New Jersey Substance Awareness Coordinator Certificate Program (SAC)

Policies and Procedures Manual
2014 - 2015
The Richard Stockton College’s NJ Substance Awareness Coordinator (SAC) certificate program is part of the School of Graduate and Continuing Studies. This manual is designed to explain the major policies and procedures for the program. Further information about Stockton and student services is available on the College’s web site: [www.stockton.edu](http://www.stockton.edu)

**ADDRESSES, TELEPHONE NUMBERS, AND E-MAIL ADDRESSES:**

**Mailing Address:**
Substance Awareness Coordinator Certificate Program  
School of Graduate and Continuing Studies, F-101  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205  
(609) 626-3550 (phone)  
(609) 626-6050 (fax)  
SAC@stockton.edu

**SAC Program Coordinator**
Ariane Newman  
School of Graduate and Continuing Studies, F-101  
101 Vera King Farris Drive  
Galloway, NJ 08205  
(609) 626-3592 (phone)  
(609) 626-6050 (fax)  
Marypat.braudis@stockton.edu

**Director, School of Graduate and Continuing Studies**
Robert F McNeill, Jr.  
The Richard Stockton College of New Jersey  
101 Vera King Farris Drive  
Galloway, NJ 08205  
(609) 652-4227 (phone)  
(609) 626-6050 (fax)  
Robert.McNeill@Stockton.edu
SUBSTANCE AWARENESS COORDINATOR (SAC) CERTIFICATE PROGRAM

INTRODUCTION

Building on Stockton’s excellence in providing learning opportunities in the drug and alcohol counseling field, and at the urging of the New Jersey State Department of Education, Stockton is pleased to offer the NJ Substance Awareness Coordinator Certificate program.

SAC professionals play a key role in coordinating and working with the team whose job it is to deal with substance abuse prevention, assessment, and referral efforts in the school setting. Their knowledge of substance use and abuse issues and skills in dealing with students and families offer an important resource for schools, providing a service that addresses often challenging situations.

The Stockton College Substance Awareness Coordinator (SAC) program is a 21 credit graduate-level program that fulfills the requirements of the New Jersey Department of Education for the SAC Certificate of Eligibility. The Stockton SAC program is cohort based and consists of five 3-credit graduate courses, one 2-credit graduate course, one 1-credit graduate course, and a 3 credit practicum experience. All courses are offered in an executive format of intensive Saturday classroom-based courses coupled with interactive online coursework. This format will allow a student to complete 3 credits of graduate work in as little as 5 weeks.

Coursework in the SAC program also fulfills the coursework requirements for the Certified Prevention Specialist (CPS) and the Addictions Certified Clinical Supervisor (CCS) credentials, and partially fulfills the coursework requirements for the Certified Alcohol and Drug Counselor (CADC) or the Licensed Clinical Alcohol and Drug Counselor (LCADC) credential. Information regarding the additional requirements of the CPS, CCS, CADC, and LCADC credentials is available from The Certification Board, Inc: http://www.certbd.com/

THE FACULTY

Since the SAC program also has training that can be used for other Chemical Dependency credentials, our multidisciplinary faculty has specialized training and experience in several specialties.

Richard Bowe, MA, LPC, LCADC, CCMHC, CCS

Patti Gionotti-Avella, MA, LCADC, SAC

John F. McInerney, PhD, LLC

Edward Reading, PhD, LCADC, CCS

Robert Zlotnik, PhD, CPS
ADMISSION REQUIREMENTS

To be eligible for admission to the graduate NJ Substance Awareness Coordinator certificate program, applicants must have an earned undergraduate (baccalaureate) degree from an accredited college or university with a minimum cumulative GPA of 3.0 or greater, and fulfill additional prerequisite requirements (see page 14 for requirements for New Jersey Department of Education SAC certification/endorsement). Acceptance decisions are based on an evaluation of all materials in the admission file, including an applicant’s Grade Point Average, completion of an essay, employment experience, and a letter of recommendation. Students in the program are admitted in a “cohort” or group, meaning that students will generally take all classes together and proceed through the program in sequence.

Students are permitted to take a maximum of two courses as a non-matriculated student.

Applications for admission are available from:
School of Graduate and Continuing Studies
Graduate Admissions, Suite F-101
101 Vera King Farris Drive
Galloway, NJ 08205
(609) 626-3592
gradschool@stockton.edu

TUITION FOR THE PROGRAM

The College charges graduate tuition and fees for graduate courses. The Bursar’s Office located in Suite 202, Campus Center on the main campus offers several payment plans, and can provide information about public and private loan options. Consult the Bursar’s Web site or e-mail: bursar@stockton.edu

EDUCATIONAL PHILOSOPHY

Stockton College is grounded in a multi-disciplinary approach to Addiction Studies both in theory and in practice.

We utilize definitions of Addiction Counseling and Prevention as identified by the (ICRC/AODA) International Certification Reciprocity Consortium for Alcohol and Other Drug Abuse, (NAADAC) The National Association of Addiction Professionals, and (INCASE) International Consortium of Addiction Studies Educators.

Inherent in all of these definitions is a respect for an individual or system’s strengths as well as needs, the need for a comprehensive understanding of the distinction between normative developmental processes and pathological functioning, and an appreciation for bio-psycho-social-spiritual integration and contextual view of the individual. Additionally, we recognize that the cornerstone of effective professional counseling is the relationship between counselor and client(s). Therefore, your studies will focus strongly on relationship building and enhancement.
skills, as well as the application of current research and theory to addiction counseling, prevention and related change processes. You will be exposed to multiple theoretical perspectives and how they may apply to different clients and settings, as we have learned that no single theory encompasses the diversity present in human development and change.

GOALS AND OBJECTIVES

Goal 1: Preparation for Employment: The ability to understand and apply the principles of psychology and counseling to individual, social, and organizational issues at a professional level. Students will be able to:
   a. Demonstrate the ability to correctly assess and/or diagnose Substance Use Disorders, and some co-occurring disorders using the current edition of the Diagnostic and Statistical Manual (DSM).
   b. Develop appropriate written treatment plans to address presenting Substance Abuse and related problems.
   c. Demonstrate the correct use of psychological and counseling techniques and procedures that are used in applied counseling and assessment.
   d. To meet the course content and practicum requirements to become certified as a SAC by the New Jersey Department of Education. This includes a working knowledge of prevention and intervention techniques appropriate to Substance Abuse Prevention and Counseling.

Goal 2: Awareness of Ethical and Legal Principles in Counseling. Students will be able to:
   a. Demonstrate knowledge of ethical and legal principles pertaining to the practice of Alcohol and Drug Abuse Counseling and Prevention Specialists in New Jersey.
   b. Demonstrate knowledge of the ethical principles of NAADAC—the National Association of Addiction Professionals, and the Addiction Professionals Certification Board of New Jersey.
   c. Understand the scope of practice of the SAC and Prevention Specialist.

Goal 3: Awareness of Diversity: Recognition of, understanding of, and respect for the complexity of sociocultural and international diversity. Students will be able to:
   a. Demonstrate a knowledge and understanding of different worldviews of major ethnic, racial and religious groups.
   b. Apply principles of respect to other worldviews in their daily lives.

Goal 4: Scientific Inquiry: The understanding of research methods in behavioral health and the application of basic research methods, including research design, data analysis, interpretation and communication. Students will be able to:
   a. Demonstrate the application of critical thinking skills as they relate to alternative approaches, evaluating research, advertising, program evaluation, and client outcomes.
   b. Demonstrate a knowledge base in descriptive and inferential statistics.
   c. Demonstrate a knowledge base in basic and advanced research methodology.
   d. Apply these knowledge bases to the design, evaluation and conduct of scientific research.
e. Write scientific reports, articles, reviews, etc using the editorial style of the American Psychological Association.

Goal 5: Collaboration: The development of communication and consultation skills, the ability to engage in collaborative efforts and share information with other professionals and peers. Students will be able to:

a. Demonstrate effective written and verbal communication skills when reporting on their clinical and research activities
b. Participate in group case-reviews by providing appropriate feedback, suggestions or information to peer case-presenters
c. Present a clinical case, including formulation, diagnosis and treatment rationale to supervisors and peers in a clinical grand rounds format

Goal 6: Effective utilization of community resources: The ability to understand the roles and functions of other professionals and agencies in the community that serve the needs of the public in the mental health system. Students will be able to:

a. Demonstrate knowledge of the roles and scopes of practice of other professionals in the mental health field.
b. Identify appropriate agencies that can meet the needs of individuals within the substance abuse and mental health systems.
c. State under what circumstances and when a referral to another practitioner or agency should be made.

Goal 7: Learning: Knowledge of theoretical perspectives, major concepts, empirical findings and historical trends within the fields of substance abuse prevention and counseling. Students will be able to:

a. Recognize major perspectives within psychology and counseling (behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural).
b. Demonstrate knowledge and understanding of selected content areas of psychology and counseling (theory and practice, helping relationships, human growth and maladaptive behavior, lifestyle and career development, group dynamics, appraisal of the individual, social and cultural foundations, psycho-pharmacology, research and evaluation, in the broad scope of Addiction and related professions).
c. Articulate how psychological principles can be used to explain social issues related to substance abuse in the formation of public policy.

Goal 8: Professional Development: The participation in learning experiences and in professional organizations in addition to formal academic training in order to update skills, learn new techniques, keep abreast of developments in the field and develop areas of specialization. Students will:

a. Articulate an understanding of the importance of need for continued professional development throughout their professional careers.
b. Attend/participate in a professional development or continuing education event in an area of their interest.
c. Demonstrate knowledge of the relevant professional organizations in their field of study (i.e., NAADAC, APCBNJ, NJ-SAC Association, etc.)
Goal 9: Understanding of self and others: The ability to understand self and others through the knowledge of psychological principles, knowledge of interpersonal issues, knowledge of group processes, insight into one’s own and others’ behavior and mental processes and effective strategies for collaboration, self-management and self-improvement. Students will be able to:
   a. Demonstrate awareness of their feelings, emotions, motives, cognitions and attitudes based on psychological principles.
   b. Articulate how the above-factors impact on their effectiveness as counselors and prevention specialists.
   c. Apply bio-psycho-social-spiritual principles of health to promote personal growth and development.
   d. Display high standards of personal integrity with others.

Goal 10: Professional and social responsibility: The understanding of the importance of making positive contributions to the general welfare as well as to the fields of substance abuse prevention and counseling. Students will:
   a. Reflect an awareness of and a concern for issues related to social justice at the local, regional, national and international realms.
   b. Recognize the importance of providing their expertise for the benefit of others, including those who are disadvantaged and stigmatized.
   c. Demonstrate awareness that public service is part of the role of a substance abuse professional.

To ensure the meeting of these goals and objectives, the Program follows the INCASE curriculum standards for Addiction Studies, which address the following areas: professional identity, social and cultural diversity, human growth and development, career development, the helping relationship, group work, assessment, research and program evaluation, foundations of community counseling, contextual dimensions of community counseling, and knowledge and skills required for community counseling. Please go to www.incase.org for further information relating to these standards.

Additionally, our Addiction Studies Curricula are approved and/or accepted by other certifying and program approval organizations. Specifically:
   a. The NJ Department of Education has approved the 21 credit SAC curriculum as fulfilling the academic requirements for the Substance Abuse Coordinator Certification.
   b. The Addiction Professional Certification Board of NJ has approved the course content for the educational component of the Certified Prevention Specialist. The Addiction Professional Certification Board gives the comprehensive examination for this credential, and issues the CPS when all additional requirements have been fulfilled. This Board also has approved some of the coursework for CADC core training requirements towards the CADC/LCADC credentials.
THE IMPORTANCE OF PROFESSIONALISM

As a student in the NJ Substance Awareness Coordinator certificate program, you are making a commitment to be a professional. Professionalism entails more than simply fulfilling work requirements; rather, it is an all-encompassing persona including how you present yourself to others, interact with other professionals and clientele, make important decisions, and represent the profession of counseling. As a professional, you will learn how to abide by the ethical standards of NAADAC—the National Association of Addiction Professionals. Furthermore, it is important that you involve yourself in professional activities outside of the classroom. For example, we highly recommend that you join a professional organization, such as the NAADAC, NJ-SAC Association, INCASE, read professional publications, and attend relevant conferences. You will learn more about these organizations and opportunities throughout your coursework, but we also encourage you to research this independently as there are also many specialty organizations to fit your diverse needs and interests.

SELF-EXPLORATION, SELF-DISCLOSURE AND PERSONAL DEVELOPMENT

The professional training philosophy of the Substance Awareness Coordinator certificate program is predicated on the belief that an effective addiction professional must be a whole person. Self-reflection, therefore, is a necessary and required part of our training program. Since the person of the counselor is an important component in the healing of a client, self-reflection helps the counselor understand and empathize with clients’ experiences. Thus, it is customary that many of our courses involve assignments that require self-disclosure and personal study. Students are expected to reflect on and share their past and personal experiences in course and program-related activities. Many students who enter the Addiction Prevention or Treatment professions have had personal experiences with substance abuse and recovery, with either themselves or their family members. While this is not a requirement for the field, with good recovery skills and good clinical supervision, the personal experiences can enhance their professional training. Confidentiality is strictly respected. Moreover, students’ progress in the program is not based on disclosure of any specific information. This philosophy allows for greater richness in the training experience than standard lecture or written materials which do not include the “person” of the “counselor in training”.

EDUCATIONAL PROGRAM EVALUATION AND MONITORING

Throughout their educational experience, not only will all of our students be evaluated by our faculty, but our students will be evaluating our faculty. In this way, we learn from each other so that we all can improve.
CERTIFICATE REQUIREMENT

This graduate credit curriculum has been approved by the NJ Department of Education as fulfilling the educational requirements for the SAC credential. Those without an education-related certification, can obtain the SAC certification if they obtain a CPS (additional requirements apply), or a LCADC (additional requirements apply), or a Masters Degree.

A SAC who has the additional credential of a CPS will have a broader scope of practice as it relates to community-based prevention programming.

To complete the requirements for the NJ Department of Education Substance Awareness credential, students must complete 21 hours of graduate credits. Each course is 3 graduate credits unless otherwise noted.

The Program contains the following courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5181</td>
<td>Fundamentals of Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5182</td>
<td>Advanced Fundamentals of Substance Abuse</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5183</td>
<td>Substance Abuse: Individual and Family Counseling* OR</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5185</td>
<td>Supervising Behavioral Health and Addiction Professionals*</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5184</td>
<td>Substance Abuse Counseling and Referral in a School Setting</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5186</td>
<td>Prevention Planning, Coordination and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5187</td>
<td>Community Organization and Public Policy for Substance Abuse Prevention</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 5188</td>
<td>Substance Abuse: Professional Responsibilities</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 5989</td>
<td>Practicum in Substance Abuse Counseling**</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students will consult with faculty member regarding selection of the appropriate course (PSYC 5183 or PSYC 5185).

** Note that some students may be eligible to log in hours towards completion of the Practicum at their current place of employment. Students who believe they may be eligible should consult with the SAC Program Coordinator.

Those who wish to also apply for the CPS credential must meet additional requirements and need to apply to the Addiction Professional Certification Board of NJ to sit for the comprehensive examination.

Examinations for CPS and CCS Credentials

There is no comprehensive examination for the SAC credential. For those seeking the CPS credential, the ICRC/AODA exam may be taken upon completion of four of the Courses that are included in the SAC curriculum. This Credential and Written Examination is given by the Addiction Professional Certification Board of NJ. The Certified Prevention Specialist (CPS) is a New Jersey Certification issued through the New Jersey Certification Board, Inc.
Information about additional requirements for this certification can be downloaded here: 
Certified Prevention Specialist.

COURSE DESCRIPTIONS – All courses are 3-credit graduate courses, unless otherwise indicated.

PSYC 5181  Fundamentals of Substance Abuse
This course addresses the history and politics of substance abuse; society’s values and attitudes; the denial syndrome as the major factor in delaying a proper response from society, families, schools, etc.; incidence and prevalence among NJ high school students; statute and code; overview of psychopharmacology and biological effects of chemicals in the body; the disease of alcoholism; overview of the school’s role and responsibilities; prevention, intervention and treatment.

PSYC 5182  Advanced Fundamentals of Substance Abuse
While this course relates to the Student Assistance Programs in NJ Schools, the role of the SAC; curriculum guidelines and implementation issues; child and adolescent development; school culture; staff training and development; employee assistance programs, legislation and code; dynamics of policy and program development; role of the child study team; treatment and rehabilitation; and parental outreach programs, it also relates to those involved in prevention and counseling in the broader community.

PSYC 5183  Substance Abuse: Individual and Family Counseling*
This course provides both information and skill development necessary to provide basic counseling to individuals and families with alcoholism and other drug abuse problems. Identification of the stages of change and the various roles within the families affected and affected by substance abuse is central to this course.

EDUC 5184  Substance Abuse Counseling and Referral in a School Setting
This course provides for the identification of, and networking with, community resources and services; facilitating student support groups; for individual and group counseling in a school setting; working with dysfunctional families; and for the study of ethics and confidentiality as they relate to this area.

PSYC 5185  Supervising Behavioral Health and Addiction Professionals*
This course trains those who will provide supervision to chemical dependency professionals (counselors, trainees/interns, prevention/intervention specialists, and school staff) with the techniques necessary to assess professional skills, develop self-improvement plans, and train both entry-level and experienced professionals. Current regulations governing the certification and licensure of Alcohol and Drug Counselors will be included.

While this course may qualify for initial SAC certification, it is an alternate or elective only with the permission of the instructor. It is also a suggested course for SAC Continuing Education.

PSYC 5186  Prevention Planning, Coordination and Evaluation
This course includes the planning, coordination and evaluation of research-based prevention program services in both school and community-based settings. This course includes information explaining the CPS credential. While course content will use school-aged prevention strategies as prime examples, other target populations will be used to address broad based community prevention needs.

**PSYC 5187  Community Organization and Public Policy for Substance Abuse Prevention (2 Credits)**
This course will present an overview and history of community organizations, how change takes place, strategic planning, as well as the theory and practice of public policy as it relates to substance abuse prevention.

**PSYC 5188  Substance Abuse: Professional Responsibilities (1 Credit)**
This course considers the ethical and legal issues related to substance abuse professionals, personal and professional growth, the healthy role model, and dimensions of recovery.

**EDUC 5989  Practicum in Substance Abuse Counseling**
The following practicum course in substance abuse services require the student to find an appropriate internship/practicum site which needs to be approved by the program coordinator. The site supervisor needs to fulfill all of the requirements of regulations governing the clinical supervision of alcohol and drug abuse counselor trainees. Supervisors will be instructed in how to document and evaluate the supervisory experience.

Placement in a clinical (licensed substance abuse treatment center, mental health agency) or a quasi-clinical (school based child study team, SAC internship) that has a pre-approved licensed supervisor. 150 hours (average 10 hrs/week for 15 weeks). Supervision is provided by the on-site supervisor, as well the faculty supervisor. The faculty supervision will be provided by faculty supervisor in a classroom setting.

**PRACTICUM**
The program faculty considers supervised clinical field experiences (i.e., practica and internships) to be among the most critical training activities in which students participate. Practicum and internship experiences are intended to allow students to synthesize and apply knowledge gained through coursework, identify and develop areas of specialization, refine previously learned skills, and develop new skills. Additionally, student practicum and internship experiences are one of the main avenues linking the program to the outside world of clinical settings. Based on the importance of these experiences, a clinical manual with more specific information has been developed and will be provided to you before you start Practicum. It is imperative that all students follow practicum guidelines to ensure appropriate and ethical practice, as well as to proudly represent the SAC profession and our program to clients, service providers, and the wider community.
Additional Classes
Two additional graduate classes are offered, that when coupled with the completion of the SAC curriculum, will enable the SAC student to obtain all the educational requirements for a CADC/LCADC.

PSYC 5191 CLINICAL SKILLS IN ADDICTION COUNSELING
(3 Credits)
This graduate level course will provide clinical skill training in the area of Assessment and Diagnosis according to the current DSM, including Cultural Implications in assessment and treatment. Special emphasis will be given to Co-Occurring Disorders, including Gambling and other Behavioral Addictions. Students will be introduced to Cognitive-Behavioral Therapy as one of the Evidence-Based therapeutic techniques.

Students will learn how to conduct a comprehensive assessment, diagnosis and treatment of Addiction and Co-Occurring disorders, in a culturally competent manner. This course includes the topics of assessment, documentation, goal planning, the DSM Diagnostic system, SAMHSA four-quadrant framework, nicotine dependencies, cognitive behavior therapy and cultural competencies.

PSYC 5192 SYSTEMS AND SERVICES SUPPORTING RECOVERY
(3 Credits)
This graduate seminar will explore the systems and services that are commonly integrated into the behavioral health system to deal with adjunctive issues that support the recovery process. Focus will be particularly on New Jersey systems and services, but wider regional and national systems will also be addressed. The seminar will include online modules and classroom-based sessions on each of the systems and services studied. Students will prepare preliminary information on each service and share on-line with other students, prior to each session. Each student will be assigned a different service system, all students will be responsible for researching websites describing service, and other appropriate reading assignments on each topic. In this way, guest speakers will not have to cover the basics of the services offered, and time can be spent on more detailed discussion on how addiction professionals can more effectively utilize the services.

Application to Practicum

You will be required to submit an application to participate in Practicum the semester prior to enrolling. This application is typically due in the beginning of the current semester. Students will be notified early on of deadlines. The faculty will conduct a review of all students applying for Practicum to ensure readiness and appropriateness. If a student’s application is denied or in need of further consideration, the student will be contacted by the program coordinator to discuss the application and conditions to be met before acceptance into the clinical program.

Clinical Sites

After you receive notification that you are accepted into Practicum, you may begin contacting potential sites. The program has approved many settings for students’ practica, and a list of these
sites is available to students. However, students may also develop contacts with new (i.e., not previously approved) agencies, which are potentially suitable practicum settings. All settings must be willing to abide by the practicum requirements, such as providing a field supervisor with appropriate qualifications, ensuring client base, and providing on-site supervision. It is recommended that you begin researching potential sites prior to the submission of your application to Practicum; however, you may not contact anyone at the site as a future Practicum/Internship student until your application has been accepted.

Assignment of Practicum Grade

Your grade for the Practicum will take into account your evaluations from your field supervisor and your faculty supervisor, as well as your performance on course assignments.

SAC PROFESSIONAL PROGRAM STANDARDS

In general, students who meet the academic standards will have no difficulty meeting the professional standards. However, on occasion a student may possess all the requisite academic skills and yet may not be ready to meet the emotional challenges of working with clients. This lack of readiness would be evidenced by behaviors that emerge in the classroom, in relations with professors or other students, or in field work. Since it is possible for a student to have difficulty relating with one particular professor or field instructor, the decision to terminate a student from the SAC Program will never be made by only one person but will be a Program decision.

Behaviors that may result in a student being considered for professional termination include the following:

• Behaviors in violation of the Campus Conduct Code (as found in the College Bulletin)
• Consistent failure to meet generally accepted standards of professional conduct and personal integrity.
• Disruptive behavior towards other students, faculty, College staff, agency staff, field instructors, or school setting personnel and students.
• Consistent inability to form effective helping relationships (e.g., lack of respect for client self-determination, inability to be non-judgmental, discriminatory behavior)
• Lack of minimal self-awareness that consistently interferes with ability to relate to others, especially clients
• A pattern of irresponsible behavior, such as repeatedly coming late to practicum appointments or missing field days without calling in
• Present or history of past felony convictions that would seriously compromise the ability to work as a SAC (e.g., conviction for sexual abuse of children).
Procedures for Professional Termination and Due Process Guarantees

• No student will be considered for professional termination on the basis of race, ethnic origin, gender, sexual orientation, age, or disability status
• Students who exhibit behaviors that might eventually result in professional termination shall be given written notice by the SAC Program and an opportunity to meet with one or more faculty members to develop a written contract that stipulates specific behavioral changes required and a time frame for making the stated changes.
• Should the student make the required changes within the specified time frame, no action to terminate the student for professional reasons will be taken, and all record of the issue will be expunged upon completion of the SAC program. This does not preclude considering the student for professional termination if future behavior warrants such consideration.
• Should a student who has been given written notice and an opportunity to make changes not meet the requirements of the contract, or not choose to develop such a contract, then the student will be given formal written notice of intent to terminate for professional reasons.
• All decisions to terminate a student for professional reasons will be made by the SAC Program faculty.

Appeal Procedures

• Students who have been terminated are entitled to an appeal hearing before the SAC Program faculty. The student may be accompanied by a person from the Stockton community (student, faculty, or staff).
• Should the student not be satisfied with the results of the appeal hearing, the student is entitled to meet with the Dean of Graduate Studies to discuss his or her rights.
• Should the student not be satisfied with the results of this appeal hearing, the student is entitled to meet with the Provost.

Procedures for Readmission to the SAC Program

Following academic or professional termination from the SAC Program, a terminated student who displays renewed determination to complete the program satisfactorily may reapply for acceptance after a wait of at least one year. The procedure for reacceptance is to request a personal appearance before the Program. At this time, the student should give clear evidence of academic and/or personal growth during the period that he or she was out of the Program.

Requirements for NJ Department of Education Substance Awareness Coordinator Certification

The following is a summary of the requirements for the NJ Substance Awareness Coordinator Credential. See the Department of Education regulations for more details and the application process. Applicants for the SAC Certificate shall:

(1) Hold at least one of the following credentials
   a. Standard Instructional Certificate
   b. School Psychologist
   c. School Counselor
   d. School Social Worker
e. Director of School Counseling Services
f. School Nurse Endorsement
g. NJ issued LCADC
h. NJ CPS
i. Masters or Higher Degree

(2) Complete a Department of Education approved graduate curriculum (of at between 21 and 27 credits) approved course of study that includes the following:

1. Fundamentals of drug and alcohol abuse and dependency and related problems;
2. Child and Adolescent development, including research-based risk, protective and resiliency factors for students at risk for school failure;
3. Curriculum planning, implementation and staff development in chemical health education;
4. Coordination and delivery of intervention and referral services in a school setting, including multidisciplinary intervention teams.
5. Assessment and counseling of drug and alcohol affected students and their families.
6. Coordination of research-based prevention program services in school and community settings;
7. School culture and the dynamics of policy and program development;
8. School law as it relates to substance abuse and related problems; and
9. a college-supervised SAC Practicum.

(3) Be eligible for a provisional educational services certificate with a SAC endorsement.

PROGRAM POLICIES AND PROCEDURES

Students must adhere to all college-wide policies as described in Stockton Bulletin. In addition, certain policies specific to SAC program are contained in this manual. Students are responsible to learn and adhere to all policies of the college, program, and courses. To be awarded the graduate certificate, it is the student’s responsibility to ensure that all of the program’s requirements have been met.

CLASS LOCATIONS

All classes are scheduled at The Richard Stockton College of New Jersey, 101 Vera King Farris Drive (off of Jimmie Leeds Road) Galloway, NJ.

ACADEMIC ADVISING

Upon matriculation, all students will be assigned an academic advisor. For students in the SAC program, the academic advisor is Ed Reading, PhD.
ATTENDANCE AND PARTICIPATION

For certification, licensure, and accreditation reasons, it is important to attend every scheduled class. If a class needs to be cancelled for any reason such as inclement weather, students should be prepared to attend make-up class sessions.

Students are required to attend and participate in all lectures, internships, and other scheduled activities. Excused absences are not permitted in the classes that meet only 3 or 6 clock hours. In other cases, limited excused absences may be necessary due to significant illness, death in the family, or accident. It is the student’s responsibility to contact the course instructor prior to the scheduled class/activity, make-up the work missed, and upon request, furnish the instructor with the necessary documentation, such as a medical note. Excessive absenteeism, lack of participation, and/or tardiness may adversely affect a student’s grade and completion of the program.

LEAVE OF ABSENCE

Although the college has a Maintenance of Matriculation requirement for graduate students, a Leave of Absence may be granted, normally for medical reasons. A Leave of Absence is the process of leaving school temporarily for up to one year, generally used for family medical leave or military service. A Leave of Absence is valid for one year and is renewable yearly, for a maximum of five years, by notifying the Office of the Registrar in writing before the Leave expires. Students should consult the Policies and Procedures Manual as in some degree programs, five years may not be possible. Students should request a Leave of Absence Form from the Office of the Registrar, Campus Center, Suite 203, and submit it to that office.

MAINTENANCE OF MATRICULATION REQUIREMENT FOR GRADUATE STUDENTS

Once admitted to a degree or certificate program, graduate students must either be registered continuously for credit each semester (excluding summer terms) until they complete degree requirements or they must apply for and receive Maintenance of Matriculation status and pay the requisite fee in lieu of tuition. Graduate students who neither register for credit during a fall or spring term nor apply for and receive Maintenance of Matriculation status and pay the requisite fee will lose their student status and must apply for readmission to the College and be reaccepted in order to continue their graduate work. The Maintenance of Matriculation Fee will be proposed annually by the Provost upon consultation with the Dean of Graduate and Continuing Studies and is subject to approval by the Board of Trustees in its consideration of student fees.

BOOK PURCHASES AND THE BOOKSTORE

Books will be available for purchase on-line and at the Stockton College bookstore, depending on the course. Additional handouts may be required for a small fee. There is no return option for the handouts.
ACADEMIC HONESTY

All students enrolled in the SAC program are bound by the academic honesty code as specified in the Stockton College Bulletin, available on the Stockton College website.

GRADING SYSTEM

A = 4.0  
A- = 3.7  
B+ = 3.3  
B = 3.0  
B- = 2.7  
C+ = 2.3  
C = 2.0  
C- = 1.7  
D+ = 1.3  
D = 1.0  
D- = 0.7  
F = 0.0

GRIEVANCES AND GRADE APPEALS

If students have a grievance related to the program they are required to:

- Step 1: Discuss the matter with the faculty member directly and attempt to resolve the problem.
- Step 2: Discuss the matter with the Program Coordinator.
- Step 3: Contact the Associate Dean, School of Graduate and Continuing Studies, if the problem has not been resolved through steps 1 and 2.
- Step 4: Contact the Dean, School of Graduate and Continuing Studies, if not resolved at previous level.
- Step 5: Issue referred to Provost if not resolved at previous level.

The College’s Advisory Board on Grades and Standing provides a forum for case-by-case resolution of student appeals related to grading, academic standing, curricular or college academic requirements, or any other matter pertaining to college academic policies. Grounds for grade appeals are on the basis of inequitable treatment. Grade determination is the prerogative of the instructor, and will not be reviewed unless there is compelling evidence of inequitable treatment, discrimination, or procedural irregularity. The determination of the sufficiency of such compelling evidence is the prerogative of the Board or the Provost.

Appeals may be considered by the Board only after the student has appealed to the appropriate faculty member, the Program Coordinator, the Associate Dean, School of Graduate and Continuing Studies, and the Dean, School of graduate and Continuing Studies. The written
appeal to the Provost must present a strong rationale and compelling evidence of inequitable treatment. The appeal must be received in the Provost’s Office no later than three months after the term in which the grade is assigned. The Board makes recommendations to the Provost, whose decision is final.

**ACADEMIC PROGRESS**

Consistent with College policy for graduate student performance, students must maintain a cumulative Grade Point Average (GPA) of 3.0 or better throughout the program. Students whose cumulative GPA falls below 3.0 must achieve a cumulative average of at least 3.0 by the time an additional six credits are completed or will be academically dismissed from the program. If a student receives a grade of “C+” or below in a course, it is recommended the course be repeated.

Procedures for Academic Termination and Due Process Guarantees

If a student’s cumulative GPA is below the minimum required by the SAC Program in program courses for TWO consecutive semesters, the student is subject to termination from the SAC Program for academic reasons. Written notice of such dismissal must be provided to the student. If there is a procedural error in terminating a student from the SAC Program for academic reasons, the student may appeal in writing to the Dean of Graduate Studies. The appeal must be accompanied by evidence in support of the appeal and must be submitted to the Dean no later than two weeks following notice of academic termination from the Program.

**ELECTRONIC ACCESS TO LIBRARY MATERIALS**

Each student receives a Stockton College Computer Account that is formatted

*username@go.stockton.edu* (e.g., stk99999@go.stockton.edu)

This computer account username is used for remote access (i.e. from home) to Stockton resources via the web address:  [www2.stockton.edu](http://www2.stockton.edu). Specific instructions for accessing these resources will be provided in class.

A chart describing the uses of your *go* account can be found at the following web address:  [http://intraweb.stockton.edu/eyos/computer_services/Instructions/online-services-login.pdf](http://intraweb.stockton.edu/eyos/computer_services/Instructions/online-services-login.pdf)

**KEY INFORMATION ABOUT THE COLLEGE**

**EMERGENCY CLOSINGS**

In the event of severe weather or other emergencies, check the college’s web site (www.stockton.edu) for information on class cancellations. You can also phone the College’s switchboard at (609) 652-1776 and listen to a recorded message. Area radio stations will announce one of three conditions under the school identification number 913 (2913 for evening classes).
Complete Shutdown of the Institution

The Governor may order the closing of all state facilities, or the College President may order the shutdown of the college.

Cancellation of Classes

The College President may order the cancellation of classes for the day or part of the day.

Delayed Opening

The College President may order a delayed opening. In this situation, the late opening time will coincide with the beginning of a class module. Students report to the class that ordinarily convenes at that time.

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

The Richard Stockton College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students who seek accommodations should make their request by contacting the Learning Access Program located in The West Quad Building, Suite 110 (609-652-4988), on the Galloway campus. Students are required to present documentation to the instructor at the beginning of each class and when they specifically wish to request approved modifications/accommodations.

STUDENT RESOURCES

Some useful contacts:
Continuing Studies (609) 652-4227
Continuing Studies Addiction Professionals Training Program (609) 626-3458
Office of Financial Aid (609) 652-4201
Dean of Students (for student services) (609) 652-4645
The College Bookstore http://www.efollett.com/ (609) 652-4357
Library (609) 652-4346
Computer Help Desk (609) 652-4309