDE

### 120 Hours PLANNING GUIDE FOR B.A. IN REHABILITATION SCIENCE 2020-2021

Name: \_\_\_\_\_ Campus e-mail: \_\_\_\_\_  
Student ID: T \_\_\_\_\_ Advisor: \_\_\_\_\_

I. Tech 1001 \_\_\_\_\_ or CSP 1013 \_\_\_\_\_

#### II. General Education Requirements- 35 credit hours

##### English (6 credit hours)

\*READ 0103 \_\_\_\_\_  
\*ENGL 0303 \_\_\_\_\_  
\*\*ENGL 1013 \_\_\_\_\_  
\*\*ENGL 1023 \_\_\_\_\_

OR

\*\*ENGL 1043 \_\_\_\_\_  
\*\*ENLG 1053 \_\_\_\_\_

##### Science with Lab (8 credit hours)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

##### U.S. History or American Government (3 credit hours)

Three (3) hours from the following:  
HIST 1903, HIST 2003, HIST 2013, or  
POLS 2003

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

##### Social Sciences (9 credit hours)

PSY 2003 \_\_\_\_\_  
SOC 1003 \_\_\_\_\_

AND

ANTH 1213 \_\_\_\_\_

OR

ANTH 2003 \_\_\_\_\_

##### Fine Arts & Humanities (6 credit hours)

(ART 2123, MUS 2003, TH 2273, ENGL  
2173, JOUR 2173, ENGL 2003, ENGL  
2013 or PHIL 2003)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

##### Math (3 credit hours)

\*Math 0803 \_\_\_\_\_  
\*Math 0903 \_\_\_\_\_  
\*\*Math 1003 \_\_\_\_\_

OR

\*\*Math 1113 \_\_\_\_\_

\*\*Math 1113 MUST be taken if pursuing a  
PT or OT degree!

<b>40 Credit Hours Upper Division (3000-4000)</b> _____
Last 30 Hours at ATU _____
GPA 2.0 or Above _____
2.0 or Above GPA in Major _____
Max 25% D's _____
Special Problems Hours _____
Title _____
Maximum of 4 Hours of Activity Credit _____
Electives- 20 credit hours _____

\*For students needing foundation work prior to taking the required course. While these classes do count toward the student's semester class load, the do not count as credit toward graduation.

\*\*These general education classes require a grade of "C" or better to count toward graduation.

III. Required Core Courses (46 credit hours)

A. Prerequisite Courses (Required for ALL Rehabilitation Science courses) **Term and Grade**

\*\*RS 2003 - Introduction to Rehabilitation Science \_\_\_\_\_

B. Rehabilitation CORE courses **Term and Grade**

RS 3003 - Medical & Psychosocial Aspects of Disability \_\_\_\_\_

\*\*RS 3204 - Interviewing Skills \_\_\_\_\_

\*\*RS 3123 - Ethics and Professional Development \_\_\_\_\_

RS 3133 – Diversity and Inclusion in Human Service Settings \_\_\_\_\_

\*\*RS 4023 - Case Management Strategies \_\_\_\_\_

RS 4123 - Survey of Counseling Theories \_\_\_\_\_

**\*\*A grade of “C” or better is required in this class before a student will be allowed to sign up for a Field Placement or Internship.**

C. Fieldwork\*

RS 4104 – Service Learning in Rehabilitation Settings \_\_\_\_\_

**\*For students choosing RS 4012, the internship option, this course may only be taken with permission from the Rehabilitation Science Program Director.\***

RS 4194 – Field Placement (must be completed twice) \*\* 1. \_\_\_\_\_

2. \_\_\_\_\_

**OR**

RS 4012 – Internship in Rehabilitation Services \_\_\_\_\_

**\*Rehabilitation Science majors are required to take 12 hours of placement experience in either:**

A. one 4-credit hour Service Learning **AND** two 4-credit hour Field Placements (one in each of two semesters)

**OR**

B. in one 12- credit hour Internship.

**\*\*Students choosing Child Welfare Emphasis and receiving a CWE stipend must complete a 200-hour field placement per stipend semester.**

**\*\* Students must attain a “C” or better in order to pass RS 4104, RS 4194, RS 4294, and RS 4012.**

D. Related Courses

PSY 3813 - Lifespan Development \_\_\_\_\_

**OR**

PSY 3063 Developmental Psychology I \_\_\_\_\_

PSY/SOC 2053 - Statistics for the Behavioral Sciences \_\_\_\_\_

PSY/SOC 2063 - Research Design for the Behavioral Sciences \_\_\_\_\_

**AND**

PSY 3003 - Abnormal Psychology \_\_\_\_\_

**OR**

RS 3183 - Mental Health Issues in Rehabilitation Settings \_\_\_\_\_

IV. Minors (18 credit hours)

\*RS 3013- The World of Work is required for ALL Rehabilitation Science Minors\*

<b>A. Addictions*</b>	<b>Term and Grade</b>
RS 3013 – The World of Work (Required)	_____
RS 3141-3 - Rehabilitation Science Seminar	_____
RS 3153 - Assistive Technology in Rehabilitation Settings	_____
RS 3163 - Addictions Assessment, Planning, And Treatment Strategies	_____
RS 3173 - Addictions and the Family	_____
RS 2163 - Introduction to Addictions	_____
RS 4991-4 - Special Problems in Rehabilitation Science	_____
SOC/CJ 4013 - Drugs in Society	_____
PSY 4133 – Psychopharmacology	_____
RP 3013 - Inclusive Recreation	_____
RP 4073 - Principles and Techniques of Therapeutic Recreation	_____
RS 4133- Seminar in Severe Disabilities	_____
PSY 3053 Physiological Psychology	_____

\*Students planning to seek Arkansas Substance Abuse Board certification should familiarize themselves with Certification requirements: <http://www.asach.com/>

<b>B. Aging</b>	<b>Term and Grade</b>
RS 3013 - The World of Work (Required)	_____
RS 3093 - Rehabilitation Services for the Aging Adult	_____
RS 3141-3 - Rehabilitation Science Seminar	_____
RS 3153 - Assistive Technology in Rehabilitation Settings	_____
RS 2163 – Introduction to Addictions	_____
RS 4991-4 - Special Problems in Rehabilitation Science	_____
NUR 2303 - Nutrition	_____
PSY 3163 - Developmental Psychology II	_____
RP 3013 - Inclusive Recreation	_____
RP 4073- Principles and Techniques of Therapeutic Recreation	_____
SOC 3023 – The Family	_____
SOC 4053 - Sociology of Health & Illness	_____
RS 4133- Seminar in Severe Disabilities	_____
PSY/SOC 3013 - Psychosocial Aspects of Death & Dying	_____

**C. Child Welfare and Social Services**

**Term and Grade**

RS 3013 - The World of Work (Required)	_____
RS 2163 – Introduction to Addictions	_____
RS 2043 - Introduction to Social Services	_____
RS 3141-3 - Rehabilitation Science Seminar	_____
RS 3153 - Assistive Technology in Rehabilitation Settings	_____
RS 3243 - Social Services for Individual and Families	_____
RS 4173 - Family Centered Services	_____
RS 4183 - Family Services Seminar	_____
RP 3013 - Inclusive Recreation	_____
SOC 3023 – The Family	_____
SOC 3113 - Social Movements & Social Change	_____
SOC 4003 - Minority Relations	_____
SOC 4053 - Sociology of Health and Illness	_____
SOC 4063 - Social Stratification	_____
CJ/SOC 2033 - Social Problems	_____
RP 4073 - Principles and Techniques of Therapeutic Recreation	_____
RS 4133- Seminar in Severe Disabilities	_____

**D. Recreation Services**

**Term and Grade**

RS 3013 – The World of Work (Required)	_____
**RP 4073 - Principles Techniques of Therapeutic Recreation	_____
**RS 3153 - Assistive Technology in Rehabilitation Settings	_____
RS 3141-3 - Rehabilitation Science Seminar	_____
RS 4143 - Disabilities throughout the Lifespan	_____
RS 4991-4 - Special Problems in Rehabilitation Science	_____
RS 2163- Introduction to Addictions	_____
RS 4133- Seminar in Severe Disabilities	_____
RP 4173-Therapeutic Recreation Assessment and Documentation	_____
RP 4373- Interventions in Therapeutic Recreation	_____
RP 4473- Issues and Trends in Therapeutic Recreation	_____

**\*\*Students with this minor MUST complete these courses.**



## **B. ATU REGISTRATION GUIDE**

# **ARKANSAS TECH UNIVERSITY**

## **HOW TO REGISTER FOR CLASSES**

Navigating Registration

<https://www.atu.edu/registrar/docs/How%20to%20Register%20for%20Classes.pdf>

# Advising

## \*All Freshmen & Sophomores

0 – 60 earned credit hours

- ❑ The Sturgis Academic Advising Center (AAC) is staffed by a team of professional advisors located in Rothwell Hall, Suite 107.
- ❑ If you are an entering freshman and have declared a major (excluding eTech students), you will be assigned to a professional advisor in the AAC.
  - ❑ If you are undecided, you will be assigned to an advisor in the AAC.
- ❑ At approximately 60 credit hours, you will be aided by the AAC to transition to a faculty advisor within your academic department.
- ❑ Call the AAC at (479) 964-0843 to make an appointment in advance of your registration date.
  - ❑ AAC appointments cannot be scheduled via email.

## \*Juniors & Seniors

60+ earned credit hours

- ❑ Your advisor is a faculty member in the department of your major.
- ❑ To find your advisor, access your Academic Profile on the Academics tab in OneTech. You must select a term to view your advisor.
- ❑ Check with your department for their policies on early advising.
- ❑ Go to your advisor's office to sign up for an advising appointment.

# The Undergraduate Catalog

## □ Major Requirements

- Students with a declared major should refer to their college/major section of the catalog.
  - <http://www.atu.edu/catalog/>
  - Click on the course numbers to see course titles, descriptions, and pre-requisites.

## □ Degree Maps

- The AAC provides term-by-term sample course schedules based on the undergraduate catalog designed to keep students on track to graduate in four years.
  - Students can use Degree Maps as a guide when building their schedules.
  - <http://www.atu.edu/advising/>

## □ Degree Works

- Degree Works is a web-based tool for students and advisors to monitor academic progress towards degree completion. It also allows for students to plan ahead for future semesters.
  - You can access Degree Works in the "Plan Your Registration" box on your Registration Tab in OneTech.

# Find Your Advisor

To find your advisor, access your Academic Profile on the Academics tab on OneTech. You must select a term to view your advisor.

The screenshot shows the OneTech Academics interface. On the left is a navigation menu with the 'Academics' tab highlighted. The main content area is titled 'Academics' and 'Academic Profile'. A dropdown menu for 'Fall Term 2018' is open, with a callout box pointing to it that says 'You must select a term.'. Below this, the 'Primary' curriculum is displayed with fields for Class Standing (Graduate Level), Degree (Master of Liberal Arts), Level (Graduate), Program (MLA Communications), Admit Term (Summer Term 2017), Catalog Term (Summer Term 2017), College (Arts and Humanities), Campus (Main), and Major and Department (Communication, History and Political Sc). A callout box points to the 'Program' field with the text 'Is this your correct major?'. At the bottom of the profile, the 'Advisors' section is visible, with a callout box pointing to it that says 'Your advisor's name will be here.'. The right sidebar contains sections for 'My Courses', 'Degree Planning', 'Verification', 'Transcripts', and 'Student Grades'.

## Early Registration

- ❑ Early Registration is for currently enrolled students.
- ❑ Current students will enroll based on the number of earned credit hours (hours earned before the current semester).
  - ❑ See OneTech for your transcript to view earned hours.
- ❑ Registration dates are posted online
  - ❑ <http://www.atu.edu/registrar/registrationinfo.php>

# Find Your Earned Hours

Also within the Academics Tab, you can access your transcript in the Transcripts block to the right to view your Earned Hours.

The screenshot displays the Academics portal interface. On the left is a navigation sidebar with the 'Academics Tab' highlighted. The main content area is divided into several sections: 'Academic Profile' (showing details like Class Standing: Graduate Level, Degree: Master of Liberal Arts, and Program: MLA Communications), 'My Courses', 'Degree Planning', 'Verification', 'Transcripts', and 'Student Grades'. A red callout box points to the 'Transcripts' section, which contains links for 'View Unofficial Transcript' and 'Request Official Transcript'. Another red callout box points to the 'Academics Tab' in the sidebar.

**Academics Tab**

**Academic Profile**

Fall Term 2018

Primary

Curriculum

Class Standing: Graduate Level

Degree: Master of Liberal Arts

Level: Graduate

Program: MLA Communications

Admit Term: Summer Term 2017

Catalog Term: Summer Term 2017

College: Arts and Humanities

Campus: Main

Major and Department: Communication/History and Political Sci

Advisors

Deborah Wilson (Primary) Graduate Advisor

**My Courses**

View/Print Schedule

View My Work At A Glance

**Degree Planning**

Degree Audit

Change Major/Minor

Apply for Graduation

**Verification**

Enrollment Verification

Attendance Verification

**Transcripts**

View Unofficial Transcript

Request Official Transcript

**Student Grades**

**View Unofficial Transcript:  
Check your earned hours.**

# Find Your Earned Hours

Simply click Submit on the next screen and then go to Transcript Totals at the top. This will take you to your totals where you will see your overall Earned Hours.

ARKANSAS TECH UNIVERSITY

Personal Information **Students** Financial Aid Faculty Services Employees

Academic Transcript Options

Home > Student > Student Records > Academic Transcript

Select the transcript level and transcript type

Transcript Level: All Levels

Transcript Type: Advanced

**Click Submit**

ARKANSAS TECH UNIVERSITY

Personal Information **Students** Financial Aid Faculty Services Employees

Academic Transcript

Home > Academic Transcript

**Transcript Totals**

This is not an official transcript. Courses which are in progress may also be included on this transcript.

[Transfer Credit](#) [Institution Credit](#) [Transcript Totals](#)

STUDENT INFORMATION

TRANSCRIPT TOTALS (UNDERGRADUATE) [Tip](#)

Level Comments: THIS STUDENT HAS COMPLETED THE ARKANSAS ASSESSMENT OF GENERAL EDUCATION, AS REQUIRED BY STATE LAW.

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	120,000	120,000	120,000	120,000	484,000	3.887
Total Transfer:	7,000	4,000	7,000	0,000	0,000	0.000
Overall:	127,000	124,000	127,000	120,000	484,000	3.887

Conditional Transfer:

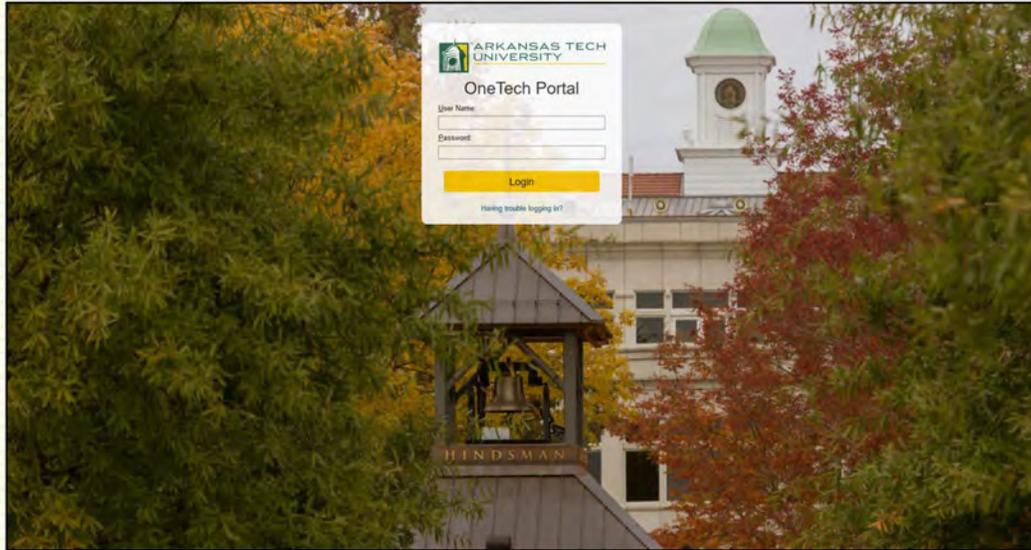
**Overall Earned Hours**

## Registering Online

- ❑ Your advisor may register you during your advising session, or your advisor will give you a Student Registration Code for you to register yourself online.
- ❑ You can register yourself online beginning at 12 a.m. on your specific registration date.
- ❑ You will register yourself through OneTech following the steps in the following slides.

# How to Register Online

Sign in to your OneTech: <http://www.onetech.atu.edu>



# How to Register Online

Step 1: Prior to your approved registration date, log in to your OneTech, and click the Registration tab on the left of the page.

Go to the block named Are You Eligible To Register and click Check Holds. All registration holds must be removed through the appropriate office before you will be allowed to proceed.

The screenshot shows the OneTech Registration page. A red box labeled "Registration Tab" points to the "Registration" link in the left sidebar. Another red box labeled "Check Holds\*\*" points to the "Check Holds" link under the "Are You Eligible To Register" section. A third red box on the right contains a list of common holds preventing registration.

**Registration Tab**

**Check Holds\*\***

**\*\*Common holds preventing registration include:**

- ✓ Student Accounts
- ✓ ResLife
- ✓ Missing Admissions Documents
- ✓ Graduation Checkout

The screenshot also shows the following page content:

- Registration** (Page Title)
- When Can You Register**
  - Registration Calendars
  - Registration (Add/Drop) Calendar for Corequisite Courses
- Are You Eligible To Register**
  - Check Holds
  - Registration Status
- Plan Your Registration**
  - Make Academic Advisor Appointment
  - Course Catalog
  - Degree Maps
  - Degree Works
  - Plan Schedule (College Schedule)
  - Student Schedule (College Schedule)
  - Schedule of Courses
  - Math Placement
- Registration** (Right Column)
  - Look Up Classes
  - Register and Add/Drop Classes
  - Student (Detail Schedule)
  - View My Work At A Clerk
  - Find Test Books
  - Enrollment Verification
- Academic Profile**
  - Primary
  - Curriculum
    - Class Standing: Graduate Level
    - Degree: Master of Liberal Arts
    - Level: Graduate
    - Program: M.A. Communications
    - Admit Term: Summer Term 2017
    - Enroll Term: Summer Term 2017
    - College: Arts and Humanities

# How to Register Online

**Step 2:** On your approved registration date, log in to your OneTech, and click the Registration tab on the left of the page. In the Registration block, click Register and Add/Drop Classes.

- **\*\*Note:** College Scheduler Users: If you have planned your schedule using College Scheduler, and have sent your schedule to your cart, you will go to the Plan Your Registration block and select Submit Schedule (College Scheduler). You'll go to Step 3 (skip Step 4).

The screenshot shows the OneTech Registration page. On the left is a navigation menu with the 'Registration' tab highlighted. The main content area is divided into several sections: 'When Can You Register', 'Are You Eligible To Register', and 'Plan Your Registration'. The 'Plan Your Registration' section includes links for 'Submit Schedule (College Scheduler)'. On the right side, there is a 'Registration' block with a link for 'Register and Add/Drop Classes'. Below this is an 'Academic Profile' section showing a 'Primary' curriculum with details like 'Degree: Master of Liberal Arts', 'Level: Graduate', 'Program: M.A. Communications', 'Admit Term: Summer Term 2017', and 'Catalog Term: Summer Term 2017'. Three red callout boxes are present: one pointing to the 'Registration' tab in the navigation menu, one pointing to the 'Register and Add/Drop Classes' link in the right-hand 'Registration' block, and one pointing to the 'Submit Schedule (College Scheduler)' link in the 'Plan Your Registration' section.

**Registration Tab**

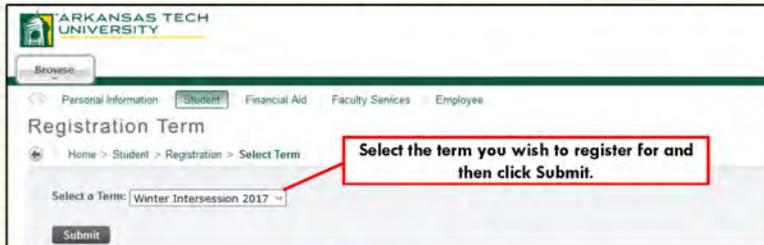
**Register and Add/Drop Classes**

**\*\*College Scheduler Users: Submit your schedule here.**

# How to Register Online

**Step 3: Follow the on-screen instructions to select the term you wish to register for and to enter your Student Registration Code (SRC) given to you by your academic advisor.**

**No student will have access to register for classes without their SRC.**



ARKANSAS TECH UNIVERSITY

Browse

Personal Information **Student** Financial Aid Faculty Services Employee

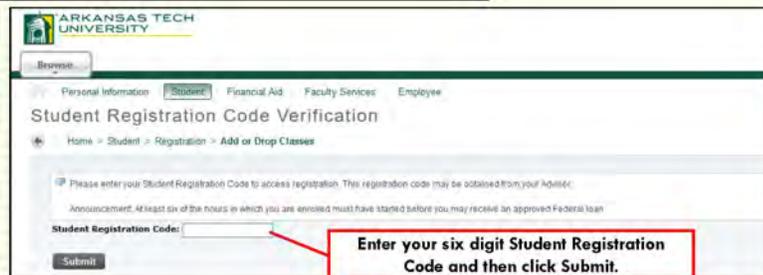
### Registration Term

Home > Student > Registration > Select Term

Select a Term: Winter Intercession 2017

Submit

Select the term you wish to register for and then click Submit.



ARKANSAS TECH UNIVERSITY

Browse

Personal Information **Student** Financial Aid Faculty Services Employee

### Student Registration Code Verification

Home > Student > Registration > Add or Drop Classes

Please enter your Student Registration Code to access registration. This registration code may be obtained from your Advisor.

Announcement: At least six of the hours in which you are enrolled must have started before you may receive an approved Federal loan.

Student Registration Code:

Submit

Enter your six digit Student Registration Code and then click Submit.

# How to Register Online

**Step 4: After your SRC is submitted, you will be forwarded to the Add or Drop Classes screen. Enter the Course Reference Numbers (CRN) for the course(s) you have selected into the provided boxes. Click Submit Changes to enroll.**

- **\*\*If you have not already looked up the CRN's, click on Class Search to select classes. After you have selected the course in which you want to enroll, click the box beside the section you have chosen and then click Submit Changes.**

The screenshot shows the 'Add or Drop Classes' page. At the top, there are navigation tabs: Personal Information, **Student**, Financial Aid, Faculty Services, and Employee. Below the tabs is the page title 'Add or Drop Classes' and a breadcrumb 'Home > Add or Drop Classes'. A message states: 'To add a class, enter the Course Reference Number in the Add Classes section. To drop a class, use the options available in the Action pull-down list.' Below this is the 'Current Schedule' section, which contains a table with columns: Status, Action, CRN, Subj, Crse, Sec, Level, Cred, Grade Mode, and Title. Two rows of data are shown, representing classes the user is currently enrolled in. Below the table, summary statistics are listed: Total Credit Hours: 6.000, Billing Hours: 6.000, Minimum Hours: 0.000, Maximum Hours: 12.000, and Date: Jul 22, 2013 04:13 pm. The 'Add Classes Worksheet' section is visible, with a 'CRNs' input field. At the bottom, there are three buttons: 'Submit Changes', 'Class Search', and 'Reset'. Three red callout boxes provide instructions: one points to the 'Current Schedule' table, another points to the 'CRNs' input field, and a third points to the 'Class Search' button.

Status	Action	CRN	Subj	Crse	Sec	Level	Cred	Grade Mode	Title
Web Registered on Apr 01, 2013	None	71232	CSP	6113	TC1	Graduate	3.000	Standard Letter	Research Design and Analysis
Web Registered on Apr 03, 2013	None	72303	CSP	6063	TC2	Graduate	3.000	Standard Letter	Special Topics: College Student Personnel Capstone Seminar

Total Credit Hours: 6.000  
Billing Hours: 6.000  
Minimum Hours: 0.000  
Maximum Hours: 12.000  
Date: Jul 22, 2013 04:13 pm

Add Classes Worksheet  
CRNs

Submit Changes Class Search Reset

Classes in which you are enrolled will show up here.

Enter the Course Reference Numbers (CRN) for the course(s) you have selected into the provided boxes. Click Submit Changes to enroll.

\*\*You can look up CRN's here if you need to.

# How to Register Online

**Step 5:** Your registration should now be complete. To view or print your schedule, click Student Detail Schedule in the Registration tab.

If you are registering for more than one semester (summer and fall), return to your Registration tab and repeat Steps 2-5.

The screenshot shows the Arkansas Tech website's registration interface. On the left is a navigation menu with the 'Registration' tab highlighted. The main content area is divided into three columns. The first column contains sections for 'When Can You Register', 'Are You Eligible To Register', and 'Plan Your Registration'. The second column contains a 'Registration' section with links like 'Look Up Classes' and 'Student Detail Schedule'. The third column contains an 'Academic Profile' section with a 'Primary' tab and a table of course information.

**Registration Tab**

**Registration**

**When Can You Register**

**Are You Eligible To Register**

**Plan Your Registration**

**Registration**

**Academic Profile**

**Primary**

COURSE	
Class Standing	Graduate Level
Degree	Master of Liberal Arts
Level	Graduate
Program	M.A. Communications
Admit Term	Summer Term 2017
Catalog Term	Summer Term 2017
College	Art and Humanities

## Registered! Now what?

- Check the class schedule; it is the student's responsibility to verify the registration has been completed accurately, so it is recommended that students print a copy of their class schedule for their records. Students may view their schedule by selecting Student Detailed Schedule, which is listed under Registration. Refer to [Building Abbreviations](#) for helpful information and a link to the campus map.
- Pay charges and/or confirm financial settlement according to Fee Payment Policy. Visit the websites for [Student Accounts](#) and [Financial Aid](#) for more information.
- Students must attend the course before its unique attendance date. There are no exceptions. Attendance is measured as: physical attendance, submission of an assignment, OR completion of Blackboard Attendance Accounting module.
- All students operating a vehicle on campus must purchase a Hang Tag. For information on Hang Tags and parking areas visit [Public Safety's](#) website. Official enrollment is contingent upon eligibility to enroll for future terms.
- Verify addresses and phone numbers are correct by selecting Update Addresses and Phones on the home tab under personal information.

## Questions? Contact Us!

### **The Office of the Registrar**

Brown Hall, Suite 307

Monday – Friday, 8 a.m. – 5 p.m.

(479) 968-0272

[registrar@atu.edu](mailto:registrar@atu.edu)

## Article IV: Adjudication of Student Misconduct and Appeals Process

### A. Filing Complaints

1. Any member of the University community may file a complaint against a student for alleged violations of the Student Code of Conduct.
2. Complaints alleging a violation of the Student Code of Conduct should be submitted as soon as possible after the incident.
3. Complaints shall be prepared in writing and directed to the Student Conduct Administrator. The Student Conduct Administrator is Amy N. Pennington, AVP/ Dean of Students and Title IX Coordinator, Doc Bryan Student Services Center, Suite 233, [apennington@atu.edu](mailto:apennington@atu.edu). Complaints may also be made online by utilizing the incident report form on the Student Conduct website <https://cm.maxient.com/reportingform.php?ArkansasTechUniv>.
4. The Student Conduct Administrator or designee will assign the case to a conduct advisor to investigate and initiate the conduct process.

### B. Preliminary Conference

1. The conduct advisor will present all charges, supporting documentation and meeting notification to the respondent in written form sent to the address listed in OneTech, via Tech email, via hand-delivery by university employees or delivered to the residence hall room of the respondent. This shall constitute full and adequate notice. The failure of a student to provide an address change or forwarding address, or the refusal or inability to accept the mailed notice, shall not constitute good cause for failure to comply with the notification.
2. The respondent shall meet with the conduct advisor in a preliminary conference.
3. The conduct advisor will review the charges and supporting documentation, advise the respondent of due process rights, and explain the Student Code of Conduct adjudication process during the preliminary conference.
4. The conduct advisor shall offer the respondent an opportunity to informally resolve the alleged violation.
  - a. The informal resolution process involves a review of the incident and discussion of the possible sanction(s).
  - b. If the respondent accepts responsibility for the violation and the resolution offered by the conduct advisor, the respondent and the conduct advisor shall complete an informal resolution agreement, which shall include information regarding the violations for which the respondent has been found responsible, the resulting sanctions, and signature (when applicable) of both the respondent and conduct advisor.
  - c. When the respondent agrees to take responsibility for the violation and the sanction recommended by the conduct advisor, the case will be settled and there shall be no subsequent proceedings.
  - d. The respondent has three (3) business days from the date of signing the informal resolution agreement to reconsider the agreement and request a formal hearing.
  - e. If the respondent wishes to request a formal hearing, he or she shall file a request for a formal hearing by notifying the Conduct Advisor.
  - f. The outcome of an informal resolution cannot be contested after three (3) business days.
  - g. The outcome of a formal hearing shall replace any agreements made during the informal resolution.
  - h. If the charges cannot be settled by mutual consent of the respondent and the conduct advisor, if the respondent maintains innocence, or the respondent fails to attend the preliminary conference, the case will be forwarded to the Student Conduct Administrator for referral to a conduct body for a formal hearing.
  - i. A formal hearing shall be set to occur no less than five (5) business days and no more than ten (10) business days after the Student Conduct Administrator refers the case for a formal hearing. Time limits for scheduling of formal hearings may be adjusted at the discretion of the Student Conduct Administrator.
  - j. The conduct advisor may also determine that the respondent is not responsible or that insufficient evidence exists to reach a finding of responsible for the alleged violation(s). This determination does not prevent the Department of Student Conduct from pursuing a subsequent complaint should new evidence become available.
5. The conduct advisor may later serve in the same matter as a member of the conduct body.

6. The respondent may request one change in the date and time of the preliminary conference by requesting the change 24 hours prior to the scheduled conference by contacting the Conduct Advisor.
7. Failure of the respondent to attend the preliminary conference will result in a formal hearing being scheduled.

## **C. Formal Hearing**

If the charges cannot be settled by mutual consent of the respondent and the conduct advisor or if the respondent maintains innocence, the Student Conduct Administrator will refer case to the Student Affairs Conduct Board to adjudicate the case in a formal hearing.

### **Composition of the Student Affairs Conduct Board**

This conduct body is assigned to conduct formal hearings involving alleged violations of the Student Code of Conduct that cannot be settled during a preliminary conference. The conduct board is composed of the following members, appointed by the Student Conduct Administrator: One (1) student representing membership from the following groups: Student Government Association, IFC/Panhellenic, Residence Hall Association, Gold Cabinet, or the Student Activities Board; One (1) Resident Assistant; Two (2) Students at-large; One (1) Residence Life staff member; One (1) Student Affairs staff member. The Student Conduct Administrator or designee will serve as the chairperson. The Student Affairs Conduct Board will hear the case and determine the appropriate sanction(s). All participants are bound to confidentiality in accordance with the federal Family Educational Rights and Privacy Act (FERPA). Students serving on the Student Affairs Conduct Board must be full-time, in good academic standing, and demonstrate satisfactory conduct history.

### **Hearing Guidelines**

1. Hearings shall normally be conducted in private.
2. The complainant, the respondent, and their advisors (if any), shall be allowed to attend the entire portion of the student conduct hearing at which information is received excluding deliberation. Admission of any person to the hearing who is not a party or potential witness shall be at the discretion of the conduct body and/or the chairperson of the conduct body.
3. In hearings involving more than one respondent, the Student Conduct Administrator or designee may at his or her sole discretion permit the hearings concerning each respondent to be conducted separately or jointly.
4. The complainant and the respondent have the right to be assisted by any advisor they choose, at their own expense. The complainant and/or respondent is responsible for presenting his or her own information. Advisors are not permitted to speak or to participate directly in any student conduct hearing. The complainant and respondent must notify the Student Conduct Administrator who they are bringing at least 72 hours prior to the hearing. A complainant and respondent should select as an advisor, a person whose schedule allows attendance at the scheduled date and time of the student conduct hearing; delays will not normally be allowed due to the scheduling conflicts of an advisor.
5. The complainant, the respondent, and the conduct body shall have the privilege of presenting witnesses, subject to the right of cross examination by the conduct body.
6. The complainant, the respondent, and the conduct body may arrange for witnesses to present pertinent information to the Student Affairs Conduct Board. Witnesses will provide information to and answer questions from the Student Affairs Conduct Board. The complainant and respondent will not be allowed to directly cross-examine each other or witnesses. Requested witnesses must be provided to the Student Conduct Administrator at least 72 hours prior to the hearing.
7. Pertinent records, exhibits, and written statements may be accepted as evidence for consideration by the conduct body at the discretion of the chairperson. This information must be provided to the Student Conduct Administrator at least 72 hours prior to the hearing.
8. All procedural questions are subject to the final decision of the chairperson of the conduct body.
9. After the portion of the hearing concludes in which all pertinent information has been received and the respondent, complainant, and witnesses are dismissed, the conduct body shall determine by majority vote whether the respondent has violated each section of the Student Code of Conduct in which the respondent is charged and determine the sanction(s), if any.

10. The determination of the conduct body shall be made on the preponderance of the evidence standard of proof, whether it is more likely than not that the respondent violated the Student Code of Conduct.
11. Formal rules of process, procedure, and/or technical rules of evidence, such as applied in criminal or civil court, are not used in the Student Affairs Conduct Board proceedings.
12. There shall be a single verbatim record, such as a digital recording, of all hearings before the Student Affairs Conduct Board, not including deliberations. The recording shall be the property of the University.
13. If the respondent does not appear before the conduct body for the formal hearing, the information in support of the charges shall be presented and considered in absentia.
14. The conduct body may accommodate concerns for the personal safety, well-being, retaliation, and/or fears of the confrontation of the complainant, respondent, and/or other witnesses during the formal hearing by providing a visual screen and/or by permitting participation by telephone, video conferencing, or by other means at the discretion of the Student Conduct Administrator or designee.
15. After the formal hearing, the Student Conduct Administrator will advise the respondent in writing of the determination of the conduct body and any imposed sanction. Each record of any disciplinary process or sanction imposed under the Student Code of Conduct involving a respondent and any alleged victim may constitute an educational record the release of which is governed by FERPA.

## D. Sanctions

1. The following sanctions may be imposed singularly or in combination upon any student found to have violated the Student Code Conduct:
  - a. **Warning.** A formal statement that the conduct was unacceptable and a warning that further violation of any ATU policy, procedure, or directive will result in more severe sanctions/responsive actions.
  - b. **Probation.** A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated
  - c. **Loss of Privileges.** Suspension or denial of rights and privileges for a designated period of time, and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact directives, and/or other measures deemed appropriate.
  - d. **Monetary Fines.** A penalty imposed involving the collection of fees from the student.
  - e. **Restitution.** Compensation for loss, injury, damage to or misappropriation of ATU property. This may take the form of appropriate service and/or monetary or material replacement.
  - f. **Educational Sanctions.** Educational sanctions may be assigned that promote learning and understanding. These sanctions may be developed as necessary by a conduct body including, but not limited to:
    - i. Sponsorship of an educational program;
    - ii. Attendance at educational programs;
    - iii. Requirement of members to complete educational training programs;
    - iv. Attendance in conflict management training;
    - v. Educational service hours;
    - vi. Attendance in ethics workshop/training;
    - vii. Reflective exercises;
    - viii. Research exercises.
  - g. **Discretionary Sanctions.** Work assignments, service to ATU for other related sanctions. Students who violate the alcohol/drug policies may be subject to completion of alcohol and other drug education programs.
  - h. **Holds.** Withholding of grades, right to register for classes, official transcript, and/or degree.

- i. **Loss of Scholarship.** Scholarships awarded by the University or University-related programs may be partially or fully revoked.
  - j. **Housing Suspension.** Separation of the student from ATU housing for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
  - k. **Housing Expulsion.** Permanent separation of the student from ATU housing.
  - l. **University Suspension.** Termination of student status for a definite period of time and revocation of rights to be on campus for any reason or to attend ATU-sponsored events. Conditions for readmission may be specified. Students who return from suspension are automatically placed on probation for a definite period of time.
  - m. **University Expulsion.** Permanent termination of student status and revocation of rights to be on campus for any reason or to attend ATU-sponsored events.
  - n. **Revocation of Admission and/or Degree.** ATU reserves the right to revoke admission or a degree previously awarded from ATU for fraud, misrepresentation, and/or other violation of ATU policies, procedures, or directives in obtaining admission or the degree, or for other serious violations committed by a student prior to graduation.
2. Tech may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Code of Conduct, including the completion of all sanctions imposed, if any. Students who fail to complete the assigned sanction(s) will have a disciplinary hold placed on their student account which may prevent registration activities. The hold is removed when sanctions are complete.
  3. A disciplinary sanction becomes part of the student's permanent academic record as set forth. A student's permanent academic record includes any disciplinary sanction that comprises:
    - a. University Suspension
    - b. Expulsion
    - c. Any revocation of degree
  4. Other than University suspension, University expulsion, and revocation of degree, disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's conduct record. Upon graduation and application to the Student Conduct Administrator, the student's confidential record may be expunged of disciplinary actions other than University housing expulsion, University suspension, University expulsion, or revocation of degree. Requests for expungement should be made in writing to the Student Conduct Administrator.
  5. More than one of the sanctions listed above may be imposed for any single violation.
  6. Additional sanctions beyond those listed in this section of the Student Code of Conduct may be imposed upon RSOs. Please see Article III, Section 9.

## E. Interim Suspension

In certain circumstances, the Student Conduct Administrator or designee, may impose a University and/or residence hall suspension prior to the formal hearing before a conduct body.

1. Interim suspension may be imposed only:
  - a. to ensure the safety and well-being of members of the University community or preservation of University property;
  - b. to ensure the student's own physical or emotional safety and well-being; or
  - c. if the student poses a definite threat of disruption of, or interference with, the normal operations of the University.
2. During the interim suspension the respondent shall be denied access to University housing and/or to the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible, as the Student Conduct Administrator or designee may determine to be appropriate.

3. The interim suspension does not replace the outlined conduct process, which shall proceed on the normal schedule, up to and through a formal hearing, if required.

## **F. Appeals**

Appeal of the decision of the Student Affairs Conduct Board may be made in writing to Dr. Keegan Nichols, Vice President for Student Affairs, located in Student Affairs, Doc Bryan Student Affairs Center, Suite 202, (479) 968-0238, [knichols@atu.edu](mailto:knichols@atu.edu) within five (5) business days of notification of the decision. The only basis for appeal shall be:

1. Alleged failure of the Student Affairs Conduct Board to follow procedures set forth in the Student Code of Conduct; or
2. Consideration of new evidence that was not reasonably available at the time of the hearing before the Student Affairs Conduct Board.

If an appeal is upheld, the review of the case may result in a modified sanction or the case may be remanded to the Student Affairs Conduct Board for a new hearing. If the appeal is denied, the sanction imposed by the Student Affairs Conduct Board shall be immediately implemented.

Sanctions issued following the Student Affairs Conduct Board hearing shall not be implemented until all appeals have been either exhausted or voluntarily waived.

## **Article V: Classroom Provisions**

While Student Affairs is generally responsible for addressing student conduct, classroom management and behaviors not otherwise in violation of the Student Code of Conduct are under the jurisdiction of the responsible faculty member. This section describes the expectations of Tech and references those procedures related to student conduct in the classroom.

### **A. Academic Policies**

The undergraduate and graduate catalogs address regulations and procedures regarding academic policies at Tech. Each student should read and understand these sections of the catalog.

### **B. Class Absences**

The policy of the University in regard to class absences may be stated as the considered belief that regular class attendance is essential to the maximum growth and development of the student, and that students, in their own interest, are therefore responsible for attending all classes for which they are enrolled. For electronically delivered classes, where physical attendance is not a reasonable requirement, equivalent on-line interaction must be documented in lieu of attendance. Absence/participation policies and procedures are applicable both to regular terms and to the summer sessions.

Attendance policies are set forth by each individual instructor and will be announced at the beginning of the course. When participation in a University related function requires missing class, the student should, when possible, notify the instructor(s) prior to the absence. Absences due to sickness, accident, or death in the family should be explained to each instructor by the student. For absences of more than five (5) successive days which by their nature, such as an emergency, make it difficult for the student to contact the instructor(s), the student may contact Amy N. Pennington, AVP/Dean of Students and Title IX Coordinator, located in Student Affairs, Doc Bryan Student Services Center, Suite 233, (479) 968-0239, [apennington@atu.edu](mailto:apennington@atu.edu), for assistance in notifying instructors.

Classroom attendance policy:

1. Control of class attendance is vested in the teacher who has the responsibility for clearly defining in each course, early in the semester, the standards and procedures in regard to regularity and punctuality of class attendance;
2. Students will not be penalized by their instructors for class absences that result from participation in officially sanctioned University activities. It is the responsibility of students to present to their instructors notice and verification of authorized participation in such activities. Individual instructors retain the authority to determine how students in their classes will avoid academic penalties for the resulting absences;
3. Before invoking the most severe penalty for unsatisfactory class attendance or non-attendance, dropping a student from a course with a grade of "WN" (withdraw for non-attendance), the instructor is obligated to notify the student, in writing, that an additional absence would result in this penalty. The WN may also be

awarded by an instructor to a student who does not participate in an online course as required by Federal Financial Aid guidelines;

4. A student accumulating an excessive number of unjustifiable absences or non-attendance in an audited course may be administratively withdrawn at the request of the instructor;
5. The action of dropping a student from a course for excessive absences or non-attendance becomes final when the instructor reports this action in writing to the Registrar's Office. The student who chooses to protest such action as unjustified has recourse through the grievance procedure for appeal of an academic grade.

## **C. Undergraduate Student Academic Grievance Procedure**

### **Appeal of Academic Course Grade**

This section describes the process for an academic grade appeal for undergraduate students. The relevant policy for grade appeal by graduate students can be found in the Graduate Catalog.

The assessment of the quality of a student's academic performance is solely and properly one of the major responsibilities of university faculty members. A grade appeal is not appropriate when a student simply disagrees with the faculty member's judgment about the quality of the student's work. Grade appeals should be based on problems of process and not on differences in opinion concerning academic performance. A student who is uncertain about whether or not a grade should be appealed or who needs additional information about the grade appeal process can contact the department head's office (or dean's office should the instructor be the department head). This policy is implemented within the college that administratively houses the department through which the course was offered, irrespective of a student's major or class standing.

The grade appeal process is designed to give the student an opportunity to correct an injustice. Disagreement or dissatisfaction with a faculty member's professional evaluation of coursework is not the basis for a grade appeal. It should only be utilized when the student contends that the final grade assigned for the course by the instructor is a result of procedural/calculation error, a result of prejudice, or is arbitrary and/or capricious. Arbitrary and/or capricious here implies that,

1. The student has been assigned a grade on the basis of something other than their performance in the course; or
2. Standards utilized in determining final course grade were not evenly applied to all students in the course; or
3. The grade is based on standards that are unannounced or are substantially different and unreasonable departures from those articulated in the course syllabus at the beginning of the course.

The burden of proof is always on the student appellant to prove that a change of grade is an appropriate action in their case.

### **Informal**

In all cases, the student must begin a grade appeal process informally with the instructor involved to attempt to resolve the disagreement in a cooperative atmosphere. The student must explain their position to the instructor and attempt to understand the justification for the grade assigned by the instructor. The purpose of the meeting is to reach a mutual understanding of the student's situation and the instructor's actions and to resolve differences in an informal and cooperative manner. If the student and instructor cannot, after consultation, reach a satisfactory resolution, the student may begin a formal grade appeal process based on procedural/calculation error, prejudice, or an arbitrary and/or capricious assertion.

### **Formal**

The following apply to the formal appeal process for an academic final course grade assigned by an instructor and challenged by a student that has failed to reach a resolution during the informal process.

1. Appeal of a final course grade must be made by the student directly affected and must be made immediately following the conclusion of the course. Immediately, here, means before the beginning of another semester or summer term.
2. All appeals of a grade must begin with the student making a written appeal to the instructor involved and

explaining the nature of the problem and the student's desired resolution. In the case of an instructor who has terminated his/her association with the University, the appeal would begin with the department head or to the dean of the college if the department head should be the instructor involved. Appeals must be presented in writing and contain the following information:

- a. A listing of the student name, course prefix, number, section, semester term/year and instructor of course;
- b. A clear concise statement describing the specific supporting evidence of arbitrary and/or capricious grading as defined above must be provided. It is very important that the basis of the appeal is clearly understood.;
- c. A brief summary of the prior informal attempts to resolve the matter and the results of those previous discussions; and
- d. A specific statement of the action or resolution sought.

The instructor (or department head/dean) will have 10 business days to provide a written response to the student appellant. If the instructor is a department head who has left the University and the dean determines no grade change is warranted, the appeals process is completed.

3. If the appeal is not resolved in the previous step, within 5 business days of the date of the written response from the instructor, the student wishing further consideration would take the issue and documents to the head of the department in which the course is taught, or to the dean of the college if the department head should be the instructor involved. The department head (or dean) will review the case and make a judgment on the appeal to determine if a change of grade is warranted. The department head (or dean) will provide a written notice to the instructor and student appellant of their decision within 10 business days of receiving the documents from the student appellant. If the instructor is a department head and the dean determines no grade change is warranted, the appeals process is completed.
4. If the student wishes further consideration after the previous step, within 5 business days of the date of the written response from the department head, the student may appeal to the dean of the college offering the course only if the student has new evidence pertaining directly to their case that was not reasonably available at the time of the initial appeal or contends that the procedures outlined here were not followed. The student would submit a written formal presentation of the case, with all related supporting documents, to the dean. Should the dean determine that there is no new relevant evidence or that procedures were properly followed, the appeals process is completed and the student appellant will be notified in writing within 5 business days. If the dean agrees that there is new relevant evidence or that procedures were not followed, an ad hoc hearing committee will be appointed. The committee will be composed of three faculty members from the college in which the course is offered, or two from the college and one from the student's major department, if that department is not in the same college as that in which the course is offered. The committee members will be appointed by the dean(s) of the college(s) involved. The committee will review the documents and can then either reject the appeal on the basis of its content or proceed to investigate further. The committee will have full cooperation of all parties in gathering information and conducting interviews for the hearing. Once an issue is before the committee, the committee shall have the authority to recommend a lower grade, recommend a higher grade, or recommend no change of a grade. Review by the committee should be completed within 15 business days of the submission of the written presentation of the case to the dean by the student appellant. The committee recommendation will be conveyed to the dean of the college in which the course is offered. The dean would inform the student appellant, instructor, department head, and registrar of any grade change for the course if applicable. The dean's determination is final.

### **Appeal of an Academic Undergraduate Program Dismissal**

The following apply for an undergraduate student appeal of program dismissal having been made by an academic department. The procedure for a graduate student appeal of program dismissal is outlined in the Graduate Catalog.

1. Appeal of a program dismissal must be made by the student directly affected and must be made immediately following the departmental decision to the department head. Immediately, here, means within 10 business day of the date of the dismissal notification.

2. It is very important that the basis of the appeal is clearly understood. Appeals must be presented in writing and contain the following information:
  - a. A clear concise statement about the student's desire and motivation for reinstatement must be provided;
  - b. A brief summary of any prior informal attempts to resolve the matter and the results of those previous discussions; and
  - c. A specific statement of the action or resolution sought.
3. If the student wishes further consideration after the previous step, within 5 business days of the date of the written response from the department head, the student may appeal to the dean of the college in which the academic program department is housed only if the student has new evidence pertaining directly to their case that was not reasonably available at the time of the initial appeal or contends that the procedures outlined here were not followed. The student would submit a written formal presentation of the case, with all related supporting documents, to the dean. Should the dean determine that there is no new relevant evidence or that procedures were properly followed, the appeals process is completed and the student appellant will be notified in writing within 5 business days. If the dean agrees that there is new relevant evidence or that procedures were not followed, an ad hoc hearing committee will be appointed. The committee will be composed of three faculty members from the college in which the academic program is administered. The committee will select its own chairperson. The committee will review the documents and can then either reject the appeal on the basis of its content or proceed to investigate further. The committee will have full cooperation of all parties in gathering information and conducting interviews for the hearing. The committee shall have the authority to recommend that the student be retained in the program or confirm the original dismissal decision of the department. Review by the committee should be completed within 15 business days of the submission of the written presentation of the case to the dean by the student appellant. The committee recommendation will be conveyed to the dean of the college who will notify the department head and student appellant in writing of the committee's decision.

### **Other Academic Grievances**

Other grievances relating to an instructor will proceed through an appeal to the department head, dean of the college, and Vice President for Academic Affairs. The Vice President for Academic Affairs will evaluate the grievance to determine if the charge and evidence warrants initiating proceedings against the instructor under the appropriate provisions in the "Regulations on Academic Freedom and Tenure" approved by the Board of Trustees.

## **D. Academic Integrity Policy**

### **1. The Preamble**

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires the highest standards of academic integrity and conduct from all students. Students at Arkansas Tech University will refrain from committing any of the violations of academic integrity as detailed below. Further, Arkansas Tech University expects that all classes maintain an academic and courteous atmosphere. Both the professor and students are responsible for creating an environment that enables all students to reach their academic potential. The classroom is under the control of the professor who will give students a statement of his or her classroom expectations and policies in a syllabus at the beginning of the semester. The term "classroom" as used in this Academic Integrity Policy includes face-to-face, hybrid and online classes. It is not restricted to classrooms on or off campus but also includes playing fields and laboratories, as well as University computer areas on or off campus as well as field trips associated with class-related matters. Students will conduct themselves in a non-disruptive and civil manner when attending classes and other events associated with Arkansas Tech University.

### **2. Types of Academic Integrity Violations**

A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion and/or other dishonest practices. Below are common examples of unacceptable academic behavior.

**Cheating** on an examination, quiz, report, or assignment involves any of several categories of dishonest activity. Examples of cheating include, but are not limited to:

- copying from the examination or quiz of another student;
- using classroom notes, messages, or crib sheets in any format (paper or electronic) which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class;
- obtaining advance copies of exams or quizzes;
- soliciting of unethical academic services, including purchasing of research papers, essays, or any other scholastic endeavor; and
- using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

**Plagiarism** is stealing the ideas, data, tables, graphs, artistic works, or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases incorporated in the student's written work without acknowledgment to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format (MLA, APA, etc.). Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgment of source must be made in this case as well.

**Collusion** is the act of collaborating with one or more students or others on coursework (i.e., a test, assignments, paper, etc.) when the professor has not expressly approved collaboration or group work on the assignment. Individual coursework is to be entirely the work of the student submitting it for a grade. When a student submits work that was produced through collaboration with others without the authorization of the instructor as the individual student's own work and performance, this is a violation of academic integrity.

**Impersonation, fabrication, and forgery** are all violations of academic integrity. Impersonation is assuming a student's identity with the intent to provide an advantage for the student academically. Fabrication and forgery are "to fake; forge (a document signature, etc.)," particularly the faking or forging of the information or signature on course assignments. Examples of impersonation include but are not limited to hiring a substitute to take an exam, write a paper; or complete some other course assignment.

Examples of academic fabrication and forgery include but are not limited to:

- furnishing false information, data, or research findings on coursework;
- failing to identify yourself honestly in the context of an academic obligation;
- fabricating or altering information or data and presenting it as legitimate;
- providing false or misleading information to an instructor or any other University official;
- forging an instructor's signature on a letter of recommendation or any other document;
- submitting an altered transcript of grades to or from another institution or employer;
- putting your name on another person's exam or assignment; and
- altering a previously graded exam or assignment for purposes of a grade appeal or of gaining points in a re-grading process.

### 3. Classroom Behavior

Each member of the Arkansas Tech University community is obliged to conduct her/himself in a non-disruptive manner in the classroom. If a student is being disruptive, the instructor will address the situation, discussing behavioral expectations moving forward, and emphasize possible consequences for failing to comply. If the disruptive behavior persists, the student may be suspended on an interim basis from the class. Instructors may report excessive and/or repeated disruptive behavior through the Procedures for Addressing Violations of Academic Integrity and Classroom Behavior. This process includes an appeals process students may use to challenge perceived violations or excessive penalties. Students who exhibit disruptive behavior may also be referred to the Department of Student Conduct (see Article III, Section C of the Arkansas Tech University Student Handbook).

If a classroom incident constitutes an emergency (e.g., any immediate threat to life and/or property) and requires an immediate response from police, fire or emergency medical services, **please call 911**.

## E. Procedures for Addressing Violations of Academic Integrity and Classroom Behavior

Since allegations of a violation of academic integrity may have serious consequences, below are the procedures for reporting allegations, the administrative procedure for processing alleged violations, and a statement of institutional penalties that may be applied on top of the instructor's academic penalty in those cases where violations occurred.

### 1. Principles

1. Arkansas Tech University promotes a culture of academic integrity and professionalism that enhances the quality of an Arkansas Tech degree.
2. The process for reporting and adjudicating an allegation of academic dishonesty should be fair and just for all involved.
3. Faculty members have sole purview for any academic sanction administered if a violation of the academic integrity policy is found to have occurred.
4. Arkansas Tech supports educational, not solely punitive, measures for addressing violations of the academic integrity policy.

### 2. Reporting Procedure

1. If any instructor, student, or staff member has compelling facts and evidence an individual has violated any category of academic integrity, that instructor, student, or staff member must report the suspected violation(s) to Academic Affairs using the Arkansas Tech University "Academic Integrity Referral" form found at: [https://cm.maxient.com/reportingform.php?ArkansasTechUniv&layout\\_id=4](https://cm.maxient.com/reportingform.php?ArkansasTechUniv&layout_id=4)
2. Upon receipt of an allegation, Academic Affairs will either create a file for the student if it is a first time offense or add the report to an existing file for the individual if one already exists.

### 3. Administrative Procedure

1. Within three business days of receiving a reported violation of academic integrity, Academic Affairs will notify:
  - a. The instructor of record for the course, the Department Head and Dean. They will be supplied the report, the evidence and the number of allegations and proven violations of academic integrity or disruptive classroom behavior by the student.
  - b. The student of the alleged violation, the report and evidence.  
**NOTE: A course withdrawal or drop by the student that occurs after a reported violation of academic integrity or classroom behavioral conduct may not be honored. If a violation is determined to have occurred, the student may be reinstated if the penalty is an "F" in the course.**
2. Upon notification of an alleged violation, the student has five business days to schedule a meeting with the instructor to resolve the allegation. If the instructor is unreachable, the student should arrange within this timeframe a meeting with the instructor's Department Head or Dean.
  - a. If the student fails to respond to the instructor (or Department Head or Dean) within five business days of notification, this is taken as tacit acceptance that the violation occurred. After five business days, the instructor informs Academic Affairs, his/her Department Head, and Dean that the student has failed to request a meeting. The instructor may apply the academic penalty as prescribed in his/her course syllabus. Academic Affairs may also apply additional institutional penalties based on the number and severity of the violation.
  - b. If the student does request a meeting within five business days, the instructor (or Department Head or Dean, if necessary) and student will meet (either face-to-face, by conference call or using other electronic means) to attempt to resolve the allegation. This meeting may result in one of the following:
    1. The student provides explanation and evidence to the satisfaction of the instructor that no violation occurred. The instructor informs Academic Affairs, his/her Department Head, and Dean that the allegation against the student has been resolved and no penalties will be assessed.
    2. The instructor educates the student on what qualifies as a violation of the policy and the



will follow when applying an institutional penalty.

- a. First Offense: If an institutional penalty is applied, generally this will involve required training on academic integrity and acceptable academic practices and behaviors. However, the severity of the violation may justify probation or even suspension from the university.
  - i. Note: The academic integrity course or training is to be completed within two business weeks of notification by Academic Affairs that it is required. Failure to complete the course in this timely fashion may result in a hold being placed on the individual's account by the Registrars. It will not be removed until the training is completed. Also, any costs for the course or training must be paid by the student.
- b. Second Offense: For a second offense, additional training on acceptable academic practices and behaviors may be required, as well as disciplinary probation. However, the severity of the violation may entail suspension or even expulsion from the university.
- c. Third Offense: For a third offense the individual has already had two courses on academic training and incurred disciplinary probation. The minimum penalty is now suspension. However, the severity of the violation along with the multiple infractions may result in expulsion from the university.
- d. Fourth Offense: For a fourth offense, the individual will be expelled from the university.

## **Article VI: Interpretation and Revision**

- A. Any question of interpretation or application of the Student Code of Conduct shall be referred to the Student Conduct Administrator or designee for a final determination in his or her sole discretion.
- B. The Student Code of Conduct shall be reviewed at minimum every two (2) years under the direction of the Student Conduct Administrator. Previous review: August 2022.

activities including, but not limited to, campus recreation and homecoming activities.

4. **Disciplinary Suspension.** Disciplinary suspension establishes a fixed period of time during which the RSO may not participate in any academic, extracurricular, or other activities of the University. At the end of the suspension period, the RSO may be again registered only upon the recommendation of the Dean of Students.
5. **Indefinite Dismissal.** Indefinite dismissal denies the RSO the right to participate in any academic, extracurricular, or other activities of the University. This is a permanent ban from the University community.
6. **Restrictions.** A restriction takes away a privilege that the RSO may or may not otherwise have had including, but not limited to:
  - i. the ability to host guests on campus;
  - ii. the ability to reserve space on campus;
  - iii. the ability to attend athletic events;
  - iv. the ability to host/sponsor/co-sponsor specified events/activities;
  - v. the ability to sponsor or place a student on any University election ballot;
  - vi. the ability to have contact with specified individuals or RSOs in the University community;
  - vii. the ability to host/sponsor/co-sponsor off-campus events/activities with or without alcohol present.
7. **Educational Sanctions.** The conduct body may also impose educational sanctions that promote learning and understanding. These sanctions may be developed as necessary by a conduct body including, but not limited to:
  - i. Sponsorship of an education program;
  - ii. Attendance at educational programs;
  - iii. Requirement of members to complete the Group Alcohol Workshop or other educational training programs;
  - iv. Attendance in conflict management training;
  - v. Educational service hours;
  - vi. Attendance in ethics workshop/training;
  - vii. Reflective exercises.
8. **Restitution.** RSOs may be required to restore any lost or damaged property and/or pay compensation for loss, injury, damage to or misappropriation of University property. This may take the form of appropriate service and/ or monetary or material replacement.
9. **Monetary Fines.** A penalty imposed by the conduct body involving the collection of fees from the RSO.

## C. Conduct Rules and Regulations

Any student or RSO found to have committed or attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article IV, Section D and Article III, Section B, 9.

1. Acts of dishonesty including, but not limited to:
  1. Furnishing false information or false reports to any University official, faculty member, or office;
  2. Forgery, alteration, unauthorized use or misuse of any University document, record, or instrument of identification;

3. Tampering with the election of any University RSO or campus vote;
4. Possible violations of the Academic Dishonesty Policy or the Academic Misconduct Policy are administered separately through academic channels as outlined in Article V of the Student Code of Conduct. Certain behaviors may violate both the Academic Dishonesty/Misconduct Policies and the Student Code of Conduct. In these cases, one process or both processes may be utilized.
2. Material disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions on or off campus, or other authorized non-University activities, when the conduct occurs on University premises.
3. Attempted or actual theft of property of the University, services of the University, property of a member of the University community or other personal or public property.
4. Unauthorized possession, duplication or use of keys to any University premises, or unauthorized entry to or use of University premises, including residence hall facilities and rooms within. Failure to report a lost key issued by the University to proper officials.
5. Violation of the Tech Equal Opportunity, Harassment (Sexual Misconduct), and Nondiscrimination Policy and Procedures. The Equal Opportunity, Harassment (Sexual Misconduct), and Nondiscrimination Policy and Procedures are located in the Student Code of Conduct Article III, Section F.

If you feel that you have been a victim of harassment (sexual misconduct), please contact Amy Pennington, Title IX Coordinator, Doc Bryan 233, (479) 968-0407, [apennington@atu.edu](mailto:apennington@atu.edu).

6. Physical abuse, defined as intentional physical contact with any person when such conduct threatens or endangers the health and safety of that person(s), including fighting or a physical altercation.
7. Threats defined as making statements, verbal or written, that communicate a clear and serious expression of intent to commit an act of violence upon a particular person or group of people.
8. Intimidation, defined as spoken or unspoken threats made with the intent to harass or alarm any individual or group, placing a person or group in fear of retaliation, bodily harm, or death.
9. Stalking, defined as behavior with the intent to harass or alarm any individual or group, subjecting an individual or group to uninvited interaction or the threat of uninvited interaction. Willfully, maliciously, and repeatedly following or harassing another person in a manner that would cause a reasonable person to feel frightened, intimidated, threatened, or harassed.
10. Harassment, defined as unwelcome conduct that is severe and pervasive and substantially interferes with the learning, working, or living environment, and which would detrimentally affect a reasonable person under the circumstances. Harassment is extreme, outrageous, or persistent acts or communications that are intended or reasonably likely to harass, intimidate, or humiliate another. Whether the alleged conduct constitutes prohibited harassment depends on the entire circumstances, including the nature, frequency, type, and duration of the conduct.
11. Hazing, defined in Arkansas law in § 6-5-201 and § 6-5-204, and as further defined in University policy as:
  1. Any willful act on or off the property of any school, college, university, or other educational institution in Arkansas by one (1) student alone or acting with others which is directed against any other student and done for the purpose of intimidating the student attacked by threatening him or her with social or other ostracism or of submitting such student to ignominy, shame, or disgrace among his or her fellow students, and acts calculated to produce such results;
  2. The playing of abusive or truculent tricks on or off the property of any school, college, university, or other educational institution in Arkansas by one (1) student alone or acting with others, upon another student to frighten or scare him or her;

3. Any willful act on or off the property of any school, college, university, or other educational institution in Arkansas by one (1) student alone or acting with others which is directed against any other student done for the purpose of humbling the pride, stifling the ambition, or impairing the courage of the student attacked or to discourage him or her from remaining in that school, college, university, or other educational institution, or reasonably to cause him or her to leave the institution rather than submit to such acts; or
4. Any willful act on or off the property of any school, college, university, or other educational institution in Arkansas by one (1) student alone or acting with others in striking, beating, bruising, or maiming; or seriously offering, threatening, or attempting to strike, beat, bruise, or maim; or to do or seriously offer, threaten, or attempt to do physical violence to any student of any such educational institution; or any assault upon any such student made for the purpose of committing any of the acts, or producing any of the results, to such student as defined in this section.
5. The term "hazing" as defined in this section does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.  
The University hazing prevention policy can be found in the Registered Student Organization section of this handbook. Failure to follow this policy is prohibited.
- 12.** Failure to comply with a request by an authorized University Official, either written or verbal, including resident assistants or law enforcement officers acting in performance of their duties, including failure to identify oneself and/or present his/her University identification card upon request.
- 13.** Cyberbullying, defined as using an electronic device, such as a computer or cell phone, to send an electronic communication to harass, threaten, humiliate, defame, or intimidate a person or group of people.
- 14.** False notification of an emergency, defined as providing a false report to 911, the Department of Public Safety or false activation of an emergency call station, panic button, fire alarm, or intentionally creating or causing a false alarm.
- 15.** Violation of University policies, rules or regulations including, but not limited to, Department of Residence Life regulations, may be considered a violation of the Student Code of Conduct.
- 16.** Violation of local, state, or federal law on University premises or at University sponsored or supervised activities.
- 17.** Illegal drugs, including the use, possession, manufacturing, distribution, or being found under the influence of marijuana, inhalants, narcotics, or other controlled substances and paraphernalia, except as expressly permitted by law. Use or possession of marijuana, including medical marijuana used or prescribed under the Arkansas Medical Marijuana Amendment of 2016, is strictly prohibited on campus. Any such use or possession is a violation of the Student Code of Conduct. Specifically, Act 740 of 2017 provides that the Arkansas Medical Marijuana Amendment of 2016 does not permit a person to possess, smoke, or otherwise engage in the medical use of marijuana on the grounds of a college or university. The University may notify parents or guardians of students under age 21 who are found to be in violation of this policy.
- 18.** Use of any tobacco product including, but not limited to, smoking, use of electronic cigarettes, vapor pens (with or without tobacco products), dipping, or chewing tobacco is prohibited. See Tobacco-Free Policy located in this handbook for more details and definitions.
- 19.** Improper use, possession, or distribution of legal drugs and/or prescription drugs without a prescription.
- 20.** Alcohol, including use, possession (including ingestion), distribution, public intoxication, being found under the influence of alcohol, or being present at a gathering in which a reasonable person would be aware alcohol is present. The University may notify parents or guardians of students under age 21 who are found to be in violation of this policy.
- 21.** Unless otherwise permitted by law, use, possession, storage, or distribution of firearms, rifles, shotguns, pistols, explosive materials (including fireworks), archery equipment, ammunition/bullets, or any other weapons or dangerous instrumentality on the campus is prohibited and may result in immediate interim suspension of the student. This includes, but is not limited to, knives\* (with blades larger than 3 inches in length), blow guns, sling shots, BB guns, paintball guns, airsoft guns, swords, pellet guns, toy guns, water guns, Nerf guns, and any other object used or threatened to be used as a weapon in which serious injury does or could result. Students owning

firearms and/or other prohibited hunting materials should make arrangements for storage of these weapons off campus. *\*This policy may apply to knives with blades less than 3 inches in length when used in commission of other policy violations.*

Effective September 1, 2017, provided that the concealed carry licensee has the enhanced carry endorsement/training required by Act 562 of 2017, and subject to the limitations in Act 859 of 2017 (i.e. designated collegiate athletic events and/or discipline or grievance meetings or hearings), carrying a concealed handgun in the buildings or on the grounds owned or leased by Arkansas Tech University is permitted.

Pursuant to A.C.A. 5-73-322(d), the storage of a handgun by any person, concealed carry licensee or not, in a university-operated student dormitory or residence hall is prohibited under A.C.A. 5-73-119(c).

Pursuant to A.C.A. 5-73-306, a concealed carry licensee may have a concealed handgun in a locked and unattended vehicle when the vehicle is in a university parking lot.

- 22.** Destruction, vandalism, damage, or misuse of University or other personal, public, or private property including, but not limited to, buildings, furniture, library materials, computer hardware, software and network, trees, shrubbery, or University files and records; violation of University rules for use of campus facilities; tampering with safety equipment including, but not limited to, fire alarms, fire equipment, or escape mechanisms and elevators.
- 23.** Participation in a campus demonstration that infringes on the rights of other members of the University community; leading or inciting others to materially disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction that unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus.
- 24.** Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.
- 25.** Disorderly conduct; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University.
- 26.** Use of bicycles, skateboards, longboards, scooters, or in-line and roller skates in restricted areas at the University. The possession, use, or storage of self-balancing scooters/hoverboards inside Arkansas Tech University buildings (Russellville campus, Ozark campus, and all auxiliary locations) is prohibited. For more information, please refer to the Bicycles, Skates, Skateboards, and Hoverboard policies located in the Campus Facilities section of this handbook.
- 27.** Misuse of technology, theft or other abuse of computer time including, but not limited to:
  1. Unauthorized entry into a file to use, read, or change the contents or for any other unauthorized transfer of a file;
  2. Unauthorized use of another individual's identification and password;
  3. Use of computing facilities and resources to interfere with the work of another student, faculty member, or University official;
  4. Use of computing facilities and resources to send messages that adversely affect the University community and/ or the pursuit of its objectives, including obscene or abusive messages;
  5. Use of computing facilities and resources to interfere with normal operation of the University computing system;
  6. Use of computing facilities and resources in violation of copyright law, including illegal file-sharing and downloading. Please see DMCA Violation Policy in Article III, Section D.

A complete list of Tech's computer use policies can be found at:  
<https://support.atu.edu/support/solutions/articles/7000019369-appropriate-use-of-computer-resources>
- 28.** Abuse of the judicial system including, but not limited to:
  1. Failure to obey the directions of a conduct body or University official;
  2. Falsification, distortion, or misrepresentation of information before a conduct body;
  3. Disruption or interference with a conduct proceeding;

4. Knowingly filing false charges that result in a conduct proceeding;
  5. Attempting to discourage an individual's proper participation in, or use of, the conduct system;
  6. Attempting to influence the impartiality of a member of a conduct body prior to and/or during the course of the conduct proceeding;
  7. Harassment (verbal or physical) and/or intimidation of a member of a conduct body prior to, during, and/or after a conduct proceeding;
  8. Failure to comply with the sanction(s) imposed under the Student Code of Conduct;
  9. Influencing or attempting to influence another person to commit an abuse of the conduct system.
29. Knowingly being present at the commission of a violation and/or exhibiting passive approval and participation.
  30. Misconduct abroad by any student, who in any foreign country undertakes study or represents the University otherwise, remains subject to the Student Code of Conduct.
  31. Endangerment or any action that unnecessarily places oneself or others in danger or physical harm.
  32. Discrimination, defined as actions that deprive other members of the University community of educational or employment access, benefits, or opportunities on the basis of any protected category.
  33. Bullying, defined as repeated or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically or mentally (that is not speech or conduct that is otherwise protected by the First Amendment.)
  34. Residence hall violations as outlined in the Guide to Residence Hall Living located in the On-Campus Living section of this handbook.
  35. Any unauthorized use of electronic or other devices to make an audio or video recording of any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes video voyeurism, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, residence hall room, or restroom.

#### **D. Digital Millennium Copyright Act (DMCA) Violation, Procedures and Policy**

Arkansas Tech University recognizes that downloading and sharing copyrighted material online without permission is both illegal and unethical. In compliance with the Digital Millennium Copyright Act of 1998, Arkansas Tech is obligated, based on federal regulations, to address and resolve any cases of copyright infringement brought to our attention via the procedures listed below:

1. The Office of Information Systems staff or University Counsel is made aware of copyright infringement through use of file sharing or peer-to-peer (P2P) software or through a Notice of Claimed Infringement, which includes the violation type, IP address, and IP port number. The port is turned off immediately when notification is made to Office of Information Systems personnel.
2. Office of Information Systems personnel links the IP information to a user.
3. In cases involving student users, Office of Information Systems personnel sends the student name, T#, residence hall room location or alternate location of activity (if applicable), email address, "material in question" (Notice of Claimed Infringement), and date of activity to the Student Conduct Administrator.
4. A student conduct case is created and assigned to a conduct advisor. The case is adjudicated in accordance with Article IV of the Student Code of Conduct, during which the student acknowledges policies on copyright infringement and illegal downloading by signing a Notice of Illegal Downloading of Copyrighted Material form. Internet access provided by Arkansas Tech is deactivated until the student completes the conduct process.
5. If found responsible for violating the policy, the student may receive sanctions including, but not limited to:
  1. 1st Offense: Loss of Internet access from Arkansas Tech University for a minimum of 10 weeks or until the end of the semester, whichever is longer; Educational sanctions; \$75 monetary fine.
  2. 2nd Offense: Loss of scholarship eligibility; Loss of student employment eligibility; Loss of Internet access from Arkansas Tech University for the remainder of the semester.
  3. 3rd Offense: University suspension for 1 (one) full semester.

## DEPARTMENTS AND SERVICES

The services and programs described in the Student Handbook are provided to enhance student learning and personal development of all Tech students. Administrative responsibility for these services and programs is guided by the following administrative personnel:

### Academic Affairs

Dr. Julie Furst-Bowe, Interim Vice President for Academic Affairs

Administration Building, Room 200

(479) 968-0319

[jfurstbowe@atu.edu](mailto:jfurstbowe@atu.edu)

### Administration and Finance

Laury Fiorello, Vice President for Administration and Finance

Administration Building, Room 207

(479) 968-0301

[lfiorello@atu.edu](mailto:lfiorello@atu.edu)

### Advancement

Jason Geiken, Vice President for Advancement & Executive Director of the ATU Foundation

Administration Building, Room 209

(479) 968-0400

[jgeiken@atu.edu](mailto:jgeiken@atu.edu)

### Athletics

Abby Davis, Athletic Director

Tucker Coliseum

(479) 968-0345

[adavis@atu.edu](mailto:adavis@atu.edu)

### Student Affairs

Dr. Keegan Nichols, Vice President for Student Affairs

Doc Bryan Student Services Center, Room 202

(479) 968-0238

[knichols@atu.edu](mailto:knichols@atu.edu)

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## Academic Advising, Sturgis Academic Advising Center

Center for Academic Advising and Career Development

Rothwell Building, Suite 107

(479) 964-0843

Marika Lederman, Associate Dean for Academic Advising and Career Services, [mlederman@atu.edu](mailto:mlederman@atu.edu)

<http://www.atu.edu/advising/>

The Sturgis Academic Advising Center (AAC) within the Center for Academic Advising and Career Development provides academic and career advising to all first-time entering freshmen. Professional academic and career advisors in the AAC continue to advise all Russellville campus freshmen (excluding Professional Studies) into the semester in which they will earn approximately sixty (60) credit hours.

Academic and career advisors in the AAC meet with newly admitted transfer and returning students who have earned less than 60 credit hours, are undeclared or who need additional guidance in selecting a major. All newly admitted transfer and returning students who have earned more than 60 hours are advised through the appropriate academic department.

Students seeking only an associate degree are advised by the appropriate academic department after their first advising appointment with the AAC. Students seeking only the Associate of Arts in General Education continue to be advised by

the AAC. The AAC continues advising students who are seeking an associate in conjunction with a bachelor degree until approximately 60 earned hours.

## **Alumni Association**

Alumni House

1313 North Arkansas Avenue

(479) 968-0242

[www.atualumni.com](http://www.atualumni.com)

Caroline Kitchens, Director of Alumni Relations, [ckitchens@atu.edu](mailto:ckitchens@atu.edu)

The purpose of the Arkansas Tech University Alumni Association is to promote the University and higher education while fostering the relationships formed during the college years. All graduates and former students of Arkansas Tech are considered members of the association.

The Alumni Office plans and promotes various events throughout the year to bring Arkansas Tech to our alumni. One of the most time-honored traditions every year is Homecoming. There are also student organizations housed in the Alumni Office which allow students to learn more about Arkansas Tech while interacting with alumni, including Presidential Leadership Cabinet and Tradition Keepers. Each year ATU students leave their mark by paying forward for future Tech students and making a gift to the ATU Foundation. Pacesetters make a gift that represents their class year. For more information about this and more visit [www.atualumni.com](http://www.atualumni.com).

## **Affirmative Action**

Brown Hall, Human Resources Department, 715 North El Paso

(479) 968-0241

Melissa Riffle, Director of Human Resources, AA/EEO Officer, [mriffle@atu.edu](mailto:mriffle@atu.edu)

<http://www.atu.edu/affaction/>

The mission of the Arkansas Tech University Affirmative Action Office is to provide guidance and support for Arkansas Tech University's efforts to achieve an education and work environment that is in compliance with both state and federal law and that is diverse in race, ethnicity, interests, and abilities. The Affirmative Action Office will monitor implementation of equal opportunity, affirmative action, sexual harassment, and non-discrimination policies through compliance activities including education and training of ATU faculty and staff.

## **Bookstore**

Young Building, 209 West O Street

(479) 498-4930

<https://atu.bncollege.com/shop/atu/home>

The Arkansas Tech Bookstore is located in the Young Building, which is directly across the street from Chambers Cafeteria. The Tech Bookstore provides course materials for sale and rent, school supplies, Tech apparel, and gifts.

## **Campus Life and Student Union**

Doc Bryan Student Services Center, Suite 233

(479) 968-0276

Chelsea Neal, Associate Dean for Campus Life and the Student Union, [cneal14@atu.edu](mailto:cneal14@atu.edu)

<http://www.atu.edu/campuslife>; [campuslife@atu.edu](mailto:campuslife@atu.edu)

<http://www.atu.edu/studentunion>; [studentunion@atu.edu](mailto:studentunion@atu.edu)

While academic achievement leading to graduation is the reason for attending Arkansas Tech University, the experiences that students have outside the classroom prove to have a lifelong impact. Experiences offered through Student Affairs enhance maturity, leadership, time management, friendship, career development, and civic engagement along with many other essential life skills. Specifically Student Affairs offers programs, experiences and services in the following areas:

### **Campus Recreation**

Campus Recreation provides participation opportunities in a variety of sport, fitness, and recreational events that help stimulate student learning and personal development while enhancing the quality of life for Arkansas Tech students. Students have the opportunity to participate individually or as part of a team in events such as flag football, softball, soccer, ultimate frisbee, bowling, sand volleyball, and more through our comprehensive Intramural Sports program.

Our Fitness program provides opportunities for all students regardless of ability, in our Yoga, Zumba, and Cardio Hip Hop classes led by certified instructors.

For more information, please visit: [www.atu.edu/campusrecreation](http://www.atu.edu/campusrecreation)

### **Co-Curricular Experience (On Track)**

On Track is a co-curricular experience designed to enhance student development beyond the classroom setting, encourage students to network socially among peers, and to include students in traditional and signature University events. Each semester, a map of events and activities will be available to students categorized by interests.

For more information, please visit: [www.atu.edu/ontrack/index.php](http://www.atu.edu/ontrack/index.php)

### **Events Management**

The Office of Events Management offers a centralized office to both external and internal users. The primary function of the office is to serve as the point of contact for all departments, groups, and individuals, who are interested in reserving the use of facilities on the Arkansas Tech campus.

For more information, please visit: [www.atu.edu/events](http://www.atu.edu/events)

### **Fraternity and Sorority Life (FSL)**

The FSL community at Arkansas Tech University has enhanced the lives of thousands of men and women. By emphasizing academic excellence, active participation in community service and philanthropic activities, ongoing leadership development, and social excellence, fraternities and sororities are an integral and productive part of the Arkansas Tech community. The Office of FSL provides guidance and support for the Interfraternity Council, the College Panhellenic Council, and the Order of Omega Honor Society.

For more information, please visit: [www.atu.edu/fsl](http://www.atu.edu/fsl)

### **Homecoming**

Homecoming is an annual week of events leading up to the Homecoming football game. This is an opportunity for students to show their school spirit and support Tech Athletics at fun events throughout campus. Events include pep rallies, Registered Student Organization competitions, Tech's Got Talent, Party at the Tower, and the annual crowning of the Homecoming Queen.

For more information, please visit: [www.atu.edu/homecoming](http://www.atu.edu/homecoming)

### **Leadership Programs**

Campus Life offers a variety of leadership programs designed to prepare students to take on leadership roles on campus and beyond graduation. These programs range from one-hour workshops, and one-day conferences to a six-week group leadership series. Be sure to check out our roundtable discussions with local leaders from a variety of fields over a free lunch.

For more information, please visit: [https://www.atu.edu/leadership\\_programs/index.php](https://www.atu.edu/leadership_programs/index.php)

### **Freshman Leadership Experience**

Freshman Leadership Experience serves as the starting point for students seeking to gain and increase their leadership skill set. Open to only thirty-six (36) incoming freshmen, this program will actively engage students in a variety of leadership experiences that will create an advantage prior to their first day of class.

### **Student Transition**

#### **TECHAdvise**

A half-day program, held in the spring and early summer, where freshmen learn about their chosen discipline and meet with an advisor to register for their fall term classes. Students and their guests will also have the opportunity to ask questions of student leaders and discover ways to enrich their college experience by getting involved in campus activities.

#### **TECHConnect**

A four-day program, held just before classes begin in August, where students become more familiar with campus, learn about involvement opportunities and meet other new students while connecting with current student leaders. Freshmen Convocation, a unique ceremony led by our president, Dr. Robin E. Bowen, is a highlight of the

TECHConnect program and an exciting opportunity for students and their families to celebrate the start of their college journey

### **TECHConnect: Transfer**

A one-day program, held just before classes begin in August, designed for the unique needs of transfer students. This program will leverage the previous college knowledge that transfer students bring while highlighting the unique experiences and opportunities that TECH has to offer.

For more information, please visit: [www.atu.edu/orientation/](http://www.atu.edu/orientation/)

### **Student Union Operations**

The Hull Hall Student Union serves as the living room of campus. This dynamic space is the hub for activity on campus serving as the home for a variety of programs and student activities hosted by departments across campus.

For more information, please visit: [www.atu.edu/studentunion](http://www.atu.edu/studentunion)

### **Commuter Services**

Commuter Student Services is committed to providing support services to help facilitate commuter student success and foster a connection to the Arkansas Tech University community. Whether you live around the block or an hour away, we are committed to helping you connect with the Tech community and get engaged on campus! The Commuter Lounge, located on the 2nd floor of Doc Bryan, is a great place to take a break between classes or meet up with some friends for a study break. It features day-use lockers (just bring your own lock), a microwave and refrigerator, comfortable chairs for relaxing with friends and computers along with a TV with cable. Programming efforts include Treat Tuesdays, a chance to engage with other commuter students and get free food, a commuter incentive program which rewards commuters for attending on-campus programming and a commuter connections program which helps students network with current student leaders and university staff members.

For more information, please visit: [www.atu.edu/campuslife/commuter](http://www.atu.edu/campuslife/commuter)

### **First-Generation Student Services**

Almost one-third of the Arkansas Tech student body is the first in their family to attend college. While being the first to do anything can be a bit scary, going off to college is also a major life milestone. Being a first-generation student is a very proud accomplishment! We recognize that students will face unique experiences as they begin this exciting journey and there are many resources here at Arkansas Tech that can help student connect and thrive on campus. There are many ways to define the term "first-generation." At Arkansas Tech University we define first-generation students as those whose parents or legal guardian did not graduate from a four-year institution. First-generation students may be the very first person in their families to attend a four-year university, or they may have older siblings who have attended college. Thousands of students at Arkansas Tech consider themselves first-generation students.

For more information, please visit: [www.atu.edu/firstgen/](http://www.atu.edu/firstgen/)

### **Outdoor Recreation**

Outdoor Recreation provides students the opportunity to engage in the many natural resources that the River Valley and Arkansas have to offer. At no charge, students can reserve and check out high quality mountain bikes, kayaks, canoes, road bikes, tents, and hammocks. Additionally, a bike repair shop is available for students. Outdoor Recreation also offers a variety of excursions throughout each semester that include rock climbing, zip lining, rafting trips, canoe trips, paintball, and hiking trips. Students can also find a growing selection of Club Sports sponsored by Outdoor Recreation.

For more information, please visit: [www.atu.edu/outdoorrecreation](http://www.atu.edu/outdoorrecreation)

### **Registered Student Organizations**

Arkansas Tech has over 100 Registered Student Organizations. These organizations are run by students who produce their own programming and initiatives to fulfill their individual purposes. This is an opportunity for students to apply what they have learned in the classroom to real world experiences. theLink website provides students an opportunity to review and explore each active Registered Student Organizations on campus.

For more information, please visit: <https://atu.presence.io/>

## **Civic Engagement**

Civic engagement is defined as making a difference in the life of our communities and developing the necessary knowledge, skills, values, and motivation to make that difference. We want our students to learn how to cultivate a higher quality of life in their community through both political and non-political avenues. This office creates programs that empower our students to take action and create positive changes within their current and future communities.

### **Community Engagement**

We offer multiple service opportunities throughout each semester. These include Green & Gold Give Back, monthly Action Days, Alternative Spring Break, and the \$100 Solution. Each of these programs is designed to get you connected with the community to make a difference.

### **Political Engagement**

Political engagement is just as important as non-political activities when working towards a positive change. Each academic year, the Office of Civic Engagement offers voter registration drives to help students prepare for voting, along with political and social justice educational workshops. These programs help students understand how policies are created and how these systems work together to effect change.

For more information, please visit: [www.atu.edu/service/](http://www.atu.edu/service/)

## **Spirit Squads**

The University has two Spirit Squads: Tech Cheer and the Golden Girls dance team. The Tech Cheer squad is composed of up to sixteen members. The Golden Girls dance team is composed of up to fourteen members. The squads are selected each spring to serve for the following academic year. Tech Cheer participates in all home and selected away football, basketball, and volleyball games. The Golden Girls participate and perform at all home football and basketball games. Both squads participate in pep rallies throughout the year as well as campus and community related events.

For more information, please visit: [www.atu.edu/spirit](http://www.atu.edu/spirit)

## **Student Activities**

Fully engaging students in their college experience requires not only academic experiences but also a diverse offering of activities and programs that meet their social and personal needs of students.

Student Activities meets these needs by providing various events throughout the year to include comedians, movies, dances, educational speakers, spirit programs, and many more! There are also numerous leadership opportunities available through the Student Activities Board.

For more information, please visit: <https://www.atu.edu/sab/>

## **CARE Team**

The CARE Team is a multidisciplinary proactive campus threat assessment and behavioral intervention team dedicated to improving campus safety through a coordinated, objective approach to prevention, identification, assessment, intervention, and management of situations that may pose a threat to the safety and well-being of individuals and the university community. While threat assessment is a crucial component, the CARE Team also focuses on student success and retention by following up with referrals and connecting individuals to appropriate resources.

The primary work of the CARE Team (Campus Assessment, Response, and Evaluation Team) is to collect and assess all reports of threats or other alarming behaviors by any student or employee as well as others who might impact the safety or well-being of the university community. By gathering information about individuals of concern, assessing the information in a systematic manner, determining the most effective response, implementing a plan to address the concern, and monitoring the effectiveness of the response, the team seeks to prevent disruptive or harmful incidents. Central to this process is enhancing and connecting campus communication to effectively detect patterns of behavior that in isolation might seem insignificant but when viewed in totality signal a more serious problem. By modeling effective behavioral intervention practices, this proactive approach seeks to address concerning behaviors before situations become critical.

To make a report to the CARE Team, please complete the reporting form located here:

[https://cm.maxient.com/reportingform.php?ArkansasTechUniv&layout\\_id=1](https://cm.maxient.com/reportingform.php?ArkansasTechUniv&layout_id=1).

For more information on the CARE Team and all Jerry Cares educational initiatives, please visit

<https://www.atu.edu/jerrycares/>.

## **Career Services, Norman Career Services**

Center for Academic Advising and Career Development

Rothwell Building, Suite 107

(479) 964-0843

Marika Lederman, Associate Dean for Academic Advising and Career Services, [mlederman@atu.edu](mailto:mlederman@atu.edu)

[career.services@atu.edu](mailto:career.services@atu.edu)

<http://www.atu.edu/career/>

Discover how Norman Career Services within the Center for Academic Advising and Career Development can be a comprehensive resource for career readiness from your freshman year and beyond. Our goal is for students to launch meaningful careers by their graduation date: full-time jobs, internships, graduate/professional school, military services, or serving in a service program. Data proves students who utilize Career Services and participate in career readiness events throughout their educational journey have a much higher percentage of being recruited into a career upon graduation. Our services at a glance: explore majors/minors, self-assessment/Focus 2, part-time/student worker job search, resume reviews, interview tips, developing an academic and professional career plan, Handshake support, and more.

Come see us in Rothwell 107 for all your career readiness and professional needs or, visit us online as of our resources are available 24/7!

Log in to Handshake today and kick off your campus to career journey. Handshake is our online platform for college recruiting/job search and student professional development. Go to <https://atu.joinhandshake.com/login>. Use your OneTech credentials and activate your account. Download the mobile Handshake app. Search for “Handshake Jobs & Careers” with the red logo. Begin building your professional portfolio.

## **Counseling Services**

Health and Wellness Center, Doc Bryan Student Services Center, Suite 119

(479) 968-0329

Kristy Davis, LPC, Associate Dean for Student Wellness/Health and Wellness Center Director, [kdavis51@atu.edu](mailto:kdavis51@atu.edu)

<http://www.atu.edu/hwc/counseling>

ATU Counseling Services is dedicated to providing the highest quality preventative education and confidential counseling services for students. We aim to remove barriers to academic success and promote the holistic well-being of the campus community.

Individual, group, and couples counseling services are provided to students depending on their needs as assessed by the counselor. Professional counseling services are provided to students at no charge. Counseling Services offers short-term, intermittent therapy. Short-term counseling is a good option when you have specific concerns that can be addressed in a few sessions. This might be personal concerns such as stress, anxiety, mild to moderate depression, anger, loneliness, relationship concerns, identity concerns, adjustment to college and life transitions. If a student needs further counseling beyond the scope of ATU Counseling Services, a referral to a local counselor will be provided. Counseling and/or assessment received outside of ATU Counseling Services will be at the expense of the student.

All communications between the counselor and client, including counseling records, are confidential and are not released without the signed consent of the client. Counseling records are not part of the University record and no one outside Counseling Services has access to these records. There are some exceptions to confidentiality which will be explained during the first counseling session. It is preferred that students seek services by scheduling an appointment with a counselor.

Appointments can be scheduled by calling (479) 968-0329. The HWC Administrative Assistant will collaborate with the

student to schedule the appointment at a time that coordinates both with the student and counselor schedule.

Counseling Services is located in the Health and Wellness Center in the Doc Bryan Student Services Center, Suite 119. Office hours are Monday-Friday, 8 a.m. – 5 p.m., twelve months per year excluding official University holidays. The University community may contact the office by calling (479) 968-0329.

## **Computer Assistance, Campus Support Center, Office of Information Systems**

Ross Pendergraft Library and Technology Center (RPL), Room 150

(479) 968-0646

[campussupport@atu.edu](mailto:campussupport@atu.edu)

*Note: If you have any questions about the material in the resource guide below, please contact the Campus Support Center.*

### **Computer Labs**

There are forty-one computer labs across campus used for ATU classes, general open-use for ATU students, and summer camps and conferences. In addition, there are several student-only labs located in the Ross Pendergraft Library and Technology Center. Lab computers require logging on with an active user account and password.

### **Lab Descriptions**

Lab computer platforms include Windows PC and Mac Computers. Lab capacity ranges from 12 to 48 workstations per lab and are in most academic buildings on campus. For more information on locations, platforms, and software, please visit <https://ois.atu.edu/computer-labs/>

### **Printing**

All computer labs offer black and white laser printing; color laser printing is also available in the Ross Pendergraft Library and Technology Center. In addition, some specialty labs also offer color printing. Students are assigned \$20 worth of prints at the beginning of each semester. Additional print funds may be added to your account at the Circulation Desk at the Ross Pendergraft Library and Technology Center.

### **Software**

Arkansas Tech University's academic computer labs, classrooms, and virtual desktops provide various software titles. To see a current list of available software, please visit <https://ois.atu.edu/software/>

### **Computer Use Policies**

You can find Arkansas Tech's computer use policies, guidelines, and other information concerning computing at <https://support.atu.edu>.

### **Internet Access**

#### **Campus Wireless**

Arkansas Tech University Wireless (ATU-Wireless) is designed for students, faculty, and staff who use wireless-enabled laptop computers, smartphones, or similar devices. In addition, ATU-Wireless provides access to on-campus computing resources and the Internet.

#### **ResNet Wireless**

Arkansas Tech University Resident Network (ResNet) is designed for students residing in the residence halls. In addition, ResNet Wireless Service is available throughout many housing areas, including rooms and lounges.

For more information, including different network IDs for each building and how to get connected, please visit <https://atu.io/resnetconnect>

For the current ResNet Network Status, please visit <https://atu.io/resnetstatus>

#### **ResNet Wired**

Most residence halls also have wired ports for accessing the Internet, except Caraway and Hughes. To properly gain access, each device connecting to a wired ResNet port requires registration before joining. Wired ports may be available either as a port on the wall or as a port on the bottom of the in-room wireless unit, depending on the residence hall. ResNet users are responsible for all network traffic originating from their connections; this includes, but is not limited to, email, web browsing, file transfers, and links to other machines.

For more information, including how to register devices and get connected, please visit <https://atu.io/resnetconnect>

For the current ResNet Network Status, please visit <https://atu.io/resnetstatus>

### **Computer Assistance**

You can receive assistance with computer-related problems from the Campus Support Center located in RPL 150. The Campus Support Center is open from 7 am to 1 am Sunday thru Thursday, and 7 am to 4 pm Friday and Saturday, excluding holidays and campus closures (subject to change).

Email and support portal requests received between 1 am and 7 am will be processed during regular business hours. In addition, self-help solutions are always available at <https://support.atu.edu>.

You can reach the Campus Support Center by calling (479) 968-0646 or (866) 400-8022 or sending an email to [campussupport@atu.edu](mailto:campussupport@atu.edu). Online students can also see valuable information at <http://www.atu.edu/etech>.

### **Duo Multi-Factor Authentication**

Access to Arkansas Tech University's network and information systems are being protected by multi-factor authentication (MFA); all students will be prompted to enroll in Duo MFA. Instructions on setting up Duo can be found at <https://atu.io/duohelp> or by contacting the Campus Support Center at (479) 968-0646.

## **Disability Services**

Doc Bryan Student Services Center, Suite 141

(479) 968-0302

Ashlee Leavell, Assistant Dean for Student Wellness, [sleavell8@atu.edu](mailto:sleavell8@atu.edu)

TTY: (479) 964-3290

[disabilities@atu.edu](mailto:disabilities@atu.edu)

<http://www.atu.edu/disabilities>

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Tech is subject to and endorses both the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.

Students who request accommodations should submit information describing their disability, their past use of accommodations, and the likely impact of the disability on their educational experiences to Disability Services. Types of helpful documentation supportive of such requests include medical records, psycho-educational testing reports, and school records. If students do not have this documentation readily available, they are encouraged to meet with a Disability Services staff member to discuss other ways to demonstrate a connection between their condition and any academic barriers they anticipate in the University environment.

The Office of Disability Services will consider all forms of documentation including student self-report, observation and interaction with the student, and external information from outside sources such as professionals who have diagnosed or treated the condition. External information can be a valuable tool for helping the Disability Services staff member understand the student's barriers, identify strategies for success, and assign reasonable accommodations which facilitate access.

Students seeking disability services should follow these steps accordingly:

**Step 1.** Complete the online application available at [www.atu.edu/disabilities/index.php](http://www.atu.edu/disabilities/index.php). An alternate format of this application is available upon request.

**Step 2.** Schedule an appointment with the Disability Services Office in order to discuss the impact of your disability on your educational experience and develop an accommodation plan.

**Step 3.** Students who are eligible for accommodations will receive a Notice of Eligibility via their One Tech email account outlining the adjustments for which they are approved. Upon receipt of this notification, students may log in to the AIM student portal and request accommodations specific to their courses. Notification of Accommodation letters will be emailed to their instructors via One Tech email.

Students are encouraged to make arrangements to meet privately with faculty to ensure the notification is

acknowledged and that both parties understand the approved accommodations. Students may be asked to share how their disability impacts their ability to participate in academic programs and activities and should be prepared to discuss this information. In no instance is a student required to reveal the nature of their disability or provide documentation of their disability to anyone other than the Office of Disability Services.

Most adjustments are available for the duration of the student's academic career. Students must renew their accommodations via the AIM student portal at the beginning of each semester.

## **Diversity and Inclusion**

Doc Bryan Student Services Center, Suite 219  
(479) 968-0239

The Department of Diversity and Inclusion (DDI) is guided by the Tech commitment to diversity and inclusion (1) to promote a diverse, inclusive campus climate for all students, (2) to advocate and support success for underrepresented students, (3) to provide educational trainings, and (4) to celebrate the diverse cultures within our community of learners.

DDI focuses on enhancing the experiences of students within underrepresented populations. While creating a campus environment and culture that celebrates inclusiveness and multiculturalism, DDI aims to impact students from their first year to graduation. DDI is the home to diversity trainings, workshops, events, and programs designed to strengthen cultural competency. The hallmark of DDI's 'equity over equality' philosophy aims to move ATU towards inclusive excellence.

## **Financial Aid**

Brown Hall, Suite 206  
(479) 968-0399

Niki Schwartz, Director

[fa.help@atu.edu](mailto:fa.help@atu.edu)

<http://www.atu.edu/finaid>

The University provides financial aid for students in the form of employment, scholarships, loans, and grants. Students who need financial assistance should contact the Student Financial Aid Office. Tech participates in current federal assistance programs, except the federal Teach Grant. Information and application forms are available from the Financial Aid Office.

To be eligible for student financial aid from federally funded programs, a student must be in good standing and making satisfactory progress.

The Arkansas Tech University academic policy for students receiving financial aid may be found below or at <https://www.atu.edu/finaid/SAP.php>

### **Policy**

The Satisfactory Academic Policy applies to funds received through Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work Study, Federal Subsidized Direct Loan, Federal Unsubsidized Direct Loan, and the Federal Direct PLUS loan programs.

This policy will be applied automatically without favor or prejudice. With the exception of certificate and clock hour programs, all federal aid recipients' progress is reviewed annually at the end of each spring semester, after a term with grades of all F, with academic suspension from the university, upon the receipt of each new financial aid application, and after a student's full withdrawal from a semester. Students in certificate or clock hour programs are reviewed at the end of each semester, upon the receipt of each new financial aid application, and upon a student's full withdrawal from a semester.

### **Pace**

Both graduate and undergraduate students are required to pass 67% of all attempted hours, this is called pace. Pace is calculated as shown:  $\text{Hours passed} \div \text{hours attempted} = 67\% \text{ or greater}$ . NOTE: Accepted transfer hours are counted as both attempted and passed and are considered in this calculation.

Incomplete, repeat, withdrawn, non-credit, and audit classes are counted as hours attempted but do not increase hours passed. For repeated courses, only the grade from the best attempt is calculated into a student's cumulative

grade point although all grades and all attempts are recorded on the student's academic record. Students may not repeat a course in which the highest grade possible has already been earned. For Pass/Fail (No Credit) hours, only passed hours are counted as both attempted and passed. Classes for which a student receives no credit, can cause a student to be in violation of the pace section of the policy.

Federal financial aid will pay for only one repeat of a class where a grade of D or better has been earned. If an incomplete grade is not replaced by a passing letter grade by the end of the next regular semester it will become a grade of F and will be considered in the next regular determination of policy progress.

Hours taken during high school (concurrent classes) will be counted on the basis of attempted hours and cumulative GPA.

### **Required Grade Point Average**

#### **First Undergraduate Degree**

All students must have a minimum cumulative grade point average of 2.0 at the end of their fourth and all subsequent undergraduate semesters or "equivalent transfer semesters," with the exception of certificate and clock hour students. (Transfer students will be assigned "equivalent transfer semesters" based on the number of hours accepted by the Registrar's Office.) Adjustments to a student's official cumulative grade point are not made for courses transferred from other colleges or universities.

Certificate and clock hour students must have a cumulative GPA of at least a 2.0 at the end of their second and all subsequent semesters.

#### **Subsequent Undergraduate Credentials or Teacher Certification**

Students must maintain a 2.0 cumulative GPA.

Any student who fails to meet the required 2.0 GPA will be reinstated once the required GPA is met. However, financial aid will not be paid retroactively for any aid lost because of this requirement.

It is the student's responsibility to notify the Financial Aid Office when they have increased their GPA.

#### **Graduate Degree - GPA**

Students must maintain a 3.0 cumulative GPA.

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No appeal will be granted for anyone in violation of the required cumulative GPA.

#### **Maximum Time to Degree**

A student must receive a bachelor's degree by the end of 180 attempted credit hours, an associate's degree by the end of 90 attempted credit hours, and a certificate by the end of 45 attempted credit hours. Allowances will be made for semesters involving required remedial course work and programs requiring additional hours. Clock hour students must complete their program by the end of 150% of the published length of the program.

A graduate degree must be completed by the end of 54 attempted hours. Students seeking only a graduate certificate must earn the certificate within 23 attempted hours.

All semesters attended will be counted whether a student received financial aid during the semester or not.

#### **Subsequent Credentials or Teacher Certification**

Any subsequent associate's degree must be completed by the end of 45 additional attempted hours. Any subsequent bachelor's degree must be completed by the end of 70 additional attempted hours. Graduate students must have any subsequent graduate degrees completed within 54 additional attempted hours.

#### **Institutional Academic Suspension**

Any student whose name appears on the institutional suspension list will not be eligible to receive aid for their next period of enrollment, even if they re-enroll with the approval of the appropriate college dean.

It is the student's responsibility to notify the Financial Aid Office when they are no longer on the suspension list.

#### **Academic Clemency**

Students granted academic clemency will have all semesters attended counted on the basis of attempted hours and will have a "financial aid GPA" based on all hours completed and will not receive aid until the financial aid GPA

reaches at least a 2.0.

### **Changing Majors**

When a student changes majors they are required to continue meeting all sections of this policy. If the major change causes the student to exceed the maximum number of hours attempted, they may appeal. The cumulative grade point average will still be considered as the student's grade point.

### **Withdrawals/All F Grades**

Federal regulations require a calculation to determine how much aid, if any, must be returned to the federal programs when a student withdraws or receives grades of all F. Academic progress will also be calculated on any student who receives grades of all F for any term.

Students who must repay funds will be notified by the Financial Aid Office of the amount within forty-five days of grades posting.

### **Appeal**

Any appeal of this policy must follow the instructions on the appeal form and be submitted to the Financial Aid Office as directed on the form. If applicable, attach any relevant documentation to the appeal. The appeal must be submitted prior to the deadlines listed below in order to be processed before the beginning of the term. A maximum of 2 appeals may be submitted. A student must attend without financial aid for a period of one academic year to be eligible to appeal for a third time.

### **DEADLINE FOR APPEAL: FALL—JULY 27; SPRING—JANUARY 2**

The appeal decision is final and will be communicated via your official ATU email address.

Students granted a successful appeal will be placed on an academic plan which will be monitored each semester throughout the course of the plan. Individual students will be reviewed within the semester if notification of a grade change is received by the Financial Aid Office.

Financial aid will not be paid retroactively for any semester's lost eligibility.

### **Academic Scholarship Appeals & Deferments**

A student who fails to retain his or her academic scholarship due to extreme extenuating circumstances may appeal for a reinstatement. Students may also appeal for a deferment due to military service, medical conditions, and internships. A letter containing details of the circumstances and supporting documentation should be mailed to Alisa Waniewski, Associate Director for Academic Scholarships, Office of Admissions, Brown Hall, Suite 104, Russellville, AR 72801. The letter should also contain the student's ID number and return mailing address. The student will receive a letter containing the Institutional Scholarship Appeals Committee's decision. Please note that this process only applies to ACADEMIC scholarships awarded by the Office of Admissions.

Questions regarding other scholarships should be directed to the following offices:

- Freshmen Academic Scholarships & Transfer Scholarships, Alisa Waniewski, Associate Director for Academic Scholarships, Admissions Office, [awaniewski@atu.edu](mailto:awaniewski@atu.edu), <http://www.atu.edu/scholarships/renewal.php>
- Foundation Scholarships - Office of Advancement, <http://www.atu.edu/scholarships/contact.php>
- Athletic Scholarships - Appropriate athletic coach
- Arkansas Academic Challenge (Lottery) Scholarship - Arkansas Department of Higher Education, <https://sams.adhe.edu/>

### **Health and Wellness Center**

Doc Bryan Student Services Center, Suite 119

(479) 968-0329

Kristy Davis, LPC, Associate Dean for Student Wellness/Health and Wellness Center Director, [kdavis51@atu.edu](mailto:kdavis51@atu.edu)

[hwc@atu.edu](mailto:hwc@atu.edu)

<http://www.atu.edu/hwc/>

All current Arkansas Tech University students are eligible to use the services of the Health and Wellness Center (HWC).

The HWC does not intend to replace the student's primary care physician, but to provide the services necessary to maintain and restore the student's health. Services provided are designed to help students maintain their health through education and prevention and to restore their health when necessary by treatment of illness, injury, or stress.

The HWC is staffed by Advanced Practice Nurses (APRN's), Nurses (RN's and LPN's), Licensed Professional Counselors (LPC's and LAC's), and an Administrative Assistant. The hours of operation are 8 a.m. to 5 p.m. Monday-Friday. The HWC provides confidential information and services. The nursing staff treats minor injuries and illnesses, dispenses limited nonprescription medication, provides health education, and provides prescriptions as necessary. If the nursing staff is unable to treat a student, a referral to a local healthcare provider is arranged. The counseling staff provides individual, couples, and group counseling (see Counseling Services for more information). There is no additional charge beyond the health services fee for many services within the HWC. A list of additional charges (including all lab services) can be provided at the HWC.

Charges from outside health care providers and pharmacies are not covered by the HWC; therefore, students are encouraged to purchase health insurance.

## **Intercollegiate Athletics**

Tucker Coliseum

(479) 968-0345

Abby Davis, Athletic Director, [adavis@atu.edu](mailto:adavis@atu.edu)

[www.arkansastechsports.com](http://www.arkansastechsports.com)

Arkansas Tech participates in sports sponsored by the Great American Conference and the National Collegiate Athletic Association. Students who wish to try out for intercollegiate athletics teams in the men's sports of football, baseball, golf, and basketball or women's sports of basketball, tennis, volleyball, cross country, golf, track and field, and softball should contact the head coach of the specific sport. All students who practice or participate in intercollegiate athletics must meet eligibility requirements as set forth by Arkansas Tech, the Great American Conference, and the Division II of the National Collegiate Athletic Association.

## **International Student Services**

Doc Bryan Student Services Center, Suite 229

(479) 964-0832

<http://www.atu.edu/imssso>

<http://www.facebook.com/ArkansasTechIMSSO>

<http://www.instagram.com/atuimssso/>

The Department of International Student Services is dedicated to providing student support services which welcome international students and enhance their college experience. Programs and activities are designed to encourage the intellectual and social development of students by providing opportunities for cross-cultural interaction. The achievement of academic excellence and the development of sensitivity, understanding, and appreciation of cultural diversity throughout the campus community provide the foundation for all support services.

Tech is home to students from over 35 countries worldwide. The ISS provides many international education opportunities for student involvement for both American and international students. At Light the Night, members of the campus community enjoy international food and entertainment celebrating the wide range of foreign cultures represented at Tech. International Education Week recognizes the importance of international education and celebrates the global exchange of culture.

The International Student Organization and other cultural Registered Student Organizations allow students to connect with people from all over the world.

To find out more about how you can get involved, please visit the website or Facebook page.

## **Library, Ross Pendergraft Library and Technology Center (RPL)**

RPL 100

(479) 964-0569

Angela Black, Interim Library Director

[askus@atu.libanswers.com](mailto:askus@atu.libanswers.com), <http://library.atu.edu/>

The Library serves as the academic heart of Arkansas Tech University. As a leader in information literacy, the professional librarians and staff provide excellent support for learning, research, and discovery to all members of the campus community. The library collection fills an essential role in student research and academic success, supporting coursework offered both on campus and online.

The Ross Pendergraft Library and Technology Center serves as the hub for student and faculty research at Arkansas Tech. Some of the building features include:

- Group and individual study rooms available to reserve at [bookit.atu.edu](http://bookit.atu.edu);
- Over 180 general use computers, including 6 Mac computers and 37 Desktop computers;
- Multiple service desks dedicated to general library, technology, and research assistance;
- Multi-media makerspaces include an audio recording studio, a video production lab, and a music media computer lab;
- Copiers, scanners, and a book scanner;
- Networked and wireless printing;
- A lactation room and unisex bathroom;
- And quiet study and reading areas with great views and comfortable furniture.

The library houses over 200,000 physical items available for student borrowing. This number includes books, laptops, webcams, headphones, calculators, films on DVD or Blu-Ray, boardgames, and most of the textbooks required by general education courses. Additionally, the library provides access to over 70,000 full-text journals, 600,000 ebooks, 387 databases, and nearly 90,000 streaming videos searchable via the library's search database, Find It, at [findit.atu.edu](http://findit.atu.edu).

Any books, articles, or other materials not available through the library may be requested through interlibrary loan at no charge. Students are also able to check-out materials at any university library in Arkansas through a cooperative program called ARKLINK.

The Library regularly offers tours, workshops, special events, guest classroom lectures, and one-on-one research assistance to individual students upon request.

### **Library Hours (Regular Semester Sessions)**

Monday-Thursday: 7 a.m. -12 a.m.

Friday: 7 a.m. -6 p.m.

Saturday: 10 a.m. -6 p.m.

Sunday: 1 p.m. -12 a.m.

24-Hour service available only during spring and fall semester final examination periods.

For additional information in regards to current library events, circulation policies, and hours, please visit <http://library.atu.edu/>.

### **One-Stop Student Center**

Brandie Gibbs, Director, [bgibbs@atu.edu](mailto:bgibbs@atu.edu)

<http://www.atu.edu/onestop>

The One-Stop Student Center (OSSC) provides the resources and support students need to achieve their goals at ATU. The OSSC offers individual appointments, financial literacy programming, information sessions, and guidance on the next steps. Whether a new student, a current student, or getting ready to graduate – the OSSC is there to help.

For more information, please visit: [www.atu.edu/onestop](http://www.atu.edu/onestop).

## Registrar's Office

Brown Hall, Suite 307

(479) 968-0272

Tammy Weaver, Registrar, [registrar@atu.edu](mailto:registrar@atu.edu)

<http://www.atu.edu/registrar/>

The Registrar's Office coordinates registration and class enrollment activities, maintains the schedule of courses, provides official copies of academic transcripts, and coordinates commencement ceremonies and the related graduation activities. The office is open Monday-Friday from 8 a.m. – 5 p.m.

## Residence Life

Doc Bryan Student Services Center, Suite 153

(479) 968-0376

Dr. Delton Gordon, Associate Dean for Residence Life, [dgordon5@atu.edu](mailto:dgordon5@atu.edu)

<http://www.atu.edu/reslife/>

The Department of Residence Life exists as a vital part of the educational program and academic support services of the University. The mission of the Department of Residence Life is to provide a clean, well maintained, safe, and inclusive living learning environment that is conducive to study and the personal development of all residents. Activities and services are designed to develop community while encouraging academic and social success. The Department of Residence Life at Arkansas Tech University will strive at all times to excel in providing the highest level of service and commitment to our students so that each can obtain their academic and future goals.

Applications for University housing, housing contracts, room assignments, and questions concerning housing are managed by the Department of Residence Life. Students may begin the housing application process online at [www.atu.edu/reslife](http://www.atu.edu/reslife). The Residence Life staff may be contacted by phone at (479) 968-0376, or by email at [housing@atu.edu](mailto:housing@atu.edu).

Housing rules and regulations for all students contracted with the Department of Residence Life can be found in this handbook under the section "Guide to Residence Hall Living." Students residing in any facilities maintained by the Department of Residence Life are responsible for understanding all policies outlined in the Student Handbook. Questions should be directed to [housing@atu.edu](mailto:housing@atu.edu).

### On-Campus Residency Requirements:

Single students between the ages of 18 and 21, and with fewer than 60 earned credit hours of college work (excluding high school concurrent), who are Russellville campus students are required to live on campus, as space permits, in University owned housing facilities. These students are required to purchase a meal plan unless living in the University operated apartments. Exemptions to the On-Campus Residency Requirement include: students living in their parent or legal guardian's permanent home within 30 miles driving distance of the Russellville, Arkansas campus, married students, or students with dependent children. Students under the age of 18 between August 17, 2022 and December 31, 2022 must sign the Arkansas Tech University Waiver and Release of Liability for a Minor Living on Campus prior to being allowed to sign a housing contract and live in On-Campus housing. The Arkansas Tech University Waiver and Release of Liability for a Minor Living on Campus is available through the Department of Residence Life at <http://www.atu.edu/reslife/>. Students age 17 or under on or after January 1, 2023 are not permitted to live in University owned housing facilities.

### Ozark Campus Students and On-Campus Residency:

Ozark campus students, may live on campus at the Russellville campus. However, Ozark campus students are not required to live on campus.

To be eligible for on campus housing, Ozark campus students must meet unconditional admission requirements to Arkansas Tech University or be accepted into the technical phase of the Occupational Therapy Assistant or Medical Assisting programs. Students under the age of 18 between August 17, 2022 and December 31, 2022 must sign the Arkansas Tech University Waiver and Release of Liability for a Minor Living on Campus prior to being allowed to sign a housing contract and live in On-Campus housing. The Arkansas Tech University Waiver and Release of Liability for a Minor Living on Campus is available through the Department of Residence Life at <http://www.atu.edu/reslife/>. Students age 17 or under on or after January 1, 2023 are not permitted to live in University owned housing facilities.

Ozark campus students who meet the aforementioned requirements, will be assessed the following additional fees because they are optioning into living on-campus.

1. Health and Wellness (\$9.08 per credit hour)
2. Student Support Fees (\$2.60 per credit hour)
3. Orientation (\$100.00 flat fee) New students only

**Eligibility:**

To be eligible to be a resident in a **University Residence Hall**, a person must be enrolled in, and remain enrolled in a minimum of nine (9) undergraduate semester hours each semester or a minimum of six (6) graduate hours each semester and pay a \$100 pre-payment.

To be eligible to be a resident in the **University Commons** a person must be enrolled in, and remain enrolled in a minimum of nine (9) undergraduate semester hours each semester or a minimum of six (6) graduate hours each semester and pay a \$100 pre-payment.

Initial preference for University Commons assignments will be given to those students who have earned a minimum of thirty (30) credit hours of college work and have a minimum (2.5) cumulative grade point average.

If space is available, exceptions to the minimum credit hour requirement may be made on a semester-by-semester basis for students who are completing degree requirements, upon written request to Residence Life.

Online Only students are eligible to live on campus, but are not required.

The University reserves the right not to contract with persons who are currently violating or have previously violated the terms and conditions of a housing contract or other University rules or regulations, or who have a past due balance with the University.

## Student Accounts Office

Brown Hall, Suite 241

(479) 968-0271

Angela Crow, Treasurer, [acrow@atu.edu](mailto:acrow@atu.edu)

<https://www.atu.edu/stuaccts/>

The Student Accounts Office provides a number of financial services to students.

**Check-Cashing Policy.** Students cashing checks in the Student Accounts Office are required to show their Tech ID's and are limited to \$50 per day. Third-party checks are not accepted. Upon receipt of a second returned check on any student, the privilege of cashing checks will be revoked. Universal check forms, counter checks, or altered check forms are not acceptable under Federal Reserve Bank regulations.

**Check Policy.** Tech does not accept personal checks unless the check has the student's identification number on it. If the University receives a check that does not have a student identification number, the University may write the student identification number on the check before accepting it. The University considers payment of an obligation by check as implied consent by the student for the University to write the student identification number on the check and to disclose the information on the check to third parties, such as the University's bank, a clearinghouse, or the student's bank. Returned checks, including third-party checks, will be charged back to the student's account along with a service charge of \$10.

**Check Disbursements.** Direct deposit is available for student account overpayments by enrolling through OneTech. Direct Deposits will be in bank accounts the Wednesday after a refund has processed on student's account. Paper checks will be mailed to the current mailing address on file after a refund has processed on the student's account.

\*NOTE: During holidays and unforeseen events it is possible that paper checks and direct deposit dates may change. In these instances, information will be posted on the Student Accounts webpage as soon as possible.

**Billing.** Statements are sent electronically to OneTech email accounts monthly.

**Payment.** Account balances may be paid a variety of ways for your convenience.

- Payment in full, payment plans and International payment options are offered through OneTech
- Payment in full is also offered at the cashier's window with check or cash.
- Check by mail

**Delinquent Accounts.** Students with delinquent accounts are not eligible for transcripts, recommendations, advance registration, or readmission to any term. Collection fees for outstanding debts owed to the University will be assessed to the student.

**Identification Cards.** The Card Office issues identification cards bearing individual photographs to all students for use throughout their academic careers at Tech. To be eligible for an ID, students must be registered for classes and present a photo ID.

**Acceptable forms of photo ID include:**

1. Passport with name, photo, and signature
2. Valid government issued driver's license with name, photograph, and signature
3. State or province ID issued by a motor vehicle agency with name, photograph, and signature
4. National ID with name, photograph, and signature
5. Military ID with name, photograph, and signature

The ID card permits admission to residence halls, University-sponsored events, and Tech Fit, and serves as the meal ticket for on-campus students as well as a declining balance debit card at several campus locations. A valid ID card is required to access most buildings during evening and weekend hours of operations. The ID card should be carried at all times. Lost or stolen ID cards should be reported to the Card Office immediately for deactivation. A \$25 fee, payable in the Student Accounts Office, is assessed for the replacement of lost, stolen, or cards damaged by abuse. Upon request, a free temporary replacement ID card will be made active for seven (7) days for use with a meal plan, door access, stored value plans, and Tech Fit. ID cards can only be reactivated in person, in the Card Office. Upon withdrawal from the University, ID cards are surrendered at the Card Office.

In order to protect the safety and welfare of students and employees of the University and to protect the property of the University, all persons at events or on property under the jurisdiction of the University shall identify themselves to an appropriate institutional representative. A person may be asked to present the ID card. If any person refuses or fails upon request to present the ID card, and it appears reasonable that the person has no legitimate reason to be on the campus or in the facility, the person will be asked to leave the campus or facility.

Any person who alters or intentionally mutilates an ID card, or who allows another to use his or her ID card will be subject to discipline. An ID card is subject to confiscation by a representative of the University when acting in performance of his or her duty if:

1. The ID card is in the possession of an individual other than the person to whom the ID card was issued and this person is attempting to use the ID card to represent him or herself as said student; or
2. The ID card is presented by the person to whom it was issued but it is not valid for the current term of registration, and the individual uses the ID in an attempt to access University services for duly registered students.

It is the student's responsibility to be aware of costs, important dates and financial policies. For current information, please visit the Student Accounts website at <https://www.atu.edu/stuaccts/>.

## **Student Support Services**

Brown Hall, Suite 345

(479) 880-4172

Lori Wineland, Director of Student Support Services, [trio.sss@atu.edu](mailto:trio.sss@atu.edu)

<http://www.atu.edu/sss/>

The Student Support Services office at Arkansas Tech University is home to two Trio grant programs: Student Support Services and Teacher Prep Student Support Services. Each program is funded by the U. S. Department of Education to serve 140 students on the Russellville campus. The mission of the programs is to assist and retain eligible students in pursuit of a bachelor's degree and ensure good academic standing of the participants it serves by providing comprehensive, individualized academic support. Eligibility is based on federally defined criteria where at least one of the following must be met:

1. First generation college student (neither parent has a bachelor's degree);
2. Limited income (income eligible per federal guidelines); or
3. Have a documented learning or physical disability.

An eligible student must need academic support and be either a US Citizen or Permanent Resident who has not yet earned a bachelor's degree, but is committed to using Student Support Services' resources and graduating from Tech. There is no financial aid involved with this program, but the free program services that we will offer to our students will include but will not be limited to academic advice, career advising, tutoring, financial literacy and cultural enrichment.

## **Tutoring Services**

Ross Pendergraft Library and Technology Center

[tlc@atu.edu](mailto:tlc@atu.edu)

<https://www.atu.edu/tutoring>

The Tech Learning Center (TLC) offers a variety of services in a welcoming environment that helps ATU students achieve their goals. Through peer-tutoring, academic coaching, workshops, and one-on-one consultations, the TLC is designed to holistically assist students in their academic and professional development. Tutoring appointments are available in Fall, Spring and Summer terms. Fall and Spring tutoring hours are 9am – 8pm Monday through Thursday and 4pm – 8pm on Sundays. Summer hours are 9am -4pm Monday through Thursday. Academic Coaching appointments are available year-round 8am – 5pm in addition to semester based tutoring hours.

### **Tutoring**

The TLC's peer tutors provide free support in over 90 courses. Appointments range from 30 minutes to 2 hours. Our peer tutors are trained according to College Reading & Learning Association (CRLA) ethics & standards and have recently taken the courses for which they tutor. Online appointments are available via WebEx.

### **Academic Coaching**

Academic Coaching helps any ATU student looking for a personalized plan for academic success. Peer and professional coaches help students create study plans, improve note-taking and study skills, interact with professors, take advantage of resources on campus, and recognize their own ability to succeed in college. Academic Coaching is a voluntary program that last as long as the student feels the need for support.

## **Testing Services**

Doc Bryan Student Services Center, Suite 141

Main Number: (479) 968-0302

Natasha Branch, Testing Coordinator, [utds@atu.edu](mailto:utds@atu.edu)

<http://www.atu.edu/testing>

Testing Services provides a variety of exam administrations to meet the needs of current and incoming students. These include the American College Test (ACT), ACCUPLACER, Miller Analogies Test (MAT), Test of English as a Foreign Language (iBT TOEFL), Praxis, and others.

Credit by examination is also a testing service. It allows an individual the opportunity to earn college credit by attaining the qualifying score as established by Arkansas Tech University. Examinations offered include College Level Examination Program (CLEP) and HIM Challenge Exams.

## **Veteran Services**

Doc Bryan Student Services Center, Suite 104

(479) 968-0445

Shelly Hall, Coordinator of Veteran Services

[va@atu.edu](mailto:va@atu.edu)

<https://www.atu.edu/veterans/>

The Office of Veteran Services certifies enrollment to VA for veterans and eligible beneficiaries under the GI Bill®. Education programs include CH 33 Post-9/11; CH 30 Active Duty; CH 1606 Selected Reserve; CH 31 Vocational Rehabilitation for Veterans with Service-Connected Disabilities; and CH 35 Dependents' Educational Assistance. All service

members and dependents should contact the U.S. Department of Veterans Affairs for information regarding eligibility for these programs by calling (888) 442-4551.

All students eligible to receive GI Bill® benefits must contact the Office of Veteran Services to request certification for each enrollment period they wish to receive benefits. Certified students are encouraged to visit our office prior to making any changes to their enrollment status or program of study as these changes could affect payment eligibility. It is the responsibility of the School Certifying Official to keep VA informed of the student's enrollment status; monitor the subjects pursued to certify only those courses that apply to student's program of study; monitor grades, attendance and academic progress; and maintain student records pertaining to certification. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

## **Veterans Upward Bound**

Brown Hall, Suite 346

(479) 880-4341

Kristie Canada, Director, [kcanada6@atu.edu](mailto:kcanada6@atu.edu)

[vub@atu.edu](mailto:vub@atu.edu)

<http://www.atu.edu/vub>

Veterans Upward Bound is a federally funded college-neutral TRiO program, funded by the U.S. Department of Education. The program is designed to motivate and assist veterans in the development of academic and other requisite skills necessary for acceptance and success in a program of postsecondary education. The program provides assessment and enhancement of basic skills through counseling, mentoring, tutoring and academic instruction in the core subject areas.

The primary goal of the program is to increase the rate at which participants enroll in and complete postsecondary education programs. Veterans Upward Bound at Arkansas Tech University is funded to serve 125 veterans and service-members from the ten-county target area to include: Pope, Yell, Conway, Faulkner, Johnson, Logan, Perry, Crawford, Franklin, and Sebastian. The VUB program offers a wide range of support and services, as well as stipends for participation.

Services include:

- Education or counseling services designed to improve the financial and economic literacy of participants
- Short-term remedial/refresher courses
- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Tutorial services
- Mentoring programs
- Information on postsecondary education opportunities
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams
- Information on the full range of Federal Student financial aid programs and benefits
- Cultural enrichment trips and/or events

# RECORDS

## Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (FERPA) assures confidentiality of education records containing information directly related to a presently enrolled student, a former student, or alumni. Absent certain specific exceptions, in order for Arkansas Tech University to honor a verbal or written request for information from a student's education records by anyone other than the student, a signed authorization form from the student must be on file.

Authorization forms can be found by visiting [www.atu.edu/ucounsel/](http://www.atu.edu/ucounsel/). If a student wishes to authorize the release of information to a parent or guardian, he or she may complete the Disclosure to Parent form at [http://www.atu.edu/ucounsel/documents/FERPA\\_Disclosure\\_Parent.pdf](http://www.atu.edu/ucounsel/documents/FERPA_Disclosure_Parent.pdf). Completed forms should be returned to the Registrar's Office located in the Brown Hall, Suite 307.

If the student wishes to authorize the release of information to someone other than a parent or legal guardian, he or she may complete the General Release Form at [https://www.atu.edu/ucounsel/documents/FERPA\\_General\\_Release-2017.pdf](https://www.atu.edu/ucounsel/documents/FERPA_General_Release-2017.pdf). Completed forms should be returned to the Registrar's Office located in Brown Hall, Suite 307.

## Directory Information

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of individual students by placing restrictions on the disclosure of information contained in a student's University record(s). However, the institution, according to FERPA, may make public "directory information" about a student. According to the provisions of FERPA, an enrolled student has the right to withhold the disclosure of directory information and may request the non-disclosure of information at any time.

Directory information at Arkansas Tech University consists of the student's name, hometown, electronic mail address, major field of study, enrollment status (undergraduate or graduate, full-time, or part-time), date of birth, dates of attendance<sup>1</sup>, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received. If a student wishes to suppress from public distribution his or her directory information, he or she may complete the Request for Non-Disclosure of Directory Information at [http://www.atu.edu/ucounsel/documents/FERPA\\_Non-Disclosure\\_Directory.pdf](http://www.atu.edu/ucounsel/documents/FERPA_Non-Disclosure_Directory.pdf).

Completed requests should be returned to the Office of the Vice President for Student Affairs located in the Doc Bryan Student Services Center, Suite 202. The request will remain in effect until rescinded in writing by the student.

<sup>1</sup> Dates of attendance means the period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester, or a first quarter. The term does not include specific daily records of a student's attendance at an educational agency or institution.

## Change of Address and Name

Students are required to notify the University of any address changes immediately. Address changes can be made online from within the OneTech portal at <https://onetech.atu.edu>, or by visiting the Registrar's Office with a valid photo ID.

A student who no longer wishes to use his or her assigned Tech post office box must close the box at the Tech Post Office and provide a forwarding address.

A student wishing to change his or her name must submit to the Registrar's Office a completed Name Change form.

# SAFETY, SECURITY, AND TRAFFIC

## Department of Public Safety

(479) 968-0222

Chief Joshua McMillian, Associate Dean for Public Safety/Chief of Public Safety, [dps@atu.edu](mailto:dps@atu.edu)  
<http://www.atu.edu/psafe>

### Law Enforcement Authority

Department of Public Safety (DPS) officers are law enforcement officers of the State of Arkansas and are professionally trained and certified by the Arkansas Commission on Law Enforcement Standards and Training. DPS law enforcement authority comes from Arkansas State Statute 25-17-304 which confers upon the president of a state institution of higher education the right to create a university agency with the same powers and authority as any municipal, county, or state police agency in Arkansas. DPS officers have complete police authority to apprehend and arrest anyone involved in illegal acts on campus and areas immediately adjacent to the campus. If any minor offenses involving a violation of Arkansas Tech University rules and regulations are committed by a university student, DPS officers may also refer the individual to the Department of Student Conduct.

### Law Enforcement Jurisdiction

All service drives, alleyways, parking lots, any real or personal property owned or controlled by Arkansas Tech University and which is physically located within the Russellville city limits or elsewhere, shall fall under the jurisdiction of DPS. DPS works closely with other federal, state, and local law enforcement agencies including the Russellville Police Department, Pope County Sheriff's Office, Arkansas State Police, Fifth Judicial Task Force, Ozark Police Department, and Franklin County Sheriff's Office. DPS also maintains Mutual Aid Agreements, under the laws of Arkansas, with the Pope County Office of Emergency Management, Russellville Police Department, Pope County Sheriff's Office, and surrounding agencies. This agreement allows each department to provide assistance when necessary, for the purpose of investigating alleged criminal incidents. All members of the campus community are encouraged to cooperate fully with police personnel for their safety and convenience of everyone.

### Reporting Emergencies and Crimes

The University encourages accurate and prompt reporting of all criminal actions, emergencies, or other incidents occurring on campus, on other property owned by the University, or on nearby public property to the appropriate administrator and appropriate police agencies. Such a report is encouraged even when the victim of a crime elects not to make a report or is unable to do so. All crimes should be reported to the Department of Public Safety to aid in providing timely warnings or emergency notifications to the community when appropriate and for inclusion in the annual crime statistics disclosure. Call 911 in an emergency if you are the victim of or witness to a crime and need police, fire, or medical assistance. Non-emergency incident reports can be made in person at the Department of Public Safety, located at 716 North El Paso Avenue, Russellville, AR, 72801 or call (479) 968-0222 to speak with an officer. Students, staff, and visitors should also report situations to one of the campus security authorities identified above. Once reported, the individual may also be encouraged to report the situation to the appropriate police agency. If requested, a university staff member will assist in making the report to police.

Arkansas Tech University students requiring non-emergency medical care and counseling services may contact the Arkansas Tech University Health and Wellness Center at (479) 968-0329.

### Emergency Alerts

The University is committed to the safety and well-being of its faculty, staff, students, and visitors to the campus. Upon the confirmation of a significant emergency or dangerous situation that poses an immediate threat to the health or safety of students or staff occurring on the campus, a notification will be made without delay to the University community. The University initiates the notification to the community using the ATU Alert system. Emergency messages will be sent out via text messaging, email, phone calls, desktop notification, digital signage, ALERTUS notification system for large gathering areas, and RSS feed on the university website at [www.atu.edu](http://www.atu.edu).

## **Security of and Access to Campus Facilities**

The ATU campus is made up of a variety of facilities, primarily student residences and academic/administrative buildings. Academic/administrative facilities are open during normal business hours (8:00 AM to 5:00 PM) to faculty, staff, students, and University guests. After-hours access to locked academic and administrative buildings is restricted to authorized persons holding keys or electronic access cards for the facilities. After-hours access is limited to those who have authorization through their status as students, faculty, staff, or visitors in connection with special events or invitation. This access is granted through the ATU Card Office and/or DPS. Public Safety Officers conduct routine patrols of campus buildings to evaluate and monitor security related matters.

Residence halls are for the use and enjoyment of the residents of the building and their guests. Students residing in a residence halls are given keys and/or an electronic access card to their residence halls. All residence halls except University Commons and Stadium Suites, have an electronic card reader on the exterior entrances. Exterior doors remain locked 24 hours a day. Interior hallway doors are to be locked at all times. Access to the individual rooms is limited to the residents and authorized University employees who must follow procedures established to protect the safety of the residents. Public Safety Officers and Residence Life staff monitor security in the residential facilities and encourage building residents to report suspicious or unusual activity.

## **Security Awareness and Crime Prevention Programming**

The safety awareness programs and crime prevention programs at ATU are based upon the dual concepts of eliminating or minimizing criminal opportunities whenever possible and encouraging students and employees to be responsible for their own security and the security of others.

DPS, in cooperation with other University organizations and departments, is responsible for presenting security awareness and crime prevention programs to the campus community annually and more often depending on the program type. The Department of Public Safety, in collaboration with other University departments, offer crime prevention programs throughout the year to raise awareness for a variety of topics including, but not limited to, suicide prevention, sexual assault, dating violence, harassment, and hazing prevention.

DPS conducts the following security awareness and/or crime prevention programs for students each year: Residence Life Staff Training, CRASE (Civilian Response to Active Shooter Events), Emergency Preparedness Month, CPR/AED certification course, weather spotting course, Emergency Preparedness Expo, and new employee orientation. Through programs such as these, students and employees are reminded to follow these preventative procedures:

- Report all crimes and/or suspicious activities to the Department of Public Safety.
- Protect personal property such as cell phones, iPads, laptop computers, and other valuable belongings by marking them with an identification number. Record all serial #'s and brand names.
- Lock residence hall room doors and car doors at all times.
- Do not prop doors open for any reason.
- Walk in well-lighted areas at night.
- Contact the Tech Safety Transport after hours for transportation on campus by calling (479) 968-0222 instead of walking alone at night.
- Do not leave books, jewelry, purses, wallets, cell phones, textbooks, backpacks, or other valuables unattended.

## **The Annual Security and Fire Safety Report**

This report includes statistics for the previous three years (2019, 2020, and 2021) containing reported Clery reportable crimes and fires that occurred: (1) on-campus; (2) in certain off-campus buildings or property owned or controlled by Arkansas Tech University; and (3) on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies about campus security and policies addressing domestic violence, dating violence, sexual assault, and stalking. In accordance with the Clery Act, the Arkansas Tech University Russellville Campus (ATU Russellville) and the Arkansas Tech University Ozark Campus (ATU Ozark) are each defined as separate campuses and the 2022 Annual Security and Fire Safety Report contains information for both campuses (Russellville and Ozark). The complete 2022 Annual Security and Fire Safety Report, can be found as a digital version at <http://www.atu.edu/psafe/cleryreport.php>.

## Parking and Traffic Regulations

A complete list of parking and traffic information may be located at <https://www.atu.edu/psafe/park-info.php>. The regulations include information on the following important topics:

### How to Purchase a Parking Permit

All students who park a car on campus are required to have a parking permit displayed. To purchase a permit you will log in to your ATU OneTech account and will find a link on the home page. The link will take you to the Campus Automotive Registration System (CARS) page. From the CARS page you can enter or update your vehicle information in the system, confirm the address where you want the permit mailed, and you can purchase your parking permit. The system will automatically assign the correct color permit to you based on your student status. You must have at least one vehicle on your account to purchase a parking permit. You can go to <https://www.atu.edu/psafe/park-info.php> at any time to review the parking regulations. Remember to print your temporary permit to use while waiting for your permanent one to arrive in the mail.

### Accessible Parking

As required, a number of parking slots have been set aside for use by permanently disabled individuals only. Each space has been marked with signs and/or blue and white paint on the space. If these spaces are full, you may park in any color zone but not in spaces marked as loading zones, timed parking, and reserved as long as you display your valid disability license plate or placard. Vehicles found illegally parked in these spaces are subject to towing and impoundment fees. Only individuals who have been issued, and are displaying, a disability license plate or placard issued by the State of Arkansas are permitted to park in spaces marked with blue and white stripes. Vehicles must also have valid Tech hangtag. License plates, decals, and placards may be obtained from the State Revenue Office at 105 South Rochester, Russellville, AR. For information, call (479) 968-1526. Transfer of a disability license or placard is a violation of the Arkansas state law. The offender will be ticketed accordingly. Persons requesting temporary disability status for parking must be authorized by the ATU Health and Wellness Center located in Doc Bryan and, if eligible, then obtain a special temporary hangtag from DPS. You will then be eligible to park in the areas marked RED or handicapped space only for the dates specified.

### Ticket Appeals

All appeals will be addressed according to the rules and regulations stated in the Parking Regulations located on the Department of Public Safety website. All appeals must be made within three business days. Appeals made after three business days will not be considered. All faculty, staff, and student appeals should follow the stated procedures. Appeals should be done online. Go to OneTech, locate the Parking Card, then select Purchase Parking Permit to locate the Appeal Citation tab. If the appealing party would like to attend the hearing in person, they may contact the Department of Public Safety for more information.

### Traffic and Parking Committee

The Traffic and Parking Committee reviews and conducts hearings on all appeals concerning traffic tickets, informs students of changes in policies and regulations, and recommends methods of improving traffic and parking conditions on campus.

The committee is composed of the following members:

1. One (1) Student Affairs staff member.
2. One (1) Department of Public Safety advisor (non-voting member).
3. One (1) representative from either the Residence Hall Association or the Student Government Association.
4. One (1) student at-large. (Students serving in this capacity must be full-time, in good academic standing, and demonstrate satisfactory conduct history.)

The Traffic and Parking Committee will meet regularly at announced times to hear appeals on tickets. Appeals of tickets can be submitted online through your OneTech account (locate the Parking Card, then select Purchase Parking Permit to locate the Appeal Citation tab and complete the appeal) or filed in person with the Department of Public Safety within three (3) business days of receipt of the ticket.

Students can appear in person before the Traffic and Parking Committee to speak on their own behalf or their written

appeal will be read if they are not present. The decisions of the Traffic and Parking Committee are final and can be viewed online through your OneTech account (under the Parking Card). Students may also go before the Traffic and Parking Committee with materials concerning any other traffic and parking-related problems.

Tech reserves the right to restrict or revoke the use of an automobile to any student if the use of that vehicle is thought to be detrimental to the academic achievement of the student or if the student has abused the privilege of operating a vehicle on or off campus.

## **Drug-Free Schools and Communities Act, Amendments of 1989**

In accordance with the Drug-Free Schools and Communities Act Amendments of 1989, ATU has developed and implemented a program to prevent the unlawful possession, use, sale, or distribution of illicit drugs and alcohol by students and employees. ATU's annual Drug-Free Schools and Communities Act notification includes the items listed below. A complete description of these topics, as provided in the ATU's annual notification to students and employees, is available online at: [https://www.atu.edu/jerrycares/alcohol\\_resources.php](https://www.atu.edu/jerrycares/alcohol_resources.php)

## **Alcohol and other Drugs Prevention Program and Policy**

This policy is mandated by and complies with the provisions of the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). A copy of the biennial review may be found online at [https://www.atu.edu/jerrycares/alcohol\\_resources.php](https://www.atu.edu/jerrycares/alcohol_resources.php).

**Standards of Conduct.** Arkansas Tech University is committed to the maintenance of a drug and alcohol free work place and to a standard of conduct for employees and students that discourages the unlawful or unauthorized use, possession, storage, manufacture, distribution, or sale of alcoholic beverages, and any illicit drugs or drug paraphernalia in University buildings, any public campus area, in University housing units, in University vehicles, or at any University affiliated events held on or off-campus, which are sponsored by students, employees, and their respective campus organizations (including all fraternities and sororities). For Arkansas Tech University employees, compliance with this policy is a term and condition of employment. For Arkansas Tech University students and student organizations, compliance with this policy is a term and condition of continued enrollment/organizational registration. All violators of this policy or of federal, state, or local laws regarding drugs or alcohol will be subject to disciplinary actions and possibly criminal prosecution.

### **Legal Sanctions**

**Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance** – 1st conviction: Up to 1 year imprisonment and a fine of at least \$1,000 but not more than \$100,000, or both. After 1 prior drug conviction: At least 15 days in prison, not to exceed 2 years and a fine of at least \$2,500 but not more than \$250,000 or both. After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and a fine of at least \$5,000 but not more than \$250,000 or both. Special sentencing provisions for possession of crack cocaine are mandatory 5 to 20 years in prison and a fine of up to \$250,000; both if (a) 1st conviction and the amount of crack possessed exceeds 5 grams, (b) 2nd crack conviction and the amount of crack cocaine possessed exceeds 3 grams (c) 3rd or subsequent crack cocaine conviction and the amount of crack cocaine possessed exceeds 1 gram. Personal and real property used to possess or to facilitate possession of a controlled substance may be forfeited if that offense is punishable by more than 1 year imprisonment. Vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance may also be forfeited. Additional sanctions include civil fines of up to \$10,000; denial of federal benefits, such as student loans, grants, contracts, and professional commercial licenses, up to 1 year for first offense, up to 5 years for second and subsequent offenses; and ineligibility to receive or purchase a firearm. Other sanctions vested within the authorities of individual federal agencies are revocation of certain federal licenses and benefits such as pilot licenses and public housing.

Federal law prohibits, among other things, the manufacturing, distributing, selling, and possession of controlled substances as outlined in 21 United States Code, Sections 801 through 971. Depending on the amount, first offense maximum penalties for trafficking marijuana range from up to five years' imprisonment and a fine of up to \$250,000 to imprisonment for life and a fine of \$4 million. Depending on the amount, first offense maximum penalties for trafficking other controlled substances (e.g., methamphetamine, heroin, cocaine, cocaine base, PCP, LSD, fentanyl, and fentanyl analogue) range from five years to life imprisonment and fines range from \$2 to \$4 million. First offense penalties and sanctions for the illegal possession of small amounts of controlled substances, including marijuana, range from up to one year in prison or a fine of at least \$1,000. Penalties are more severe for subsequent offenses.

Students convicted of federal drug crimes may be ineligible to receive federal loans.

### **State of Arkansas Sanctions and Penalties**

**Underage DUI Law** – The State of Arkansas’ “Underage DUI (Driving Under the Influence) Law” (863) makes it an offense for a person under the age of 21 with a blood alcohol content of .02 or higher (approximately one can of beer, one glass of wine, or one drink of hard liquor) to operate a motorized vehicle or motor boat. Penalties for a first offense can result in (1) suspension of driver’s license for not less than 90 days; (2) a fine of no less than \$100 nor more than \$500; (3) assignment to public service work; and/or (4) completion of an alcohol and driving education program.

**Driving While Intoxicated** – A person who drives a motorized vehicle or motor boat while influenced or affected by the ingestion of alcohol, a controlled substance, or any intoxicant commits the offense of driving while intoxicated. Penalties for such an offense may include (1) suspension of license for 6 months for the first offense with a blood alcohol content of at least .08; suspension of 180 days for the first offense with a blood alcohol content of .15 or more; suspension for 6 months for first offense if intoxicated by use of a controlled substance; (2) imprisonment for no less than 24 hours and no more than one year for the first offense (with additional imprisonment for subsequent offense); (3) fines of no less than \$150 and no more than \$1,000 for the first offense (with stiffer fines for subsequent offenses); (4) as an inability to pay fines will result in court-ordered public service work ; and (5) a requirement to complete an alcohol education program as prescribed and approved by a contractor with the Division of Behavioral Health Services, or an alcoholism treatment program licensed by the Division of Behavioral Health Services. A blood alcohol level in excess of .04 may be considered with other competent evidence in determining guilt or innocence. A blood alcohol level of .08 or more shall give rise to a presumption of intoxication.

**Public Intoxication** – A person commits the offense of “Public Intoxication” if (1) he appears in a public place manifestly under the influence of alcohol or a controlled substance to the degree that he is likely to endanger himself or other persons or property, or (2) he unreasonable annoys persons in his vicinity. Public intoxication is a Class C misdemeanor, and can result in a fine of up to \$500, and/or imprisonment in the county jail (or other authorized institution) for up to 30 days.

**Drinking in Public** – A person commits the offense of “Drinking in Public” if that person consumes alcohol in any public place. This includes consumption while in a vehicle on a street or highway. Penalties include a fine of up to \$500, and/or imprisonment for up to 30 days. Possession of any alcoholic beverages in Tech residence halls or on any other University property is prohibited.

**Possession of or Purchasing Alcohol by a Minor** – It is illegal for a person under the age of 21 to possess/ ingest/purchase alcohol. Penalties include a fine of up to \$500, probation under the direction of the court, driver’s license suspensions for a period of up to one year, and writing themes or essays on intoxicating liquors, wine, or beer.

**Knowingly Furnishing to a Minor** – A person commits the offense of “Knowingly Furnishing to a Minor” if, being an adult, he or she knowingly gives, procures, or otherwise furnishes alcoholic beverage to a minor. Such an offense is a Class A misdemeanor, and can result in (1) a fine of up to \$2,500 and/or (2) imprisonment in the county jail (or other authorized institution) for up to one full year.

**Manufacture or Delivery of a Controlled Substance** – It is unlawful for any person to manufacture, deliver, or possess with intent to manufacture or deliver, a controlled substance. Penalties for the manufacture or delivery of a controlled substance can range from three (3) years to life in prison, and fines up to \$250,000, depending on the quantity and type of drug. In addition, real and personal property used in the manufacture, delivery, or importing of controlled substances may be forfeited to the government.

**Manufacture or Delivery of a Counterfeit Substance** – It is unlawful for any person to create, deliver, or possess with intent to deliver a counterfeit substance purporting to be a controlled substance. Penalties for the creating and/or delivery of a counterfeit substance can range up to 10 years in prison, and fines up to \$10,000 depending on the type of drug being counterfeited.

**Possession of Drug Paraphernalia** – it is unlawful for any person to possess drug paraphernalia with the purpose to use the drug paraphernalia to inject, ingest, inhale, or otherwise introduce into the human body a controlled substance.

**Possession of a Controlled or Counterfeit Substance** – It is unlawful for any person to possess a controlled substance or counterfeit substance. Penalties for possession of a controlled or counterfeit substance can range up to 30 years in prison and fines up to \$15,000, depending on the type of drug (or counterfeit) possessed.

**Possession of Open Container Containing Alcohol in a Motor Vehicle** – (a.) It is unlawful for a person to possess an open alcoholic beverage container within an area of a motor vehicle that is: (1) Designated to seat the driver or a passenger in the motor vehicle and the motor vehicle is in operation; or (2) Readily accessible to the driver or a passenger in the motor vehicle while in a seated position and the motor vehicle is located on a public highway or the right-of-way of a public highway. (b.) It is not an offense under this section if the open alcoholic beverage container is possessed: (1) Outside of the passenger area of the motor vehicle or other area of the motor vehicle commonly used for the transportation of passengers, such as in the trunk or cargo area of the motor vehicle; (2) In a locked area of the motor vehicle, including without limitation a glove compartment or center console of the motor vehicle; (3) Behind the last upright seat or in an area not normally occupied by the driver or a passenger, in a motor vehicle that is not equipped with a trunk; or (4) By a passenger in the motor vehicle, but not the driver, as long as the open alcoholic beverage container is possessed within the living quarters of the motor vehicle or the area of the motor vehicle that is designated for passengers only, the open alcoholic beverage container is not readily accessible to the driver of the motor vehicle, and the motor vehicle is: (A) Designed, maintained, or used primarily for the transportation of persons for compensation; or (B) A recreational vehicle, motor home, or house trailer. This is a Class C misdemeanor punishable by up to 30 days in jail and a fine of up to \$500.

### **Health Risks**

**Alcohol** – Can cause short term effects such as loss of concentration and judgment; slowed reflexes; disorientation leading to higher risk of accidents and problem behavior; long term effects include risk of liver and heart damage, malnutrition, cancer, and other illnesses; can be highly addictive to some persons.

**Amphetamines** – Can cause short term effects such as rushed, careless behavior and pushing beyond your physical capacity, leading to exhaustion; tolerance increases rapidly; long term effects include physical and psychological dependence and withdrawal can result in depression and suicide; continued high doses can cause heart problems, infections, malnutrition, and death.

**Cocaine (Crack)** – Can cause short term effects such as impaired judgment; increased breathing, heart rate, heart palpitations; anxiety, restlessness, hostility, paranoia, confusion; long term effects may include damage to respiratory and immune systems; malnutrition, seizures, and loss of brain function; highly addictive.

**Designer Drugs/Synthetic Cannabinoids (bath salts, K2, spice)** – Can cause short term effects such as elevated heart rate, blood pressure, and chest pain; hallucinations, seizures, violent behavior, and paranoia; may lead to lack of appetite, vomiting, and tremor; long-term use may result in kidney/liver failure; increased risk of suicide and death.

**Hallucinogens (PCP, LSD, ecstasy, dextromethorphan)** – Can cause extreme distortions of what's seen and heard, induces sudden changes in behavior, loss of concentration, and memory; increases risk of birth defects in user's children; overdose can cause psychosis, convulsions, coma, and death; frequent and long-term use can cause permanent loss of mental function.

**Inhalants (nitrous oxide, amyl nitrite, butyl nitrite, chlorohydrocarbons, hydrocarbons)** – Can cause short term effects such as nausea, dizziness, fatigue, slurred speech, hallucinations, or delusions; may lead to rapid and irregular heart rhythms, heart failure, and death; long-term use may result in loss of feeling, hearing, and vision; can result in permanent damage to the brain, heart, lungs, liver, and kidneys.

**Marijuana** – Can cause short term effects such as slow reflexes; increases forgetfulness; alters judgment of space and distance; aggravates pre-existing heart and/or mental health problems; long term health effects include permanent damage to lungs, reproductive organs, and brain function; can interfere with physical, psychological, and social development of young users.

**Opiates/Narcotics (heroin, morphine, opium, codeine, oxycodone, china white)** – Can cause physical and psychological dependence; overdose can cause coma, convulsions, respiratory arrest, and death; long term use leads to malnutrition, infection, and hepatitis; sharing needles is a leading cause of the spread of HIV and hepatitis; highly addictive, tolerance increases rapidly.

**Sedatives** – Can cause reduced reaction time and confusion; overdose can cause coma, respiratory arrest, convulsions, and death; withdrawal can be dangerous; in combination with other controlled substances, can quickly cause coma and death; long term use can produce physical and psychological dependence; tolerance increases rapidly.

**Tobacco (cigarettes, cigars, chewing tobacco)** – Can cause diseases of the cardiovascular system, such as

## E. RESUME/COVER LETTER GUIDES AND EXAMPLES

# Norman Career Services

### Why do I need a cover letter?

A cover letter is your opportunity to tell an employer why you are a great fit for the position. It should be personal and customized to each job like a thank you note. They are typically three paragraphs long (no more than four), and are a great way to demonstrate your written communication skills to the organization.

### What if they don't read it?

Some employers don't request a cover letter. That does not mean you shouldn't write one.

Having a personal cover letter shows initiative and gives you an extra chance to explain how very qualified you are to an employer.

Don't miss the opportunity to tell them why you are so great!

### How do I send a digital cover letter?

1) If you are sending an email to a general inbox, attach the cover letter as a .doc or .pdf file with your resume.

2) When emailing the hiring manager directly, use your cover letter as the body of the email.

3) Sometimes employers ask for applications online.

- Upload your cover letter as an additional .doc or .pdf after your resume is uploaded.
- Other additional documents you might upload are a list of references, transcripts, or letter of reference.

\*Always request a "read receipt" before sending an email application so you get confirmation that the email message went through.

### Cover Letter Checklist

Before you write your letter, here are some details you need to have on hand:

#### Personal Information

- Name
- Address/Email address
- Cell/home phone number

#### Employer Information

- Hiring manager's name
- Mailing address

#### Position Details

- Desired job title
- Name of organization
- Job description

#### Personal Description

- Reason you are interested in job
- Key terms to describe yourself
- 2-3 relevant work examples

### DON'T FORGET

- Explain why your past experience applies to the new job.
- Mix up your sentences so they do not all start with "I."
- Match the style/format of your resume at the top of the page.
- ALWAYS thank the reader for taking the time to consider you.

<http://www.atu.edu/career>

# Five questions your resume must answer:

## 1. What position/ career do you want?

- Help employers immediately see how you are qualified for the specific position through relevant key terms and references to the title early in the document.
- Place a target title at the top of the resume and/or cover letter to clearly tell your reader what you want.

## 2. Why are you qualified?

- Outline the skills that qualify you for the opening.
- Persuade the hiring manager to keep reading with references to details in the job description.

## 3. Where did you gain your experience

- List specific employer organizations, city, state, dates of employment, and responsibilities.
- Include action verbs and key terms that are specific to the industry.

## 4. How well have you done?

- Mention accomplishments and special projects as examples of your past contributions.
- Provide numbers, percentages, and concrete evidence to back up your statements.
- Did you save your company money? Were you promoted? Were you ever left in charge?

## 5. What education and/or training do you have that would benefit the employer?

- Focus on education that relates to your target position.
- Include all relevant specialized certifications.
- Don't forget about knowledge of particular pieces of technology.

Providing answers to these questions will ensure that you are communicating your value to potential employers and greatly increase your odds of landing interviews. Further, the process will make you more comfortable when speaking to a hiring manager about your qualifications.

<http://www.atu.edu/career>

# What to Wear to Your Job Interview

## Interview Attire for Men:

Clean shaven face or neatly trimmed beard

### Two-piece suit

- Cleaned and pressed
- Conservative colors like navy and dark gray

### Long-sleeve shirt, even in summer

- White or light blue solid color

### Empty pockets to eliminate bulges

### Conservative tie

### Belt matching color of shoes

### Leather shoes, black or cordovan

- Polish night before

### No earrings

### Clean, trimmed fingernails



## Tips

- 1 Lay out your interview outfit the evening before and check for stains, tears or missing buttons.
- 1 Make sure your interview clothing is clean and well pressed.
- 1 Except for women's earrings, avoid body-piercing jewelry.
- 1 Avoid perfume, cologne, and aftershave.
- 1 Men should be clean-shaven. A carefully trimmed beard or mustache is also acceptable. Avoid stubble that looks like a few days of growth.
- 1 If possible, cover your tattoos.
- 1 Wear clothes that fit.
- 1 Do not wear flashy jewelry or watches.

## Interview Attire for Women:

### Two-piece, matched suit

- Skirt should cover thighs when seated
- Navy, black, gray or dark brown

### Tailored blouse, shell or knit top

- Do not show cleavage
- Avoid gaping at chest

### Leather Shoes

- No stilettos or platforms

### Carry only one bag or tote

### Avoid perfume

### Avoid heavy makeup

### Clean, trimmed fingernails



You only get one chance to make a good first impression with a potential employer. The clothes you wear are the first part of that first impression, so dress to impress. A business suit says you mean business, even though it may make you feel overdressed and uncomfortable. It shows that you care about making a good first impression. Thousands of people are eliminated as job candidates every week merely because they were not dressed appropriately for the interview, but a business suit is always appropriate.

# Choose words with POWER

## CONCRETE NOUNS AND POSITIVE MODIFIERS:

ability	competent	effectiveness	qualified	technical
actively	competence	pertinent	resourceful	versatile
capacity	consistent	proficient	substantially	vigorous

## ACTION VERBS TO USE FOR RESUMES & PROFESSIONAL PROFILES:

### Management/ Leadership Skills

administered  
analyzed  
appointed  
approved  
assigned  
attained  
authorized  
chaired  
conceived  
considered  
consolidated  
contracted  
controlled  
converted  
coordinated  
decided  
delegated  
developed  
directed  
eliminated  
emphasized  
enforced  
enhanced  
established  
executed  
generated  
handled  
headed  
hired  
hosted  
improved  
incorporated  
increased  
initiated  
inspected  
instituted  
led  
managed  
merged  
motivated  
organized  
originated  
overhauled  
oversaw

planned  
presided  
prioritized  
produced  
recommended  
reorganized  
replaced  
restored  
reviewed  
scheduled  
streamlined  
strengthened  
supervised  
terminated

### Communication/ People Skills

addressed  
advertised  
arbitrated  
arranged  
articulated  
authored  
clarified  
collaborated  
communicated  
composed  
condensed  
conferred  
consulted  
contacted  
conveyed  
convinced  
corresponded  
debated  
defined  
described  
developed  
directed  
discussed  
drafted  
edited  
elicited  
enlisted  
explained  
expressed

formulated  
furnished  
incorporated  
influenced  
interacted  
interpreted  
interviewed  
involved  
joined  
judged  
lectured  
listened  
marketed  
mediated  
moderated  
negotiated  
observed  
outlined  
participated  
persuaded  
presented  
promoted  
proposed  
publicized  
reconciled  
recruited  
referred  
reinforced  
reported  
resolved  
responded  
solicited  
specified  
spoke  
suggested  
summarized  
synthesized  
translated  
wrote

### Research Skills

analyzed  
clarified  
collected  
compared

conducted  
critiqued  
detected  
determined  
diagnosed  
evaluated  
examined  
experimented  
explored  
extracted  
formulated  
gathered  
identified  
inspected  
interpreted  
interviewed  
invented  
investigated  
located  
measured  
organized  
researched  
searched  
solved  
summarized  
surveyed  
systematized  
tested

### Technical Skills

adapted  
assembled  
built  
calculated  
computed  
conserved  
constructed  
converted  
debugged  
designed  
determined  
developed  
engineered  
fabricated  
fortified

installed  
maintained  
operated  
overhauled  
printed  
programmed  
rectified  
regulated  
remodeled  
repaired  
replaced  
restored  
solved  
specialized  
standardized  
studied  
upgraded  
utilized

### Teaching Skills

adapted  
advised  
clarified  
coached  
communicated  
conducted  
coordinated  
critiqued  
developed  
enabled  
encouraged  
evaluated  
explained  
facilitated  
focused  
guided  
individualized  
informed  
instilled  
instructed  
motivated  
persuaded  
set goals  
simulated  
stimulated

## ACTION VERBS TO USE FOR RESUMES & PROFESSIONAL PROFILES:

taught  
tested  
trained  
transmitted  
tutored

### **Financial/ Data Skills**

administered  
adjusted  
allocated  
analyzed  
appraised  
assessed  
audited  
balanced  
calculated  
computed  
conserved  
corrected  
determined  
developed  
estimated  
forecasted  
managed  
marketed  
measured  
planned  
programmed  
projected  
reconciled  
reduced  
researched  
retrieved

### **Creative Skills**

acted  
adapted  
began  
combined  
conceptualized  
condensed  
created  
customized  
designed  
developed  
directed  
displayed  
drew  
entertained  
established  
fashioned  
formulated  
founded  
illustrated  
initiated  
instituted  
integrated  
introduced  
invented  
modeled  
modified  
originated  
performed  
photographed  
planned  
revised  
revitalized  
shaped  
solved

### **Helping Skills**

adapted  
advocated  
aided  
answered  
arranged  
assessed  
assisted  
cared for  
clarified  
coached  
collaborated  
contributed  
cooperated  
counseled  
demonstrated  
diagnosed  
educated  
encouraged  
ensured  
expedited  
facilitated  
familiarized  
furthered  
guided  
helped  
insured  
intervened  
motivated  
provided  
referred  
rehabilitated  
presented  
resolved  
simplified  
supplied  
supported  
volunteered

### **Organization/ Detail Skills**

approved  
arranged  
cataloged  
categorized  
charted  
classified  
coded  
collected  
compiled  
corresponded  
distributed  
executed  
filed  
generated  
implemented  
incorporated  
inspected  
logged  
maintained  
monitored  
obtained  
operated  
ordered  
organized  
prepared  
processed  
provided  
purchased  
recorded  
registered  
reserved  
responded  
reviewed  
routed  
scheduled  
screened  
set up

submitted  
supplied  
standardized  
systemalized  
updated  
validated  
verified

### **More verbs for Accomplishments**

achieved  
completed  
devised  
earned  
expanded  
exceeded  
improved  
launched  
mastered  
mentored  
orchestrated  
piloted  
pinpointed  
pioneered  
proficient in  
proved  
reduced (losses)  
resolved (issues)  
restored  
restructured  
revamped  
solidified  
spearedheaded  
structured  
surpassed  
transformed  
won

# Norman Career Services

## Why do I need a resume?

A resume is your personal marketing tool. It should be a summary of all the experiences that demonstrate why you are qualified for a specific position. For this reason, making multiple versions of your resume that are customized to fit each employer's needs can help in creating a great initial impression with the organization.

## 30 seconds or less!

If an employer's first read-through only lasted 30 seconds, what would you want them to know about you? Try to prioritize your resume details based on what would be most crucial for each individual employer. What is most important for them to know about you?

## What are employers looking for?

- Do you have what they asked for in the job description?
- How does your experience relate to the job opening?
- Did you take the reader into consideration? Is the style and format easy to read and understand?
- Do you show attention to detail through your spelling, grammar, and consistent spacing?
- What accomplishments have you had to date that show you are ready for this job?
- Does it look like you are hiding something?
- Are there quantifiable results to demonstrate your past successes?

## Resume Must-Haves

### Personal Information

- Name
- Address/Email address
- Cell/home phone number

### Experience

- Position titles
- Employer/organization names
- Location (City, State)
- Dates of employment
- Duties and accomplishments

### Education

- Degree earned or in progress
- Name of institution
- Major, minor, concentration, etc.
- Expected graduation date
- GPA (If over a 3.0)
- Awards/Extracurriculars

## DON'T FORGET

- Avoid first person pronouns. Examples: I, me, my, us, we
- 1-2 pages, please! Keep it to one page unless you have a long work history.
- Volunteer and community service work is valuable experience.
- Always use professional resume paper with a water mark.
- Bring multiple resume copies to interviews just in case.

<http://www.atu.edu/career>

# TECH W. BOY

1605 Coliseum Dr., Russellville, AR 72801, 479.968.0278, twboy@email.com

Only sections required on a resume.

Begin with your name and contact info. (No mcluvine@hotmail.com)

## QUALIFICATIONS

This section is optional. Be sure to only include info that is relevant to the job you want.

- Relevant computer programs you know.
- Relevant course subjects in which you excelled.
- Industry -specific knowledge requested in job description.

You had to finish high school to be in college, so you don't need to mention HS or GED.

## EDUCATION

Bachelor of Science in Business Administration, Accounting  
Arkansas Tech University, Russellville, AR

- Political Science Minor

Anticipated May 2016

Experience should be listed in reverse-chronological order, starting with your most recent job.

## PROFESSIONAL EXPERIENCE

Summer Intern  
Best Organization Ever, Hope, AR

Jun 2013 – present

- Assist office staff in...
- Conduct correspondence with...
- Utilize software while...

If a position has ended, each bullet should start with a verb in the PAST TENSE instead.

Job Title/Role  
Name of Organization, City, State

Mon. Yr. – Mon. Yr.

- Begin each statement with an action verb.
- Begin each statement with an action verb.
- Begin each statement with an action verb.

If you have done the same thing in more than one job, try to rephrase it so it sounds different.

Job Title/Role  
Name of Organization, City, State

Mon. Yr. – Mon. Yr.

- Begin each statement with an action verb.
- Begin each statement with an action verb.
- Begin each statement with an action verb.

Be careful to line up all entries evenly on the page. See how all the dates start in the same place on the line.

## COMMUNITY INVOLVEMENT

Fraternity Member, Arkansas Tech University  
Alpha Phi Omega, Phi Theta Chapter

Sept 2012 – present

- Served on events committee for co-ed service fraternity.

When listing other experience, provide a short description of your position.

Accounting Club Member, Arkansas Tech University

- Coordinated events and fundraisers.

Aug 2012 – present

It's okay to adjust this format a little bit to make it your own. Just be sure that it is easy to read, concise, and professional.

<http://www.atu.edu/career>

# Virtual

# CAREER DEVELOPMENT RESOURCES

## BLOGS AND PODCASTS:



Top 10 Career Podcasts to Listen to This Year - Glassdoor

6 Career-Boosting Podcasts You're Going to Love Listening to - The Muse

First, You Hustle

How I built This

How I Got Here



Take This Job and Love It

Career Tips - Handshake Blog

5 Career Blogs Worth a Read - The Muse

Montclair Student Blog



The Muse

The Intern Hustle

How to Find a Job with Glassdoor

Find Your Next - Handshake

## OTHER RESOURCES:



### PROFESSIONAL DEVELOPMENT OPPORTUNITIES

ATU Virtual Student Services Link

ELEVATE - Online Career Modules

Handshake Resource Library - sign in with OneTech credentials

Practice Interview with Big Interview

Student login pg - OneTech email

Alumni login pg - register with code 6290

Interview Guide

Career Fair Tips

Resume Guide

Optimize Your Handshake Profile

Create a Great LinkedIn Profile

LinkedIn Profile Checklist

LinkedIn 90 Sec. Video

### INTERNSHIP / JOB SEARCH

CovINTERN

Intern From Home

Handshake Internships

Candor

500 Companies Hiring in Handshake, Right Now

Remote Job Listings for Students

60 Best Remote Job Websites

78 Best Freelance Job Websites

## EMPOWERING STUDENTS AND ALUMNI

ATU.JOINHANDSHAKE.COM

WWW.ATU.EDU/CAREER/

@ATUCAREERS

## F. SECTIONS OF THE CRC CODE OF ETHICS



COMMISSION ON REHABILITATION  
COUNSELOR CERTIFICATION

# CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS

*Adopted in September 2016 by the Commission on Rehabilitation  
Counselor Certification for its Certified Rehabilitation Counselors.  
This Code is effective as of January 1, 2017.*

Developed and Administered by the Commission on Rehabilitation Counselor Certification (CRCC®)  
1699 East Woodfield Road, Suite 300  
Schaumburg, Illinois 60173  
(847) 944-1325  
[www.crc certification.com](http://www.crc certification.com)

## PURPOSE

The Code of Professional Ethics for Rehabilitation Counselors, henceforth referred to as the Code, is designed to provide guidance for the ethical practice of rehabilitation counselors.

The basic objectives of the Code are to: (1) promote public welfare by specifying ethical behavior expected of rehabilitation counselors; (2) establish principles that guide ethical behavior of rehabilitation counselors; (3) serve as an ethical guide designed to assist rehabilitation counselors in constructing a professional course of action that best serves those utilizing rehabilitation counseling services; and (4) serve as the basis for the processing of alleged Code violations by certified rehabilitation counselors.

## REHABILITATION COUNSELING SCOPE OF PRACTICE

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career (vocational) counseling;
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- case management, referral, and service coordination;
- program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers;
- consultation services among multiple parties and regulatory systems;
- job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- provision of consultation about and access to rehabilitation technology.

Rehabilitation counselors provide services within the Scope of Practice for Rehabilitation Counseling ([www.crcrcertification.com/scope-of-practice](http://www.crcrcertification.com/scope-of-practice)). They demonstrate beliefs, attitudes, knowledge, and skills to provide competent rehabilitation counseling services and to work collaboratively with diverse groups of individuals, including clients, as well as with programs, institutions, employers, and service delivery systems and provide both direct (e.g., counseling) and indirect (e.g., case review, feasibility evaluation) services. Regardless of the specific tasks, work settings, or technology used, rehabilitation counselors demonstrate adherence to ethical standards and make reasonable efforts to ensure the standards are vigorously enforced.

## VALUES AND PRINCIPLES

Rehabilitation counselors are committed to facilitating the personal, economic, and social independence of individuals with disabilities. In fulfilling this commitment, rehabilitation counselors recognize diversity and embrace a cultural approach in support of the worth, dignity, potential, and uniqueness of individuals with disabilities within their social and cultural context. They look to professional values as an important way of living out an ethical commitment. The primary values that serve as a foundation for this Code include a commitment to:

- respecting human rights and dignity;
- ensuring the integrity of all professional relationships;
- acting to alleviate personal distress and suffering;
- enhancing the quality of professional knowledge and its application to increase professional and personal effectiveness;
- promoting empowerment through self-advocacy and self-determination;
- appreciating the diversity of human experience and appreciating culture;
- emphasizing client strengths versus deficits;
- serving individuals holistically; and
- advocating for the fair and adequate provision of services.

These values inform principles. They represent one important way of expressing a general ethical commitment that becomes more precisely defined and action-oriented when expressed as a principle. The fundamental spirit of caring and respect with which the Code is written is based upon six principles of ethical behavior:

**Autonomy:** To respect the rights of clients to be self-governing within their social and cultural framework.

**Beneficence:** To do good to others; to promote the well-being of clients.

**Fidelity:** To be faithful; to keep promises and honor the trust placed in rehabilitation counselors.

**Justice:** To be fair in the treatment of all clients; to provide appropriate services to all.

**Nonmaleficence:** To do no harm to others.

**Veracity:** To be honest.

## COMMITMENT TO CULTURAL DIVERSITY

Rehabilitation counselors are aware that all individuals exist in a variety of contexts and understand the influence of these contexts on an individual's behavior. Rehabilitation counselors are aware of the continuing evolution of the field, changes in society at large, and the different needs of individuals in social, political, historical, environmental and economic contexts. The commitment involves providing respectful and timely communication, taking appropriate action when cultural diversity issues occur, and being accountable for the outcomes as they affect people of all races, ethnicities, genders, national origins, religions, sexual orientations, or other

cultural group identities.

## CLIENTS/EVALUEES

The primary obligation of rehabilitation counselors is to clients, defined as individuals with or directly affected by a disability, who receive services from rehabilitation counselors. At times, rehabilitation counseling services may be provided to individuals other than those with disabilities. In some settings, clients may be referred to by other terms such as, but not limited to, consumers.

When employed to render an opinion for a forensic purpose, rehabilitation counselors do not have clients. In a forensic setting, the evaluatee is the person who is being evaluated. If a section or standard in the Code does not seem to be relevant to forensic practice, rehabilitation counselors should nevertheless adhere to the spirit of the Code.

## STRUCTURE OF THE CODE

The Code consists of a Preamble, twelve main Sections, and a Glossary. The introductions to each Section describe the ethical behavior and responsibility to which rehabilitation counselors aspire. The introduction helps set the tone for that Section and provides a starting point that invites reflection on the Enforceable Standards contained in each Section of the Code. The Enforceable Standards that follow the introduction outline professional responsibilities and provide direction for fulfilling those ethical responsibilities.

The Enforceable Standards within the Code are the exacting, enforceable standards intended to provide guidance in specific circumstances and serve as the basis for processing complaints initiated against certified rehabilitation counselors. A breach of the Enforceable Standards provided herein do not necessarily constitute legal liability or violation of the law; such action is established in legal and judicial proceedings.

## APPLYING THE CODE

Individual Enforceable Standards are not meant to be interpreted in isolation. Instead, Enforceable Standards should be interpreted as a body, with each Enforceable Standard interpreted in conjunction with other, related standards, throughout the Code. Actions of rehabilitation counselors should be consistent with the spirit, as well as the letter, of these Enforceable Standards.

Rehabilitation counselors acknowledge that resolving ethical issues is a process. When rehabilitation counselors are faced with ethical dilemmas that are difficult to resolve, they are expected to engage in a carefully considered ethical decision-making process, consulting available resources as needed. Ethical reasoning includes consideration of professional values, professional ethical principles, and ethical standards.

Rehabilitation counselors are expected to use a credible model of ethical decision-making that can bear public scrutiny of its application. Through a chosen ethical decision-making process and

evaluation of the context of the situation, rehabilitation counselors work to resolve any ethical dilemmas that may arise.

Rehabilitation counselors need to be aware of laws related to their practice. At times legal and ethical standards may conflict. In such situations, rehabilitation counselors are encouraged to consult with supervisors, legal/ethical experts, and others as appropriate and to use an ethical decision-making model to inform the decision.

## **ENFORCEABLE STANDARDS OF ETHICAL PRACTICE**

### **SECTION A: THE COUNSELING RELATIONSHIP**

#### **INTRODUCTION**

Rehabilitation counselors work in cooperation with their clients to promote client welfare and support them in developing and progressing toward their goals. Rehabilitation counselors understand that trust is the cornerstone of the counseling relationship, and they have the responsibility to respect and safeguard the client's right to privacy and confidentiality. Rehabilitation counselors respect the rights of clients to make their own decisions about matters that affect their own lives. Rehabilitation counselors make reasonable efforts to ensure clients are able to make informed choices about every aspect of the rehabilitation counseling process. Rehabilitation counselors actively attempt to understand the diverse cultural backgrounds of the clients they serve and do not discriminate in their provision of rehabilitation counseling services. Rehabilitation counselors also explore their own cultural identities and how these affect their values and beliefs.

#### **A.1. WELFARE OF THOSE SERVED**

**a. PRIMARY RESPONSIBILITY.** The primary responsibility of rehabilitation counselors is to respect the dignity of clients and to promote their welfare. Clients are defined as individuals with or directly affected by a disability, who receive services from rehabilitation counselors. At times, rehabilitation counseling services may be provided to individuals other than those with disabilities. When employed to render an opinion for a forensic purpose, rehabilitation counselors do not have clients. In a forensic setting, the evaluatee is the person who is being evaluated. (See Section F.)

**b. REHABILITATION COUNSELING PLANS.** Rehabilitation counselors and clients work together to develop integrated, individual, mutually agreed-upon, written rehabilitation counseling plans that offer a reasonable promise of success and are consistent with the abilities and circumstances of clients. Rehabilitation counselors and clients regularly review rehabilitation counseling plans to assess their continued viability and effectiveness and to revise them as needed.

**c. EMPLOYMENT NEEDS.** Rehabilitation counselors work with clients to consider employment consistent with the overall abilities, functional capabilities and limitations, general temperament, interest and aptitude patterns, social skills, education, general qualifications, transferable skills, geographic locations, and other relevant characteristics and needs of clients.

Rehabilitation counselors facilitate the placement of clients in positions consistent with their interests, culture, and welfare. Rehabilitation counselors assist clients in understanding potential constraints on employment and placement choices (e.g., organizational policies, policies of external funding sources, legal requirements).

**d. AVOCATIONAL AND INDEPENDENT LIVING GOALS.** Rehabilitation counselors work with clients to develop avocational and independent living goals consistent with their abilities, interests, culture, needs, and welfare.

**e. AUTONOMY.** Rehabilitation counselors respect the rights of clients to make decisions on their own behalf in accordance with their cultural identity and beliefs. Decision-making on behalf of clients that limits or diminishes the autonomy of the client is made only after careful deliberation. Rehabilitation counselors advocate for the resumption of responsibility by clients as quickly as possible.

## **A.2. RESPECTING DIVERSITY**

**a. RESPECTING CULTURE.** Rehabilitation counselors demonstrate respect for the cultural identity of clients in developing and implementing rehabilitation and treatment plans, and providing and adapting interventions.

**b. NONDISCRIMINATION.** Rehabilitation counselors do not condone or engage in the prejudicial treatment of an individual or group based on their actual or perceived membership in a particular group, class, or category.

## **A.3. CLIENT RIGHTS**

**a. PROFESSIONAL DISCLOSURE STATEMENT.** Rehabilitation counselors review with clients, both orally and in writing, the rights and responsibilities of both the rehabilitation counselor and client. These are presented in a manner best suited to the needs of the client. Disclosure at the outset of the professional relationship minimally includes:

- (1) the qualifications, credentials, and relevant experience of the rehabilitation counselor;
- (2) purposes, goals, techniques, limitations, and the nature of potential risks and benefits of services;
- (3) frequency and length of services;
- (4) confidentiality and limitations regarding confidentiality (including how a supervisor and/or treatment team professional is involved);
- (5) contingencies for continuation of services upon the extended absence, incapacitation, or death of the rehabilitation counselor;
- (6) fees and/or payment arrangements;
- (7) record preservation and release policies;
- (8) risks associated with electronic communication; and
- (9) legal issues affecting services.

When necessary, rehabilitation counselors disclose other information consistent with organization and/or employer policies or legal requirements. Rehabilitation counselors recognize that disclosure of these issues may need to be reiterated or expanded upon throughout the professional relationship.

**b. INFORMED CONSENT.** Rehabilitation counselors recognize that clients have the freedom to choose whether to enter into or remain in a professional relationship. Rehabilitation counselors respect the rights of clients to participate in ongoing rehabilitation counseling planning and to make decisions to refuse any services or modality changes, while also ensuring that clients are advised of the consequences of such refusal. Rehabilitation counselors recognize that clients need information to make an informed decision regarding services and that professional disclosure must be an ongoing part of the rehabilitation counseling process so clients are able to provide informed consent. Rehabilitation counselors appropriately document discussions of disclosure and informed consent throughout the professional relationship.

**c. INDIVIDUALIZED APPROACH TO COMMUNICATION.** Rehabilitation counselors communicate information in ways that are both developmentally and culturally appropriate. Rehabilitation counselors arrange for a qualified interpreter or translator when necessary to ensure comprehension by clients. Rehabilitation counselors consider cultural implications of informed consent procedures and, when possible, rehabilitation counselors adjust their practices accordingly.

**d. INABILITY TO GIVE CONSENT.** When counseling minors or persons who lack the capacity to give voluntary informed consent, rehabilitation counselors seek the assent of clients and include clients in decision-making as appropriate. Rehabilitation counselors recognize the need to balance the: (1) ethical rights of clients to make choices; (2) cognitive or legal capacity of clients to give consent or assent; and (3) legal rights and responsibilities of legal guardians, including parents who are legal guardians, or families (e.g., “next of kin” notification situations) to protect clients and make decisions on their behalf.

**e. SUPPORT NETWORK INVOLVEMENT.** Rehabilitation counselors recognize that support by others may be important to clients. When appropriate and with consent from clients, rehabilitation counselors enlist the support and involvement of others (e.g., religious/spiritual/community leaders, family members, friends, legal guardians).

#### **A.4. AVOIDING VALUE IMPOSITION**

Rehabilitation counselors are aware of and avoid imposing their own values, attitudes, beliefs, and behaviors. Rehabilitation counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the rehabilitation counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.

#### **A.5. ROLES AND RELATIONSHIPS WITH CLIENTS**

**a. SEXUAL OR ROMANTIC RELATIONSHIPS ASSOCIATED WITH CURRENT**

**CLIENTS.** Rehabilitation counselors are prohibited from engaging in electronic and/or in-person sexual or romantic interactions or relationships with current clients, their romantic partners, or their immediate family members.

**b. SEXUAL OR ROMANTIC RELATIONSHIPS ASSOCIATED WITH FORMER CLIENTS.** Rehabilitation counselors are prohibited from engaging in electronic and/or in-person sexual or romantic interactions or relationships with former clients, their romantic partners, or their immediate family members for a period of five years following the last professional contact. Even after five years, rehabilitation counselors give careful consideration to the potential for sexual or romantic relationships to cause harm to former clients. In cases of potential exploitation and/or harm, rehabilitation counselors avoid entering into such interactions or relationships.

**c. SEXUAL OR ROMANTIC RELATIONSHIPS WITH VULNERABLE FORMER CLIENTS.** Rehabilitation counselors are prohibited from engaging in electronic and/or in-person sexual or romantic interactions or relationships with former clients, regardless of the length of time elapsed since termination of the client relationship, if those clients: (1) have a history of physical, emotional, or sexual abuse; (2) have ever been diagnosed with any form of psychosis or personality disorder or marked cognitive impairment, or (3) are likely to remain in need of therapy due to the intensity or chronicity of a mental health condition.

**d. SERVICE PROVISION WITH PREVIOUS SEXUAL OR ROMANTIC PARTNERS.** Rehabilitation counselors are prohibited from engaging in the provision of rehabilitation counseling services with persons with whom they have had a previous electronic and/or in-person sexual or romantic interaction or relationship.

**e. SERVICE PROVISION WITH FRIENDS AND FAMILY MEMBERS.** Rehabilitation counselors are prohibited from engaging in the provision of rehabilitation counseling services with friends or family members with whom they may have an inability to remain objective.

**f. PERSONAL VIRTUAL RELATIONSHIPS WITH CURRENT CLIENTS.** Rehabilitation counselors are prohibited from engaging in personal virtual relationships with current clients (e.g., through social media).

**g. EXTENDING PROFESSIONAL BOUNDARIES.** Rehabilitation counselors consider the risks and benefits of extending the boundaries of their professional relationships with current or former clients, their romantic partners, or their family members to include interactions not typical of professional rehabilitation counselor-client relationships. In cases where rehabilitation counselors choose to extend these boundaries, they take appropriate professional precautions, such as seeking informed consent, consultation, and supervision to ensure that judgment is not impaired and no harm occurs. With current clients, such interactions are initiated with appropriate consent from clients and are time-limited or context-specific. Examples include, but are not limited to: attending a formal ceremony (e.g., a wedding/commitment ceremony or graduation); purchasing a service or product provided by clients or former clients (excepting unrestricted bartering); hospital visits to ill family members; or mutual membership in professional associations, organizations, or communities.

**h. DOCUMENTING BOUNDARY EXTENSIONS.** If rehabilitation counselors expand boundaries as described in Standard A.5.g, they must officially document, prior to the interaction (when feasible), the rationale for such an interaction, the potential benefit, and anticipated consequences for the client or former client and other individuals significantly involved with the client or former client. When unintentional harm occurs to these individuals, rehabilitation counselors must show evidence of an attempt to remedy such harm.

**i. ROLE CHANGES IN THE PROFESSIONAL RELATIONSHIP.** Rehabilitation counselors carefully evaluate and document the risks and benefits to clients before initiating role changes. If rehabilitation counselors change roles from the original or most recent contracted relationship, they discuss the implications of the role change with the client, including possible risks and benefits (e.g., financial, legal, personal, or therapeutic). They complete a new professional disclosure form with clients and explain the right to refuse services related to the change, as well as the availability of alternate service providers. Rehabilitation counselors refrain from frequent and/or indiscriminate role changes. If changing roles more than one time, rehabilitation counselors evaluate and document the risks and benefits of multiple changes. Examples of possible role changes include:

- (1) changing from individual to group, relationship, or family counseling, or vice versa;
- (2) changing from a rehabilitation counselor to a mediator role, or vice versa;
- (3) changing from a rehabilitation counselor to a researcher role (e.g., enlisting clients as research participants), or vice versa; and
- (4) changing from a non-forensic evaluative role or forensic role to a rehabilitation or therapeutic role, or vice versa.

**j. ACCEPTING GIFTS.** Rehabilitation counselors understand the challenges of accepting gifts from clients and recognize that in some cultures, small gifts are a token of respect and gratitude. When determining whether to accept gifts from clients, rehabilitation counselors take into account the cultural or community practice, therapeutic relationship, the monetary value of gifts, the client's motivation for giving gifts, and the motivation of the rehabilitation counselor for accepting or declining gifts. Rehabilitation counselors are aware of and comply with their employers' policies on accepting gifts.

## **A.6. MULTIPLE CLIENTS**

When rehabilitation counselors agree to provide services to two or more persons who have a relationship (e.g., husband/wife; parent/child), rehabilitation counselors clarify at the outset which person is, or which persons are, to be served and the nature of the relationship with each involved person. If it becomes apparent that rehabilitation counselors may be called upon to perform potentially conflicting roles, rehabilitation counselors clarify, adjust, or withdraw from roles appropriately.

## **A.7. GROUP WORK**

**a. SCREENING.** Rehabilitation counselors screen prospective group counseling/therapy participants. To the extent possible, rehabilitation counselors select members whose needs and

goals are compatible with goals of the group, who do not impede the group process, and whose well-being is not jeopardized by the group experience.

**b. PROTECTING CLIENTS.** In a group setting, rehabilitation counselors take reasonable precautions to protect clients from harm or trauma.

#### **A.8. TERMINATION AND REFERRAL**

**a. COMPETENCE WITHIN TERMINATION AND REFERRAL.** If rehabilitation counselors determine they lack the competence to be of professional assistance to clients, they avoid entering or continuing professional relationships. Rehabilitation counselors are knowledgeable about culturally and clinically appropriate referral resources and suggest these alternatives. If clients decline the suggested referrals, rehabilitation counselors discontinue the relationship.

**b. VALUES WITHIN TERMINATION AND REFERRAL.** Rehabilitation counselors refrain from referring prospective and current clients based solely on the rehabilitation counselor's personally held values, attitudes, beliefs, and behaviors. Rehabilitation counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the rehabilitation counselor's values are inconsistent with the client's goals or are discriminatory in nature.

**c. APPROPRIATE TERMINATION AND REFERRAL.** Rehabilitation counselors terminate counseling relationships when it becomes reasonably apparent that clients no longer need assistance, are not likely to benefit, or are being harmed by continued services. Rehabilitation counselors may terminate services when in jeopardy of harm by clients or other persons with whom clients have a relationship. Rehabilitation counselors may terminate services: (1) if a client is determined no longer eligible for services; (2) when agreed-upon time limits are reached; or (3) when clients or funding sources do not pay agreed-upon fees or will not pay for further services. Rehabilitation counselors are aware of alternate resources in the communities in which they practice. They provide pre-termination counseling and recommend other clinically and culturally appropriate and accessible service sources when necessary. Rehabilitation counselors make reasonable efforts to assure clients are eligible for the services from the service provider to which they are making a referral.

**d. APPROPRIATE TRANSFER OF SERVICES.** When rehabilitation counselors transfer or refer clients to other practitioners, they make reasonable efforts to ensure that appropriate counseling, services, and administrative processes are completed in a timely manner and that appropriate information and records are communicated and/or transferred to the referral source to facilitate a smooth transition.

**e. ABANDONMENT PROHIBITED.** Rehabilitation counselors do not abandon or neglect clients. Rehabilitation counselors assist in making appropriate arrangements for the continuation of services when necessary during extended absences and following termination.

#### **A.9. END-OF-LIFE CARE FOR TERMINALLY ILL CLIENTS**

**a. QUALITY OF CARE.** When the need arises, rehabilitation counselors advocate for services that enable clients to: (1) obtain high quality end-of-life care for their physical, emotional, social, and spiritual needs; (2) exercise the highest degree of self-determination possible; (3) be given every opportunity possible to engage in informed decision-making regarding their end-of-life care; and (4) receive complete and adequate assessment regarding their ability to make competent, rational decisions on their own behalf from mental health professionals who are experienced in end-of-life care practice.

**b. CONFIDENTIALITY.** Rehabilitation counselors who provide services to terminally ill individuals who are considering hastening their own deaths through such mechanisms as assisted suicide or refusing life- sustaining treatments have the option of maintaining confidentiality on this matter, depending on applicable laws, the specific circumstances of the situation, and after seeking consultation or supervision from appropriate professional and legal parties.

## SECTION B: CONFIDENTIALITY, PRIVILEGED COMMUNICATION, AND PRIVACY

### INTRODUCTION

Rehabilitation counselors recognize that trust is the cornerstone of the counseling relationship. Rehabilitation counselors aspire to earn the trust of current and prospective clients by creating an ongoing partnership, establishing and upholding appropriate boundaries, and maintaining confidentiality.

Rehabilitation counselors communicate the legal and ethical parameters of confidentiality to their clients in a culturally competent manner.

### B.1. RESPECTING CLIENT RIGHTS

**a. RESPECT FOR PRIVACY.** Rehabilitation counselors respect the privacy rights of clients. Rehabilitation counselors solicit private information from clients only when it is beneficial to the rehabilitation counseling process. Rehabilitation counselors make reasonable efforts to ensure that methods of sharing or transmitting information are secure.

**b. PERMISSION TO RECORD.** Rehabilitation counselors obtain permission from clients prior to recording sessions through electronic or other means.

**c. PERMISSION TO OBSERVE.** Rehabilitation counselors obtain permission from clients prior to observing sessions, reviewing session transcripts, and/or listening to or viewing recordings of sessions with supervisors, faculty, peers, or others within the training environment.

**d. CULTURAL DIVERSITY CONSIDERATIONS.** Rehabilitation counselors work to develop and maintain awareness of the cultural meanings of confidentiality and privacy. Rehabilitation counselors hold ongoing discussions with clients as to how, when, and with whom information is to be shared.

**e. RESPECT FOR CONFIDENTIALITY.** Rehabilitation counselors do not share confidential information without consent from clients or without sound legal or ethical

justification. Rehabilitation counselors do not release confidential records without a signed authorization to release information, except allowed by law or required by court order.

**f. EXPLANATION OF LIMITATIONS.** At initiation and as needed throughout the counseling process, rehabilitation counselors inform clients of the limitations of confidentiality and seek to identify foreseeable situations in which confidentiality must be breached.

## **B.2. EXCEPTIONS**

**a. SERIOUS OR FORESEEABLE HARM AND LEGAL REQUIREMENTS.** The general requirement that rehabilitation counselors keep information confidential does not apply when disclosure is required to protect clients or identified others from serious and foreseeable harm, or when legal requirements demand that confidential information must be revealed. Rehabilitation counselors must be aware of and adhere to standards and laws that govern confidentiality. Rehabilitation counselors consult with other professionals when in doubt as to the validity of an exception.

**b. CONTAGIOUS, LIFE-THREATENING DISEASES.** When clients disclose they have a disease commonly known to be both communicable and life-threatening, rehabilitation counselors may be justified in disclosing information to identifiable third parties if they are known to be at demonstrable and high risk of contracting the disease. Prior to making a disclosure, rehabilitation counselors confirm the diagnosis and assess the intent of clients to inform the third parties about the disease or to engage in any behaviors that may be harmful to identifiable third parties. Rehabilitation counselors must be aware of and adhere to standards and laws concerning disclosure about disease status.

**c. COURT-ORDERED DISCLOSURE.** When subpoenaed to release confidential or privileged information without permission from clients or their legal representatives, rehabilitation counselors obtain written informed consent from clients, take steps to prohibit the disclosure, or have it limited as narrowly as possible due to potential harm to clients or the counseling relationship. Whenever reasonable, rehabilitation counselors obtain a court directive to clarify the nature and extent of the response to a subpoena. When release of raw assessment data is requested, refer to Standard G.2.b.

**d. MINIMAL DISCLOSURE.** When circumstances require the disclosure of confidential information, rehabilitation counselors clarify the nature of information being requested and make reasonable efforts to ensure only necessary information is revealed.

## **B.3. INFORMATION SHARED WITH OTHERS**

**a. WORK ENVIRONMENT.** Rehabilitation counselors avoid casual conversation about clients in the work environment and make reasonable efforts to ensure that privacy and confidentiality of clients' information and records are maintained by employees, supervisees, students, clerical assistants, and volunteers.

**b. INTERDISCIPLINARY TEAMS.** When services provided to clients involve the sharing of

their information among team members, clients are advised of this fact during the professional disclosure process and are informed of the team's existence and composition.

**c. OTHER SERVICE PROVIDERS.** When rehabilitation counselors learn that clients have an ongoing professional relationship with another rehabilitation counselor or treating professional, they obtain a signed authorization prior to releasing information to other professionals. File review, second-opinion services, and other indirect services are not considered an ongoing professional relationship.

**d. CLIENT ASSISTANTS.** Clients have the right to decide who can be present as client assistants (e.g., interpreter, personal care assistant, advocates). When clients choose to have assistants present, clients are informed that rehabilitation counselors cannot guarantee that assistants will maintain confidentiality. Rehabilitation counselors impress upon assistants the importance of maintaining confidentiality. If the presence of a client assistant is detrimental to services, the rehabilitation counselor discusses the concern with the client. If the concern is not resolved, the rehabilitation counselor may consider termination and referral.

**e. CONFIDENTIAL SETTINGS.** Rehabilitation counselors are attentive to the type of service they are providing and whether confidential information is typically discussed. If confidential information is likely to be discussed, rehabilitation counselors choose settings in which they can reasonably ensure the privacy of clients. Prior to providing services in community or other settings where confidentiality cannot be maintained, rehabilitation counselors discuss with clients the risk to maintaining confidentiality.

**f. THIRD-PARTY PAYERS.** Rehabilitation counselors disclose information to third-party payers only when clients have authorized such disclosure, unless otherwise required by law.

**g. DECEASED CLIENTS.** Rehabilitation counselors protect the confidentiality of deceased clients, consistent with laws, organizational policies, and documented preferences of clients.

#### **B.4. GROUPS AND FAMILIES**

**a. GROUP WORK.** In group work, whether in-person or using electronic formats, rehabilitation counselors clearly explain the role and responsibility of each participant. Rehabilitation counselors state their expectation that all members maintain confidentiality for each individual and the group as a whole. Rehabilitation counselors also advise group members of the limitations of confidentiality and that confidentiality by other group members cannot be guaranteed.

**b. COUPLES AND FAMILY COUNSELING.** In couples and family counseling, rehabilitation counselors clearly define who the clients are and discuss expectations and limitations of confidentiality. Rehabilitation counselors seek agreement concerning each individual's right to confidentiality and document in writing such agreement among all involved parties having the capacity to give consent. Rehabilitation counselors clearly define whether they share or do not share information with family members that is privately, individually communicated to rehabilitation counselors.

## **B.5. RESPONSIBILITY TO CLIENTS LACKING CAPACITY TO CONSENT**

- a. RESPONSIBILITY TO CLIENTS.** When counseling minors or persons who are unable to give voluntary consent, rehabilitation counselors protect the confidentiality of information received in the counseling relationship, in any format, as specified by law, written policies, and applicable ethical standards.
- b. RESPONSIBILITY TO LEGAL GUARDIANS AND PARENTS.** Rehabilitation counselors inform legal guardians, including parents who are legal guardians, about the role of rehabilitation counselors and the confidential nature of the services provided. Rehabilitation counselors are sensitive to the cultural diversity of families and work to establish, as appropriate, collaborative relationships with legal guardians to best serve clients.
- c. RELEASE OF CONFIDENTIAL INFORMATION.** When working with minors or persons who lack the capacity to give voluntary informed consent to the release of confidential information, rehabilitation counselors obtain written permission from legal guardians or legal power of attorney to disclose the information. In cases where there is no legal guardian or legal power of attorney, rehabilitation counselors engage in an ethical decision-making process to determine appropriate action. In such instances, rehabilitation counselors inform clients consistent with their level of understanding and take culturally appropriate measures to safeguard client confidentiality.

## **B.6. RECORDS AND DOCUMENTATION**

- a. REQUIREMENT OF RECORDS AND DOCUMENTATION.** Rehabilitation counselors include sufficient and timely documentation in the records of their clients to facilitate the delivery and continuity of needed services. Rehabilitation counselors make reasonable efforts to ensure that documentation in records accurately reflects progress and services provided to clients. If errors are made in records, rehabilitation counselors take steps to properly note the correction of such errors according to organizational policies.
- b. CONFIDENTIALITY OF RECORDS AND DOCUMENTATION.** Rehabilitation counselors make reasonable efforts to ensure that records and documentation, in any format, are kept in a secure location and that only authorized persons have access to the records.
- c. CLIENT ACCESS.** Rehabilitation counselors provide reasonable access to records and copies of records when requested by clients or their legal representatives, unless prohibited by law. In situations involving multiple clients, rehabilitation counselors provide individual clients with only those parts of records that relate directly to them and do not include confidential information related to any other client. When records may be sensitive, confusing, or detrimental to clients, rehabilitation counselors have a responsibility to exercise judgment regarding the timing and manner in which the information is shared and to educate clients regarding such information. When rehabilitation counselors are in possession of records from other sources, they refer clients back to the original sources to obtain copies of those records.

**d. DISCLOSURE OR TRANSFER.** Unless exceptions to confidentiality exist, rehabilitation counselors obtain written permission from clients to disclose or transfer records to legitimate third parties. Rehabilitation counselors make reasonable efforts to ensure that recipients of records are sensitive to their confidential nature.

**e. STORAGE AND DISPOSAL AFTER TERMINATION.** Rehabilitation counselors store records of their clients following termination of services to ensure reasonable future access. Rehabilitation counselors maintain records in accordance with organizational policies and laws, including licensure laws and policies governing records. Rehabilitation counselors dispose of records and other sensitive materials in a manner that protects client confidentiality. Rehabilitation counselors apply careful discretion and deliberation before destroying records that may be needed by a court of law (e.g., notes on child abuse, suicide, sexual harassment, or violence).

**f. REASONABLE PRECAUTIONS.** Rehabilitation counselors take reasonable precautions to protect the confidentiality of clients in the event of disaster or termination of practice, incapacity, or death of the rehabilitation counselor. Rehabilitation counselors appoint a records custodian when appropriate.

## **B.7. CASE CONSULTATION**

**a. DISCLOSURE OF CONFIDENTIAL INFORMATION.** When consulting with colleagues, rehabilitation counselors do not disclose confidential information that reasonably could lead to the identification of clients or other persons or organizations with whom they have a confidential relationship, unless they have obtained the prior written consent of the persons or organizations or when the disclosure cannot be avoided. They disclose information only to the extent necessary to achieve the purpose of the consultation.

**b. RESPECT FOR PRIVACY.** Rehabilitation counselors share information in a consulting relationship for professional purposes only with persons directly involved with the case. Written and oral reports presented by rehabilitation counselors contain only data germane to the purpose of the consultation, and every effort is made to protect the identity of clients and to avoid undue invasion of privacy.

**c. CONFIDENTIALITY IN CONSULTATION.** Rehabilitation counselors seeking consultation obtain agreement among the parties involved concerning each individual's right to confidentiality, the obligation of each individual to preserve confidential information, and the limits of confidentiality of information shared by others.

## **SECTION C: ADVOCACY AND ACCESSIBILITY**

### **INTRODUCTION**

Rehabilitation counselors are aware of and sensitive to the needs of individuals with disabilities. Rehabilitation counselors advocate at individual, group, institutional, and societal levels to: (1) promote opportunity and access; (2) improve the quality of life for individuals with disabilities; and (3) remove potential barriers to the provision of or access to services. Rehabilitation

counselors recognize that disability often occurs in tandem with other social justice issues (e.g., poverty, homelessness, trauma).

## **C.1. ADVOCACY**

**a. ATTITUDINAL BARRIERS.** Rehabilitation counselors address attitudinal barriers that inhibit the growth and development of their clients, including stereotyping and discrimination.

**b. EMPOWERMENT.** Rehabilitation counselors empower clients, parents, or legal guardians by providing appropriate information to facilitate their self-advocacy actions whenever possible. Rehabilitation counselors work to help clients, parents, or legal guardians understand their rights and responsibilities, speak for themselves, and make informed decisions. When appropriate and with the consent of a client, parent, or legal guardian, rehabilitation counselors act as advocates on behalf of that client at the local, regional, and/or national levels.

**c. ORGANIZATIONAL ADVOCACY.** Rehabilitation counselors remain aware of actions taken by their own and cooperating organizations on behalf of clients. When possible, to ensure effective service delivery, rehabilitation counselors act as advocates for clients who cannot advocate for themselves.

**d. ADVOCACY AND CONSENT.** Rehabilitation counselors obtain client consent prior to engaging in advocacy efforts on behalf of an identifiable client to improve the provision of services and to work toward removal of systemic barriers or obstacles that inhibit client access, growth, and development.

**e. ADVOCACY AND CONFIDENTIALITY.** When engaging in advocacy on behalf of clients, should circumstances require the disclosure of confidential information, rehabilitation counselors obtain and document consent from the client and disclose only minimal information.

**f. AREAS OF KNOWLEDGE AND COMPETENCY.** Rehabilitation counselors are knowledgeable about systems and laws, as well as organizational policies, and how they affect access to employment, education, transportation, housing, civil rights, financial benefits, medical services, and mental health services for individuals with disabilities. They keep current with changes in these areas in order to advocate effectively for clients and/or to facilitate self-advocacy of clients in these areas.

**g. KNOWLEDGE OF BENEFIT SYSTEMS.** Rehabilitation counselors are aware that disability benefit systems directly affect the quality of life of clients. They provide accurate and timely information or appropriate resources and referrals to individuals knowledgeable about benefits.

## **C.2. ACCESSIBILITY**

**a. ACCOMMODATIONS.** Rehabilitation counselors facilitate the provision of necessary, appropriate, and reasonable accommodations in accordance with the law, including physically and programmatically accessible facilities, services, and technology to address the barriers

encountered by individuals with disabilities.

**b. REFERRAL ACCESSIBILITY.** Rehabilitation counselors make reasonable efforts to refer clients only to programs, facilities, or employment settings that are appropriately accessible and that do not condone or engage in the prejudicial treatment of an individual or group based on their actual or perceived membership in a particular group, class, or category.

**c. BARRIERS TO SERVICES.** Rehabilitation counselors collaborate with clients and/or others to identify and develop a plan to address physical or programmatic barriers to services.

## SECTION D: PROFESSIONAL RESPONSIBILITY

### INTRODUCTION

Rehabilitation counselors aspire to open, honest, and accurate communication in dealing with other professionals and the public. Rehabilitation counselors facilitate access to rehabilitation counseling services, practice in a nondiscriminatory manner within the boundaries of professional and personal competence, and have a responsibility to abide by the Code.

Rehabilitation counselors actively participate in professional associations and organizations that foster the development and improvement of the profession in order to improve the quality of life for individuals with disabilities. Rehabilitation counselors have a responsibility to the public to engage in practices that are based on accepted research methodologies and evidence-based practices. Rehabilitation counselors are encouraged to contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (pro bono publico). In addition, rehabilitation counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities. They advocate for hiring practices that promote the hiring of certified rehabilitation counselors.

### D.1. PROFESSIONAL COMPETENCE

**a. BOUNDARIES OF COMPETENCE.** Rehabilitation counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, professional credentials, and appropriate professional experience. Rehabilitation counselors do not misrepresent their competence to clients or others.

**b. NEW SPECIALTY AREAS OF PRACTICE.** Rehabilitation counselors transitioning into specialty areas requiring new core competencies begin practicing only after having obtained appropriate consultation, education, training, and/or supervised experience. While developing skills in new specialty areas, rehabilitation counselors make reasonable efforts to ensure the competence of their work and to protect clients from possible harm.

**c. EMPLOYMENT QUALIFICATIONS.** Rehabilitation counselors accept employment only for positions for which they are qualified by education, training, supervised experience, professional credentials, and appropriate professional experience. Rehabilitation counselors hire individuals for rehabilitation counseling positions who are qualified and competent for those positions.

**d. AVOIDING HARM.** Rehabilitation counselors act to avoid harming clients, students, employees, supervisees, and research participants and to minimize or to remedy unavoidable or unanticipated harm.

**e. MONITORING EFFECTIVENESS.** Rehabilitation counselors continually monitor their effectiveness as professionals and, when necessary, take steps to improve performance through supervision, consultation, peer supervision, or input from other sources.

**f. CONTINUING EDUCATION.** Rehabilitation counselors recognize the need for continuing education to acquire and maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They maintain their competence in the skills they use, are open to new procedures, and keep current with professional and community resources for diverse and specific populations with which they work.

## **D.2. CULTURAL COMPETENCE/DIVERSITY**

**a. CULTURAL COMPETENCY.** Rehabilitation counselors develop and maintain knowledge, personal awareness, sensitivity, and skills and demonstrate a disposition reflective of a culturally competent rehabilitation counselor working with diverse client populations.

**b. INTERVENTIONS.** Rehabilitation counselors develop and adapt interventions and services to incorporate consideration of cultural perspectives of clients and recognition of barriers external to clients that may interfere with achieving effective rehabilitation outcomes.

**c. NONDISCRIMINATION.** Rehabilitation counselors do not condone or engage in the prejudicial treatment of an individual or group based on their actual or perceived membership in a particular group, class, or category.

## **D.3. FUNCTIONAL COMPETENCE**

**a. IMPAIRMENT.** Rehabilitation counselors are alert to the signs of impairment due to their own health issues or personal circumstances and refrain from offering or providing professional services when such impairment is likely to harm clients or others. They seek assistance for problems that reach the level of professional impairment, and if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment, provide consultation and assistance when colleagues or supervisors show signs of impairment, and intervene as appropriate to prevent harm to clients.

**b. DISASTER PREPARATION AND RESPONSE.** Rehabilitation counselors make reasonable efforts to plan for continued client services in the event that rehabilitation counseling services are interrupted by disaster, such as acts of violence, terrorism, or a natural disaster.

## **D.4. PROFESSIONAL CREDENTIALS**

**a. ACCURATE REPRESENTATION.** Rehabilitation counselors claim or imply only professional qualifications actually completed and correct any known misrepresentations of their qualifications by others. They truthfully represent their qualifications and those of their professional colleagues. Rehabilitation counselors accurately represent the accreditations of their academic programs and accurately describe their continuing education and specialized training.

**b. CREDENTIALS.** Rehabilitation counselors claim only licenses or certifications that are current and in good standing.

**c. EDUCATIONAL DEGREES.** Rehabilitation counselors clearly differentiate between earned and honorary degrees.

**d. IMPLYING DOCTORAL-LEVEL COMPETENCE.** Rehabilitation counselors refer to themselves as “doctor” in a counseling context only when their doctorate is in rehabilitation counseling or a closely related field from an accredited university. If rehabilitation counselors have a doctoral-level degree in an unrelated field, they clearly state the field in which the doctoral degree was earned. Rehabilitation counselors do not use any abbreviation or statement to imply the attainment of a credential.

#### **D.5. RESPONSIBILITY TO THE PUBLIC AND OTHER PROFESSIONALS**

**a. HARASSMENT.** Rehabilitation counselors do not condone or participate in any form of harassment, including sexual harassment.

**b. REPORTS TO THIRD PARTIES.** Rehabilitation counselors are accurate, honest, and objective in reporting their professional activities and judgments to authorized third parties (e.g., courts, health insurance companies, recipients of evaluation reports).

**c. PRESENTATIONS.** When rehabilitation counselors provide advice or commentary by means of public lectures, demonstrations, radio or television programs, recordings, technology-based applications, printed articles, mailed material, or other media, they make reasonable efforts to ensure that: (1) the statements are based on appropriate professional literature and practice; (2) the statements are otherwise consistent with the Code; and (3) it is clear that a professional counseling relationship does not exist.

**d. PROFESSIONAL STATEMENTS.** When making professional statements in a public context, regardless of media or forum, rehabilitation counselors clearly identify whether the statements represent individual perspectives or the position of the profession or any professional organizations with which they may be affiliated.

**e. EXPLOITATION OF OTHERS.** Rehabilitation counselors do not exploit others in their professional relationships to seek or receive unjustified personal gains, sexual favors, unfair advantages, or unearned goods or services.

**f. CONFLICT OF INTEREST.** Rehabilitation counselors recognize their own personal or professional relationships may interfere with their ability to practice ethically and professionally.

Under such circumstances, rehabilitation counselors are obligated to decline participation or to limit their assistance in a manner consistent with professional obligations. Rehabilitation counselors identify, make known, and address real or apparent conflicts of interest in an attempt to maintain the public confidence and trust, discharge professional obligations, and maintain responsibility, impartiality, and accountability.

**g. VERACITY.** Rehabilitation counselors do not engage in any act or omission of a dishonest, deceitful, or fraudulent nature in the conduct of their professional activities.

**h. DISPARAGING REMARKS.** Rehabilitation counselors do not disparage individuals or groups of individuals.

## **D.6. SCIENTIFIC BASES FOR INTERVENTIONS**

**a. ACCEPTABLE TECHNIQUES/PROCEDURES/MODALITIES.** Rehabilitation counselors use techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation.

**b. NEW OR NOVEL PRACTICES.** When rehabilitation counselors use new or novel techniques/procedures/modalities, they explain any related potential risks, benefits, and ethical considerations. Rehabilitation counselors work to minimize any potential risks or harm when using these techniques/procedures/modalities.

**c. HARMFUL PRACTICES.** Rehabilitation counselors do not use techniques/procedures/modalities when evidence suggests the likelihood of harm, even if such services are requested.

**d. CREDIBLE RESOURCES.** Rehabilitation counselors make reasonable efforts to ensure the resources used or accessed in rehabilitation counseling are credible and valid (e.g., Internet sites, mobile applications, books).

## **SECTION E: RELATIONSHIPS WITH OTHER PROFESSIONALS AND EMPLOYERS**

### **INTRODUCTION**

Rehabilitation counselors recognize the quality of interactions with colleagues can influence the quality of services provided to clients. They work to become knowledgeable about the role of other professionals within and outside the profession. Rehabilitation counselors are respectful of approaches to counseling services that differ from their own and of traditions and practices of other professional groups with which they work. Rehabilitation counselors develop positive working relationships and systems of communication with colleagues to enhance services to clients. Rehabilitation counselors are committed to the equal treatment of all individuals. Rehabilitation counselors secure employment in settings that support and uphold the ethical standards outlined in the Code. They attempt to reach agreement with employers as to acceptable standards of client care and professional conduct that allow for changes in employer policies conducive to the growth and development of clients.

## E.1. RELATIONSHIPS WITH COLLEAGUES, EMPLOYERS, AND EMPLOYEES

**a. DIFFERENT PROFESSIONAL APPROACHES.** Rehabilitation counselors are respectful of approaches that are grounded in theory and/or have an empirical or scientific foundation but may differ from their own. Rehabilitation counselors acknowledge the expertise of other professional groups and are respectful of their practices.

**b. NEGATIVE EMPLOYMENT CONDITIONS.** The acceptance of employment in an organization implies that rehabilitation counselors are in agreement with its general policies and principles. Rehabilitation counselors alert their employers of unethical policies and practices. They attempt to effect changes in such policies or procedures through constructive action within the organization. When such policies are inconsistent with the Code, potentially disruptive or damaging to clients, and/or limit the effectiveness of services provided, rehabilitation counselors take necessary action if change cannot be effected. Such action may include referral to appropriate certification, accreditation, or licensure organizations. Ultimately, voluntary termination of employment may be the necessary action.

**c. PROTECTION FROM PUNITIVE ACTION AND RETALIATION.** Rehabilitation counselors, whether in an employee or supervisory role, take care not to dismiss, threaten, or otherwise retaliate against employees who have acted in a responsible and ethical manner to expose inappropriate employer policies or practices, Code violations, or suspected Code violations.

**d. PERSONNEL SELECTION AND ASSIGNMENT.** Rehabilitation counselors select competent and appropriately credentialed staff and assign responsibilities compatible with their education, skills, and experiences.

**e. EMPLOYMENT PRACTICES.** Rehabilitation counselors, as either employers or employees, engage in fair employment practices with regard to hiring, promoting, and training.

## E.2. ORGANIZATION AND TEAM RELATIONSHIPS

**a. TEAMWORK.** Rehabilitation counselors who are members of interdisciplinary teams delivering multifaceted services to clients must keep the focus on how to serve clients best. They participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of their profession and those of colleagues from other disciplines. Rehabilitation counselors promote mutual understanding of rehabilitation plans by all team members cooperating in the rehabilitation of clients.

**b. TEAM DECISION-MAKING.** Rehabilitation counselors implement team decisions in rehabilitation plans and procedures, even when not personally agreeing with such decisions, unless these decisions breach the Code. When team decisions raise ethical concerns, rehabilitation counselors first attempt to resolve the concerns within the team. If they cannot reach resolution among team members, rehabilitation counselors recuse themselves and consider other approaches to address their concerns consistent with the well-being of clients.

**c. DOCUMENTATION.** Rehabilitation counselors attempt to obtain from other specialists appropriate reports and evaluations when such reports are essential for rehabilitation planning and/or service delivery.

**d. CLIENTS AS TEAM MEMBERS.** Rehabilitation counselors make reasonable efforts to ensure that clients and/or their legally authorized representatives are afforded the opportunity for full participation in decisions related to the services they receive. Only those with a need to know are allowed access to the information of clients, and only then upon a properly executed release of information request or receipt of a court order.

### **E.3. PROVISION OF CONSULTATION SERVICES**

**a. CONSULTATION.** As consultants, rehabilitation counselors only discuss information necessary to achieve the purpose of the consultation. When engaging in formal and informal consultation, rehabilitation counselors refrain from discussing confidential information that reasonably could lead to the identification of a client unless client consent has been obtained or the disclosure cannot be avoided. Rehabilitation counselors refrain from providing consultation when they are engaged in a personal or professional role that compromises their ability to provide effective assistance to clients.

**b. CONSULTANT COMPETENCY.** Rehabilitation counselors provide consultation only in areas in which they are competent. They make reasonable efforts to ensure they have the appropriate resources and competencies. Rehabilitation counselors provide appropriate referral resources when requested or needed.

**c. INFORMED CONSENT IN FORMAL CONSULTATION.** When providing formal consultation, rehabilitation counselors have an obligation to review, in writing and verbally, the rights, responsibilities, and roles of both rehabilitation counselors and consultees. Rehabilitation counselors use clear and understandable language to inform all parties involved about the purpose of the services to be provided, relevant costs, potential risks and benefits, and the limits of confidentiality. Working in conjunction with the consultees, rehabilitation counselors attempt to develop a clear definition of the problem, goals for change, and predicted consequences of interventions that are culturally responsive and appropriate to the needs of consultees.

## **SECTION F: FORENSIC SERVICES**

### **INTRODUCTION**

Rehabilitation counselors working in a forensic setting, referred to in this section as forensic rehabilitation counselors, conduct reviews of records and/or evaluations and conduct research for the purpose of providing unbiased and objective expert opinions via case consultation or testimony. Although forensic rehabilitation counselors may meet with the evaluatee, they do not engage in the provision of direct rehabilitation counseling services. Forensic rehabilitation counselors take great care to produce unbiased, objective opinions that are based on relevant data and methodologies appropriate to the review and/or evaluation. Forensic rehabilitation counselors are mindful of the need to clearly outline fees, expense reimbursement, conditions of services, terms of termination, and collection policies, often achieved through use of a retainer

agreement.

## F.1. EVALUEE RIGHTS

**a. PRIMARY OBLIGATIONS.** Forensic rehabilitation counselors produce unbiased, objective opinions and findings that can be substantiated by information and methodologies appropriate to the service being provided, which may include evaluation, research, and/or review of records. Forensic rehabilitation counselors form opinions based on their professional knowledge and expertise, which are supported by the data. Forensic rehabilitation counselors define the limits of their opinions or testimony, especially when there is no direct contact with an evaluatee. Forensic rehabilitation counselors acting as consultants or expert witnesses may or may not generate written documentation regarding involvement in a case.

**b. INFORMED CONSENT.** When an evaluation is conducted, the evaluatee is informed in writing the relationship is for the purpose of an evaluation and that a report of findings may or may not be produced. Written consent for an evaluation is obtained from the evaluatee or the evaluatee's legally authorized representative unless a court or legal jurisdiction orders an evaluation to be conducted without the written consent of the evaluatee or when an evaluatee is deceased. If written consent is not obtained, forensic rehabilitation counselors document verbal consent and the reasons why obtaining written consent was not possible. When a minor or person unable to give voluntary consent is evaluated, informed consent is obtained from the evaluatee's legally authorized representative.

**c. ROLE CHANGES.** Forensic rehabilitation counselors carefully evaluate and document the risks and benefits to evaluatees before initiating role changes. When forensic rehabilitation counselors change roles from the original or most recent contracted relationship, they discuss the implications of the role change with the evaluatee, including possible risks and benefits (e.g., financial, legal, personal, or therapeutic). They complete a new professional disclosure form with the evaluatee and explain the right to refuse services related to the change, as well as the availability of alternate service providers. Forensic rehabilitation counselors refrain from frequent and/or indiscriminate role changes. When changing roles more than one time, forensic rehabilitation counselors evaluate and document the risks and benefits of multiple changes.

**d. CONSULTATION.** Forensic rehabilitation counselors may act as case consultants. The role as a case consultant may or may not be disclosed to other involved parties. When there is no intent to meet directly with an evaluatee, whether in person or using any other form of communication, professional disclosure by the forensic rehabilitation counselor is not required.

## F.2. FORENSIC COMPETENCY AND CONDUCT

**a. OBJECTIVITY.** Forensic rehabilitation counselors are aware of the standards governing their roles in performing forensic services. Forensic rehabilitation counselors are aware of the occasionally competing demands placed upon them by these standards and the requirements of the legal system. They attempt to resolve these conflicts by making known their commitment to this Code and taking steps to resolve conflicts in a responsible manner.

**b. QUALIFICATION TO PROVIDE EXPERT TESTIMONY.** Forensic rehabilitation counselors have an obligation to present to finders of fact the boundaries of their competence, the factual bases (knowledge, skill, experience, training, and education) for their qualifications as experts, and the relevance of those factual bases to their qualifications as experts on the specific matters at issue.

**c. AVOIDING POTENTIALLY HARMFUL RELATIONSHIPS.** Forensic rehabilitation counselors who provide forensic evaluations do not enter into potentially harmful professional or personal relationships with current evaluatees or their family members, romantic partners, and close friends. Rehabilitation counselors give careful consideration to the potential for sexual or romantic relationships to cause harm to former evaluatees. In cases where the former evaluatee is at risk of potential exploitation and/or harm, rehabilitation counselors avoid entering into such interactions or relationships.

**d. CONFLICT OF INTEREST.** Forensic rehabilitation counselors recognize their own personal or professional relationships with parties to a legal proceeding may interfere with their ability to practice ethically and professionally. Under such circumstances, forensic rehabilitation counselors are obligated to decline participation or to limit their assistance in a manner consistent with professional obligations. Forensic rehabilitation counselors identify, make known, and address real or apparent conflicts of interest in an attempt to maintain public confidence and trust, fulfill professional obligations, and maintain objectivity, impartiality, and accountability.

**e. VALIDITY OF RESOURCES CONSULTED.** Forensic rehabilitation counselors make reasonable efforts to ensure the resources used or accessed in supporting opinions are credible and valid.

**f. FOUNDATION OF KNOWLEDGE.** Forensic rehabilitation counselors have an obligation to maintain current knowledge of scientific, professional, and legal developments within their area of competence. They use knowledge, consistent with accepted clinical and scientific standards, and accepted data collection methods and procedures for evaluation, treatment, consultation, or scholarly/empirical investigations.

**g. DUTY TO CONFIRM INFORMATION.** Where circumstances reasonably permit, forensic rehabilitation counselors seek to obtain independent verification of data relied upon as part of their professional services to the court or to parties to the legal proceedings.

**h. REVIEW/CRITIQUE OF OPPOSING WORK PRODUCT.** When evaluating or commenting upon the work or qualifications of other professionals involved in legal proceedings, forensic rehabilitation counselors seek to represent their differences of opinion in a professional and respectful tone, and base their opinions on an objective examination of the data, theories, standards, and opinions of the other experts or professionals.

### **F.3. FORENSIC PRACTICES**

**a. CASE ACCEPTANCE AND INDEPENDENT OPINION.** Forensic rehabilitation counselors have the right to accept any referral within their area(s) of expertise. They decline

involvement in cases when asked to support predetermined positions, assume invalid representation of facts, alter their methodology or process without foundation or compelling reasons, or when they have ethical concerns about the nature of the requested assignments.

**b. TERMINATION AND ASSIGNMENT TRANSFER.** If it is necessary to withdraw from a case after having been retained, forensic rehabilitation counselors make reasonable efforts to assist evaluatees and/or referral sources in locating another forensic rehabilitation counselor to accept the assignment.

#### **F.4. FORENSIC BUSINESS PRACTICES**

**a. PAYMENTS AND OUTCOME.** Forensic rehabilitation counselors do not enter into financial agreements that may compromise the quality of their services or otherwise raise questions as to their credibility. Forensic rehabilitation counselors neither give nor receive commissions, rebates, contingency or referral fees, gifts, or any other form of remuneration when accepting cases or referring evaluatees for professional services. Payment for services is never contingent on an outcome of a case or award.

**b. FEE DISPUTES.** Should fee disputes arise during the course of evaluating cases, forensic rehabilitation counselors have the right to discontinue their involvement.

### **SECTION G: ASSESSMENT AND EVALUATION**

#### **INTRODUCTION**

Rehabilitation counselors use a comprehensive assessment process as an integral component of providing individualized rehabilitation counseling services for their clients. While assessment is also associated with the administration of tests, it is a broader process that goes well beyond gathering quantitative data from assessment instruments. It also entails the collection of other qualitative data and information. The terms assessment and evaluation may be used interchangeably within the profession. Evaluation is often referred to as a more specific process intended to assess an individual within the context of his or her living, learning, or working environments. Rehabilitation counselors promote the well-being of clients or groups of clients by developing and using assessment and evaluation methods that take into account the clients' personal and cultural context. Rehabilitation counselors make every effort to prevent the misuse of obsolete measures and data by others.

#### **G.1. INFORMED CONSENT**

**a. EXPLANATION TO CLIENTS.** Rehabilitation counselors explain the nature and purpose of the assessment or evaluation process, and the potential use of the results, prior to initiating either process. The explanation is given in the language and cognitive level of clients (or other legally authorized persons on behalf of clients). Rehabilitation counselors consider the personal or cultural contexts of clients and the impact of the results on clients. Regardless of whether scoring and interpretation are completed by rehabilitation counselors, by assistants, or by computer or other outside services, rehabilitation counselors make reasonable efforts to ensure that appropriate explanations are given to clients.

**b. RECIPIENTS OF RESULTS.** Rehabilitation counselors consider the welfare of clients, explicit understandings, and prior agreements in determining who receives the assessment or evaluation results. Rehabilitation counselors include accurate and appropriate interpretations with any release of individual or group assessment or evaluation results. Issues of cultural diversity, when present, are taken into consideration when providing interpretations and releasing information.

## **G.2. RELEASE OF ASSESSMENT OR EVALUATION INFORMATION**

**a. MISUSE OF RESULTS.** Rehabilitation counselors do not misuse assessment or evaluation results, including test results and interpretations, and take reasonable steps to prevent the misuse of such by others.

**b. RELEASE OF RAW DATA TO QUALIFIED PROFESSIONALS.** Rehabilitation counselors release raw data in which clients are identified only with the consent of clients or their legal representatives, or by court order. Such raw data is released only to professionals recognized as qualified to interpret the data.

## **G.3. PROPER DIAGNOSIS OF MENTAL DISORDERS**

**a. PROPER DIAGNOSIS.** If it is within their professional and individual scope of practice, rehabilitation counselors take special care to provide proper diagnosis of mental disorders using the most current diagnostic criteria. Assessment techniques (including personal interviews) used to determine care of clients (e.g., focus of treatment, types of treatment, or recommended follow-up) are selected carefully and used appropriately.

**b. CULTURAL SENSITIVITY.** Rehabilitation counselors recognize that culture affects the manner in which a client's symptoms are defined and experienced. A client's socioeconomic and cultural experiences are considered when diagnosing mental disorders.

**c. HISTORICAL AND SOCIAL PREJUDICES IN THE DIAGNOSIS OF PATHOLOGY.** Rehabilitation counselors recognize historical and social prejudices in the misdiagnosis and pathologizing of certain individuals and groups, and strive to become aware of and address such biases in themselves or others.

**d. REFRAINING FROM DIAGNOSIS.** Rehabilitation counselors may refrain from making and/or reporting a diagnosis if they believe that it would cause harm to the client or others. Rehabilitation counselors carefully consider both the positive and negative implications of a diagnosis.

## **G.4. COMPETENCE TO USE AND INTERPRET TESTS/INSTRUMENTS**

**a. LIMITS OF COMPETENCE.** Rehabilitation counselors utilize only those tests/instruments they are qualified and competent to administer. Rehabilitation counselors make reasonable efforts to ensure the proper use of assessment techniques by persons under their supervision. The

requirement to develop this competency applies regardless of the manner of administration.

**b. APPROPRIATE USE.** Rehabilitation counselors are responsible for the appropriate applications, scoring, interpretations, and use of tests/instruments relevant to the needs of clients, whether they score and interpret the tests/instruments themselves or use technology or other services. Generally, new tests/instruments are used within one year of publication, unless rehabilitation counselors document a valid reason why the previous versions are more applicable to their clients.

**c. DECISIONS BASED ON RESULTS.** Rehabilitation counselors responsible for recommendations that are based on test results have a thorough understanding of psychometrics.

**d. ACCURATE INFORMATION.** Rehabilitation counselors provide accurate information and avoid false claims or misrepresentation when making statements about tests/instruments or testing techniques.

#### **G.5. TEST/INSTRUMENT SELECTION**

**a. APPROPRIATENESS OF TESTS/INSTRUMENTS.** When selecting tests/instruments, rehabilitation counselors carefully consider their appropriateness, validity, reliability, and psychometric limitations. When possible, multiple sources of data are used in forming conclusions, diagnoses, and/or recommendations.

**b. REFERRAL INFORMATION.** If clients are referred to a third party for evaluation, rehabilitation counselors provide specific referral questions, furnish sufficient objective client data, and make reasonable efforts to ensure that appropriate tests/instruments are utilized.

**c. CULTURALLY DIVERSE POPULATIONS.** Rehabilitation counselors use caution when selecting tests/instruments for use with a client from a culturally diverse population, avoiding tests/instruments that lack appropriate psychometric properties for the client's population.

#### **G.6. TEST/INSTRUMENT ADMINISTRATION CONDITIONS**

**a. STANDARD CONDITIONS.** Rehabilitation counselors administer tests/instruments according to the parameters described in the publishers' manuals. When tests/instruments are not administered under standard conditions, as may be necessary to accommodate clients with disabilities or when unusual behavior or irregularities occur during the administration, those conditions are noted in the interpretation, and the results may be designated as invalid or of questionable validity.

**b. TECHNOLOGICAL ADMINISTRATION.** Rehabilitation counselors make reasonable efforts to ensure that technologically administered tests/instruments are accessible, function properly and provide accurate results.

**c. UNSUPERVISED ADMINISTRATION.** Rehabilitation counselors do not permit unsupervised or inadequately supervised use of tests/instruments unless they are designed,

intended, and validated for self- administration and/or scoring.

#### **G.7. TEST/INSTRUMENT SCORING AND INTERPRETATION**

**a. PSYCHOMETRIC LIMITATIONS.** Rehabilitation counselors exercise caution and qualify any conclusions, diagnoses, or recommendations that are based on tests/instruments with questionable validity or reliability.

**b. DIVERSITY ISSUES IN ASSESSMENT.** Rehabilitation counselors use caution when interpreting results normed on populations other than that of the client. Rehabilitation counselors recognize the potential effects of disability, culture, or other factors that may result in potential bias and/or misinterpretation of data.

**c. REPORTING STANDARDIZED SCORES.** Rehabilitation counselors include standard scores when reporting results of a specific instrument.

**d. INTERPRETING TEST/INSTRUMENT RESULTS TO CLIENTS.** When interpreting test results to a client, rehabilitation counselors consider the client's personal and cultural background and the level of the client's understanding. Rehabilitation counselors are sensitive to the effect of the information on the client.

#### **G.8. TEST/INSTRUMENT SECURITY**

Rehabilitation counselors maintain the integrity and security of tests/instruments consistent with legal and contractual obligations. Rehabilitation counselors do not appropriate, reproduce, or modify published tests/instruments or parts thereof without the acknowledgment and permission of the publisher.

#### **G.9. OBSOLETE TESTS/INSTRUMENTS AND OUTDATED RESULTS**

Rehabilitation counselors do not rely on data or results from tests/instruments that are obsolete or outdated for the current purpose. Rehabilitation counselors may use an outdated version only when necessary due to specific, individual needs (e.g., updated version lacks appropriate norms for particular populations).

#### **G.10. TEST/INSTRUMENT CONSTRUCTION**

Rehabilitation counselors utilize established scientific procedures, relevant standards, and current professional knowledge of test/instrument design in the development, publication, and utilization of testing techniques.

### **SECTION H: SUPERVISION, TRAINING, AND TEACHING**

#### **INTRODUCTION**

Supervision and training occur in both the academic and work environment and may occur in face-to-face, online, and/or hybrid formats. In employment settings, supervision may include

both clinical supervision and administrative oversight of an employee's work performance in areas other than clinical counseling. The standards in this section pertain to clinical supervision, although the standards may also provide useful guidance in performing other administrative functions, such as performance evaluations. To promote ethical behavior and safeguard client welfare, rehabilitation counselor supervisors and educators aspire to foster meaningful and respectful professional relationships and to maintain appropriate boundaries with supervisees and students. They have theoretical and pedagogical foundations for their work; have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of supervisees and students. Rehabilitation counselor educators and supervisors strive to assist students and supervisees in developing their counseling knowledge and skills and to address barriers to competent practice. They also serve an important gatekeeping function to ensure that a minimal level of competency is achieved before supervisees assume professional counseling roles.

## **H.1. CLINICAL SUPERVISOR RESPONSIBILITIES**

**a. CLIENT WELFARE.** A primary obligation of rehabilitation counselor supervisors is to monitor client welfare by overseeing supervisee performance and professional development. To fulfill these obligations, rehabilitation counselor supervisors meet or communicate regularly with supervisees to review the supervisees' work and help them become prepared to serve a diverse client population.

**b. REHABILITATION COUNSELOR CREDENTIALS.** Rehabilitation counselor supervisors make reasonable efforts to ensure that supervisees communicate their qualifications to render services to their clients.

**c. CLIENT RIGHTS AND INFORMED CONSENT.** Rehabilitation counselor supervisors make supervisees aware of policies and procedures intended to protect the rights of clients, including the right to privacy and confidentiality in the counseling relationship. They ensure that supervisees are advised of their ethical obligations under the Code.

**d. SUPERVISEE RIGHTS AND INFORMED CONSENT FOR SUPERVISION.** Rehabilitation counselor supervisors have an obligation to review, in writing and verbally, the rights and responsibilities of both the supervisor and supervisee. Rehabilitation counselor supervisors disclose to supervisees organizational policies and procedures to which supervisors are to adhere and the mechanisms for due process appeal of individual supervisor actions. Issues unique to the use of distance supervision are included.

**e. EMERGENCIES AND ABSENCES.** Rehabilitation counselor supervisors establish and communicate to supervisees the procedures for contacting them or, in their absence, alternative on-call supervisors to assist in handling crises.

**f. TERMINATION OF THE SUPERVISORY RELATIONSHIP.** Supervisors or supervisees have the right to terminate the supervisory relationship with adequate notice. Reasons for considering termination are discussed, and both parties work to resolve differences. When termination is warranted, supervisors make appropriate referrals to possible alternative supervisors.

## H.2. CLINICAL SUPERVISOR COMPETENCE

- a. SUPERVISOR PREPARATION.** Prior to offering supervision services, rehabilitation counselor supervisors are trained in supervision methods and techniques. Rehabilitation counselor supervisors who offer supervision services regularly pursue continuing education activities, including both rehabilitation counseling and supervision topics and skills.
- b. CULTURAL DIVERSITY IN REHABILITATION COUNSELOR SUPERVISION.** Rehabilitation counselor supervisors are sensitive to the role of cultural diversity in their relationships with supervisees. Rehabilitation counselor supervisors understand and use culturally sensitive and competent supervision practices. They assist supervisees in gaining knowledge, personal awareness, sensitivity, disposition, and skills necessary for becoming a culturally competent rehabilitation counselor working with a diverse client population.
- c. TECHNOLOGY-ASSISTED SUPERVISION.** When using technology in supervision, rehabilitation counselor supervisors are competent in the use of that technology. Rehabilitation counselor supervisors take necessary precautions to protect the confidentiality of all information transmitted through any electronic means.

## H.3. ROLES AND RELATIONSHIPS BETWEEN CLINICAL SUPERVISORS AND SUPERVISEES

- a. RELATIONSHIP BOUNDARIES WITH SUPERVISEES.** Rehabilitation counselor supervisors are aware of the power differential in their relationships with supervisees. They do not engage in electronic and/or in-person interactions or relationships that knowingly compromise the supervisory relationship. Rehabilitation counselor supervisors consider and clearly discuss the risks and benefits of extending boundaries with their supervisees and take appropriate professional precautions to minimize the risk of harm to supervisees.
- b. SEXUAL OR ROMANTIC RELATIONSHIPS WITH CURRENT SUPERVISEES.** Rehabilitation counselor supervisors are prohibited from engaging in electronic and/or in-person sexual or romantic interactions or relationships with their current supervisees.
- c. EXPLOITATIVE RELATIONSHIPS.** Rehabilitation counselor supervisors do not engage in exploitative relationships with their supervisees.
- d. HARASSMENT.** Rehabilitation counselor supervisors do not condone or participate in any form of harassment, including sexual harassment.
- e. RELATIONSHIPS WITH FORMER SUPERVISEES.** Rehabilitation counselor supervisors are aware of the power differential in their relationships with former supervisees. Rehabilitation counselor supervisors discuss with former supervisees potential risks when they consider engaging in romantic, sexual, or other intimate relationships.
- f. SUPERVISION OF RELATIVES AND FRIENDS.** Rehabilitation counselor supervisors

make every effort to avoid accepting close relatives, romantic partners, or friends as supervisees. When such circumstances cannot be avoided, rehabilitation counselor supervisors utilize a formal review mechanism.

#### **H.4. SUPERVISION EVALUATION, REMEDIATION, AND ENDORSEMENT**

**a. EVALUATION OF SUPERVISEES.** Rehabilitation counselor supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

**b. GATEKEEPING AND REMEDIATION FOR SUPERVISEES.** Through initial and ongoing evaluation, rehabilitation counselor supervisors are aware of and address supervisee limitations that might impede performance. If remedial assistance does not resolve concerns regarding supervisee performance and supervisees are unable to demonstrate they can provide competent professional services to a range of diverse clients, rehabilitation counselor supervisors may recommend dismissal from training programs or supervision settings. Rehabilitation counselor supervisors seek consultation and document their decisions to recommend dismissal. They make reasonable efforts to ensure that supervisees are aware of options available to them to address such decisions.

**c. REFERRING SUPERVISEES FOR COUNSELING.** If supervisees request counseling or if counseling services are suggested as part of a remediation process, rehabilitation counselor supervisors assist supervisees in identifying appropriate services. Rehabilitation counseling supervisors do not provide counseling services to supervisees but may address interpersonal competencies in terms of the impact of these issues on the supervisory relationship, professional functioning, and/or clients.

**d. ENDORSEMENT.** Rehabilitation counselor supervisors endorse supervisees for certification, licensure, employment, or completion of academic or training programs based on satisfactory progress and observations while under supervision or training. Regardless of qualifications, rehabilitation counselor supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

#### **H.5. REHABILITATION COUNSELOR EDUCATOR RESPONSIBILITIES**

**a. PROGRAM INFORMATION AND ORIENTATION.** Rehabilitation counselor educators recognize that orientation is a developmental process that continues throughout the educational and clinical training of students. Rehabilitation counselor educators have an ethical responsibility to provide enough information to prospective or current students about program expectations for them to make informed decisions about entering into and continuing in a program.

**b. STUDENT CAREER ADVISING.** Rehabilitation counselor educators provide career advisement to their students and make them aware of opportunities in the field.

**c. SELF-GROWTH EXPERIENCES.** Rehabilitation counselor educators are mindful of

ethical principles when they require students to engage in self-growth experiences. Rehabilitation counselor educators inform students they have a right to decide what information will be shared or withheld when other students are present.

**d. STUDENT DISCLOSURE OF PERSONAL INFORMATION.** Rehabilitation counselor educators do not require students to disclose highly personal and private information in course- or program-related activities, either orally or in writing (e.g., sexual history, history of abuse and neglect, medical treatment, and relationships with parents, peers, and spouses or significant others).

**e. DIVERSITY IN RECRUITMENT AND RETENTION.** Rehabilitation counselor educators actively attempt to recruit and retain a diverse faculty and student body. Rehabilitation counselor educators demonstrate commitment to cultural diversity competence by recognizing and valuing diverse cultures and types of abilities that faculty and students bring to the training experience. Rehabilitation counselor educators provide appropriate accommodations as required to enhance and support the well-being and performance of students.

**f. TEACHING CULTURAL DIVERSITY.** Rehabilitation counselor educators infuse material related to cultural diversity into all courses and trainings for the development of professional rehabilitation counselors.

**g. TEACHING ETHICS.** Rehabilitation counselor educators infuse ethical considerations throughout the curriculum, and make students aware of their ethical responsibilities and standards of the profession.

**h. INTEGRATION OF STUDY AND PRACTICE.** Rehabilitation counselor educators establish education and training programs that integrate academic study and supervised practice.

**i. USE OF CASE EXAMPLES.** The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when: (1) the client, student, or supervisee has reviewed the material and agreed to its presentation; or (2) the information has been sufficiently modified to obscure identity.

**j. STUDENT-TO-STUDENT SUPERVISION AND INSTRUCTION.** Rehabilitation counselor educators make reasonable efforts to ensure the rights of students are not compromised when their peers lead experiential counseling activities in traditional, online, and/or hybrid formats (e.g., counseling groups, skills classes, clinical supervision). Rehabilitation counselor educators make reasonable efforts to ensure that students understand they have the same ethical obligations as rehabilitation counselor educators.

**k. INNOVATIVE TECHNIQUES/PROCEDURES/MODALITIES.** Rehabilitation counselor educators promote the use of techniques/procedures/modalities that are grounded in theory and/or have an empirical or scientific foundation. When rehabilitation counselor educators discuss innovative or developing techniques/procedures/modalities, they explain the potential risks, benefits, and ethical considerations of using such techniques/procedures/modalities.

**l. FIELD PLACEMENT.** Rehabilitation counselor educators develop clear policies within their training programs regarding field placement and other clinical experiences. Rehabilitation counselor educators provide clearly stated roles and responsibilities for students, site supervisors, and program supervisors. They confirm that site supervisors are qualified to provide supervision and inform site supervisors of their professional and ethical responsibilities in this role.

**m. STUDENT STATUS DISCLOSURE.** Rehabilitation counselor educators make reasonable efforts to ensure that clients at field placement are aware of the services rendered and the qualifications of the students rendering those services. Rehabilitation counselor educators reinforce the requirement for students to disclose their status as a student and how this status affects the limits of confidentiality.

## **H.6. REHABILITATION COUNSELOR EDUCATOR COMPETENCE**

**a. EDUCATOR KNOWLEDGE AND SKILL.** Rehabilitation counselor educators who are responsible for developing, implementing, and supervising educational programs are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students aware of their responsibilities. Rehabilitation counselor educators conduct counselor education and training programs in an ethical manner.

**b. TECHNOLOGY-ASSISTED EDUCATION.** When using technology, rehabilitation counselor educators are competent in the use of that technology. Rehabilitation counselor educators take necessary precautions to protect confidential student information transmitted through any electronic means.

**c. CULTURAL DIVERSITY IN REHABILITATION COUNSELOR EDUCATION.** Rehabilitation counselor educators are sensitive to the role of cultural diversity in their relationships with students. Rehabilitation counselor educators understand and use culturally sensitive and competent teaching practices. They assist students in gaining knowledge, personal awareness, sensitivity, disposition, and skills necessary for becoming a culturally competent rehabilitation counselor working with a diverse client population.

## **H.7. ROLES AND RELATIONSHIPS BETWEEN EDUCATORS AND STUDENTS**

**a. RELATIONSHIP BOUNDARIES WITH STUDENTS.** Rehabilitation counselor educators are aware of the power differential in their relationships with students. They do not engage in electronic and/or in-person interactions or relationships that knowingly compromise the academic relationship. Rehabilitation counselor educators consider and clearly discuss the risks and benefits of extending boundaries with their students and take appropriate professional precautions to minimize the risk of harm to the student.

**b. SEXUAL OR ROMANTIC RELATIONSHIPS WITH CURRENT STUDENTS.** Rehabilitation counselor educators are prohibited from engaging in electronic and/or in-person sexual or romantic interactions or relationships with their current students.

**c. EXPLOITATIVE RELATIONSHIPS.** Rehabilitation counselor educators do not engage in

exploitative relationships with their students.

**d. HARASSMENT.** Rehabilitation counselor educators do not condone or participate in any form of harassment, including sexual harassment.

**e. RELATIONSHIPS WITH FORMER STUDENTS.** Rehabilitation counselor educators are aware of the power differential in their relationships with former students. Rehabilitation counselor educators discuss with former students potential risks when they consider engaging in romantic, sexual, or other intimate relationships.

**f. ACADEMIC RELATIONSHIPS WITH RELATIVES AND FRIENDS.** Rehabilitation counselor educators make every effort to avoid accepting close relatives, romantic partners, or friends as students. When such circumstances cannot be avoided, rehabilitation counselor educators utilize a formal review mechanism.

## **H.8. EDUCATION EVALUATION, REMEDIATION, AND ENDORSEMENT**

**a. EVALUATION OF STUDENTS.** Rehabilitation counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Rehabilitation counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

**b. GATEKEEPING AND REMEDIATION FOR STUDENTS.** Rehabilitation counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve required competencies, which may be due to academic performance or personal concerns. Rehabilitation counselor educators do the following: (1) assist students in securing remedial assistance, including counseling, when needed; (2) seek professional consultation and document the decision to recommend dismissal or refer students for assistance; and (3) make reasonable efforts to ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance, or to dismiss them and provide students with due process, according to institutional policies and procedures.

**c. REFERRING STUDENTS FOR COUNSELING.** If students request counseling or if counseling services are suggested as part of a remediation process, rehabilitation counselor educators assist students in identifying appropriate services. Rehabilitation counselor educators do not provide counseling services to currently enrolled students but may address interpersonal competencies in terms of the impact of these issues on academic performance, professional functioning, and/or clients.

**d. ENDORSEMENT.** Rehabilitation counselor educators endorse students for certification, licensure, employment, or completion of academic or training programs based on satisfactory progress and observations while under supervision or training. Regardless of qualifications, rehabilitation counselor educators do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

## SECTION I: RESEARCH AND PUBLICATION

### INTRODUCTION

Rehabilitation counselors who conduct research are encouraged to contribute to the knowledge base of the profession. They promote the welfare of individuals with disabilities as well as a clearer understanding of the conditions that lead to a healthy and more just society.

Rehabilitation counselors support the efforts of researchers by participating fully and willingly whenever possible. Rehabilitation counselors minimize bias and respect diversity in designing and implementing research. Rehabilitation counselors understand the need for research that includes diverse populations, including individuals with disabilities and other under-represented groups.

#### I.1. RESEARCH RESPONSIBILITIES

**a. CULTURE AND DIVERSITY IN RESEARCH.** Rehabilitation counselors plan, design, conduct, and report research in a manner that reflects cultural sensitivity. When possible, rehabilitation counselors take steps to include a diverse sample population.

**b. USE OF HUMAN SUBJECTS.** Rehabilitation counselors plan, design, conduct, and report research in a manner that is consistent with pertinent ethical principles, applicable laws, host institutional regulations, and organizational and scientific standards governing research with human subjects. They seek consultation when appropriate.

**c. CONFIDENTIALITY IN RESEARCH.** Rehabilitation counselors are responsible for understanding and adhering to applicable laws and organizational policies and applicable guidelines regarding confidentiality in their research practices.

**d. INSTITUTIONAL APPROVAL.** When institutional review board approval is required, rehabilitation counselors provide accurate information about their research proposals and obtain approval prior to conducting their research. They conduct research in accordance with the approved research protocols.

**e. INDEPENDENT RESEARCHERS.** When rehabilitation counselors conduct independent research and do not have access to an institutional review board, they are bound to the same ethical principles and laws pertaining to the review of their plan, design, conduct, and reporting of research. Independent researchers not familiar with institutional review board standards seek appropriate consultation.

**f. DEVIATION FROM STANDARD PRACTICES.** Rehabilitation counselors seek consultation and observe stringent safeguards to protect the rights of research subjects when a research-related problem indicates that a deviation from standard or acceptable practices may be necessary.

**g. PRECAUTIONS TO AVOID INJURY.** Rehabilitation counselors who conduct research with human subjects are responsible for the welfare of participants throughout the research process and take reasonable precautions to avoid causing psychological, emotional, physical, or

social harm to participants.

**h. PRINCIPAL RESEARCHER RESPONSIBILITY.** The ultimate responsibility for ethical research practice lies with the principal researcher(s). All others involved in the research activities share ethical obligations and responsibilities for their own actions.

**i. MINIMAL INTERFERENCE.** Rehabilitation counselors take precautions to avoid causing disruption in the lives of research participants or the setting in which research is conducted.

## **I.2. RIGHTS OF RESEARCH PARTICIPANTS**

**a. INFORMED CONSENT IN RESEARCH.** Individuals have the right to consent to or decline requests to become research participants. Rehabilitation counselors obtain consent from participants prior to initiating research. In seeking consent, rehabilitation counselors:

- (1) accurately explain the purpose and procedures to be followed;
- (2) identify any procedures that are experimental or relatively untried;
- (3) describe any attendant discomforts and risks;
- (4) describe any benefits or changes in individuals or organizations that might be reasonably expected;
- (5) disclose appropriate alternative procedures that would be advantageous for participants;
- (6) offer to answer any inquiries concerning the procedures;
- (7) describe any limitations on confidentiality;
- (8) describe formats and potential target audiences for the dissemination of research findings; and
- (9) instruct participants they are free to withdraw their consent and to discontinue participation in the project at any time without penalty.

**b. DECEPTION.** Rehabilitation counselors do not conduct research involving deception unless alternative procedures are not feasible. If such deception has the potential to cause physical or emotional harm to research participants, the research is not conducted, regardless of prospective value. When the methodological requirements of a study necessitate concealment or deception, the investigator explains the reasons for this action as soon as possible during the debriefing.

**c. STUDENT/SUPERVISEE PARTICIPATION.** Rehabilitation counselors who involve students or supervisees in research make clear to them the decision regarding participation in research activities does not affect their academic standing or supervisory relationship. Students or supervisees who choose not to participate in research are provided with an appropriate alternative to fulfill their academic or clinical requirements.

**d. CLIENT PARTICIPATION.** Rehabilitation counselors conducting research involving clients make clear in the informed consent process that clients are free to choose whether to participate in research activities and are free to withdraw from research studies without adverse consequences.

**e. CONFIDENTIALITY OF INFORMATION.** Confidential information obtained about research participants during the course of research remains confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires the

possibility, together with the plans for protecting confidentiality, be explained to participants as part of the procedures for obtaining informed consent.

**f. RESEARCH PARTICIPANTS NOT CAPABLE OF GIVING INFORMED CONSENT.**

When research participants are not capable of giving informed consent, rehabilitation counselors obtain informed consent from a legally authorized representative.

**g. COMMITMENTS TO PARTICIPANTS.** Rehabilitation counselors take reasonable measures to honor all commitments to research participants.

**h. AGREEMENT OF CONTRIBUTORS.** Rehabilitation counselors who conduct joint research establish agreements in advance regarding allocation of tasks, publication credit, and types of acknowledgment received, and incur an obligation to cooperate as agreed.

**i. INFORMING SPONSORS.** Rehabilitation counselors inform sponsors, institutions, and publication channels regarding research procedures and outcomes. Rehabilitation counselors make reasonable efforts to ensure that appropriate bodies and authorities are given pertinent information and acknowledgment.

**j. RESEARCH RECORDS CUSTODIAN.** As appropriate, rehabilitation counselors prepare and disseminate to an identified colleague or records custodian a plan for the transfer of research data in the case of their incapacitation, retirement, or death.

### **I.3. REPORTING RESULTS**

**a. ACCURATE RESULTS.** Rehabilitation counselors plan, conduct, and report research accurately. They provide thorough discussions of the limitations of their data and alternative hypotheses. Rehabilitation counselors do not engage in misleading or fraudulent research, distort data, misrepresent data, or deliberately bias their results. They explicitly mention all variables and conditions known to the investigator(s) that may have affected the outcome of studies or interpretations of data. They describe the extent to which results are applicable to diverse populations.

**b. OBLIGATION TO REPORT UNFAVORABLE RESULTS.** Rehabilitation counselors report the results of any research of professional value, regardless of outcomes. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

**c. REPORTING ERRORS.** If rehabilitation counselors discover significant errors in their published research, they take reasonable steps to correct such errors in a correction erratum or other appropriate publication means.

**d. IDENTITY OF PARTICIPANTS.** Rehabilitation counselors who supply data, aid in the research of another investigator, report research results, or make original data available take due care to disguise the identity of respective participants in the absence of specific authorization from the participants to do otherwise. In situations where participants self-identify their

involvement in research studies, researchers make reasonable efforts to ensure that data are adapted/changed to protect the identities and welfare of all parties and that discussion of results does not cause harm to participants.

**e. REPLICATION STUDIES.** Rehabilitation counselors make reasonable efforts to make available sufficient original research information to qualified professionals who may wish to replicate the study.

#### **I.4. RESEARCH PUBLICATIONS AND PRESENTATIONS**

**a. PLAGIARISM.** Rehabilitation counselors do not plagiarize.

**b. USE OF CASE STUDIES.** The use of information from participants, clients, students, or supervisees for the purpose of case examples in a presentation or publication is permissible only when: (1) participants, clients, students, or supervisees have reviewed the material and agreed to its presentation or publication; or (2) the information has been sufficiently modified to obscure identity.

**c. ACKNOWLEDGING PREVIOUS WORK.** When conducting and reporting research, including replication studies, rehabilitation counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due.

**d. CONTRIBUTOR(S).** Rehabilitation counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. Principal contributors are listed first and minor technical or professional contributions are acknowledged in notes or introductory statements.

**e. STUDENT RESEARCH.** Manuscripts or professional presentations in any media that are substantially based on a student's course papers, projects, dissertations, or theses are used only with the student's permission and list the student as lead author.

**f. DUPLICATE SUBMISSION.** Rehabilitation counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for secondary publication without acknowledgment and permission from the original publisher.

**g. PROFESSIONAL REVIEW.** Rehabilitation counselors who review material submitted for publication, research, or other scholarly purposes: (1) respect the confidentiality and proprietary rights of those who submitted it; (2) avoid personal biases; (3) make publication decisions based on valid and defensible standards; and (4) review only materials that are within their scope of competency.

#### **I.5. MANAGING AND MAINTAINING BOUNDARIES**

**a. BOUNDARY CONSIDERATIONS IN RESEARCH.** Rehabilitation counselors consider the risks and benefits of extending current research relationships beyond conventional parameters. When a non-research interaction between researchers and research participants may be potentially beneficial, researchers must document, prior to the interaction (when feasible), the rationale for such interactions, the potential benefits, and anticipated consequences for research participants. Such interactions should be discussed and are initiated with appropriate consent of research participants. Where unintentional harm occurs to research participants, researchers must show evidence of an attempt to remedy such harm.

**b. SEXUAL OR ROMANTIC RELATIONSHIPS WITH RESEARCH PARTICIPANTS.** Rehabilitation counselors are prohibited from engaging in electronic and/or in-person sexual or romantic interactions or relationships with current research participants.

**c. HARASSMENT.** Rehabilitation counselors do not condone or subject research participants to any form of harassment, including sexual harassment.

## SECTION J: TECHNOLOGY, SOCIAL MEDIA, AND DISTANCE COUNSELING

### INTRODUCTION

Rehabilitation counselors recognize that service provision is not limited to in-person, face-to-face interactions. Rehabilitation counselors actively attempt to understand the evolving nature of technology, social media, and distance counseling and how such resources may be used to better serve their clients. Rehabilitation counselors appreciate the implications for legal and ethical practice when using technology, social media, or distance counseling and are particularly mindful of issues related to confidentiality, accessibility, and online behavior.

### J.1. COMPETENCE AND LEGAL CONSIDERATIONS

**a. COMPETENCE.** When technology is used in the counseling relationship, rehabilitation counselors are held to the same level of expected behavior and competence as defined by the Code regardless of the technology used or its application.

**b. LEGAL CONSIDERATIONS.** Rehabilitation counselors who use technology, social media, and/or distance counseling in their practice understand they may be subject to laws in both the rehabilitation counselor's practicing location and the client's place of residence. Rehabilitation counselors are aware of and adhere to laws governing the practice of counseling across state lines or international boundaries. Rehabilitation counselors seek business, legal, and technical assistance when necessary and make reasonable efforts to ensure that technology is used appropriately and client rights are protected.

### J.2. ACCESSIBILITY

**a. ACQUISITION AND USE OF TECHNOLOGY.** When providing technology-assisted services, rehabilitation counselors make reasonable efforts to ensure that technology and equipment used, purchased, or recommended for a client meets the current standards of accessibility as established by law. Rehabilitation counselors also determine that this technology

is appropriate for the clients' needs and is accessible by them based on their individual capabilities, including language preferences. When recommending language translation software, limitations are reviewed with clients.

**b. ACCESSING TECHNOLOGY.** Rehabilitation counselors guide clients in obtaining reasonable access to pertinent applications when providing technology-assisted services.

### **J.3. CONFIDENTIALITY, INFORMED CONSENT, AND SECURITY**

**a. INFORMED CONSENT AND DISCLOSURE.** Clients have the freedom to choose whether to use technology-based distance counseling within the rehabilitation counseling process. In addition to the usual and customary protocol of informed consent between rehabilitation counselor and client for face-to-face counseling, the following issues, unique to the use of technology-based distance counseling, are addressed in the informed consent process:

- (1) risks and benefits of engaging in the use of technology-based distance counseling;
- (2) type of technology, possibility of technology failure, and alternate methods of service delivery;
- (3) anticipated response time;
- (4) procedures to follow when the rehabilitation counselor is not available;
- (5) referral information for client emergencies;
- (6) time zone differences;
- (7) cultural and/or language differences that may affect the delivery of services;
- (8) possible denial of insurance claims and/or benefits;
- (9) any limitations due to services provided across jurisdictions; and
- (10) any policies related to use of social media.

**b. TRANSMITTING CONFIDENTIAL INFORMATION.** Rehabilitation counselors inform clients about the inherent risks of using technology to transmit confidential information. Rehabilitation counselors explain the limitations of specific technologies (e.g., text messaging, email) and urge clients to be cautious when using technology to communicate confidential information.

**c. SECURITY.** Rehabilitation counselors make reasonable efforts to ensure the security of confidential information transmitted or stored through any electronic means. Rehabilitation counselors use encryption and password-protection techniques for all technology-based communications to protect confidential client information.

**d. CLIENT VERIFICATION.** Rehabilitation counselors who engage in the use of technology-based distance counseling to interact with clients take steps to verify the client's identity at the beginning and throughout the rehabilitation counseling process. Verification can include, but is not limited to, using code words, numbers, graphics, or other nondescript identifiers.

### **J.4. SOCIAL MEDIA**

**a. PROFESSIONAL ELECTRONIC PRESENCE.** In cases where rehabilitation counselors maintain both professional and personal presences for social media use, separate professional

and personal pages and profiles are created to clearly distinguish between the two kinds of electronic presence.

**b. MONITORING SOCIAL MEDIA.** Rehabilitation counselors recognize that information posted on social media sites is largely permanent and easily shared beyond the privacy settings of any particular site. Rehabilitation counselors take reasonable steps to monitor for and remove or correct potentially harmful information shared on sites they establish for their professional presence.

**c. SOCIAL MEDIA AND INFORMED CONSENT.** Rehabilitation counselors clearly explain to their clients, as part of the informed consent procedure, the benefits, limitations, and boundaries of the use of social media in the provision of services. Additionally, rehabilitation counselors work within their organizations to develop and clearly communicate a social media policy so the social media practice is transparent, consistent, and easily understood by clients.

**d. PRIVACY IN SOCIAL MEDIA.** Rehabilitation counselors respect the privacy of their client's presence on social media and avoid searching a client's virtual presence unless relevant to the rehabilitation counseling process. If a rehabilitation counselor may search a client's virtual presence, this is disclosed in advance. Rehabilitation counselors caution clients of the potential impact that social media use may have on the counseling relationship and discuss the benefits and risks of using social media within the rehabilitation counseling process.

**e. MAINTAINING CONFIDENTIALITY IN SOCIAL MEDIA.** Rehabilitation counselors protect the confidentiality of clients by avoiding the posting of any personally identifiable information, unless the client has provided written consent to do so. In no circumstance should protected or highly sensitive information be shared via social media platforms.

## SECTION K: BUSINESS PRACTICES

### INTRODUCTION

Rehabilitation counselors aspire to open, honest, and accurate business practices when working or communicating with clients, evaluatees, other professionals, and the general public.

Rehabilitation counselors facilitate access to rehabilitation counseling services and practice in a nondiscriminatory manner within the boundaries of professional competence.

#### K.1. ADVERTISING AND SOLICITING CLIENTS

**a. ACCURATE ADVERTISING.** When advertising or otherwise representing their services to the public in any form of media, rehabilitation counselors identify their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent.

**b. TESTIMONIALS AND STATEMENTS.** Rehabilitation counselors who use testimonials do not solicit them from current or former clients or evaluatees, or any other persons who may be vulnerable to undue influence. When considering the use of unsolicited testimonials from clients or evaluatees, rehabilitation counselors discuss the implications and obtain permission for such use. Testimonials from those who are not current or former clients or evaluatees (e.g., partner

organizations, placement sites) may be used. Regardless of the source of the testimonial, rehabilitation counselors make reasonable efforts, whenever feasible, to ensure that statements made by others about them or about the profession are accurate.

**c. RECRUITMENT THROUGH SELF-REFERRAL.** Rehabilitation counselors working in an organization that provides rehabilitation counseling services do not refer clients to their private practice unless the policies of a particular organization make explicit provisions for self-referrals. In such instances, clients must be informed of other available options for services.

**d. PROMOTION OF PRODUCTS AND TRAINING EVENTS.** Rehabilitation counselors who develop products related to their profession or conduct workshops or training events make reasonable efforts to ensure that advertisements concerning these products or events are accurate and disclose adequate information so clients or consumers may make informed choices. Rehabilitation counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. Rehabilitation counselor educators may adopt textbooks they have authored for appropriate instructional purposes.

## **K.2. CLIENT RECORDS**

**a. RECORDS AND DOCUMENTATION.** Regardless of format, rehabilitation counselors create, protect, and maintain documentation necessary for rendering professional services. Rehabilitation counselors include sufficient and timely documentation to facilitate the delivery and continuity of services. Rehabilitation counselors make reasonable efforts to ensure that documentation accurately reflects client progress and the services provided, including who provided the services. If records or documentation need to be altered, it is done so according to organizational policy and in a manner that preserves the original information. Alterations are accompanied by the date of change, the identity of who made the change, and the rationale for the change.

**b. PRIVACY.** Documentation generated by rehabilitation counselors protects the privacy of clients to the extent possible and includes only relevant or appropriate information.

**c. RECORDS MAINTENANCE.** Rehabilitation counselors securely maintain records necessary for rendering professional services to clients and as required by applicable laws and organizational policies. Subsequent to file closure or termination of services, records are stored in a secure manner that ensures reasonable future access for record retrieval. Records are destroyed in a manner assuring preservation of confidentiality. Rehabilitation counselors apply careful discretion and deliberation before destroying records that may be needed by a court of law.

**d. CONTINGENCY PLANNING.** Rehabilitation counselors prepare and disseminate to identified colleagues or records custodians a plan for the transfer of clients and files in the case of their incapacitation, death, or termination of practice.

## **K.3. FEES, BARTERING, AND BILLING**

**a. UNDERSTANDING OF FEES AND NONPAYMENT OF FEES.** Prior to providing services, rehabilitation counselors clearly explain to the client or evaluatee and/or responsible party all financial arrangements related to professional services. If a third party is paying for services, the rehabilitation counselor explains that arrangement to the client or evaluatee and/or responsible party. If rehabilitation counselors, or their employer, intend to use collection agencies or take legal measures to collect fees when payment is not received as agreed upon, they include such information in their professional disclosure statement or retainer agreement. If collection actions are considered, the rehabilitation counselor first informs the client, evaluatee, or responsible party of intended actions in a timely fashion.

**b. ESTABLISHING FEES.** If a rehabilitation counselor's usual fees create undue hardship for the client, the rehabilitation counselor may adjust fees, when legally permissible, or assist the client in locating comparable, affordable services.

**c. UNACCEPTABLE FEE ARRANGEMENTS.** Rehabilitation counselors do not participate in fee splitting, nor do they give or receive commissions, rebates, or any other form of remuneration when accepting referrals or referring clients for additional professional services.

**d. LIENS AND OUTCOME-BASED PAYMENTS.** Liens and payments based on outcomes are acceptable when it is standard practice within the particular practice setting. In a forensic setting, payment for services is never contingent on an outcome of a case or award.

**e. BARTERING DISCOURAGED.** Rehabilitation counselors ordinarily refrain from accepting goods or services from clients in return for rehabilitation counseling services because such arrangements may create inherent potential for conflicts, exploitation, and distortion of the professional relationship. Rehabilitation counselors may barter only if the client requests it, if such arrangements are an accepted practice in the community, and if the bartering does not result in exploitation or harm. Rehabilitation counselors consider the cultural implications of bartering, discuss relevant concerns with clients, and document such agreements in writing.

**f. WITHHOLDING RECORDS FOR NONPAYMENT.** Rehabilitation counselors may not withhold records under their control that are requested and needed for the emergency medical/psychiatric treatment of clients solely because payment has not been received.

**g. BILLING RECORDS AND INVOICES.** Rehabilitation counselors maintain billing records that are confidential, accurately reflect the services provided and fees charged, and identifies who provided the services. Invoices accurately reflect the services provided.

#### **K.4. TERMINATION AND REFERRAL**

Rehabilitation counselors in fee-for-service relationships may terminate client services due to nonpayment of fees under the following conditions: (1) clients were informed of payment responsibilities and the effects of nonpayment or the termination of payment by third parties; and (2) clients do not pose an imminent danger to themselves or others. As appropriate, rehabilitation counselors refer clients to other qualified professionals to address issues unresolved at the time

of termination.

## SECTION L: RESOLVING ETHICAL ISSUES

### INTRODUCTION

Rehabilitation counselors behave in an ethical and legal manner. They are aware that client welfare and trust in the profession depend on a high level of professional conduct. They hold other rehabilitation counselors to the same standards and are willing to make reasonable efforts to ensure that standards are upheld. Rehabilitation counselors strive to resolve ethical dilemmas with direct and open communication among all parties involved and seek consultation with colleagues and supervisors when necessary.

Rehabilitation counselors incorporate ethical practice into their daily professional work and engage in ongoing professional development on current topics in ethical and legal issues in counseling. Rehabilitation counselors become familiar with the CRCC Guidelines and Procedures for Processing Complaints and use it as a reference for assisting in the enforcement of the Code.

### L.1 KNOWLEDGE OF ETHICAL STANDARDS AND THE LAW

**a. KNOWLEDGE OF THE CODE.** Rehabilitation counselors are responsible for reading, understanding, and following the Code, and seeking clarification of any standard that is not understood. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct.

**b. KNOWLEDGE OF RELATED CODES OF ETHICS.** Rehabilitation counselors understand applicable ethics codes from other professional organizations or from certification and licensure bodies of which they are members. Rehabilitation counselors are aware the Code forms the basis for CRCC disciplinary actions, and understand they are held to the CRCC standards if there is a discrepancy between codes.

**c. CONFLICTS BETWEEN ETHICS AND LAWS.** Rehabilitation counselors obey the laws of the legal jurisdiction in which they practice unless there is a conflict with the Code. If ethical responsibilities conflict with laws, rehabilitation counselors make known their commitment to the Code and take steps to resolve conflicts. If conflicts cannot be resolved by such means, rehabilitation counselors may adhere to the requirements of law.

### L.2. ADDRESSING SUSPECTED VIOLATIONS

**a. ETHICAL DECISION-MAKING MODELS AND SKILLS.** Rehabilitation counselors recognize underlying ethical principles and conflicts among competing interests. They apply appropriate decision-making models and skills to resolve dilemmas and act ethically.

**b. CONSULTATION.** When uncertain as to whether particular situations or courses of action may be in violation of the Code, rehabilitation counselors consult with other professionals who are knowledgeable about ethics, with supervisors, colleagues, and/or with appropriate authorities, such as CRCC, licensure boards, or legal counsel.

**c. INFORMAL RESOLUTION.** When rehabilitation counselors have reason to believe that another rehabilitation counselor is violating or has violated an ethical standard, they attempt to resolve the issue informally by direct communication with the other rehabilitation counselor if feasible and provided such action does not violate confidentiality rights that may be involved.

**d. REPORTING ETHICAL VIOLATIONS.** When an informal resolution is not appropriate or feasible, is not resolved, or if an apparent violation has substantially harmed or is likely to substantially harm persons or organizations, rehabilitation counselors take further action appropriate to the situation. Such action might include referral of the matter to applicable committees on professional ethics (e.g., voluntary certification bodies, licensure boards, organizational authorities). Referral may not be appropriate when the reporting would violate confidentiality rights (e.g., when clients refuse to allow information or statements to be shared) or when rehabilitation counselors have been retained to review the work of another rehabilitation counselor whose professional conduct is in question (e.g., consultation, expert testimony).

**e. SELF-REPORTING.** Rehabilitation counselors shall immediately notify CRCC when sanctioned for violations of ethical codes by any applicable counselor licensure, certification, or registry boards; other mental health licensure, certification, or registry boards; and voluntary national certification boards or professional associations with which they are affiliated. Rehabilitation counselors notify CRCC if they are found to have violated another organization's professional code of ethics, violated laws in relation to their practice in the field of rehabilitation counseling, or are convicted of offenses that constitute violations of the Code.

**f. ORGANIZATION CONFLICTS.** If the demands of organizations with which rehabilitation counselors are affiliated pose a conflict with the Code, rehabilitation counselors specify the nature of such conflicts and express their commitment to the Code to appropriate responsible officials. When possible, rehabilitation counselors work to create change within organizations to allow full adherence to the Code. If the conflict cannot be resolved, rehabilitation counselors evaluate the risks and benefits of continued affiliation with the organization.

### **L.3. CONDUCT IN ADDRESSING ETHICAL ISSUES**

**a. COOPERATION WITH ETHICS COMMITTEES.** Rehabilitation counselors have a working knowledge of the Code and assist in the process of enforcing it. Rehabilitation counselors cooperate with investigations, requests, proceedings, and requirements of the CRCC Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation.

**b. CONFIDENTIALITY.** Rehabilitation counselors who are knowledgeable of and/or party to a complaint alleging violation of the Code maintain confidentiality of all information related to the complaint and to the adjudication of the complaint, unless they are compelled to disclose information by a validly issued subpoena or when otherwise required by law or valid court order.

**c. UNWARRANTED COMPLAINTS.** Rehabilitation counselors do not initiate, participate in, or encourage the filing of ethics complaints that are retaliatory in nature, made with reckless

disregard or willful ignorance of facts that would disprove the allegation, or are intended to harm rehabilitation counselors rather than to protect clients or the public.

**d. UNFAIR DISCRIMINATION AGAINST COMPLAINANTS AND RESPONDENTS.**

Rehabilitation counselors do not disparage or retaliate against individuals by denying services, employment, advancement, admission to academic or other programs, tenure, or promotions based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings when rehabilitation counselors are found to be in violation of ethical standards.

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