



Certified Recovery Support Specialist Program 2024-2025 Student Handbook

Elgin Community College

1700 Spartan Drive

Elgin, Illinois 60123

Elgin.edu

**These requirements are specific to the Certified Recovery Support Specialist Program
and are supplemental to the ECC [College Catalog](#).**

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Table of Contents

Elgin Community College Mission Statement.....	5
Anti-Discrimination.....	5
General Program Overview.....	6
CRSS Program and ECC College Guidelines, Procedures, and Policies.....	6
Students with Disabilities.....	6
Requesting Accommodations.....	7
Newly Accepted Incoming CRSS Student Information	7
RSS Certificate Curriculum Plan.....	7
Course Descriptions	8
RSS 101 History and Core Functions (3.5)(3.5,0)	8
RSS 103 Survey of Professional Techniques (3.5)(3.5,0)	8
RSS 105 Professional Responsibilities (3.5)(3.5,0)	8
RSS 107 Field Experience I (3)(1,10).....	9
Textbook List.....	9
Resources and Academic Services.....	10
Renner Learning Resources Center (Library)	10
Computer Resources.....	10
Tutoring/Remedial Instruction	10
Retention.....	10
Wellness Services.....	11
Career Planning.....	11
Financial Aid/Scholarships.....	12
Health Services	12
Concerns and Complaints	12
CRSS Program Policies and Procedures.....	13
Professionalism and Integrity.....	13
Attendance, Tardiness, and Student Illness Policy	13
Grading Policies and Procedures.....	14

CRSS Student Professional Behaviors Policy 14

Program Advising Sessions..... 15

Parking and Transportation 15

Smoking Policy 15

Snow Day Policy 16

Cell Phone/Social Media 16

Program Progression..... 17

 Withdrawal Policy 17

 General Disciplinary Policy 17

 Graduation Requirements and Information..... 19

 State Certification Exam Information 19

Field Experience Education Policies and Procedures.....20

 Field Experience Education20

 Field Experience Education Participation.....20

 Field Experience Education in the Curriculum-Hours.....20

 Learning Site Agreement/Establishing an Field Experience Affiliation21

 Field Experience Attendance Policy21

 Field Experience Tardiness Policy22

 Professional Behavior Policy in the Field Experience Settings22

 Field Experience Grading Procedure22

 Dress Code.....23

 Confidentiality Policy.....23

 Disclaimer Clause.....24

Appendix 25

 ECC Student Code of Conduct25

 Definitions.....25

 Student Obligations to the College25

 Disciplinary Procedures.....28

 Appeal.....28

 Record of Complaint and/or Appeal.....29

ECC Academic Integrity Policies.....29

Statement on Academic Integrity.....29

Acts of Academic Dishonesty.....30

Instructor Initiated Sanctions31

Appeal Process32

Code of Ethics for CRSS Professionals35

ECC Administrative Policies41

CRSS Program Contact Information42

CRSS Program Remediation Sheet.....43

CRSS Program Remediation Review44

CRSS Program Student Concern Form.....45

CRSS Reentry Meeting Remediation Form.....46

CRSS Program Attestation Form47

CRSS Program Student Acknowledgement.....48

 Course-Specific Focus Areas48

 Acknowledgement of CRSS Program and IDHS Grant-Related Expectations.....48

CRSS Program Handbook Agreement50

Elgin Community College Mission Statement

The Mission of Elgin Community College is to improve people's lives through learning.

We will pursue our mission by focusing all our efforts on making Elgin Community College a national leader in promoting success for all students. This vision will be attained through a commitment to provide innovative and affordable learning opportunities for all constituencies and to promote cultural competence and community partnership in our decisions and actions.

Anti-Discrimination

[Administrative Procedure 3.404: Anti-Discrimination, Harassment, and Retaliation Policy and Procedure](#)

"Elgin Community College ("the College") does not discriminate, or tolerate discrimination, against any member of its community on the basis of race, color, national origin, ancestry, sex/gender/gender identity, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state or local law in matters of admissions, employment, or in any aspect of the educational programs or activities it offers.

Examples of prohibited discrimination include (but are not limited to):

- refusing to offer employment or educational opportunities to someone because of the person's protected status;
- considering a person's protected status in deciding an employee's salary or a student's grade;
- making any other employment or academic decision based on a person's protected status.

Additional information regarding the College's prohibition against disability discrimination, as well as information regarding accommodations for individuals with disabilities, is set forth in [Administrative Procedure 3.501: Individuals with Disabilities](#) and ECC [College Catalog](#).

General Program Overview

The CRSS program will provide high-quality recovery support training, supervised practical experience, and wrap-around support for individuals with lived experience of mental health, substance use, or co-occurring mental health and substance use recovery. This program seeks to increase the number of individuals in Illinois who successfully obtain the Certified Recovery Support Specialist (CRSS) or Certified Peer Recovery Specialist (CPRS) credential through the Illinois Certification Board (ICB d/b/a IAODAPCA), as one mechanism to address the behavioral health workforce shortage. For the purposes of this program, the term Recovery Support Specialist will be utilized when referencing individuals pursuing either credential, i.e., the CRSS or the CPRS.

CRSS Program and ECC College Guidelines, Procedures, and Policies

The CRSS students are expected to understand and be knowledgeable regarding the content of the CRSS Student Handbook and ECC policies and procedures.

The CRSS program is compliant with and follows the policies of ECC. The [ECC Administrative Procedures](#) are available on the ECC website. The ECC [College Catalog](#) contains ECC policies as well. The CRSS Student Handbook is specific for the CRSS program and is supplemental to the ECC policies. The annually reviewed CRSS Student Handbook is distributed electronically to all students the first week, or sooner, of every semester. A paper version will be provided upon request. The Dean of Communications and Behavioral Sciences maintains a current copy.

Students with Disabilities

ECC welcomes students with disabilities and is committed to supporting them as they attend college. If a student has a disability (visual, aural, speech, emotional/psychiatric, orthopedic, health or learning), they may be entitled to some accommodation, service or support. While the College will not compromise or waive essential skill requirements in any course or degree, students with disabilities may be supported with accommodations to help meet these requirements. Accommodations must be reasonable and are specific to the disability and the course.

The laws in effect at college level are the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973, which state that a person does not have to reveal a disability, but if support is needed, documentation of the disability must be provided. If none is provided, the college does not have to make any exceptions to standard procedures.

Requesting Accommodations

To request accommodations, please visit the [Student Access & Disability Services webpage](#) for more information, or email SDS@elgin.edu. For more information view [Administrative Procedure 3.501: Individuals with Disabilities Procedure 3.501](#).

Newly Accepted Incoming CRSS Student Information

When initially accepted, the students will be required to attend orientation sessions. CRSS students will meet Student Success Specialists to sign all required documents and receive all necessary information and instructions on how to access student support services.

All students are advised to screen ECC email accounts and review those emails several times a week. Other program information, updates and reminders will occur via the ECC student email.

The new CRSS student orientation is a mandatory session before fall or spring semester starts to complete the necessary enrollment process and prepare students for the semester.

RSS Certificate Curriculum Plan

Foundation Courses	Credit Hours
RSS 101 History and Core Functions	3.5
RSS 103 Survey of Professional Techniques	3.5
RSS 105 Professional Responsibilities	3.5

Field Experience Course	Credit Hours
RSS 107 Field Experience I	3

Field Experience Course	Credit Hours
RSS 109 Field Experience II	3

Total Credit Hours: 16.5

Course Descriptions

RSS 101 History and Core Functions (3.5)(3.5,0)

Prerequisite: None.

Description: RSS 101 is the first in a series of three classroom experiences, and two Field Experiences. In this course we will examine the history of Recovery Support Specialists. We will also explore essential helping skills, advocacy, and mentoring. Finally, we will explore the mental health disorder, substance abuse disorder, and dual diagnosis treatment continuums.

Special Note: Only individuals with lived experience as consumers of mental health, substance use disorder, or dual diagnoses services are eligible to take the State exam leading to Certification. (1.2)

Proficiency Credit: Pass

No Credit: Not Available

Semester(s) Offered: Fall and Spring

RSS 103 Survey of Professional Techniques (3.5)(3.5,0)

Prerequisite: None

Description: In this course, students will study various field experience components necessary to be an effective Recovery Support Specialist. Topics include Harm Reduction, Stages of Change and Motivational Interviewing, Trauma Informed Care, Cognitive Behavioral and Strength-Based Interventions, Behavioral Modification Techniques, Working with Families, and Working with Youth. Special Note: Only individuals with lived experience as consumers of mental health, substance use disorder, or dual diagnoses services are eligible to take the State exam leading to Certification. (1.2)

Proficiency Credit: Pass

No Credit: Not Available

Semester(s) Offered: Fall and Spring

RSS 105 Professional Responsibilities (3.5)(3.5,0)

Prerequisite: None.

Description: In this course students will explore their professional responsibilities as Recovery Support Specialists; review relevant state status, and study the Code of Ethics for Recovery Support Specialists. Self-care, recovery support strategies, and crisis intervention will also be presented. Lastly, preparations for Field Experience will be implemented. Special Note: Only individuals with lived experience as consumers of mental health, substance use disorder, or dual diagnosis treatment may sit for the State of Illinois certification exam. (1.2)

Proficiency Credit: Pass

No Credit: Not Available

Prerequisite: None

Semester(s) Offered: Fall and Spring

RSS 107 Field Experience I (3)(1,10)

Prerequisite: Grade of C or better in RSS 101, RSS 103, and RSS 105 and consent of instructor.

Description: In this course students will conduct a field experience in a Substance Use Disorder, and/or Mental Health Disorder and/or Dual Diagnosis treatment program. Students will begin to learn, in vivo, the profession of a Recovery Support Specialist. Special Note: Only individuals who have lived experience as consumers of a mental health disorder, substance use disorder, or dual diagnosis may sit for the state exam. (1.2)

Proficiency Credit: Pass

No Credit: Not Available

Semester(s) Offered: Fall, Spring and Summer

RSS 109 Field Experience II (3)(1,10)

Prerequisite: Grade of C or better in RSS 107

Description: In this course is a continuation of RSS: Field Experience I. Students conduct a field experience in a Substance Use Disorder, and/or Mental Health Disorder and/or Dual Diagnosis treatment program. Students will begin to learn, in vivo, the profession of a Recovery Support Specialist. Special Note: Only individuals who have lived experience as consumers of a mental health disorder, substance use disorder, or dual diagnosis may sit for the state exam. (1.2)

Proficiency Credit: Pass

No Credit: Not Available

Semester(s) Offered: Fall, Spring and Summer

Textbook List

The cost of textbooks will be covered by the IDHS grant and distributed at the welcome reception for new students. Alternatively, students may collect their textbooks on the first day of classes. The provided textbooks will cover the entire program, and no additional textbooks will be added. Please find the required textbook list below. Textbooks may change on a semester/course basis at the decision of the CRSS Program faculty.

- Skills and Techniques for Human Services Professionals by Edward Neukrug, Second Edition or newer, ISBN: 978-1793516978
- Wellness Recovery Action Plan by Advocates for Human Potential/Human Potential Press 2018 printing or newer. ISBN: 978-1-948857-00-0
- Wellness Recovery Action Plan Workbook by Advocates for Human Potential/Human Potential Press 2019 printing or newer. ISBN: 978-1-948857-02-4

- Small, J. (1990). *Becoming Naturally Therapeutic: A Return to the True Essence of Helping*. Bantam Books: New York. ISBN: 978-0553348002

Resources and Academic Services

Renner Learning Resources Center (Library)

ECC's library maintains reference books, periodicals, and audio-visual materials, and are available for student use. The hours of library operation are posted on the [library website](#). The library is closed Fridays and Saturdays from June through August. The ECC Student Picture ID is also your library card and is required for library services.

Computer Resources

Students have access to computers located at various computer labs throughout the campus and may rent CRSS laptops for home use. The Tutoring Center, located on the second floor of the library, also offers basic computer learning assistance including tutorials which are also available online.

All the CRSS program courses utilize the Desire 2 Learn (D2L) platform to support student learning and access to the course material at any time at [ECC D2L Webpage](#).

Tutoring/Remedial Instruction

Tutoring can be arranged at the Learning Center located on the second floor of the library (Building C 230) by calling (847) 214-7256 or at [ECC Tutoring Webpage](#).

Hours of operation are posted on the website. There are a variety of subjects with tutoring available. Tutoring information is also available in the ECC [College Catalog](#).

Tutoring and remedial instruction in the CRSS Program is available to all CRSS students on an individual basis, as needed, by requesting assistance of the program faculty. Faculty may initiate remedial instruction when deemed to be in the best interest of the student.

Retention

The CRSS Program has a dedicated Student Success Specialist, David Meraz, BS. The specialist is available to help students overcome barriers that might hinder the completion of the program, as well as help with graduation and further education planning. The specialist can make community referrals and coordinate personal, academic, financial, and career-related

assistance. David's office is located in B276, his phone number is (847) 214-7455, and his email is dmeraz@elgin.edu

The CRSS students must schedule a mandatory orientation session with the Student Success Specialist to complete the required documents and discuss the program specific study plan for each individual student. Any CRSS student may contact the specialist seeking assistance at any time. CRSS Program faculty may also initiate contact for a student and refer a student to the specialist if they deem it is in the student's best interest.

In addition, the Student Success Specialist also provides:

- Individual meetings with students focusing on mentoring, ongoing needs assessment, academic and personal support, and appropriate institutional and community referrals and resources are identified.
- Workshops focusing on time management, study skills, test-taking skills, and stress management.
- Collaboration with instructors to assess the student's academic performance, including test scores, midterm grades, and class grades.
- Monthly newsletters highlighting study strategies, departmental information, upcoming events/activities, and student accomplishments.

Wellness Services

Confidential mental health and wellbeing support is available to all ECC students at no charge through the Wellness Services department. Wellness Professionals support students on an individual basis regarding issues impacting their personal lives and academics. Students may contact a Wellness Professional directly or a referral by instructors can be made/advised.

[ECC Wellness Services webpage](#)

Career Planning

Career planning information is provided to the CRSS student throughout the program and begins in the first semester, so the student is aware of options and opportunities.

In addition to advising services, the Student Success Center in building B 120 at (847) 214-7390 provides career exploration and development services for all ECC students. Career Development Specialists are available to assist with career counseling and career readiness. Refer to the online ECC [College Catalog](#) at elgin.edu/catalog or for additional information [ECC Career Development Services webpage](#).

Besides classroom sessions, students are advised of educational and employment planning options during field experience preparation, field experience discussions, and individually during career planning sessions.

During the RSS 105 course, the students are instructed in resume writing and interview skills.

Employment opportunities are posted on the ECC website "[Hire Spartans](#)" and shared to all CRSS students via email.

Financial Aid/Scholarships

All new and continuing students are strongly encouraged to visit the Financial Aid & Scholarships Department to learn about financial aid and scholarship opportunities. Financial aid information is provided during the CRSS Information Sessions and during the Orientations meetings. Additional information can be found at the [ECC Financial Aid webpage](#). The online information includes how to apply for financial aid, grants, scholarships, loan information, student employment programs and more. Financial Aid Advisors are available to answer any questions you may have, and provide guidance.

Health Services

At this time there are no health services available on the ECC Campus. In case of injury while on the ECC campus, please review the information on Emergency Response in the ECC [College Catalog](#) or at: [ECC Emergency Procedures](#).

Concerns and Complaints

Please discuss any concerns with the instructor that is involved. However, always feel free to discuss any issues with the CRSS Grant Manager, Wendy Chen. She can be reached at 847-214-7379 or by email at wchen@elgin.edu.

If the same concern persists after contacting the faculty, and then the Grant Manager, the next step would be to contact Mr. Justin Robertson, the Interim Dean of Communication and Behavioral Sciences at (847) 214-7091 or email at jrobertson@elgin.edu.

If there are any concerns or complaints about the Grant Manager, please contact the Interim Dean of Communications and Behavioral Sciences, Mr. Justin Robertson directly (contact information above).

For complete information view [Administrative Procedure 4.401: Complaint Procedure](#).

CRSS Program Policies and Procedures

Professionalism and Integrity

Appropriate professional behaviors are expected of all members of the learning community. Experience shows that behaviors demonstrated in the classroom do carry over into field experience practice. Violations of the [Student Code of Conduct \(4.402\)](#) include (but are not limited to) cheating, plagiarism, falsifying documents or providing false information, and may result in disciplinary sanctions as described in ECC's [College Catalog](#) or at [Student Code of Conduct \(4.402\)](#).

Professional behaviors as well as academic and professional honesty are expected and required at all times. CRSS students shall adhere to the [Code of Ethics for CRSS Professionals](#).

Attendance, Tardiness, and Student Illness Policy

To learn the course's concepts, provide you opportunities to practice the necessary skills, and allow opportunities for collaborating with your peers, it is important that you attend all classes in which you are enrolled. Be sure to know the attendance policy of each of your instructors, as they may differ.

Under no circumstances should a student stop attending class without formally withdrawing. This can result in a failing grade on the student's permanent record. Attendance at the first class is expected. Registered students who do not attend the first day and do not contact the instructor may be dropped from the class for non-attendance.

The courses operate through collaborative and participatory learning. Therefore, careful preparation for interaction with others in the learning community is expected. In addition, class participation includes but is not limited to participating in discussions; showing respect for others opinions; allowing others adequate time to participate; and demonstrating adequate boundaries.

The syllabus for each course will outline various expectations related to attendance, tardiness, and illness. It is the responsibility of the student to review these expectations and connect with the instructor should they have questions.

Grading Policies and Procedures

Each course syllabus serves as a roadmap for students, outlining grading expectations and providing guidelines for making up missed work, offering students a clear process to follow in case of absences or extenuating circumstances. Students should consult their course syllabus to familiarize themselves with the grading criteria for their course.

CRSS Grading Scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = <60%

CRSS Student Professional Behaviors Policy

The behavior of the student in the classroom as well as the field experience environment is a representation/display of their professional behaviors. Professional and ethical behaviors are expected at all times throughout the program. This includes respect for the instructor, fellow classmates, field experience staff, and clients. Disrespectful and/or unprofessional behaviors displayed in the classroom/field experience environment places a student at risk for immediate dismissal from the program. The student may be referred to the Student Success Specialist one time for disrespectful/unprofessional behaviors and if no improvement or recurrence of behaviors is noted, the student is at risk for dismissal from the program. Refer to the [Code of Ethics for CRSS Professionals](#).

Lack of professionalism, which includes any unethical or disrespectful behavior in the classroom or field experience environment, is a serious offense within the college community. Examples of dishonest, unethical, or disrespectful behaviors include but are not limited to:

- Unprofessional, negative, disrespectful, or derogatory comments about or to faculty
- Consistently failing to complete assignments
- Falsifying documentation
- Lying about performance or behavior
- Covering up for the unsafe, unethical, or rude behavior of another student
- Practicing as a CRSS student while impaired by drugs or alcohol

Program Advising Sessions

Students are recommended to meet with their instructors and Student Success Specialist as needed for guidance and support related to coursework and professional/field experience development. Individual advising sessions occur when necessary if indicated by the instructor and on student's request.

Parking and Transportation

- The ECC campus has more than 3,600 free parking places, including spaces reserved for persons with disabilities. To learn more about ECC's parking regulations and to view a campus map, visit [Parking Regulations](#).
- Students are expected to provide their own transportation to and from class and field experience sites, some of which may be up to 80 miles away in one direction.
- The CRSS Program provides transportation cards to grant-eligible students on a monthly basis. Students are eligible for transportation cards valued at \$50 per month for each on-campus course, \$20 per month for each hybrid course, and \$100 per month (\$250 per month in summer) for each field experience course.
- All transportation costs over the transportation card amount are the responsibility of the student.
- Students are expected to have valid driver's licenses and current insurance as required by state law to operate motor vehicles.

Smoking Policy

ECC is a smoke-free campus. Campus buildings are all smoke-free. Students must comply with this policy. Please refer to the ECC [College Catalog](#) for the Smoking Policy. Violation of affiliate's smoking policies may result in permanent restriction from that assigned field experience site.

For the purpose of ECC's administrative procedure, "smoke" or "smoking" means the carrying, smoking, burning, inhaling, or exhaling of any kind of lighted pipe, cigar, cigarette, hookah, weed, herbs, vaping, faux-smoking devices, or any lighted smoking instrument. "Smoke" or "smoking" also includes smokeless tobacco products which are any loose, cut, shredded, ground, powdered, compressed or leaf tobacco that is intended to be placed in the mouth without being smoked.

For complete information view [Administrative Procedure 3.801: Smoking And Tobacco Use On Campus](#).

Snow Day Policy

If the college is closed, students are not required to attend the field experience practicum; however, students need to notify the field experience sites. The school cannot assume risk associated with weather conditions; therefore, the decision about when and where to travel is a matter of individual judgment. A field experience site will require the field experience hours missed to be made up hour per hour in agreement with your field experience for absence due to weather. If the college is closed the student is not expected to come to campus.

Check the [ECC Emergency Procedures Webpage](#) for current information about school closings.

Current students, faculty and staff are automatically signed-up for ECC's emergency alert system. You should receive text messages if there is a campus emergency. When a situation arises that requires an emergency broadcast, the college will send a text message to the cell phone number you provided to the college.

You can review and/or update your contact information in the alert system. You can verify that the correct phone number(s) and emails(s) are entered in the system. Making changes to your contact information in the emergency alert system does not change your contact information globally in ECC systems. More information and how to update your contact information can be found in the [Rave Alert](#) section on Elgin.edu.

Cell Phone/Social Media

Students should turn off cell phone (or silence devices) when in the classroom or at a field experience site. No headphones are allowed in the learning environment unless allowed by formal accommodation through the Student Access & Disability Services office. This is to be respectful of others and not disturb the learning environment. Students who must answer a call must step out of the classroom to do so or wait until an appropriate break in time. You may not answer calls or use your phone during field experience duty. Students may not record audio or video of the learning environment without prior permission of the instructor. Any negative or controversial postings related to the college, program, faculty, field experience sites, clients, and fellow students is deemed unprofessional behavior and may result in immediate dismissal from the CRSS program.

Program Progression

Withdrawal Policy

Students must follow the college withdrawal policy found in the ECC [College Catalog](#) or [ECC Withdrawal Procedures Webpage](#). The [Refunds for Credit and Non-Credit Courses policy](#) applies to all withdrawals for students not covered by grants.

In addition, for the student-initiated withdrawal, the student is required to submit a formal letter/email to the Grant Manager of the CRSS Program stating intent regarding the withdrawal of a class.

General Disciplinary Policy

It is expected that the CRSS Student consistently demonstrates professional and ethical behaviors when representing ECC or the CRSS profession in any way. All malpractice laws apply to students as they do to licensed professionals, and as such students need to be aware of the implications to their careers of unprofessional behavior. Students must abide by the [Code of Ethics for CRSS Professionals](#) in addition to compliance with the policies and procedures specific to the CRSS Program of ECC, compliance with the policies and procedures of Elgin Community College, and the field experience affiliates of the CRSS Program. Any student who does not comply with the policies and standards is subject to disciplinary action. Faculty and Grant Manager determine the type and severity of the disciplinary action employed. The CRSS program officials are responsible for all decisions regarding student dismissal.

CRSS Program Dismissal Policy

- Students are responsible for maintaining appropriate standards of conduct as described in the CRSS student handbook.
- Remediation sheet and review may be issued for infractions of program policies or professional standards. A copy of the remediation sheet and review will be securely stored in the Grant Manager's office.
- Students who continue to violate program regulations or professional standards after having previously undergone a remediation review, or who do not comply with the outlined remediation plan, may be permanently dismissed from the CRSS Program.
- Causes for dismissal include, but are not limited to:
 - o Unprofessional or dishonest behavior
 - o Actions which jeopardize client safety
 - o Infractions of field experience facility policy

Dismissal Procedure

- Program officials will review all facts and documentation related to the student's violation of program policies or professional standards.
- The program official will prepare a remediation sheet and review that outlines the specific reasons for the dismissal.
- The program official will meet with the student to present the remediation review. A student who is dismissed from a Human Service program will not be permitted to attend any further program specific courses.

Student Appeal of Dismissal

The student has the right to appeal the decision to the Dean of Communications and Behavioral Sciences. The student must submit the appeal in writing within ten (10) school days of receiving the decision of remediation review. The Dean of Communications and Behavioral Sciences will inform the student of their decision in writing within ten (10) school days of receiving the appeal.

Students have a right to appeal the Dean's decision to the Vice President of Teaching, Learning, and Student Development, in accordance with the [Appeal for Complaint Procedure](#).

Readmission CRSS Program

For readmission consideration the student must meet the following criteria:

- Students are limited to three opportunities for readmission with grant coverage.
- There is no priority given to students in the readmission or admission process based on their previous admission status.

Students who were unable to progress in the program or who are dismissed due to any of the following reasons may be refused readmission pursuant to ECC's [Student Code of Conduct \(4.402\)](#) and [Academic Integrity Policy \(4.407\)](#):

- Cheating on exams or other class assignments
- Plagiarism
- Using loud or abusive or threatening language
- Threatening the health or safety of another individual
- Possession of drugs or weapons
- Intoxication
- Removing or damaging property
- Divulging confidential information
- Negligence

- Any unprofessional, unethical or unlawful behavior in and or impacting the field experience

Graduation Requirements and Information

A CRSS student is eligible for graduation only after meeting the following criteria:

- Candidates for graduation must complete a formal [“Notice of Intent to Graduate”](#) during the semester in which they will intend to complete graduation requirements.
- Successful completion of all required foundation and field experience courses.
- Successful completion required field experience hours.
- Students are encouraged to participate in the ECC sponsored graduation ceremony in May and December of each year.

State Certification Exam Information

Upon successful completion of all RSS courses, the student will be eligible to obtain the Recovery Support Specialist Certificate from Elgin Community College. Students are also eligible to take State CRSS or CPRS certification exams established through the Illinois Certification Board (ICB). The CRSS Program will cover all the application, exam and testing fees.

Field Experience Education Policies and Procedures

Field Experience Education

The process of becoming a competent CRSS is complex and involves a combination of mastery of client care and technical skills as well as the development of professional behaviors, attitudes, and critical thinking. To facilitate this growth and development, the student must develop an awareness of the expectations of the educational program. This section of the CRSS Student Handbook is dedicated towards the goal of providing guidelines and standards of behavior for the student CRSS. The program provides 300 hours of field experience to allow graduates to sit for the state licensure examination.

As stated earlier in this handbook, it is expected that CRSS Student consistently demonstrates professional and ethical behaviors when representing ECC or the CRSS profession in any way. All malpractice laws apply to students as they do to licensed professionals, and as such students need to be aware of the implications to their careers of unprofessional behavior. CRSS students must abide by the [Code of Ethics for CRSS Professionals](#) in addition to compliance with the policies and procedures specific to the CRSS program of ECC, compliance with the policies and procedures of Elgin Community College, and the field experience affiliates of the CRSS Program.

Field Experience Education Participation

Field Experience education is an integral portion of the curriculum of ECC's CRSS Program. During field experience, the student is given the opportunity for application of the knowledge and skills learned in the classroom. The student works with actual clients under the supervision of a site supervisor employed by the field experience site. The goal is for each student to gain a wide variety of experiences through field experience. Ability to participate in the field experience portion assumes the student:

- Has fully participated in, and demonstrated competency in the knowledge identified as components of the present and past semesters.
- Has successfully completed all previous academic or field experience work.
- The student will utilize professional behavior as a CRSS student and representative of the CRSS Program of ECC.

Field Experience Education in the Curriculum-Hours

The field experience education consists of two separate experiences:

- RSS 107 totaling 150 field experience hours.

- RSS 109 totaling 150 field experience hours.

Learning Site Agreement/Establishing an Field Experience Affiliation

Field experience sites are established either by contact from faculty, Student Success Specialist and Grant Manager of ECC or by the field experience site contacting the CRSS Program expressing an interest in working with Elgin Community College. The Field Experience Affiliation Agreement, Agreement to Consider Field Experience Students, and Agreement Providing for Use of Learning Site must be completed, agreeable, and executed to both parties to establish a working affiliation relationship.

A student is welcome to suggest a potential facility or site for consideration to the faculty, Student Success Specialist, and Grant Manager. Appropriate follow-up will be performed. Students are encouraged to contact an field experience site individually to ask if they are accepting students.

Field Experience Attendance Policy

- Attendance is required for all assigned field experience hours/days, and students must track attendance using a time log.
- If absent from a field experience, the student must notify the field experience site supervisor (see previous instructions regarding the Attendance Policy). All absences or time missed must be made up hour per hour. Make-up days are scheduled based on the availability of the site.
- In the event a site is unable or unwilling to assist a student with make-up time, the student must meet with the Student Success Specialist to determine a plan of action. This may require the student to attend another field experience site.
- Missed time must be made up within the current semester in a timely fashion. Failure to make up missed time may result in failure of the course and dismissal from the program.
- Repeat instances of field experience absence may result in disciplinary action, a reduction of the field experience grade, and potential program dismissal.
- Students will need to adjust their personal schedules to meet the schedule of the field experience site. A student must have the approval of the site supervisor to leave the assigned field experience area.

Field Experience Tardiness Policy

Tardiness is considered unprofessional behavior and an field experience site has the right to request the student not return. This may result in failure of the course and dismissal from the program if no other site is available for the student.

Professional Behavior Policy in the Field Experience Settings

Professional and ethical behaviors are expected at all times throughout the program. Refer to the [Code of Ethics for CRSS Professionals](#) and all other conduct related policies in this handbook.

Field Experience Grading Procedure

The Field Experience Education Plan and Policies section describes the field experience grading policy. ECC faculty are responsible for grading all field experience courses, with input from site supervisors.

Each field experience results in a final grade that becomes part of the student's academic record. The program faculty, using feedback from site supervisors and appropriate documentation provided by students and site supervisors, determines the field experience grade, in addition to other specific field experience course requirements. Further grading information is provided in the course syllabus for each field experience course, and grading-specific expectations are described in the field experience course syllabi. The student must receive a final grade of C or better to continue in the CRSS Program.

Procedure

1. Each field experience site will have a site supervisor who provides the required supervision, direction, and coaching to the CRSS student during the field experience.
2. The site supervisor works with students for their study plan, student evaluation and timesheet. All other appropriate communication, assignments, and documentation related to the student's field experience for that semester is included in determining a final grade.

CRSS Student Field Experience Evaluation Steps

The CRSS student field experience performance will be utilized for all field experience practicum evaluations. It is the responsibility of the ECC faculty to determine the grade assigned. Determination of the grade will include consideration of:

1. Relevant communications between the site supervisor and the faculty
2. Completion of weekly activities and assignments
3. Attendance
4. Timesheet
5. Student evaluation
6. The CRSS Program complies with ECC's [Administrative Procedure 4.403: Appeal of Final Grade](#)

If a student fails a field experience course due to safety concerns/issues and/or ethical/professional issues in the field experience setting, the student may not be readmitted to the program. The failing grade is provided by the ECC faculty with feedback and input from the site supervisor of the attended field experience facility and any and all documentation, email communication, telephone and in-person communications.

If a student is asked to leave a field experience site by the field experience site personnel for safety reasons/concerns/issues which may involve client care issues and/or ethical/professional which may involve communication/client interaction safety issues, the student has failed the field experience course and will receive an F grade for the course.

If a student is asked to leave for communication and/or other client care concerns, the faculty and grant manager will investigate and work with the student. The student may fail the course pending the outcome of the investigation.

For complete information view [Administrative Procedure 4.402: Student Code of Conduct \(4.402\)](#)

Dress Code

Students should arrive at the field experience site in business casual. Always look professional. It is expected that each student will practice daily hygiene to ensure that their body and their clothing are clean, neat and free of any smell.

Confidentiality Policy

The relationship between a CRSS and the client is very personal and absolutely confidential, both ethically and legally. As a student, you will be exposed to protected client information during your field experience. It is a firm policy of the field experience facility and ECC that these matters of confidence are never inappropriately discussed or shared, either inside or outside the field experience organization or college. Violation of this policy will be grounds for immediate dismissal from the program. If a student is designated as a Mandatory Reporter in

their role at field experience sites, they are expected to fully comply with Mandatory Reporter requirements.

Disclaimer Clause

No handbook can adequately address all of the situations that may arise. Situations that fall outside the regulations stated in this handbook will be first addressed by the faculty and then the CRSS Grant Manager. The [College Catalog](#) outlines the procedures to follow if an adequate resolution cannot be reached within the department.

Appendix

ECC Student Code of Conduct

ADMINISTRATIVE PROCEDURE 4.402

<https://elgin.edu/about/legal-notice/procedures/student-code-of-conduct-policy/>

Adopted: January 20, 1996

Amended: January 31, 1997; January 30, 2001; August 3, 2006; August 23, 2010;
August 21, 2013; April 9, 2015; August 3, 2017; June 4, 2018; November 1 2022

For Certified Recovery Support Specialist students the Student Code of Conduct also applies to all off campus field experience sites, site supervisors, preceptors, and personnel. It also includes all field experience program documents, student handbooks, published policies, rules and regulations of instructional sites and any records.

Definitions

Elgin Community College herein referred to as “College”.

College Premises includes all land, buildings, facilities or other property in the possession of or owned by, leased by, used, or controlled by the College, including adjacent streets and sidewalks.

College Official includes any person employed by the College, performing assigned administrative or professional duties.

College Community includes any person who is a student, faculty member, College official, visitor or any other person employed by the College or on College premises. A person's status in a particular situation shall be determined by the Vice President for Teaching, Learning, and Student Development.

Organization means any number of persons who have complied with the formal requirements for recognition, through the Office of Student Life. For more detailed information regarding Administrative Procedures, please go to elgin.edu.

Student Obligations to the College

Registration at Elgin Community College entitles each student to the rights and privileges as a member in the college community. As in other communities, students must assume the responsibilities and obligations accompanying these freedoms. The responsibility for

maintaining appropriate standards of conduct, observing all College regulations, and complying with all federal, state and local laws rests with the student. Behavior for which a student is subject to disciplinary sanctions by the College, fall into these categories:

- a. Acts of dishonesty, including but not limited to the following:
 - 1) Cheating, plagiarism, or other forms of academic dishonesty-second or multiple offenses (Refer to Administrative Procedure 4.407 Academic Integrity)
 - 2) Providing false information to any College official, faculty member or office
 - 3) Forgery, alteration, or misuse of any College document, record, equipment, or instrument of identification.
 - 4) Tampering with the election of any College-recognized student organization.
- b. Intentionally disrupting the orderly processes and operations of the College:
 - 1) Interfering with the educational opportunities of other students through classroom or other disruption or inappropriate behavior, including foul language.
 - 2) Intentionally obstructing or denying access, either pedestrian or vehicular, to facilities or services by those entitled to use such services or facilities, on campus or while attending off campus events.
 - 3) Intentionally interfering with the lawful rights of other persons on campus
 - 4) Inciting others to perform acts prohibited by paragraphs (a), (b) or (c) of this section.
- c. Intentional participation in demonstrations within the interior of any College building, structure or any other portion of the premises of the College which have not been approved through appropriate administrative procedures. (See Administrative Procedure 6.202 "Use and Rental of Campus Hallways, Atriums and Grounds" and Administrative Procedure 6.208 "Facilities Usage Regulations")
- d. Unauthorized entry into or occupation of any room, building or premises of the College, including unauthorized entry or occupation at an unauthorized time, or any unauthorized or improper use of any College property, equipment or facilities. (See Administrative Procedure 6.208 "Facilities Usage Regulations")
- e. Physical abuse, bullying, verbal abuse, threats, intimidation, harassment, stalking, coercion and/or other reckless conduct which threatens or endangers the health or safety of self or others, including but not limited through the use of social media and electronic communication.
- f. Sexual harassment, sexual assault, sexual abuse, or stalking on College premises or at College sponsored or supervised activities. Refer to Administrative Procedure 3.403 Anti-Discrimination, Harassment, Violence, and Retaliation Policy and Procedure for more detailed information.

- g. Discrimination or harassment on the basis of race, color, national origin, ancestry, sex/gender, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation (including gender related identity), order of protection status, or any other status protected by applicable federal, state or local law. Refer to Administrative Procedure 3.402 Equal Opportunity and Affirmative Action Statement for more detailed information.
- h. Attempted or actual theft and/or damage to property of the College or property of a member of the College community or other personal or public property.
- i. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.
- j. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to those persons when requested to do so.
- k. Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to College premises.
- l. Violation of published College policies, administrative procedures, rules or regulations.
- m. Violation of federal, state or local law on College premises or at College-sponsored or supervised activities.
- n. Use, possession, distribution or manufacture of illegal or controlled substances on College premises or at College-sponsored events except as permitted by law.
- o. Use, possession or distribution of alcoholic beverages on College premises or at College sponsored events except as expressly permitted by the law and College regulations.
- p. Smoking in areas which are not designated by the College refer to Administrative Procedure 3.801 Smoking and Tobacco Use on Campus.
- q. Possession or use of firearms, explosives, firearm ammunition, incendiary devices or other weapons except as authorized by the College. Possession of dangerous chemicals with intent to do harm.
- r. Conduct which is disorderly, reckless, lewd or indecent; a breach of peace; or aiding, abetting or procuring another person to breach the peace on College premises or at functions sponsored by, or participated in by, the College. This includes use of electronic devices with intent to cause injury or distress.
- s. Theft or other abuse of computer time or services, including any violation of the Accessible Usage Guidelines for Electronic Student Service, which can be found in all computer labs. Use

of computing facilities to view or share pornography or send obscene or abusive messages.

- t. Abuse of the Disciplinary Hearing Process, including but not limited to:
- 1) Failure to obey the summons of a judicial hearing committee or College official
 - 2) Falsification, distortion, or misrepresentation of information before a disciplinary hearing committee
 - 3) Disruption or interference with the orderly conduct of a disciplinary proceeding
 - 4) Request of a disciplinary proceeding knowingly without cause
 - 5) Attempting to discourage an individual's proper participation in, or use of, the disciplinary system
 - 6) Attempting to influence the impartiality of a member of a disciplinary committee prior to, and/or during the course of, the judicial proceeding
 - 7) Harassment (verbal or physical) and/or intimidation of a member of a disciplinary committee or witness prior to, during, and/or after a judicial proceeding.
 - 8) Failure to comply with the sanction(s) imposed under the Student Discipline Procedure
 - 9) Influencing or attempting to influence another person to commit an abuse of the disciplinary hearing.

Disciplinary Procedures

Complaints:

Any member of the college community may file charges against any student for misconduct using Administrative Procedure 4.401 (Complaint Procedure).

Appeal

Following the adjudication of the complaint, the student or group or organization has the Right to Appeal to the Vice President of Teaching, Learning, and Student Development using Administrative Procedure 4.408 (Appeal).

Student Class Participation: A student who remains enrolled in a class throughout a complaint, disciplinary process, or appeal should continue active participation in the course while the situation is being resolved, adjudicated, or reviewed, unless instructed otherwise by a College official. In situations where behavioral or safety issues exist, the Associate Vice-President of Student Services and Development, Dean of Students, or Judicial Affairs Officer may prohibit class participation, in person and/or via virtual means, to protect students, faculty, or staff

Record of Complaint and/or Appeal

After the Complaint and/or Appeal Processes have been concluded, all records of that process will be placed in a confidential file in the Dean of Student Services and Development office for a period of 5 years.

ECC Academic Integrity Policies

Administrative Procedure 4.407 <https://elgin.edu/about/legal-notices/procedures/academic-integrity-policy/>

Adopted: September 5, 2007

Amended: August 9, 2011; September 25, 2014; April 9, 2015; May 4, 2017; June 4, 2018
August 4, 2020, November 16, 2022

Calculation of Time Periods:

For the purposes of this policy, the term “days” will refer to any day the college is open (e.g. Monday through Friday, or Monday through Thursday during the summer). The Vice President of Teaching, Learning and Student Development may extend timelines under certain circumstances (e.g. when faculty are not available for consultation).

Statement on Academic Integrity

Elgin Community College is committed to providing a learning environment that values truth, honesty, and accountability. Academic integrity means being honest and responsible regarding any work submitted as one’s own while in a college course. Acts of academic dishonesty include cheating, plagiarism, fabrication, complicity, submitting the same work in multiple courses, and/or misconduct in research. [In Communication and Behavioral Sciences this includes the professional code of ethics for each discipline.] The purpose of academic assignments is to help students learn. The grade a student receives in a course should reflect that student’s efforts. It also indicates how well they have met the learning goals in a course. In order to demonstrate that learning, the work done must always be their own and if students consult others’ work, those consulted sources must be properly cited. Students who commit any act of academic dishonesty will be subject to sanctions imposed by their instructor, up to and including failure in the course, as well as any sanctions imposed by the Director of Student Success and Judicial Affairs or the Student Disciplinary Committee, as applicable.

For information on how to avoid academic integrity violations, see the Plagiarism Modules available from the main menu on your D2L homepage (under the Student Support tab) or visit the ECC Library Tutorials Research Guide at <http://ecclibrary.elgin.edu/tutorials/WritingYourPaper>. Students may also seek assistance from Librarians as well as the Write Place staff.

Acts of Academic Dishonesty

The below definitions provide an overview of common areas of academic dishonesty. This is not an exhaustive list and does not limit the college from determining that other behaviors qualify as acts of academic dishonesty.

A. Cheating

At its most basic level, is the unauthorized use of outside assistance. Cheating includes use of notes, study aids, or other devices that are expressly forbidden by the instructor for the completion of an assignment or an examination. In addition, cheating occurs when a student copies another individual's work or ideas.

B. Plagiarism

is the presentation of another person's written words or ideas as one's own whether intentional or unintentional. Students are guilty of plagiarism if they submit as their own work:

- A sequence of ideas, arrangement of material, pattern of thought of someone else, even though it may be expressed in the student's own words; plagiarism occurs when such a sequence of ideas is transferred from a source to their work without the processes of digestion, integration, and reorganization in the writer's mind, and without appropriate acknowledgement in their work.
- Part or all of a written assignment copied or paraphrased from another person's work without proper documentation; paraphrasing ideas without giving credit to the original author is also plagiarism; or
- A previously submitted work, even if modified, for a present assignment without obtaining prior permission from the instructors involved.

C. Fabrication

is the invention or counterfeiting of data and/or research.

D. Complicity

- Allow their work to be copied and submitted as the work of another

- Prepare work for another student and allow it to be submitted as that student's own work
- Keep or contribute materials with the clear intent that they will be copied or submitted as work of anyone other than the author
- Purchase work from another source; or
- Fail to report acts of plagiarism to their instructor; students who know their work is being copied are presumed to consent to its being copied

E. Multiple Submissions

occurs when a student submits the same (or largely unaltered) work in multiple courses without instructor approval. Multiple submission does not include coursework in linked courses (in which instructors develop assignments together), nor shall it cover those situations in which a student has received approval to expand or develop previous work.

F. Misconduct in Research

occurs when a student violates professional guidelines or standards in research, including college standards and the Student Code of Conduct.

Instructor Initiated Sanctions

If an instructor identifies an act of academic dishonesty, the instructor shall determine the appropriate sanction(s) for the particular offense. If the instructor chooses one of the sanctions listed below as a direct consequence of the academic dishonesty, the instructor must document the violation using the Academic Integrity Violation form (found on the AccessECC Portal under "Search for..." and "forms"). The form must be sent to the student via the ECC student email account, the Academic Dean, the Assistant Vice President/Dean of Student Services & Development, and the Director of Student Success & Judicial Affairs. This enables the AVP/Dean of Students and Director of Student Success & Judicial Affairs to monitor multiple offenses across classes and semesters. [In Communication and Behavioral Sciences these sanctions may include dismissal from the program depending on the severity of the offense. Refer to the Student Code of Conduct which lists behavior for which a student may be subject to disciplinary sanctions by the College.

Instructor Sanction Options:

- Completion of "Writing with Integrity" course through the Write Place
- Reduced grade on assignment
- Failing the assignment
- Reduced final course grade
- Failing grade for course

Instructors have the discretion to use the offense as a “teachable moment,” which may include a verbal remediation or re-doing an assignment, in response to issues related to missed or partial citations, incorrect formatting, etc. In these instances, the instructor does not need to submit the Academic Integrity Violation form.

Students are informed of their right to appeal the violation through the information contained in the Academic Integrity Violation form. The student must appeal within ten (10) days of being emailed the violation form from their instructor. Should the student choose to appeal the allegation of violation (see section IV below), the student must be allowed to continue actively participating in the class while the appeal is in progress, as long as the student remains in compliance with the College’s Student Code of Conduct Administrative Procedure 4.402.

All students who receive an Academic Integrity Violation form will be required to meet with the Director of Student Success & Judicial Affairs. The student will be notified through the student’s ECC email to attend the meeting. The Director may or may not determine that additional sanctions beyond those imposed by the instructor are appropriate. Students will remain restricted from future course registration and will be unable to obtain official ECC transcripts until they have met all meeting/sanction requirements. If a student does not attend the meeting with the Director, the case may be referred to the Student Disciplinary Committee for a hearing to determine further sanctions.

A documented subsequent violation of the Academic Integrity policy recorded with the AVP/Dean of Student Services & Development shall result in administrative sanctions as outlined in the Administrative Procedure 4.402 (Student Code of Conduct), which may include but are not limited to:

- Completion of the “Writing with Integrity” course through the Write Place
- Disciplinary remediation or probation
- Suspension
- Expulsion

Appeal Process

A student charged with an act of academic dishonesty may appeal the violation charge, but not the sanction. If the violation appeal is approved, the sanction would change accordingly. A student who appeals the charge should continue active participation in the course while the appeal is under review. The steps outlined below shall be followed. All dates will extend from the date of the email the student receives from their instructor with the Academic Integrity Violation form. If an extension is required, it may be granted by the Vice President of Teaching, Learning & Student Development.

Step 1: Division Review

The purpose of step one is to allow for independent review of the student's appeal:

1. To formally appeal the Academic Integrity charge, the student must submit a written statement with documentation (e.g. relevant syllabus sections, drafts, emails, research notations, etc.) to the appropriate Academic Dean for review within ten (10) days of receiving the Academic Integrity Violation form from their faculty member.
2. Within five (5) days of receiving the appeal, the Dean will review the documentation and confer with the faculty member, if available, and the student to determine if the appeal has merit.
3. If the Dean determines the appeal has merit, the Dean will work with the faculty member, if available, and the student, in an effort to resolve the problem in a manner that is agreeable to both the faculty member and student. If such a solution is determined, the Dean and faculty member, if available, will work together to implement the change in sanction.
4. If the Dean denies the appeal, the student will be notified of the decision and rationale via their ECC email. The faculty member will be copied on this email.
5. If either the student or faculty member are dissatisfied with the Dean's decision, they may submit an appeal via ECC email to the Vice President of Teaching, Learning & Student Development within five (5) days of the notification. The appeal must include all necessary and supporting documentation.

Step 2: Vice President/Committee Review

The purpose of this step is to provide due process for students and faculty:

1. Within five (5) days of receiving the written appeal the Vice President of Teaching, Learning, & Student Development will review the violation, documentation, Dean's recommendation, and the written appeal sent in by the faculty or student in reference to the Dean's decision, and determine if the appeal has merit.
2. If the appeal is denied by the Vice President, the student, instructor, and Dean shall be notified within five (5) days of that decision and the matter shall be at an end.
3. If the Vice President determines that the appeal has merit, within five (5) days of receiving that written appeal, the Vice President will notify Elgin Community College Faculty Association (ECCFA) of the need to appoint and convene an Academic Integrity

Appeal Advisory Committee (“Committee”). The Vice President, in consultation with ECCFA, is responsible for ensuring that those designated to serve are not directly involved with the concern nor have any other conflict of interest. The Committee will be composed of the president of the student government or that person’s designee and three faculty members from three different academic disciplines, including one from the course discipline or closely related field and two from outside of the course discipline.

4. ECCFA will consult with the Vice President and will select these members within ten (10) days of receipt of the request. If for any reason ECCFA is unable to do so, the Vice President will appoint the Committee members by the end of the ten (10) days. The faculty members will elect the chair of the Committee.
5. The Committee will hold formal hearing(s) at which the student and the faculty member may provide documentation. The student must be advised of his or her right to be accompanied by an advisor (who may be an attorney, but who may not participate in the hearings except as an advisor to the student). The faculty member may also bring an advisor (who may be an attorney, but who may not participate in the hearings except as an advisor to the faculty member). All Committee hearings shall be confidential.
6. The Committee shall review the evidence and make a written recommendation to the Vice President within three (3) days of the last hearing. The Vice President may accept or modify the Committee’s recommendations and may determine additional sanctions or responses, as deemed necessary. The Vice President will notify the faculty member, the student, the appropriate Academic Dean, and the chair of the Committee of his or her decision within five (5) days of receiving the Committee’s recommendation.
7. If the Academic Integrity Appeal is upheld (it is determined that the student was not in violation of the Policy), the faculty member, if available, can be given the opportunity by the Vice President to change the student’s grade. If the appeal has been upheld and the faculty member refuses to change the grade, the Vice President will change the grade administratively. If needed, the final course grade may also need to be recalculated based on the course syllabus.

Code of Ethics for CRSS Professionals

A code of ethics is a set of guidelines which are designed to set out acceptable behaviors for members of a particular group, association, or profession. The CRSS code of ethics serves to:

1. Protect consumers of recovery support services
2. Set a professional standard
3. Increase confidence in the profession
4. Identify core values which underlie the work performed
5. Create accountability among CRSS professionals
6. Establish occupational identity and maturity

	ETHIC	IMPORTANCE
1	CRSS professionals will, when appropriate, openly share their stories of hope and recovery and will likewise be able to identify and describe the supports that promote their recovery and resilience.	Science has shown that having hope is integral to an individual’s ability to recover. Hearing stories of recovery helps people develop hope, particularly when those stories are relevant to others’ lives and helps them to identify supports for their own recovery.
2	CRSS professionals will practice safe and healthy disclosure about their own experience through general sharing focused on providing hope and direction toward recovery.	The experience of recovery and what is helpful is different for each person. Sharing one’s recovery story can promote hope, but must not be prescriptive.
3	CRSS professionals will maintain high standards of personal conduct and will also conduct self-care in a manner that fosters their own recovery.	As a role model, a CRSS professional’s integrity and health choices influence the practices of persons served.
4	CRSS professionals will fairly and accurately represent themselves and their capabilities to individuals they serve and to the community.	The goal is to get a person to the right source of support for their current need. Damage occurs when a professional misrepresents what services they are qualified to provide.

5	CRSS professionals will keep current with emerging knowledge relevant to recovery and openly share their knowledge.	Persons served deserve to make choices based on the best information possible. Information and understanding regarding mental health recovery is ever evolving and expanding.
6	CRSS professionals will not abuse substances under any circumstances.	As a role model, a CRSS professional’s integrity and health choices influence the practices of persons served.
7	CRSS professionals will provide services to meet the identified needs of the individuals they serve as indicated within their service plan. They will avoid providing services that are unnecessary or not capable of producing the desired effect.	Persons served deserve individualized services with demonstrated effectiveness.
8	CRSS professionals shall only provide service and support within work hours and locations approved by the agency.	Persons must be afforded protection from abuse, misconduct and conflicts of interest which are more likely to occur outside the scope of professionally sanctioned hours and settings.
9	CRSS professionals will be guided by the principle of consumer self-determination while also considering the needs of others and society. The primary responsibility of CRSS Professionals is to help individuals they serve achieve their goals, based upon their needs and wants.	While personal responsibility and individual choice are cornerstones of recovery, these are balanced by the need for support and safety not only of the individual, but of others and the greater society.

10	CRSS professionals will advocate for the full involvement of individuals they serve in communities of their choice with services in safe and least restrictive environments possible.	Recovery is the process by which persons with mental illnesses live, work, learn and participate fully in their communities. All individuals have the right to live in a safe and least restrictive environment.
11	CRSS professionals must not discriminate against individuals based on race, religion, age, sex, disability, ethnicity, national ancestry, sexual orientation or economic condition.	Individuals have the right to be treated with equality and esteem.
12	CRSS professionals will never intimidate, threaten, harass, financially exploit, use undue influence, physical force or verbal abuse, or make unwarranted promises of benefits to the individuals they serve.	Even when providing peer support services, the CRSS professional is at least implicitly in a position of power as a staff person and must be careful how that influence or perceived authority might place pressure upon individuals.
13	CRSS professionals will avoid relationships or commitments that conflict with the interests of individuals they serve, impair professional judgment, imply a conflict of interest, or create risk of harm to individuals they serve. When dual relationships are unavoidable, it is the responsibility of the professional to seek supervisory consultation to conduct him/herself in a way that does not jeopardize the integrity of the helping relationship.	Even when providing peer support services, the CRSS professional is at least implicitly in a position of power as a staff person and must be careful how that influence or perceived authority might place pressure upon individuals.

14	CRSS professionals will never engage in romantic or sexual/intimate activities with the individuals they serve. They will not provide services to individuals with whom they have had a prior romantic or sexual relationship.	The real and perceived power between a human service professional and the persons they serve creates an imbalance of power that is advantageous to the professional and disenfranchising to the person served. This removes the possibility for a genuine consensual relationship. Relationships of this type also cloud the professional's needed objective judgment, which reduces the quality of services the person deserves.
15	CRSS professionals will not accept gifts of significant value from individuals they serve. They do not loan, give, or receive money or payment for any services to, or from, individuals they serve.	<p>Even when providing peer support services, the CRSS professional is at least implicitly in a position of power as a staff person and must be careful how that influence or perceived authority might place pressure upon individuals to give.</p> <p>A gift of significant value from a consumer is essentially payment for a service that is already being paid for by other means. Receiving a gift from an individual may also unintentionally impact the treatment of that individual and other persons served in an unfair manner.</p>
16	CRSS professionals will, at all times, respect the rights, dignity, privacy and confidentiality of those they support. CRSS Professionals will respect confidential information shared by colleagues in the	Individuals have rights, including the right to privacy, and CRSS professionals should not only honor, but advocate for the necessity and enforcement of such rights.

	course of their professional relationships and interactions.	
17	CRSS professionals have a duty to inform appropriate persons when disclosure is necessary to prevent serious, foreseeable, and imminent harm to an individual they are serving or other identifiable person. CRSS Professionals working in the human services field are mandated reporters of abuse, neglect and exploitation.	The professional has a duty not only to protect persons served, but also other individuals and society at large.
18	CRSS professionals will avoid negative criticism of colleagues in communicating with individuals they serve and other professionals.	CRSS professionals must use their influence for constructive purposes and not engage in activities that detract from the recovery support of persons with mental health challenges. Persons served benefit from a thoughtful, team- based approach where their welfare is the primary concern.

Adapted from the Peer Specialist Code of Ethics and Professional Standards by Colorado’s Northeast Behavioral Health Partnership (2011)

ECC Administrative Policies

Please refer to the [College Catalog](#) for other [Administrative Policies and Procedures](#) or follow the link <https://elgin.edu/about/legal-notice/procedures/>. Some of the important student related Administrative Policies include:

- Policy: 1-102 Standards of Academic Progress
- Policy: 1.202 Schedule Changes and Course Withdrawals
- Policy: 1.203 Course Retake
- Policy: 1.301 Academic Residency
- Policy: 2-101 Student Tuition and Fees
- Policy: 2.102 Refunds for Credit and Non-Credit Courses
- Policy: 3.401 Drug Free Campus
- Policy: 3-402 Affirmative Action Statement
- Policy: 3.403 Anti-Discrimination, Harassment, Violence, and Retaliation Policy and Procedure
- Policy: 3.701 Campus Safety
- Policy: 3-702 Parking of Vehicles on Campus
- Policy: 3.801 Smoke Free Campus
- Policy: 3.806 Safety and All Hazards Response
- Policy: 3.809 Procedure for Emergency Closings
- Policy: 3-903 Procedure for Social Media
- Policy: 4-102 Student Residency
- Policy: 4.103 Student Academic Records
- Policy: 4.401 Complaint Procedure
- Policy: 4-401 Complaint Procedure Form
- Policy: 4.402 Student Code of Conduct
- Policy: 4.403 Appeal of Final Grade
- Policy: 4.407 Academic Integrity
- Policy: 4.408 Appeal for Complaint Procedure

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CRSS Program Remediation Sheet

Name: _____

Date: _____

Date and time of incident(s): _____

1. Incident (What happened? – in detail including all involved, start with the plan, the interaction that led up to, who’s involved, dates and times):
2. What are you responsible for in this incident (specific and details of each)?
3. Why is this a problem for you and others (be specific)?
4. How has this been a problem for you in the past? (Specific examples and outcomes).
5. What CRSS Domains were involved in this incident(s)?
6. What CRSS Code of Ethics are involved in this incident(s)?
7. What are your personal values that this behavior goes against? How were you able to violate your belief system to do this behavior(s)?
8. How did this behavior(s) impact your relationships with others (specific who and how)? How do you want others to see you related to your personal values?
9. Statement of responsibility and accountability including all that were impacted by this incident.
10. Your commitment to do it differently and how (specific)
11. Do the others involved in this incident accept your “clean up?”

Student Signature

Date

Instructor Review (Print)

Signature

Date

Dean Review (Print)

Signature

Date

CRSS Program Remediation Review

Student Name: _____

Date of Incident: _____

Class(es) enrolled in: _____

Term: _____

Report of Incident(s) and/or concerns:

ECC Staff Responses:

Date: _____

Staff: _____

Process:

ECC Staff Responses:

Date: _____

Staff: _____

Process:

ECC Staff Responses:

Date: _____

Staff: _____

Process:

ECC Staff Responses:

Date: _____

Staff: _____

Process:

CRSS Decision for incident:

CRSS Program Student Concern Form

Student's Name (Print): _____

Fall Spring Summer Year: _____

ECC ID _____

Student contact information: Phone _____ Email _____

Instructor for class: _____

Issue and/or concern (specific):

Advocacy, how have you, the student, attempted to address concerns? What were the outcomes? What is your next step?

When did you or the instructor address this concern? Date: _____

What recommendations were given and how was it implemented?

Following the implementation of the resolution, what feedback did you receive from your instructor regarding the issues?

Were there additional attempts to solve the issues? If so, what were they and what was the outcome?

Student Signature: _____

Date: _____

Instructor Signature: _____

Date: _____

CRSS Reentry Meeting Remediation Form

Student's Name (Print): _____

Fall Spring Summer Year: _____ ECC# _____

Student contact: Phone _____ Email _____

Class: _____ Instructor for Class: _____

1. What remediation steps were suggested? And complete (date)?

2. What steps will you take in the future to ensure this situation does not happen again?

3. Is there anything from the ECC team you need to ensure your success on reentry?

4. Do you have resources at your disposal to assist you regarding remediation?

5. Upon reflection do you understand what you could have done differently? (please explain)

Student Signature

Date

Instructor Signature

Date

Dean Signature

Date

CRSS Program Attestation Form

Welcome to the Certified Recovery Support Specialist (CRSS) Program in Elgin Community College. The program will provide high-quality recovery support training, supervised practical experience, and wrap-around support for individuals with lived expertise of mental health, substance use, or co-occurring mental health and substance use recovery. Tuition, books, and additional wrap-around support for this program are funded by a grant from the Illinois Department of Human Services. While anyone may enroll in courses within the CRSS Program, the benefits are reserved specifically for those with lived expertise of mental health, substance use, or co-occurring mental health and substance use recovery.

By signing below, I attest that I am a person with lived expertise of mental health, substance use, or co-occurring mental health and substance use recovery. I understand that the grant from the Illinois Department of Human Services covers tuition, books, and wrap-around support only for individuals meeting this criterion. Those without lived expertise are responsible for the costs of the CRSS Program. Furthermore, I understand that certification as a Certified Recovery Support Specialist (CRSS) or Certified Peer Recovery Specialist (CPRS) is available only to those with lived expertise.

If I choose not to sign this form, I will forfeit the benefits of free tuition, books, and wrap-around support covered by the grant, and I will be responsible for covering these costs. I may, however, still be eligible for other funding through ECC's Financial Aid Office.

Student (Signature): _____

Date: _____

Student (Print): _____

CRSS Program Student Acknowledgement

The Recovery Support Specialist (CRSS) program in Elgin Community College will provide high-quality recovery support training, supervised practical experience, and wrap-around support for individuals with lived expertise of mental health, substance use, or co-occurring mental health and substance use recovery. The program consists of five courses, with three courses conducted in the classroom and two in a field experience setting where students are placed within an agency.

Course-Specific Focus Areas

- **RSS 101:** Essential Helping Skills, Advocacy, Mentoring, the Mental Health, Substance Use Disorder (SUD), and Dual Diagnosis Treatment Continuum.
- **RSS 103:** Harm Reduction, Stages of Change, Motivational Interviewing, Trauma-Informed Care, Gender Sensitive Care, Cognitive Behavioral Interventions, Behavior Modification, Working with Families, and Working with Youth.
- **RSS 105:** Professional Responsibilities, Recovery Support, Mandated Reporting Act, Illinois Mental Health Code, Confidentiality (42CFR and the Illinois Mental Health Confidentiality Act), CRSS Code of Ethics, the Illinois Alcoholism and Other Drug Abuse Professional Counselor Association, and Crisis Intervention, Field Experience Preparation
- **RSS 107 and RSS 109:** the application of effective oral and written communication skills, the recognition and modeling of workplace success attributes, the development and use of problem-solving abilities, and the creation of time management plans.

Acknowledgement of CRSS Program and IDHS Grant-Related Expectations

Please review the following acknowledgment and sign where indicated:

I understand that I am required to meet with a Human Services Instructor each semester to discuss my progress toward becoming a Certified Recovery Support Specialist (CRSS).

To advance to RSS 107, Field Experience I, I must earn at least a C in each preceding class. I will review the syllabus to understand the in-class student evaluation process. I also understand that admission into RSS 107 (Field Experience I) and beyond is at the discretion of the faculty member. If a student is denied admission, they will receive a Remediation Plan outlining specific

steps required for future admission. If successfully completed the remediation outlined in the plan, the student will be eligible to enroll in the field experience.

I understand that, under the Illinois Department of Human Services (IDHS) grant funding this program, I may be eligible for benefits such as tuition, books and additional wrap-around support. These benefits are available to eligible grant recipients according to grant guidelines.

According to the IDHS, I may enroll in each course up to three times and remain eligible for grant funds, provided I meet qualifying criteria. However, advancement to field experiences (RSS 107 and beyond) is solely at the discretion of the faculty member.

I also acknowledge that successful completion of RSS 107 is required to advance to RSS 109, Field Experience II.

Lastly, as a student at Elgin Community College, I agree to abide by the [Student Code of Conduct](#). Violations of the Student Code of Conduct or the CRSS Code of Ethics may lead to termination from the program and/or the college.

By signing below, I acknowledge that I understand the expectations of this program and have asked any questions I may have. I understand that if I have further questions, I am encouraged to ask my instructor or Dr. Liddy Hope, Coordinator of the Human Services Program.

Student (Signature): _____

Date: _____

Student (Print): _____

CRSS Program Handbook Agreement

Elgin Community College's Certified Recovery Support Specialist (CRSS) Program Student Handbook provides information regarding the policies and procedures in effect for the CRSS Program. Students will be fully informed of any changes to this document. Students must indicate agreement with each of the following statements by initialing each line below:

- I have received a current copy of the CRSS Program Student Handbook.
- I am aware that it is my responsibility to ask questions about the contents of the CRSS Program Student Handbook and have those questions answered to my satisfaction.
- I understand that failure to follow any of the policies in the CRSS Program Student Handbook may result in my dismissal from the CRSS Program.
- I have thoroughly read and completely understand all the grading policies and attendance policies of the CRSS Program as described in this handbook.
- I agree to fully participate in the field experience portion of the CRSS Program.
- I understand that disclosure of student information between the faculty, Student Success Specialist and Grant Manager is necessary to ensure a positive field experience learning experience and meet the requirements of the individual field experience facility.
- I agree that while enrolled in the CRSS Program, I will treat my studies and field experience as an employee would treat job responsibilities. I will attempt to learn the skills required of a Certified Recovery Support Specialist but also strive to develop professional behaviors and attitudes.
- I fully understand the importance of maintaining confidentiality regarding personal and/or client issues and understand that disclosure of such information outside of class is cause for dismissal from the CRSS program.
- I fully understand the importance of ethical and professional behavior at all times, especially in the field experience locations/facilities, and lack of compliance may lead to dismissal from the CRSS program.

Student (Signature): _____

Date: _____

Student (Print): _____