

RUTGERS

School of Arts and Sciences



Genetic Counseling Master's Program

Student Handbook

RUTGERS UNIVERSITY—NEW BRUNSWICK

Table of Contents (click on text to go to page)

I. Rutgers University Genetic Counseling Master’s Program Information	4
PROGRAM WELCOME:	4
THE GENETIC COUNSELING PROFESSION:.....	5
MISSION AND VISION:.....	6
PROGRAM HISTORY:	6
PROGRAM LEADERSHIP CONTACT INFORMATION:	8
PRIMARY TEACHING FACULTY CONTACT INFORMATION:.....	9
ACADEMIC CALENDAR:	10
II. Program Structure and Courses	11
PROGRAM STRUCTURE:	11
CURRICULUM OVERVIEW:.....	11
COURSE DESCRIPTIONS:.....	13
Fall – 1 st year	13
Spring – 1 st year	13
Summer	15
Fall – 2 nd year.....	15
Spring – 2 nd year	16
CLINICAL ROTATIONS AND LOGBOOKS:.....	16
NON-HOSPITAL BASED INTERNSHIP:.....	20
LABORATORY ROTATIONS:.....	20
RESEARCH PROJECT:.....	21
Comprehensive Oral Examination:	22
Other Activities:	23
III. Guidelines for Good Standing	24
GRADES:	24
GUIDELINES FOR ACADEMIC STANDING:.....	24
POLICIES FOR PROBATION AND PROGRAM DISMISSAL:.....	25
REQUIREMENTS FOR GRADUATION:.....	26
ACADEMIC AND PROFESSIONAL COMMITTEE:	26
STUDENT GRIEVANCES AND APPEALS:	26
CLASS ATTENDANCE:.....	27
STUDENT CONDUCT:	27

IV. GCMP and Rutgers University Policies and Procedures.....	28
ACADEMIC GUIDELINES AND INTEGRITY:	28
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT	29
DISCRIMINATION AND HARASSMENT.....	29
SEXUAL DISCRIMINATION AND ASSAULT.....	31
DRUG AND ALCOHOL POLICY.....	31
COUNSELING AND COUNSELING SERVICES.....	31
DRESS CODE	32
V. Rutgers Resources and Services.....	33

Appendix

- [NSGC Code of Ethics](#)
- [Practice Based Competencies](#)
- [Rutgers University Student Code of Conduct](#)
- [Rutgers University Academic Integrity Policy](#)
- [Rutgers University Busch Campus Map](#)
- [Student Signature](#)

I. Rutgers University Genetic Counseling Master's Program Information

PROGRAM WELCOME:

Dear Student,

Welcome to the Rutgers University Genetic Counseling Master's Program (GCMP). You are about to become a part of a talented genetics community dedicated to training competent genetic counselors who are prepared to fulfill a variety of genetic counseling roles. You now represent not only this program but Rutgers University and we hope you will take pride in knowing you are receiving your education at an institution that has a tradition of excellence.

Our Master's program is a 56 credit, two year program that strives to educate well rounded genetic counseling students. The GCMP is a program within the Microbiology and Molecular Genetics (MMG) graduate program in the Graduate School-New Brunswick. This graduate program is jointly administered by the Graduate School and also Rutgers Biomedical and Health Sciences (RBHS). This placement allows you to draw from the deep resources of both schools and we believe will result in a well, rounded and exciting educational experience.

This handbook is designed to include information necessary for a successful training experience. It is your responsibility to read and familiarize with all aspects of handbook. When you have completed reading the handbook and attended our program orientation, we will require your signature, indicating that all of the information included in this handbook has been reviewed and is understood.

On behalf of the GCMP leadership, we are thrilled that you have chosen to receive your graduate school training at Rutgers and we look forward to joining you on your journey to become a genetic counselor.

Warm regards,

Jessica Joines, MGC, LGC
Program Director

THE GENETIC COUNSELING PROFESSION:

According to the National Society of Genetic Counselors (2016):

Genetic counseling is the process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease. This process integrates:

- Interpretation of family and medical histories to assess the chance of disease occurrence or recurrence.
- Education about inheritance, testing, management, prevention, resources and research.
- Counseling to promote informed choices and adaptation to the risk or condition.

Training of genetic counselors involves a set of standard skills referred to as the Practice Based Competencies (PBCs). These currently include four domains: Genetics Expertise and Analysis, Interpersonal Psychosocial and Counseling Skills, Education, and Professional Development. The PBCs provide guidance to the training of genetic counselors and represent the entry level skills required for a genetic counseling professional. The 2013 PBCs are enclosed in Appendix One.

There are several genetic counseling professional organizations that serve various purposes:

- National Society of Genetic Counselors (NSGC)
 - The leading professional organization for genetic counselors.
 - The Society's Vision: Integrating genetics and genomics to improve health for all.
 - The Society's Mission: The National Society of Genetic Counselors advances the various roles of genetic counselors in health care by fostering education, research, and public policy to ensure the availability of quality genetic services.
 - www.nsgc.org
- American Board of Genetic Counseling (ABGC)
 - This organization is responsible for the credentialing of genetic counselors and promote high standards within genetic counseling.
 - This organization oversees the national board examination.
 - Mission: To protect the public by setting certification standards and providing leadership to promote the value of certified genetic counselors.
 - www.abgc.net
- Accreditation Council for Genetic Counseling (ACGC)
 - This organization is responsible for the accreditation of graduate training programs.
 - www.qceducation.org

- American College of Medical Genetics
 - Professional organization and provider of education for genetics professions.
 - www.acmg.org
- American Society of Human Genetics
 - Professional society representing a variety of geneticists who are interested in human genetics.
 - www.ashg.org

Additionally, in the State of New Jersey:

- Human Genetics Association of New Jersey (HGANJ)

MISSION AND VISION:

Genetic Counseling Master's Program Mission Statement:

To provide excellent, innovative, and interdisciplinary training that prepares our students for the evolving field of genetic counseling.

Genetic Counseling Master's Program Vision Statement:

Graduates of Rutgers GCMP will be empathic and competent counselors, self-directed learners, and respected leaders who strive to advance the profession and are prepared to fulfill a variety of roles in a healthcare system that increasingly utilizes genetic and genomic medicine.

PROGRAM HISTORY:

The history of graduate school training for genetic counselors at Rutgers University dates back to 1974, under the creative leadership and vision of Marion Rivas. The program was institutionally supported even during a time where the future of genetic counseling profession was unclear. Unfortunately, the program dissolved upon Dr. Rivas departure from the University. However, Rutgers continued to develop the Genetics Department, currently employing 31 faculty members including \$144M of grant funded research.

Given this pioneering history and continued commitment to genetics, it seems very fitting for the establishment of a master's in genetic counseling program once again. The University has demonstrated its commitment to the genetic counseling pipeline by supporting an undergraduate certificate program for Genetics majors since 2009. Establishment of the certificate program has resulted in increased awareness of the genetic counseling profession among both the undergraduate community as well as the entire Genetics Department

On July 1, 2013, a much anticipated merger took place at Rutgers University when the New Jersey Medical and Health Sciences Education Restructuring Act went into effect. This resulted in Rutgers University integrating with University of Medical and Dentistry of New Jersey (UMDNJ) medical school. This historic merger integrated the academic side and clinical sides. More information about this merger can be found at <http://integration.rutgers.edu/>.

Under this merger, Rutgers Biomedical and Health Sciences (RBHS) was created and currently serves as the umbrella organization under which many clinical professional programs are housed. Under this new structure, RBHS is also connected to the Graduate School-New Brunswick (GSNB) through the Graduate School of Molecular Biosciences. The graduate school of Molecular Biosciences offers five programs that are jointly directed by faculty from the GSNB and RBHS. For more information about the Graduate School of Molecular Biosciences, please see <http://molbiosci.rutgers.edu/>. One of the five graduate programs housed within this joint venture is the Microbiology and Molecular Genetics Program: the program under which the GCMP is located.

The merger between Rutgers and UMDNJ was a catalyst in sparking the interest in developing a graduate program in genetic counseling as this new climate more formally joined the clinical and academic sides, including the academic and clinical genetics programs. Efforts to establish a new graduate program in genetic counseling began in February 2014. These efforts were led by Dr. Gary Heiman, who is the director of the Genetics Counseling Certificate Program (GCCP) and a tenured track assistant professor in the Department of Genetics. Dr. Heiman assembled a team of senior genetic counselors representing pediatrics (Christina Botti), prenatal (Elena Ashkinadze), and cancer (Hetal Vig) and also identified a medical director (Dr. Susan Brooks). This committee met on a monthly basis to brainstorm existing Rutgers resources, possible funding sources, and draft a program structure. On February 27, 2015 the Executive Dean approved the proposal, including five year startup funds for the future genetic counseling program and permission to conduct a search for the Program Director. Within the Graduate School-New Brunswick, it was determined that this program would be established as a track with the Microbiology and Molecular Genetics (MMG) graduate program as the Department of Genetics does not yet have its own graduate program. Most faculty members of the Genetics Department also serve as graduate faculty members of the MMG. Jessica Joines was recruited as the Program Director and started on September 1, 2015.

PROGRAM LEADERSHIP CONTACT INFORMATION:

	<u>Location</u>	<u>Phone</u>	<u>Email</u>
Jessica Joines, MGC,CGC Director	Life Sciences Bldg. 145 Bevier Rd. Room 228	(848) 445-9637	joines@dls.rutgers.edu
Susan Brooks, MD Medical Director	Child Health Institute of New Jersey (CHINJ) 89 French St. Room 2224	(732) 235-8462	susan.brooks.md@rutgers.edu
Gary Heiman, PhD Director of Student Research	Life Sciences Bldg. 145 Bevier Rd. Room 125	(848) 445-9576	heiman@dls.rutgers.edu
Linda Brzustowicz Chair, Dept of Genetics	Life Sciences Bldg. 145 Bevier Rd. Room 231	(848) 445-1638	geneticschair@dls.rutgers.edu
Elena Ashkinadze, MS Executive Committee Course Director	Clinical Academic Bldg. 125 Patterson St. Room 2117	(732) 235-6630	ashkinel@rwjms.rutgers.edu
Christina Botti, MS Executive Committee Course Director	Child Health Institute of New Jersey (CHINJ) 89 French St. Room 2202	(732) 235-6350	christina.botti@rwjms.rutgers.edu
Hetal Vig, MGC Executive Committee Course Director	Cancer Institute of New Jersey (CINJ) 195 Little Albany St. Suite 1135C	(732) 235-8933	vighe@cinj.rutgers.edu

PRIMARY TEACHING FACULTY CONTACT INFORMATION:

	<u>Location</u>	<u>Phone</u>	<u>Email</u>
Molly Ciarlariello, MS RWJ Dept of Ob/Gyn	RWJ Hospital Clinical Academic Bldg. 125 Patterson St.	(732) 235-6630	mwood2@rwjms.rutgers.edu
Jennifer Muhammad, MS RWJ Dept of Ob/Gyn	RWJ Hospital Clinical Academic Bldg. 125 Patterson St.	(732) 235-6630	muhammjk@rwjms.rutgers.edu
Shama Khan, MS RWJ Dept of Ob/Gyn	RWJ Hospital Clinical Academic Bldg. 125 Patterson St.	(732) 235-6630	khanasp@rwjms.rutgers.edu
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Stephanie Pachter, MS RCINJ	Cancer Institute of New Jersey (CINJ) 195 Little Albany St. Suite 1135C	(732) 235-9652	pachtesp@cinj.rutgers.edu
Sarah Nashed, MS RCINJ	Cancer Institute of New Jersey (CINJ) 195 Little Albany St. Suite 1135C	(732) 235-8933	swnashed@cinj.rutgers.edu
Sandra D'elia, MS RCINJ	Cancer Institute of New Jersey (CINJ) 195 Little Albany St. Suite 1135C	(732) 235-9447	mentosa@cinj.rutgers.edu

ACADEMIC CALENDAR:

Event	2015-2016	2016-2017	2017-2018
Fall Semester Begins	Tuesday, September 1 (No class, Labor Day, Sep. 7)	Tuesday, September 6	Tuesday, September 5
Regular Saturday Classes Start	Saturday, September 12	Saturday, September 10	Saturday, September 9
Changes in Designation of Class Days	Tuesday, September 8 (Monday Classes)	Tuesday, November 22 (Thursday Classes)	Tuesday, November 21 (Thursday Classes)
	Wednesday, November 25 (Friday Classes)	Wednesday, November 23 (Friday Classes)	Wednesday, November 22 (Friday Classes)
Thanksgiving Recess	Thursday, November 26 - Sunday, November 29	Thursday, November 24 - Sunday, November 27	Thursday, November 23 - Sunday, November 26
Regular Classes End	Thursday, December 10	Wednesday, December 14	Wednesday, December 13
Reading Days	Friday, December 11 Monday, December 14	Thursday, December 15	Thursday, December 14
Fall Exams Begin	Tuesday, December 15	Friday, December 16	Friday, December 15
Fall Exams End	Tuesday, December 22	Friday, December 23	Friday, December 22
Winter Session Begins	Wednesday, December 23	Friday, December 23	Friday, December 22
Winter Session Ends	Friday, January 15	Friday, January 13	Friday, January 12
Spring Semester Begins	Tuesday, January 19	Tuesday, January 17	Tuesday, January 16
Spring Recess Begins	Saturday, March 12	Saturday, March 11	Saturday, March 10
Spring Recess Ends	Sunday, March 20	Sunday, March 19	Sunday, March 18
Regular Classes End	Monday, May 2	Monday, May 1	Monday, April 30
Reading Days	Tuesday, May 3 Wednesday, May 4	Tuesday, May 2 Wednesday, May 3	Tuesday, May 1 Wednesday, May 2
Spring Exams Begin	Thursday, May 5	Thursday, May 4	Thursday, May 3
Spring Exams End	Wednesday, May 11	Wednesday, May 10	Wednesday, May 9
University Commencement	Sunday, May 15	Sunday, May 14	Sunday, May 13
Summer Session Begins	Tuesday, May 31	Tuesday, May 30	Tuesday, May 29
Summer Session Ends	Wednesday, August 17	Wednesday, August 16	Wednesday, August 15

For college/school commencements, please check with your dean's office.

For any questions regarding the academic calendar, please email sched@echo.rutgers.edu

II. Program Structure and Courses

PROGRAM STRUCTURE:

The Genetic Counseling Master's Program (GCMP) at Rutgers University is a 22 month graduate program in which students will be awarded a Master's in Science upon completion. Our program is comprised of three main components: rigorous coursework, a variety of clinical rotations offered throughout the state, and a Master's research project. There are a number of additional rotations and activities that our students participate in that serve to round out their educational experience.

The program is 56 credits, spanning five continuous semesters. This includes:

- Two year course of study with a minimum of 13 didactic courses
- Clinical rotations
- Research project
- Oral comprehensive examination

The first year of study is focused on didactic work, with introduction to fundamental skills for genetic counselors. Students will observe genetic counselors in clinical settings over the course of the first year to reinforce the content from first year courses. More formal clinical rotations begin in the summer and continue throughout the second year of study. Students will also participate in a variety of supplemental activities over the course of both years.

CURRICULUM OVERVIEW:

The GCMP curriculum is designed to provide a challenging, thorough, and well balanced training to our graduate students. The majority of courses have been designed specifically for our genetic counseling students to ensure the effectiveness and specificity of our training. Students will take a four part genetic counseling course that spans both years. This course begins with the fundamental skills of genetic counseling and continues into the second year to address more advanced topics as well as providing an understanding of where the profession is headed in the future.

Science curriculum includes Human Genetics and Medical Genetics courses, as well as courses designed to emphasize other specialty areas (Reproductive Genetics and Cancer Genetic Counseling). Our program also takes advantage of the offerings of Rutgers University by including courses offered by other professional schools including the Graduate School of Applied and Professional Psychology (GSAPP) and the School of Social Work thus demonstrating our approach to cross disciplinary training and the value of exposing our students to a variety of Rutgers resources.

See below for a summary of the curriculum and program structure.

First year: Fall Semester		
Course	Course #	Credits
Foundations of Genetic Counseling	16:681:590	3
Principles of Epidemiology	PHCO 502	3
Human Genetics	16:681:535	3
Clinical Cancer Genetic Counseling	16:681:597	2
Lab and Clinical Rotation	16:681:611	2
Total Semester Credits:		13
First year: Spring Semester		
Genetic Counseling II: Reprogenetics	16:681:591	3
Research Methods for Genetic Counseling	16:681:598	2
Medical Genetics I	16:681:594	3
Counseling Techniques for Genetic Counselors	16:681:586	2
Lab and Clinical Rotation	16:681:611	2
Total Semester Credits:		12
Summer Semester		
Loss Across the Lifespan	19:910:547	3
Clinical Rotation	16:681:599	4
Total Semester Credits:		7
Second year: Fall Semester		
Genetic Counseling III: Current and Advanced Topics	16:681:592	2
Medical Genetics II	16:681:595	3
Counseling Techniques for Genetic Counselors II	16:681-587	2
Research	16:681:701	3
Clinical Rotation	16:681:599	4
Total Semester Credits		14
Second year: Spring Semester		
Genetic Counseling IV: Genetic Counseling in the 21 st Century	16:681:593	3
Research	16:681:701	3
Clinical Rotation	16:681:599	4
Total Semester Credits		10

COURSE DESCRIPTIONS:

Fall – 1st year

- **Foundations of Genetic Counseling (Joines / 3 credits)**

This course will provide an introduction to core genetic counseling skills including constructing a pedigree, contracting, and various techniques surrounding communication, delivery of bad news, and decision facilitation. Emphasis will be placed upon risk assessment, risk calculation and the fundamentals of case management. This course will provide the framework prior to the genetic counseling clinical rotation. Information discussed in class will be reinforced by bimonthly role play exercises with members of the genetic counseling program faculty.

- **Principals of Epidemiology (PHCO 502 / 3 credits)**

This course is an introduction to the principles of epidemiology as generally used in human health research and public health disease prevention and health promotion.

- **Human Genetics (Brzustowicz and Barr / 3 credits)**

This course will provide an in-depth introduction to the analysis of human genetic disorders, with a particular emphasis on the analytic methods used to identify genetic defects associated with disorders. The course will consist of a didactic portion that will provide relevant background on important concepts in classical and molecular human genetics, including methods and experimental approaches in current use. The course will also contain data analysis exercises that guide the students through the steps commonly used in the identification of disease-causing mutations. There will be a weekly homework assignments and an in-class presentation.

- **Clinical Cancer Genetic Counseling (Vig and Joines / 2 credits)**

This course is designed to introduce the principles and practice of genetic counseling for hereditary cancer syndromes. The course will cover topics such as cancer epidemiology and biology, detailed characteristics of common and rare hereditary cancer syndromes (including information on diagnosis and risk management options for various types of cancer), genetic risk assessment, testing strategies, and the psychosocial and ethical aspects of genetic counseling for hereditary cancer syndromes.

Spring – 1st year

- **Genetic Counseling II: Reprogenetics (Ashkinadze / 3 credits)**

This course focuses on issues surrounding genetic counseling in the reproductive setting. Topics covered will include artificial reproductive technologies (ART), prenatal screening and diagnostic testing, fetal ultrasound assessment, fetal interventions/therapy, teratogen counseling, basic aspects of common pregnancy complications, evaluation of miscarriages and stillbirths, perinatal bereavement and ethical and legal considerations in prenatal

diagnosis. This course will provide the framework prior to the genetic counseling clinical rotation and builds upon concepts taught in Foundations of Genetic Counseling I. Information discussed in class will be reinforced by weekly case presentations.

- **Research Methods for Genetic Counseling (Heiman / 2 credits)**

The objective of this course is to help students gain competence in initiating and conducting an empirical research study. The course is designed to guide genetic counseling students in developing their topic and research question for their independent research thesis. Topics include the selection and framing of a research question, building hypotheses, developing measurements, designing appropriate methods (such as experimentation, survey, field work, and using available data), drafting a research proposal, submitting an institutional review board (IRB) protocol, conducting a literature review, and creation of a thorough, clear, well-organized research report. Assessment of outcome will be based on completing CIDI human subjects training, formulating thesis project, identifying data source for project, and submission of a written research proposal.

- **Medical Genetics I (Brooks and Botti / 3 credits)**

This course introduces medical cytogenetics, Mendelian and non-Mendelian inheritance and laboratory technologies relevant to the practice of genetic counseling. It focuses on cytogenetics including chromosome pathology such as aneuploidy, structural rearrangements and copy number variants. It introduces students to genetic conditions resulting from aneuploidy, Mendelian and non-Mendelian inheritance. It introduces the concepts of precision medicine, pharmacogenomics. It begins the introduction to dysmorphology and system based genetics as well as multifactorial genetics. Students will consider ethical and psychosocial issues surrounding genetics and clinical application of genetic testing and integrate the knowledge gained to propose diagnostic strategies for cytogenetic conditions and provide risk assessment.

- **Counseling Techniques for Genetic Counselors (GSAPP Faculty / 2 credits)**

This course will focus on instruction, delivery, and practice of psychosocial assessment and counseling skills often employed during a genetic counseling session. In addition to effectively communicating genetic information, genetic counselors should also be familiar and proficient with employing basic counseling skills including but not limited to facilitating difficult decisions, crisis intervention and management. Through this course, the genetic counseling students will be introduced to a variety of psychological techniques and philosophies. Psychosocial aspects of genetic disease will also be studied (for example, guilt and shame). Content addressed in lecture format may be reinforced through structured role play. Students will also be expected to reflect upon and process their clinical experiences to enrich course material.

Summer

- **Loss Across the Lifespan (McCoyd / 3 credits)**

Loss is a universal human experience, asserts Bertha Simos, yet we have a tendency to only acknowledge losses due to death as worthy of therapeutic attention. This course starts with a unique premise: all of life is about loss and therefore it is imperative for social workers to be skilled at identifying less recognizable losses as well as more common ones. The course will start with an overview of loss as a normal and necessary part of life and growth. It will provide the foundations of classical grief theory as well as its evolution through more recent understandings about continuing bonds, meaning making and the hazards of phase theories of grief. While death and dying at different stages in the lifespan will be addressed, each life stage will also be explored for the normative losses that occur at that stage.

Fall – 2nd year

- **Genetic Counseling III: Current and Advanced Topics (Joines / 2 credits)**

This course will focus on advanced areas of genetic counseling including issues surrounding and impact of cutting edge genetic technologies. A section of the course will also be dedicated to further exploration of cultural and ethical issues in genetic counseling. Examination of current topics will be addressed through lectures, discussion of journal articles, and student presentations.

- **Medical Genetics II (Brooks and Botti / 3 credits)**

Using a systems-based approach this course expands on content and concepts learned in Medical Genetics I. It builds a clinical knowledge base, including but not limited to, the etiology, presentation and natural history of genetic diseases. It will continue to discuss dysmorphology assessment, diagnosis, treatment/management, and prognosis of selected genetic conditions and birth defects streaming from an understanding of normal versus abnormal embryological development. The focus will be on biochemical genetics to allow students to learn about the diagnosis, treatment, management and prognosis of selected inborn errors of metabolism and newborn screening. Knowledge surrounding biochemical genetics, neurologic and neuropsychiatric will be enhanced and students will integrate the knowledge gained to provide risk assessment, propose diagnostic strategies, and provide genetic counseling for these conditions. Students will build upon previous knowledge gained to consider ethical and psychosocial issues surrounding genetics, genetic testing and integrate the knowledge gained to provide risk assessment and propose diagnostic strategies for these conditions.

- **Counseling Techniques for Genetic Counselors II (GSAPP Faculty / 2 credits)**

This course will focus on instruction, delivery, and practice of psychosocial assessment and counseling skills often employed during a genetic counseling session. Considerable course time will be spent processing and analyzing cases from clinical rotations. Students will be expected to critique and process their clinical experiences to enrich course material. Counseling concepts will also be practiced and reinforced through role play exercises.

Spring – 2nd year

- **Genetic Counseling IV: Genetic Counseling in the 21st Century (Joines / 3 credits)**

This course will focus on the professional issues surrounding the genetic counseling profession. Students will participate in a number of activities that will assist with securing a job upon graduation, including development of CV and information on successful interviewing. Other professional issues including billing and state licensure will be addressed by content experts. A key component of this course will include a placement with a genetic counselor working in a non-clinical setting in an effort to expose the student to a variety of job opportunities. The class will include several forums, providing the students the opportunity to present to and process with one another their work placements.

Required Texts

The current list of texts will be provided prior to the beginning of the academic year. Most classes include numerous additional readings that will be provided. Additionally, these books as well as many other texts and resources are provided in the student resource room.

CLINICAL ROTATIONS AND LOGBOOKS:

Clinical rotations are an essential component to the training of genetic counselors. The program at Rutgers demonstrates its commitment to clinical training by offering a variety of clinical training sites, spanning both years of training.

During year one, students will be assigned to work with a variety of genetic counselors to observe and begin to practice beginning skills. The goal of these assignments is to begin to apply the knowledge learned in class and appreciate what these beginning skills look like in a clinical setting. First year students will spend on average 3-4 days per month with a genetic counselor.

The main clinical rotations are held during the summer semester and then in the fall and spring of the 2nd year. Students receive 4 credit hours for spending a minimum of 20 hours of week at their clinical placement. These rotations are 10-12 weeks long as we believe that a lengthier clinical rotation allows for the most growth and exposure to a wide variety of genetic indications. Students will be assigned to work with experienced, board certified genetic

counselors specializing in prenatal, pediatric, cancer, and other sub-specialties. All placements are within NJ and most are within 45 minutes of Busch campus.

During these 2nd year rotations, students will obtain cases for their logbook. Students will document and log all cases. Demonstration of various skills are required for a case to be eligible for one's log book.

Some of our clinical rotations include:

- Rutgers Robert Wood Johnson Pediatrics
- Rutgers Robert Wood Johnson Division of Maternal Fetal Medicine
- Rutgers Cancer Institute of New Jersey
- St. Peters Department of Genetics
 - Prenatal
 - Cancer
- Morristown Medical Center
 - Prenatal
 - Pediatric
 - Cancer
- Meridian Health / Jersey Shore Medical Center
- Monmouth Medical Center
 - Prenatal
 - Cancer
- New Jersey Perinatal
- Rutgers Medical School of New Jersey
- Hackensack Medical Center
 - Prenatal
 - Pediatric
- Capital Health
- St. Barnabus Cancer
- Hunterdon Regional Cancer Center
- St. Joseph's Medical Center
 - Prenatal
 - Pediatric

Clinical rotations are graded pass/fail. Evaluation is based on evidence of obtainment of a variety of Practice Based Competencies. Although students are strongly encouraged to discuss performance with supervisors on an ongoing basis, students will be formally evaluated at 6 weeks and 12 weeks.

In addition to meetings with the supervisor, each student will meet with the Program Director (PD) at regular intervals throughout the semester (3, 6, and 12 weeks). The purpose of these

meetings are to track progress and monitor clinical rotations. At 6 and 12 weeks, the student evaluations will be reviewed with the PD.

Patient confidentiality is of utmost importance. Students may not share identifiable information about cases seen on clinical rotations. Cases discussed with members of the GCMP must be de-identified to protect patient confidentiality. GCMP students are expected to follow privacy guidelines as outlined by HIPAA at all times.

Clinical rotations are organized by the PD. Students will have an opportunity to meet with the PD for a discussion regarding any preferences for rotation site and the PD will take requests under consideration. Each student will be assigned to a variety of placements with respect to patient indication, patient demographic, and hospital size. The goal is to provide the most well rounded clinical experience possible.

Cases seen through the clinical rotations are to be documented and logged. The skills performed during cases will be used in evaluation of student progression of skills and obtainment of the Practice Based Competencies (PBCs). Documentations of skills should indicate an increasing amount of involvement in the case and evolution of skills.

Each case is to be documented in the "Case Encounter Form". These are to be signed by your clinical supervisor. It is also required that the student maintain an ongoing log of cases seen. These forms will be reviewed by your clinical supervisors and the PD.

Based on the length of the rotations, students are likely to participate in at least 100 cases. At regularly scheduled meetings throughout the semester, the student and PD will monitor the case logbook and obtainment of skills. A minimum of 50 cases will ultimately be selected as core cases and submitted to the PD prior to graduation. These core cases should be reflective of a variety of cases and demonstrate a breadth of demonstrated skills.

Criteria for core cases is as follows, according to the Accreditation Council for Genetic Counseling.

"To be considered a "core case", the clinical interaction must occur face-to-face (see annotation), and active student participation in at least 1 role in each of the 3 categories of Fundamental Counseling Roles (Management, Education, and Counseling) must be documented.

Fundamental Clinical Counseling Roles

a. Management Roles:

- **Case preparation** involves reviewing all relevant information about the client and the indication for genetic counseling prior to the session.
- **Collection/documentation of medical, developmental and/or pregnancy history** implies the eliciting of pertinent medical information including pregnancy, development and medical histories and environmental exposures.
- **Collection/documentation of family history/pedigree** involves the eliciting of information for and construction of a complete pedigree.
- **Risk assessment** involves pedigree analysis and evaluation of medical and laboratory data to determine recurrence/occurrence risks.
- **Evaluation/coordination of genetic testing** includes determining the appropriate genetic test(s), evaluating laboratories, and/or coordinating the testing.
- **Clinical documentation (clinic notes, letters)** implies writing clinic notes or letters about the appointment
- **Other follow-up (calls, referrals)** includes but not limited to conducting further literature review, maintaining contact with the family to address any additional concerns, or identification of other health care professionals or resources for patient care.

b. Education Roles

- **Develop** a counseling plan and agenda that includes pertinent education issues to address
- **Inheritance pattern** involves educating patients about modes of inheritance.
- **Risk counseling** involves educating patients about their personal and/or familial risks
- **Diagnosis/prognosis/natural history** includes conveying genetic, medical, and technical information about the diagnosis, etiology, natural history and prognosis of genetic conditions and/or birth defects.
- **Medical management/prevention/treatment** includes discussing current medical management, prevention, and treatment of genetic conditions and/or birth defects.
- **Genetic and/or prenatal testing options and possible results/benefits/limitations** includes explaining the technical and medical aspects of diagnostic and screening methods and reproductive options, including associated risks, benefits, and limitations.
- **Results disclosure** involves interpreting the results and discussing them with the patient; can include the development of teaching aids and the provision of educational materials
- **Research options /consenting** involves discussion about research opportunities and/or consenting the patient for the study.

c. Counseling Roles

- **Establishing rapport/contracting** refers to initiating the genetic counseling session, eliciting client concerns and expectations and establishing the agenda.
- **Psychosocial assessment** includes eliciting and evaluating social and psychological histories and assessing clients' psychosocial needs.
- **Psychosocial support/counseling** involves providing short term, client-centered counseling, psychosocial support, and anticipatory guidance to the family as well as addressing client concerns.
- **Resource identification/referral** includes helping the client identify local, regional and national support groups and resources in the community.
- **Case processing/self-assessment/self-reflection:** involves critical thinking about the session; what was done successfully as well as areas to improve.

NON-HOSPITAL BASED INTERNSHIP:

Currently, an exciting part of the genetic counseling profession is the variety of roles being performed by genetic counselors. In New Jersey, many genetic counselors are working for genetic testing companies, in research, or other industry jobs. The GCMP is pleased to offer students the opportunity to work closely with genetic counselors working in a variety of settings.

As part of the spring second year course, Genetic Counseling in the 21st Century (691:593), GCMP students will perform an additional “rotation” with a genetic counselor working in non-hospital based setting. This placement will occur over the course of the semester, with a minimum of 60 contact hours. As experiences are expected to vary among the students, class time will be dedicated to student discussion of the experiences.

Possible placements include:

Foundation for Embryonic Competence
Integrated Genetics
Bioreference / GeneDX
Reprogenetics
State Newborn Screening Lab

LABORATORY ROTATIONS:

Understanding and exposure to a variety of genetic laboratories is an important part of genetic counseling training. During the first year of training, each student will rotate at a variety of laboratories. Labs include:

- Rutgers cytogenetics lab – one week
- Bioreference molecular genetics lab – one week
- RUCDR – 1-2 days
- Newborn State Lab (Trenton) – one day

These experiences are not graded, but attendance is mandatory and evidence of comprehension and professionalism will be recorded.

RESEARCH PROJECT:

Understanding the process and value of research is a key component to genetic counseling training. Thus, completion of a research project is a requirement of the GCMP. The goals of the research project are:

1. Plan and execute a thorough search and review of the literature
2. Learn how to critique the research literature
3. Formulate a specific hypothesis and determine an appropriate study design and analysis plan
4. Understand research and statistical methodology
5. Organize research results in a coherent and meaningful manner.
6. Appreciate the importance and role of the Institutional Review Board (IRB)
7. Communicate results of research to a variety of audiences both orally and verbally

The research project is driven by the interests of the individual student and supported by the program faculty and/or clinical supervisors. The project spans over the course of the two year program. The final products of the project include a successful defense, written manuscript for publication, and poster.

Project Timeline – key points:

FALL YEAR ONE:

Course: Introductory graduate-level course in Epidemiology

- Learn fundamental concepts including study design, variables, and analysis

SPRING YEAR ONE:

Course: Research Methods for Genetic Counseling

Through this course, students will have dedicated time and instruction to accomplish the following:

- Develop & refine the aims, hypotheses, and design of research project
- Choosing a thesis committee, comprised of 3-5 members
- Write a one-page research proposal

Please refer to the course syllabus for specific deadlines

By the end of the first year, students should have an approved thesis project and they can begin the process of obtaining approval by the Institutional Review Board (IRB).

SUMMER / FALL YEAR TWO:

- Conduct research study and collect data
- Give status reports to Director of Student Research and Thesis Committee on a regular basis (e.g., at least once a month) and schedule meeting with committee and Director of Student Research at least once per semester.
- Organize and lead committee meetings

SPRING YEAR TWO:

- Analyze data
- Write manuscript
- Present research to thesis committee
- Create poster summarizing project
- Participate in GCMP sponsored poster session

All students are encouraged to submit their poster to an educational conferences, such as NSGC. All students, with the guidance of their committee, are encouraged to submit their manuscript to an appropriate journal.

Comprehensive Oral Examination:

Another requirement of graduation is successful completion of a Comprehensive Oral Examination. This is administered during the Spring of the 2nd year of study. Students must be in good academic standing in order to be eligible for the oral examination.

The purpose of the Comprehensive Examination is to establish high standards of mastery for the integration of knowledge representing what should be known by practicing genetic counselors. Students will be provided a case prior to the exam. The objective is for the student to demonstrate competency in case management.

The student will present and review the case with a selection of GCMP faculty comprising the oral committee. This committee will ask the student a variety of questions related to the case throughout the exam. The exam will last approximately one hour.

A student is required to obtain an 80% or greater in order to pass the oral examination. Per GCMP policy, students will be allowed to retake the exam in the event that he/she does not pass. If the student does not pass on the second attempt, he/she will be presented to the Academic and Professional Committee and may be dismissed from the program.

Other Activities:

Students will participate in a variety of additional, supplemental activities over the course of both years. The purpose of these activities is to further enhance learning and training, as well as provide further exposure to a variety of genetic related activities or issues.

The schedule of supplemental activities will be coordinated by the PD and information will be provided over the course of the semester. Students will be required to keep a log of activities to document completion. For certain activities, additional evaluations may be required.

List of Supplemental Activities:

Meetings / Conferences:

- Pediatric Grand Rounds
- NSGC Annual Education Conference
- Human Genetics Association of NJ
- Genetics Case Conference
- Department of Genetics Seminar
- RWJ Ethics board

Clinical and Support:

- Cancer Support Community of Central NJ
- Huntington's clinic
- RWJ pediatric specialty observation (NF, CF, etc)
- Rutgers Center for Autism (2018)
- Cherry Hill Women's Center
- Daisy Center Special Needs program
- Various support groups
- Tourette's Camp

Laboratory: See "Laboratory Rotations"

Various Rutgers Activities:

- Rutgers Health Fair
- Rutgers Genetic Screening event

III. Guidelines for Good Standing

GRADES:

Students of the GCMP are required to earn a grade of B or higher in all courses. If a student receives a grade of less than a B, he/she will be required to take the course again. Most courses are only offered once a year and thus re-taking a course is likely to impact the time of graduation.

If a student needs to drop a course for valid reasons (medical emergency, etc.) he/she may consider taking an incomplete. This option should be reserved for extenuating circumstances only. The student will be required to take the course the next time it is offered. Incomplete grades likely will delay student's progression in clinical rotations and thus is likely to delay graduation.

GUIDELINES FOR ACADEMIC STANDING:

- **Academic:**

1. Students are required to earn a B grade or better in required courses. A grade point average of 3.0 or greater is expected at all times.
2. If a student receives less than a B, he/she will be required to retake the course.
3. Course directors reserve the right to assign remediation work for any assignment not completed to the Program Director's satisfaction regardless of final grade. Such remediation work will be discussed with the Program Director.
4. A student, who receives less than a B in a required course, will be placed on Academic Probation and a letter of warning will be issued and placed in the student file. The Academic and Professional Committee will be notified of probationary status.
5. Two grades of less than a B in a single required course will result in dismissal from the program.
6. A student who receives less than a B grade in two different courses will be presented to the Academic and Professional Committee and may be dismissed from the Program.

- **Clinical Rotations:**

1. Students are required to pass all clinical rotations.
2. A student who does not pass a clinical rotation will be required to repeat this clinical rotation in the same specialty. A letter of warning will be issued and placed in the student file. The student will be placed on probation.
3. A student who does not pass two clinical rotations will be dismissed from the Program.

- **Oral Examination:**

1. Students who fail the oral examination are permitted to sit for a second examination.
2. Further examinations are prohibited in the event that the student fails twice.
3. Any student may be required to perform remedial work at the discretion of the oral examination committee even if a passing grade is issued.

POLICIES FOR PROBATION AND PROGRAM DISMISSAL:

- **PROBATION:**

1. A student will be placed on probation as a result of falling below academic criteria or not passing a clinical rotation.
2. A student will be removed from probation upon maintaining the expected grade point average and/or passing his/her clinical rotation in the following semester. The student will be expected to remedy the deficiency at the first available time period.
3. If a student is placed on probation two times throughout the course of program, he/she may be dismissed from the program.
4. If a student is placed on probation because of deficiencies in both an academic standard AND a clinical rotation standard, he/she may be dismissed from the program.
5. The Program Director may place a student on probation if he/she exhibits personal or professional behavior which suggests that the student may not be able to practice as a competent and professional genetic counselor.
6. Students placed on probation for any reason will be presented to the Academic and Professional Committee for discussion of academic/clinical rotation performance, plan for remediation, and guidelines for removal from probation and/or dismissal from program.
7. Upon completion of remediation, the Academic and Professional Committee will review and vote to remove the student from probation.

- **DISMISSAL FROM PROGRAM:**

A student will be dismissed from the program if any one of the following occurs:

1. Student is placed on probation on two separate occasions.
2. Student fails more than one clinical rotation.
3. Student does not meet academic criteria and a fails a clinical rotation.
4. Student fails the oral examination twice.
5. The Academic and Professional Committee determines the student's behavior is not in accordance with professional or institutional standards.

Following any decision regarding probation or dismissal, a letter summarizing the terms will be issued to the student. For probationary circumstances, this letter will outline strategies required to be removed from probation. In the event that the student wishes to contest the

decision, he/she shall put this in writing to the PD, outlining grounds for appeal. This letter must be received within 3 weeks of the date of the GCMP issued letter. This appeal will be reviewed by the Academic and Professional Board. If this appeal is declined, the student's letter may be issued to the Dean for a final decision.

REQUIREMENTS FOR GRADUATION:

1. Academic: Student has obtained a B or grader in all required coursework.
2. Clinical: Student has passed all clinical rotations.
3. Oral Examination: Student has passed oral examination.
4. Research: Student has successfully completed research project.

ACADEMIC AND PROFESSIONAL COMMITTEE:

The GCMP has established an Academic and Professional Committee to monitor student academic and clinical progress. This committee will meet at the conclusion of each semester to discuss each student's academic performance, clinical rotations, and demonstration of the Practice Based Competencies. This committee will also address any issues surrounding professionalism and related behaviors.

Additional meetings will be called in the event that a student is placed upon probation. A discussion regarding plan for remediation resulting in removal from probation or, if appropriate, guidelines for dismissal will be discussed. The committee consists of five faculty members, including the program director. If a student is being considered for dismissal from the program, the committee will vote on this matter.

STUDENT GRIEVANCES AND APPEALS:

In accordance with Rutgers University guidelines, in the event of a dispute regarding an academic matter or grade, the student is highly encouraged to first address this with the course director or supervisor. The Program Director should be made aware of this dispute. If an agreement is not reached, the matter should more formally be brought to the Program Director. The student is responsible for placing in writing the basis of the complaint and must be submitted to the PD within one month of the grade.

If the PD is unable to render a decision, she/he will present this grievance to the Academic and Professional Committee. The committee, following any appropriate investigation, will vote on the matter. The student has the right to appeal this decision to the Graduate School of New Brunswick Office of the Dean.

Other student grievances with respect to faculty, supervisors, or other GCMP members should be addressed, professionally, with the person who is the object of the complaint and the PD. All efforts will be made to settle the grievance within the GCMP before bringing the matter to the office of the Dean.

CLASS ATTENDANCE:

Attendance at all regularly scheduled meetings of a course is expected and mandatory. Students are permitted to make-up required course work and examinations missed as a result of authenticated absences. It is expected that you will contact the instructor in advance if you know you will be absent from a particular class.

- RELIGIOUS HOLIDAYS

"It is the policy of the university to excuse without penalty students who are absent because of religious observance and to allow the makeup of work missed because of such absences. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting." University Senate Policy A-7905

- CANCELLATIONS DUE TO WEATHER

The President of the University or a designated official is authorized to cancel classes at the University or any of its parts in the event that weather conditions so dictate. During severe weather conditions, announcements will be made over local radio stations and the principal broadcasting stations in New York and Philadelphia. Cancellations and information regarding delayed openings and closings will be made available at the Rutgers New Brunswick Campus Operating Status Page -- <http://campusstatus.rutgers.edu>.

STUDENT CONDUCT:

Rutgers GCMP students are expected to adhere to the highest personal ethical and moral standards. Students and faculty are expected to conduct themselves in accord with the National Society of Genetic Counselors Code of Ethics in all aspects of their professional behavior. Failure to do so may be grounds for dismissal from the program. Please refer to the Code of Ethics in Appendix A.

GCMP students will also follow the Rutgers University Code of Conduct (Appendix C). This code states:

"Individual academic programs may have additional ethical rules, professional requirements and professional standards of conduct. Academic programs are empowered to address deviations from acceptable professional standards of conduct. Any procedures a program puts in place to address deviations from their professional standards must include, at a minimum, notice to the student of the issue and some opportunity for the student to respond to the information before a decision is made."

IV. GCMP and Rutgers University Policies and Procedures

The GCMP is a track of study within the Microbiology and Molecular Genetics (MMG) graduate program. The MMG program is part of the Graduate School of New Brunswick (GSNB). Therefore, the GCMP follows various policies and procedures as outlined by the GSNB and the larger University system.

ACADEMIC GUIDELINES AND INTEGRITY:

Academic integrity and honesty are values exhibited by genetic counselors and genetic counseling students. The GCMP has a zero tolerance policy for academic integrity violations.

According to the GSNB handbook, "Ethical conduct is the obligation of every member of the university community and breaches of academic integrity constitute serious offenses. The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them". These are responsibilities of every student and faculty member.

Per Rutgers University policy, "the principles of academic integrity require that a student:

- Properly acknowledge and cite all use of the ideas, results, or words of others.
- Properly acknowledge all contributors to a given piece of work.
- Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
- Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- All student work is fairly evaluated and no student has an inappropriate advantage over others.
- The academic and ethical development of all students is fostered.
- The reputation of the University for Integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the university and the value of the degrees awarded to its students. Every member of the university community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.”

The full university policies on academic integrity and the university code of student conduct can be found online and is also included in the Appendix:

- http://catalogs.rutgers.edu/generated/nb-grad_current/pg79.html

Additional student resources addresses academic integrity, including information about plagiarism and proper citations, can be found at:

- <http://academicintegrity.rutgers.edu/resources-for-students/>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives higher education students various rights with respect to privacy and education records. According to University policy, “rights afforded to you under FERPA include the right to inspect and review your educational records, the right to request amendment of records you believe are inaccurate or misleading, and the right to prevent disclosure of information from your educational records without your prior consent, subject to some specific exceptions. The Office of Student Affairs Compliance publishes an [annual notice about your rights under FERPA](#). FERPA permits disclosure of “directory information” such as name, phone number, address, and email address without your prior consent unless you specifically request that it be kept confidential. For more information regarding directory information, view the [Confidentiality Definition Statement](#).

Consistent with its mission of educating students, Rutgers treats its students as adults and supports them as they develop individual responsibility, maturity and independence. The Policy on [Parental Notification](#) provides the circumstances under which Rutgers will disclose information about a student to the parent(s) or legal guardian(s) of the student with the prior consent of the student.”

DISCRIMINATION AND HARASSMENT

According to Rutgers University policy, discrimination and harassment are prohibited. This includes discrimination based on “sex, race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, or any other category protected by law.” The policy goes on

to state that “any member of the university community who believes that he or she may have been discriminated against or subject to harassment may file a complaint with the University.”

Additionally, as a graduate student, you have access to the Student Affairs Compliance team. This group provides extensive information about Rutgers University policies regarding discrimination, Title IX (discrimination based on sex), and student privacy laws. They provide student services including investigation and complaints surrounding violations of Nondiscrimination policy, possible privacy violations, investigation of sexual harassment complaints. They can be contacted at:

The Office of Student Affairs Compliance

126 College Avenue, RSC Suite 454

83 Somerset Street

New Brunswick, NJ 08901

Phone: (848) 932-8576

Fax: (732) 932-9690

Email: rucomply@rutgers.edu

For more information please refer to their website:

<http://compliance.rutgers.edu/about-us/mission-statement/>

SEXUAL DISCRIMINATION AND ASSAULT

Sexual assault and harassment are important and sensitive occurrences. Title IX is a federal law that prohibits sexual discrimination in education. This includes harassment and assault. Sexual harassment is prohibited at Rutgers, the State University of New Jersey and is prohibited by the student code of conduct. Rutgers employs Title IX coordinators and investigators. Should any student experience any violation of Title IX, including harassment or assault, a complaint should be filed. The GCMP leadership, specifically the Program Director, can assist you with this process. Complaints can be filed at: <http://compliance.rutgers.edu/title-ix/title-ix-reporting-sex-discrimination-harassment-a/>.

Rutgers has adapted a bill of rights for sexual assault victims. Information can be found at: <http://compliance.rutgers.edu/resources-for-students/>.

DRUG AND ALCOHOL POLICY

In Accordance with Rutgers policy, the following procedures will be adhered:

1. Students suspected of being impaired based on performance or other information will be reported to the Program Director.
2. The program directors will evaluate the situation and report concern to the Academic and Professional Committee.
3. If deemed necessary, the student will be referred to [CAPS](#) (please see below) for further consultation.
4. The PD will make decisions regarding student placement as the investigation and evaluation take place.

The GCMP is committed to the rehabilitation of all impaired students whenever possible, but when attempts at rehabilitation fail or are inappropriate, impairment is sufficient grounds for disciplinary action, including dismissal. Where an incident involves a violation of state law, the Office of Legal Management will be consulted to determine whether there is an affirmative duty to report that violation. Every effort will be made to preserve the confidentiality of all referred and identified students and of individuals making referrals when indicated.

COUNSELING AND COUNSELING SERVICES

Counseling services are available to GCMP students through Counseling, Alcohol, and Drug Assistance Program (CAPS). The organization offers various consultations and assessments and is a valuable resource to the University. Given the intensity and sensitive nature of the practice of genetic counseling, all students are encouraged to consider personal counseling throughout their time in the program.

The PD and Academic and Professional Committee also may determine that counseling services are required for ongoing good standing within the GCMP. This recommendation will

be discussed confidentially between the student and PD. In certain circumstances, ongoing counseling may be required for continued participation in program activities, including rotations.

CAPS offers a variety of counseling services for Rutgers students experiencing depression, anxiety, loss, or difficulty adjusting to transition. Their mission is to promote positive mental wellness on campus. There are two locations in New Brunswick. CAPS employees can also assist with referrals outside of the University system.

For more information regarding services and appointments, please see:

<http://rhscaps.rutgers.edu/general-information/>

Additional brochures are located in the student room.

DRESS CODE

GCMP students are enrolled in a professional degree program and are expected to dress and conduct themselves accordingly.

For class days, it is acceptable to be dressed in casual clothes. However, good judgement in clothing selection is still required. This means clothing should be non-revealing and in good condition.

For students in clinical rotations, professional attire is expected. Additional guidelines may be provided by the rotation site. For example, a clinical site or hospital may require hosiery and closed toe shoes. Students should discuss rotation site dress code with their supervisor prior to starting the rotation. This conversation should also include details surrounding jewelry, perfume/cologne, and other accessories.

V. Rutgers Resources and Services

- **OFFICIAL TRANSCRIPTS**

Official transcripts bear the signature of the Registrar and the University seal; they are not given to a student but sent directly to a school, agency, firm, etc.

For more information, go to: <http://registrar.rutgers.edu/> or <https://transcripts.rutgers.edu/transcripts/>.

- **STUDENT HEALTH SERVICES AND INSURANCE**

There are 3 health centers, one each on the Livingston, College Ave., and Douglass campuses. All provide outpatient care for graduate students. Medical services are available to all regularly enrolled, full-time students, and to part-time students who elect to pay the student health fee.

For up-to-date information, go to the Rutgers University Health Services homepage: <http://health.rutgers.edu/> .

Students are eligible to consider student health insurance plans provided through Rutgers University. For information about student health insurance, go to: <http://health.rutgers.edu/who-are-you/graduate-students/>.

- **LIBRARIES**

The University Libraries contain government documents, manuscripts, pamphlets, maps, and other materials. The two largest divisions are the Alexander Library on College Avenue which houses material in the social sciences and humanities, and the Library of Science and Medicine (Sci-Med) (445-3854) adjacent to the Psychology Building, which concentrates on science, technology, psychology and medicine.

For additional information, go to: <http://www.libraries.rutgers.edu/>.

- **COMPUTER FACILITIES**

The GCMP student resource room includes several GCMP desktops and other computing equipment. Use of this equipment is exclusively for GCMP students. The Allison Road Classrooms (ARC) are computer labs which are also available to students with their student ID. The Rutgers University Computing Services (RUCS) provides an electronic monthly newsletter with valuable information on computer and software updates, and no-fee and no-credit courses on various computer topics.

For further information, call 445-2296 or visit the website: <http://rucs.rutgers.edu/>.

RUCS provides assistance in debugging programs, interpretation of diagnostic error messages, guidance in using software, and general help in solving computer problems. The staff includes a resident statistician who is available for consultations concerning statistical or questionnaire design and analysis, data preparation and processing, and use of statistical packages.

- **STUDENT ID**

Students once are accepted into the program are assigned a NetID. Students are required to activate it. The link to activate their email is <https://netid.rutgers.edu/activateNetId.htm>.

- **OFF-CAMPUS HOUSING SERVICES WEBSITE**

This site includes guides to Living Off-Campus and Living in Central Jersey.” They also get listings from local landlords.

For information, go to: <http://ruoffcampus.rutgers.edu>.

- **TRANSPORTATION AND PARKING DECALS**

All students who will have a car on campus will need a parking permit.

For information on schedules and parking, go to: <http://parktran.rutgers.edu/> or <http://parktran.rutgers.edu/permits.shtml>.

- **BUS AND SHUTTLE SERVICE**

Rutgers has an inter-campus bus and shuttle system available to all students. It services all five campuses.

Bus route schedules and descriptions can be found at: <http://parktran.rutgers.edu/campusbuses.shtml>.

Additional shuttles are provided through the RBHS shuttle service. This is an option for getting back and forth from Busch campus and Rutgers RWJ hospital.

Additional information about this and other shuttles can be found at: <http://parktran.rutgers.edu/campusbuses.shtml>.

- **I.D. CARDS**

I.D. cards are needed for parking permits and use of University athletic facilities and the library. Keep your stamped tuition receipt until the I.D. cards arrive.

For information, go to: <http://ruconnection.rutgers.edu/>.

- **DISABLED STUDENT SERVICES**

Rutgers recognizes and is committed to providing reasonable accommodations inside and outside the classroom to meet students' diverse needs. A variety of services are available for students with disabilities, including those with a temporary disability: academic and personal assistance—library, parking, dining service, van transport.

For more information, go to Office of Disability Services website: <https://ods.rutgers.edu/>.

- **ATHLETIC FACILITIES**

The athletic facilities at Rutgers include several gymnasiums, swimming pools, tennis courts, squash courts, handball courts, baseball, softball or Frisbee fields, and an eighteen-hole golf course. A fee is charged for the use of the golf course; graduate students are otherwise entitled to make use of these facilities without charge.

Further information is available at the Physical Education Department in the Rutgers University Gym at College Ave or at the Werblin Recreational Facility on Busch.

- **BOOKSTORES**

Each Rutgers campus has a bookstore, usually located in or near the student center. There are other independent bookstores in New Brunswick, as well as stores that sell all kinds of Rutgers University clothes, etc.

- **GRADUATE STUDENT ASSOCIATION**

A University-wide student association is available for anyone who is interested in participating. The GSA has many activities throughout the year including mixers and movies. Schedules are posted in the Annex.

- **CAMPUS POLICE**

The main office of the University Police is located on Commercial Street between the College Avenue and Douglass Campus.

For emergencies call 911 from public phones and 6-911 from campus phones. For more information, go to: <http://publicsafety.rutgers.edu>.

- **FINANCIAL ASSISTANCE**

The office of Financial Aid in Records Hall on the College Avenue Campus will assist students with information regarding financial aid in the form of need-based aid and loans. Assistantships, Fellowships, grants, etc. are generally administered by the unit which offers them.

For more information, go to: <https://financialaid.rutgers.edu/>.

VI. Appendix Table of Contents

*****Click on text to go to page*****

[NSGC Code of Ethics](#)

[Practice Based Competencies](#)

[Rutgers University Student Code of Conduct](#)

[Rutgers University Academic Integrity Policy](#)

[Rutgers University Busch Campus Map](#)

[Student Signature](#)

NSGC Code of Ethics

Code of Ethics is a document which attempts to clarify and guide the conduct of a professional so that the goals and values of the profession might best be served.

- [Preamble & Introduction](#)
- [SECTION I: Genetic Counselors Themselves](#)
- [SECTION II: Genetic Counselors and Their Clients](#)
- [SECTION III: Genetic Counselors and Their Colleagues](#)
- [SECTION IV: Genetic Counselors and Society](#)

Preamble

Genetic counselors are health professionals with specialized education, training, and experience in medical genetics and counseling. The National Society of Genetic Counselors (NSGC) is the leading voice, authority and advocate for the genetic counseling profession. As such, the NSGC is an organization that furthers the professional interests of genetic counselors, promotes a network for communication within the profession, and deals with issues relevant to human genetics. With the establishment of this code of ethics the NSGC affirms the ethical responsibilities of its members and provides them with guidance in their relationships with self, clients, colleagues, and society. NSGC members are expected to be aware of the ethical implications of their professional actions and to adhere to the guidelines and principles set forth in this code.

Introduction

A code of ethics is a document that attempts to clarify and guide the conduct of a professional so that the goals and values of the profession might best be served. The NSGC Code of Ethics is based upon the relationships genetic counselors have with themselves, their clients, their colleagues, and society. Each major section of this code begins with an explanation of one of these relationships, along with some of its values and characteristics. These values are drawn from the ethical principles of autonomy, beneficence, nonmaleficence, and justice. Although certain values are found in more than one relationship, these common values result in different guidelines within each relationship.

No set of guidelines can provide all the assistance needed in every situation, especially when different relationships appear to conflict. Therefore, when considered appropriate for this code, specific guidelines for prioritizing the relationships have been stated. In other areas, some ambiguity remains, allowing for the experience of genetic counselors to provide the proper balance in responding to difficult situations.

Section I: Genetic Counselors Themselves

Genetic counselors value competence, integrity, veracity, dignity, and self-respect in themselves as well as in each other. Therefore, in order to be the best possible human resource to themselves, their clients, their colleagues, and society, genetic counselors strive to:

1. Seek out and acquire sufficient and relevant information required for any given situation.
2. Continue their education and training.
3. Keep abreast of current standards of practice.
4. Recognize the limits of their own knowledge, expertise, and therefore competence in any given situation.
5. Accurately represent their experience, competence and credentials, including training and academic degrees.
6. Acknowledge and disclose circumstances that may result in a real or perceived conflict of interest.
7. Avoid relationships and activities that interfere with professional judgment or objectivity.
8. Be responsible for their own physical and emotional health as it impacts on their professional performance

Section II: Genetic Counselors and Their Clients

NSGC Code of Ethics

The counselor-client relationship is based on values of care and respect for the client's autonomy, individuality, welfare, and freedom. The primary concern of genetic counselors is the interests of their clients. Therefore, genetic counselors strive to:

1. Serve those who seek services regardless of personal or external interests or biases.
2. Clarify and define their professional role(s) and relationships with clients, and provide an accurate description of their services.
3. Respect their clients' beliefs, inclinations, circumstances, feelings, family relationships and cultural traditions.
4. Enable their clients to make informed decisions, free of coercion, by providing or illuminating the necessary facts, and clarifying the alternatives and anticipated consequences.
5. Refer clients to other qualified professionals when they are unable to support the clients.
6. Maintain information received from clients as confidential, unless released by the client or disclosure is required by law.
7. Avoid the exploitation of their clients for personal advantage, profit, or interest.

Section III: Genetic Counselors and Their Colleagues

The genetic counselors' relationships with other genetic counselors, students, and other health professionals are based on mutual respect, caring, cooperation, and support. Therefore, genetic counselors strive to:

1. Share their knowledge and provide mentorship and guidance for the professional development of other genetic counselors, students and colleagues.
2. Respect and value the knowledge, perspectives, contributions, and areas of competence of colleagues and students, and collaborate with them in providing the highest quality of service.
3. Encourage ethical behavior of colleagues.
4. Assure that individuals under their supervision undertake responsibilities that are commensurate with their knowledge, experience and training.
5. Maintain appropriate limits to avoid the potential for exploitation in their relationships with students and colleagues.

Section IV: Genetic Counselors and Society

The relationships of genetic counselors with society include interest and participation in activities that have the purpose of promoting the well-being of society and access to health care. Therefore, genetic counselors, individually or through their professional organizations, strive to:

1. Keep abreast of societal developments that may endanger the physical and psychological health of individuals.
2. Promote policies that aim to prevent discrimination.
3. Oppose the use of genetic information as the basis for discrimination.
4. Participate in activities necessary to bring about socially responsible change.
5. Serve as a source of reliable information and expert opinion for policymakers and public officials.
6. Keep the public informed and educated about the impact on society of new technological and scientific advances and the possible changes in society that may result from the application of these findings.
7. Support policies that assure ethically responsible research.
8. Adhere to laws and regulations of society. However, when such laws are in conflict with the principles of the profession, genetic counselors work toward change that will benefit the public interest.

Adopted 1/92 by the National Society of Genetic Counselors, Inc.; Revised 12/04, 1/06

ACGC

Accreditation Council
for Genetic Counseling

Practice-Based Competencies for Genetic Counselors

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Accreditation Council for Genetic Counseling

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Practice-Based Competencies for Genetic Counselors

This document defines and describes the practice-based competencies that an entry-level provider must demonstrate to successfully practice as a genetic counselor. It provides guidance for the training of genetic counselors and an assessment for maintenance of competency of practicing genetic counselors. The didactic and experiential components of a genetic counseling training curriculum and maintenance of competency for providers must support the development of competencies categorized in the following domains: **(I) Genetics Expertise and Analysis; (II) Interpersonal, Psychosocial and Counseling Skills; (III) Education; and (IV) Professional Development & Practice.** These domains describe the minimal skill set of a genetic counselor, which should be applied across practice settings. Some competencies may be relevant to more than one domain. *Italicized words are defined in the glossary.*

Domain I: Genetics Expertise and Analysis

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of *genetics* and *genomics* core concepts and principles.

- a) Demonstrate knowledge of principles of human, medical, and public health genetics and genomics and their related sciences. These include:
 - Mendelian and non-Mendelian inheritance
 - Population and quantitative genetics
 - Human variation and disease susceptibility
 - Family history and pedigree analysis
 - Normal/abnormal physical & psychological development
 - Human reproduction
 - Prenatal genetics
 - Pediatric genetics
 - Adult genetics
 - Personalized genomic medicine
 - Cytogenetics
 - Biochemical genetics
 - Molecular genetics
 - Embryology/Teratology/Developmental genetics
 - Cancer genetics
 - Cardiovascular genetics
 - Neurogenetics
 - Pharmacogenetics
 - Psychiatric genetics
- b) Apply knowledge of genetic principles and understand how they contribute to etiology, clinical features and disease expression, natural history, differential diagnoses, genetic testing and test report interpretation, pathophysiology, recurrence risk, management and prevention, and *population screening*.

2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being.

- a) Demonstrate an understanding of psychosocial, ethical, and legal issues related to genetic counseling encounters.
- b) Describe common emotional and/or behavioral responses that may commonly occur in the genetic counseling context.
- c) Recognize the importance of understanding the lived experiences of people with various genetic/genomic conditions.
- d) Evaluate the potential impact of psychosocial issues on client decision-making and adherence to medical management.

3. Construct relevant, targeted and comprehensive personal and *family histories* and *pedigrees*.

- a) Demonstrate proficiency in the use of pedigree symbols, standard notation, and nomenclature.
- b) Utilize interviewing skills to elicit a family history and pursue a relevant path of inquiry.
- c) Use active listening skills to formulate structured questions for the individual case depending on the reason for taking the family history and/or potential diagnoses.
- d) Elicit and assess pertinent information relating to medical, developmental, pregnancy and psychosocial histories.
- e) Extract pertinent information from available medical records.

4. Identify, assess, facilitate, and integrate genetic testing options in genetic counseling practice.

- a) Investigate the availability, analytic validity, clinical validity, and clinical utility of screening, diagnostic and predictive genetic/genomic tests.
- b) Evaluate and assess laboratories and select the most appropriate laboratory and test based on the clinical situation.

- c) Identify and discuss the potential benefits, risks, limitations and costs of genetic testing.
- d) Coordinate and facilitate the ordering of appropriate genetic testing for the client.
- e) Interpret the clinical implications of genetic test reports.
- f) Recognize and differentiate specific considerations relevant to genetic versus genomic and clinical versus research testing in terms of the informed consent process, results disclosure, institutional review board (IRB) guidelines, and clinical decision-making.

5. Assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test result(s), and other pertinent information.

- a) Assess probability of conditions with a genetic component or carrier status using relevant knowledge and data based on pedigree analysis, inheritance patterns, genetic epidemiology, quantitative genetics principles, and mathematical calculations.
- b) Incorporate the results of screening, diagnostic and predictive genetic/genomic tests to provide accurate risk assessment for clients.
- c) Evaluate familial implications of genetic/genomic test results.
- d) Identify and integrate relevant information about environmental and lifestyle factors into the risk assessment.

6. Demonstrate the skills necessary to successfully manage a genetic counseling case.

- a) Develop and execute a case management plan that includes case preparation and follow-up.
- b) Assess and modify the case management plan as needed to incorporate changes in management and surveillance recommendations.
- c) Document and present the genetic counseling encounter information clearly and concisely, orally and in writing, in a manner that is understandable to the audience and in accordance with professional and institutional guidelines and standards.
- d) Identify and introduce research options when indicated and requested in compliance with applicable privacy, human subjects, regional and institutional standards.
- e) Identify, access and present information to clients on local, regional, national and international resources, services and support.

7. Critically assess genetic/genomic, medical and social science literature and information.

- a) Plan and execute a thorough search and review of the literature.
- b) Evaluate and critique scientific papers and identify appropriate conclusions by applying knowledge of relevant research methodologies and statistical analyses.
- c) Synthesize information obtained from a literature review to utilize in genetic counseling encounters.
- d) Incorporate medical and scientific literature into evidenced-based practice recognizing that there are limitations and gaps in knowledge and data.

Domain II: Interpersonal, Psychosocial and Counseling Skills

8. Establish a mutually agreed upon genetic counseling agenda with the client.

- a) Describe the genetic counseling process to clients.
- b) Elicit client expectations, perceptions, knowledge, and concerns regarding the genetic counseling encounter and the reason for referral or contact.
- c) Apply client expectations, perceptions, knowledge and concerns towards the development of a mutually agreed upon agenda.
- d) Modify the genetic counseling agenda, as appropriate by continually *contracting* to address emerging concerns.

9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.

- a) Elicit and evaluate client emotions, individual and family experiences, beliefs, behaviors, values, coping mechanisms and adaptive capabilities.
- b) Engage in relationship-building with the client by establishing rapport, employing active listening skills and demonstrating empathy.
- c) Assess and respond to client emotional and behavioral cues, expressed both verbally and non-verbally, including emotions affecting understanding, retention, perception, and decision-making.

10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.

- a) Demonstrate knowledge of psychological defenses, family dynamics, family systems theory, coping models, the grief process, and reactions to illness.

Practice-Based Competencies for Genetic Counselors

- b) Utilize a range of basic counseling skills, such as open-ended questions, reflection, and normalization.
- c) Employ a variety of advanced genetic counseling skills, such as anticipatory guidance and in-depth exploration of client responses to risks and options.
- d) Assess clients' psychosocial needs, and evaluate the need for intervention and referral.
- e) Apply evidence-based models to guide genetic counseling practice, such as short-term client-centered counseling, grief counseling and crisis counseling.
- f) Develop an appropriate follow-up plan to address psychosocial concerns that have emerged in the encounter, including referrals for psychological services when indicated.

11. Promote *client-centered*, informed, non-coercive and value-based decision-making.

- a) Recognize one's own values and biases as they relate to genetic counseling.
- b) Actively facilitate client decision-making that is consistent with the client's values.
- c) Recognize and respond to client-counselor relationship dynamics, such as transference and countertransference, which may affect the genetic counseling interaction.
- d) Describe the continuum of non-directiveness to directiveness, and effectively utilize an appropriate degree of guidance for specific genetic counseling encounters.
- e) Maintain professional boundaries by ensuring directive statements, self-disclosure, and self-involving responses are in the best interest of the client.

12. Understand how to adapt genetic counseling skills for varied service delivery models.

- a) Tailor communication to a range of service delivery models to meet the needs of various audiences.
- b) Compare strengths and limitations of different service delivery models given the genetic counseling indication.
- c) Describe the benefits and limitations of *distance encounters*.
- d) Tailor genetic counseling to a range of service delivery models using relevant verbal and non-verbal forms of communication.
- e) Recognize psychosocial concerns unique to distance genetic counseling encounters.

13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.

- a) Describe how aspects of culture including language, ethnicity, life-style, socioeconomic status, disability, sexuality, age and gender affect the genetic counseling encounter.
- b) Assess and respond to client cultural beliefs relevant to the genetic counseling encounter.
- c) Utilize multicultural genetic counseling resources to plan and tailor genetic counseling agendas, and assess and counsel clients.
- d) Identify how the genetic counselor's personal cultural characteristics and biases may impact encounters and use this knowledge to maintain effective client-focused services.

Domain III: Education

14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.

- a) Identify factors that affect the learning process such as intellectual ability, emotional state, socioeconomic factors, physical abilities, religious and cultural beliefs, motivation, language and educational background.
- b) Recognize and apply risk communication principles and theory to maximize client understanding.
- c) Communicate relevant genetic and genomic information to help clients understand and adapt to conditions or the risk of conditions and to engage in informed decision-making.
- d) Utilize a range of tools to enhance the learning encounter such as handouts, visual aids, and other educational technologies.
- e) Communicate both orally and in writing using a style and method that is clear and unambiguous.
- f) Present balanced descriptions of lived experiences of people with various conditions.
- g) Explain and address client concerns regarding genetic privacy and related protections.
- h) Employ strategies for successful communication when working with interpreters.

15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.

- a) Develop written educational materials tailored to the intended audience.

- b) Recognize the professional and legal importance of medical documentation and confidentiality.
- c) Assess the challenges faced by clients with low literacy and modify the presentation of information to reduce the literacy burden.

16. Effectively give a presentation on genetics, genomics and genetic counseling issues.

- a) Assess and determine the educational goals and learning objectives based on the needs and characteristics of the audience.
- b) Develop an educational method or approach that best facilitates the educational goals of the presentation and considers the characteristics of the audience.
- c) Present using a delivery style that results in effective communication to the intended audience that is clear and unambiguous.
- d) Assess one's own teaching style and use feedback and other outcome data to refine future educational encounters.

Domain IV: Professional Development & Practice

17. Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.

- a) Follow the guidance of the National Society of Genetic Counselors Code of Ethics.
- b) Recognize and respond to ethical and moral dilemmas arising in genetic counseling practice and seek outside consultation when needed.
- c) Identify and utilize factors that promote client autonomy.
- d) Ascertain and comply with current professional credentialing requirements, at the institutional, state, regional and national level.
- e) Recognize and acknowledge situations that may result in a real or perceived conflict of interest.

18. Demonstrate understanding of the research process.

- a) Articulate the value of research to enhance the practice of genetic counseling.
- b) Demonstrate an ability to formulate a research question.
- c) Recognize the various roles a genetic counselor can play on a research team and identify

opportunities to participate in and/or lead research studies.

- d) Identify available research-related resources.
- e) Apply knowledge of *research methodology* and *study design* to critically evaluate research outcomes.
- f) Apply knowledge of research methodology and study designs to educate clients about research studies relevant to them/their family.
- g) Describe the importance of human subjects' protection and the role of the Institutional Review Board (IRB) process.

19. Advocate for individuals, families, communities and the genetic counseling profession.

- a) Recognize the potential tension between the values of clients, families, communities and the genetic counseling profession.
- b) Support client and community interests in accessing, or declining, social and health services and clinical research.
- c) Identify genetic professional organizations and describe opportunities for participation and leadership.
- d) Employ strategies that to increase/promote access to genetic counseling services.

20. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.

- a) Display initiative for lifelong learning.
- b) Recognize one's limitations and capabilities in the context of genetic counseling practice.
- c) Seek feedback and respond appropriately to performance critique.
- d) Demonstrate a scholarly approach to genetic counseling, including using available evidence-based principles in the preparation and execution of a genetic counseling encounter.
- e) Identify appropriate individual and/or group opportunities for ongoing personal supervision and mentorship.
- f) Accept responsible for one's physical and emotional health as it impacts on professional performance.
- g) Recognize and respect professional boundaries between clients, colleagues, and supervisors.

Practice-Based Competencies for Genetic Counselors

21. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.

- a) Engage in active reflection of one's own clinical supervision experiences.
- b) Identify resources to acquire skills to appropriately supervise trainees.
- c) Demonstrate understanding of the dynamics and responsibilities of the supervisor/supervisee relationship.

22. Establish and maintain professional interdisciplinary relationships in both team and one-on-one settings, and recognize one's role in the larger healthcare system.

- a) Distinguish the genetic counseling *scope of practice* in relation to the roles of other health professionals.

- b) Develop positive relationships with professionals across different disciplines.
- c) Demonstrate familiarity with the *health care system* as it relates to genetic counseling practice including relevant privacy regulations, referral and payment systems.
- d) Demonstrate effective interaction with other professionals within the healthcare infrastructure to promote appropriate and equitable delivery of genetic services.
- e) Assist non-genetic healthcare providers in utilizing genetic information to improve patient care in a cost-effective manner.
- f) Promote responsible use of genetic/genomic technologies and information to enhance the health of individuals, communities, and the public.

Glossary

Case management: The planning and coordination of health care services appropriate to achieve a desired medical and/or psychological outcome. In the context of genetic counseling, case management requires the evaluation of a medical condition and/or risk of a medical condition in the client or family, evaluating psychological needs, developing and implementing a plan of care, coordinating medical resources and advocating for the client, communicating healthcare needs to the individual, monitoring an individual's progress and promoting client-centered decision making and cost-effective care.

Client centered: A non-directive form of talk therapy that was developed by Carl Rogers during the 1940's and 1950's. The goal of client-centered counseling is to provide clients with an opportunity to realize how their attitudes, feelings and behavior are being negatively affected and to make an effort to find their true positive potential. The counselor is expected to employ genuineness, empathy, and unconditional positive regard, with the aim of clients finding their own. (This is also known as person-centered or Rogerian therapy.)

Clients: Anyone seeking the expertise of a genetic counselor. Clients include anyone seeking the expertise of a genetic counselor such as individuals seeking personal health information, risk assessment, genetic counseling, testing and case management; health care professionals; research subjects; and the public.

Contracting: The two-way communication process between the genetic counselor and the patient/client which aims to clarify both parties' expectations and goals for the session.

Distance Encounters: At present, and even more so in the future, clinical genetic services will be provided to patients/clients by providers who are not physically in the same location as the patient/client. These encounters can be called Distance Encounters, even if the provider and patient are not physically located at great distances from each other. Ways in which this care can be provided include interactive two-way video sessions in real time; asynchronous virtual consultations by store-and-forward digital transmission of patient images, data, and clinical questions from the patient/client's healthcare provider to the genetic services provider; telephone consultation between genetic provider and patient/client; and perhaps additional forms of interaction between providers and patients/clients unimagined at present.

Family history: The systematic research and narrative of past and current events relating to a specific family that often include medical and social information.

Genetics: The branch of biologic science which investigates and describes the molecular structure and function of genes, how gene function produces effects in the organism (phenotype), how genes are transmitted from parent to offspring, and the distribution of gene variations in populations.

Genetic counseling: The process of helping people understand and adapt to the medical, psychological and familial implications of genetic contributions to disease. Genetic counselors work in various settings and provide services to diverse clients.

Genomics: The branch of biology which studies the aggregate of genes in an organism. The main difference between genomics and genetics is that genetics generally studies the structure, variation, function, and expression of single genes, whereas genomics studies the large number of genes in an organism and their interrelationship.

Health care systems: The organization of people, institutions, and resources to deliver health care services to meet the health needs of target populations. The laws, regulations and policies governing healthcare systems differ depending on the country, state/province, and institution.

Interdisciplinary relationships: Connections and interactions among members of a team of health care staff from different areas of practice.

Pedigree: A diagram of family relationships that uses symbols to represent people and lines to represent relationships. These diagrams make it easier to visualize relationships within families, particularly large extended families.

Population screening: Testing of individuals in an identified, asymptomatic, target population who may be at risk for a particular disease or may be at risk to have a child with a particular disease. Population screening may allow for the provision of information important for decision-making, early diagnosis, and improved treatment or disease prevention.

Probability of conditions with a genetic component: The chance, typically expressed as a fraction or a percentage, for an individual or a specific population to

experience a condition that has a genetic component. This terminology is used intentionally rather than “genetic risk” because the concept of “risk” is not synonymous with “probability.” The origin of a probability can come from principles of Mendelian inheritance or from epidemiology. The probability of genetic disease is differentiated from risk of genetic disease in that probability conveys the numerical estimate for an individual patient or a specific population while risk includes additional elements including the burden of disease.

Population Genetics: The study of allele frequency distribution and change under evolutionary processes, and includes concepts such as the Hardy-Weinberg principle and the study of quantitative genetic traits.

Research methodologies: The process to define the activity (how, when, where, etc.) of gathering data.

Scope of practice: Genetic Counselors work as members of a health care team in a medical genetics program or other specialty/subspecialty; including oncology, neurology, cardiology, obstetrics and gynecology, among others. They are uniquely trained to provide information, counseling and support to individuals and families whose members have genetic disorders or who may be at risk for these conditions. The genetic counseling scope of practice is carried out through collaborative relationships with clinical geneticists and other physicians, as well as other allied healthcare professionals such as nurses, physicians and social workers.

Study designs: The formulation of trials and experiments in medical and epidemiological research. Study designs can be qualitative, quantitative, descriptive (e.g., case report, case series, survey), analytic-observational (e.g., cross sectional, case-control, cohort), and/or analytic-experimental (randomized controlled trials).

Accreditation Council for Genetic Counseling

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UNIVERSITY POLICY

Policy Name:	Code of Student Conduct				
Section #:	10.2.11	Section Title:	Student Academic Regulations & Policies	Formerly Book:	4.2.7
Approval Authority:	Board of Governors		Adopted:	7/7/1972	Reviewed: 10/14/2015
Responsible Executive:	Senior Vice President for Academic Affairs		Revised:	Effective 7/1/2007; 5/28/2009 – Section 13b; 10/13/2009 – Section 67 & other administrative title changes; 4/15/2010 administrative title changes; unauthorized or undisclosed recording-added 10.(u) and 10.(aa) under Prohibited Conduct; and incorporated Academic Integrity policy (see Appendix I); 1/3/2011;); 5/20/2011 (revisions are on file with the Office of the Secretary of the University; 9/1/2013 – complete rewrite of Code of Student Conduct (removed Appendix I: Academic Integrity Policy text-see separate policy 10.2.13); 7/1/2013; 12/9/2014; 10/14/2015	
Responsible Office:	Office of Student Affairs, New Brunswick		Contact:	Office of Student Conduct, 848-932-9414, conduct@rci.rutgers.edu , http://studentconduct.rutgers.edu , Office of Student Affairs Compliance, 848-932-8576, http://compliance.rutgers.edu	

1. Policy Statement

The University Code of Student Conduct sets specific expectations for Rutgers University student behavior. It lists the behaviors prohibited at Rutgers University, the process for addressing allegations of student misconduct, and the possible consequences for students who violate the policy.

2. Reason for Policy

When students choose to attend Rutgers University, they understand that they must abide by all behavioral guidelines set by the Rutgers Community. The University Code of Student Conduct outlines behavioral expectations for Rutgers University students and provides information to all community members about what types of behaviors are not tolerated at Rutgers University.

3. Who Should Read this Policy

All members of the Rutgers University Community

4. Resources

Rutgers University Academic Integrity Policy, 10.2.13
Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking, and Related Misconduct, Policy 10.3.12

5. Definitions

See Section II.

6. The Policy

I. PREAMBLE

Rutgers, The State University of New Jersey, is dedicated to teaching that meets the highest standards of excellence; to conducting research that breaks new ground; and to turning knowledge into solutions for local, national, and global communities. As it was at our founding in 1766, the heart of our mission is preparing students to become productive members of society and good citizens of the world.

When students choose to accept admission to Rutgers University, they accept the rights and responsibilities of membership in the University's academic and social community. As members of the University community, students are expected to uphold our stated values by maintaining a high standard of conduct. Because the University establishes high standards for membership, its standards of conduct may exceed federal, state, or local requirements.

The primary purpose of the student conduct process should be to foster the personal, educational, and social development of students. The process should also serve as deterrence to misconduct to enhance the safety and security of the community. Students are expected to take responsibility for their conduct. Disciplinary consequences therefore serve both educational and deterrence objectives.

Those working within the conduct system balance the individual needs of students with the expectations set by the University to provide a safe community. The University, through authority given to it by its Board of Governors, is responsible for communicating behavioral expectations to students and the consequences for violating standards. This Code of Student Conduct describes the behaviors that are inconsistent with University values; it outlines procedures to respond to such behaviors; and it suggests possible sanctions and interventions that are intended to educate and safeguard members of the University community.

II. DEFINITIONS:

Please note that definitions in this section relate to policies and procedures that are consistent system-wide (Rutgers University-Camden, Rutgers University-Newark and Rutgers University-New Brunswick). Definitions are also provided in procedures documents.

- A. "Accused student" or "responding student" is any current student who has had disciplinary charges filed against him or her.
- B. "Administration or staff" includes any person who currently holds a non-faculty appointment within the University. This classification does not include faculty who serve as department chairs.
- C. "Adviser" is a member of the University community who has been selected by an accused student or by a complaint party to assist him or her in University Hearings or Disciplinary Conferences.
- D. "Chancellor's Designee" is the person (or people) for Rutgers University- Camden, Rutgers University-Newark and Rutgers Biomedical and Health Sciences ("RBHS") empowered to oversee the student conduct process.
- E. "College" or "School" means any academic division at Rutgers University.

- F. "Complaint initiator" or "complaint party" refers to anyone who has filed a report with the Office of Student Conduct alleging misconduct of a Rutgers University student.
- G. "Faculty" includes any person who holds a current academic appointment within the University.
- H. "Institution" and "University" mean Rutgers, The State University of New Jersey.
- I. "Member of the University community" means any student, faculty, administrator or employee at the University.
- J. "Student" is any person for whom the University maintains educational records, as defined by the Family Educational Rights and Privacy Act of 1974 and related regulations, and who has not yet been awarded his or her degree from the University at the time of the alleged violation. The term student may also include any person who is a non-matriculating student at the time of the alleged violation.
- K. "Student organization" is any identified group of students who have complied with the formal requirements for University recognition and affiliation and have registered for affiliation with the University.
- L. "Support person" is the person or persons who have been asked by the accused student or complaint party to attend a Disciplinary Conference or University Hearing to provide support and assistance. A support person cannot represent the person during the Disciplinary Conference or hearing and cannot address a Hearing Board, Hearing Officer, or Student Conduct Officer unless specific procedures provide that person the opportunity to speak.
- M. "University premises," includes buildings or grounds owned, leased, operated, controlled or supervised by the University.
- N. "University sponsored activity" means any academic, co-curricular, extra-curricular or other activity on or off campus, which is initiated, aided, authorized or supervised by the University.
- O. "Working day" includes any weekday that is not listed as a University holiday on the University Calendar. Days when classes are not in session but the University is open for business, are "working days."

III. JURISDICTION AND AUTHORITY

- A. This Code shall apply to conduct that occurs on University premises, at University sponsored activities, at events where students are representing the University, and to off-campus student conduct that adversely affects the University community and/or the pursuit of its objectives. The Senior Student Affairs Officer or designee (in Rutgers University-Camden, Rutgers University-Newark, and Rutgers University-New Brunswick) and the Chancellor's designee at RBHS shall determine when the Code shall be applied to conduct occurring off campus. Each student shall be responsible for his/her conduct from the time of application through the actual awarding of a degree or certificate, even if conduct occurs before classes begin or after a semester is complete.
- B. The Academic Integrity Policy is used to address allegations of student academic misconduct. The Chief Academic Officer has oversight over the Academic Integrity Policy and the University Senate approves the procedures for adjudicating cases of academic misconduct. Academic Integrity cases are addressed by faculty members, Academic Integrity Facilitators, and the Office of Student Conduct. Academic integrity standards and procedures are described in the *Rutgers University Academic Integrity Policy, 10.2.13*.

- C. The Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct is used to address allegations of sexual harassment, sexual assault, relationship violence, stalking, and other gender-based discrimination in which a Rutgers student is the perpetrator. Descriptions of violations and procedures for addressing violations are described in Policy 10.3.12.
- D. Individual academic programs may have additional ethical rules, professional requirements and professional standards of conduct. Academic programs are empowered to address deviations from acceptable professional standards of conduct. Any procedures a program puts in place to address deviations from their professional standards must include, at a minimum, notice to the student of the issue and some opportunity for the student to respond to the information before a decision is made.
- E. Student organizations are collectively responsible for any action committed by members on behalf of the organization that violates University policy. Disciplinary action against student organizations is separate from action taken against individuals. Facts of an incident may necessitate action against both a student organization and the individual members of that organization who were found to have violated University policy.
- F. Formal rules of process, procedure, and/or evidence that are applied in criminal and civil courts are not used in campus disciplinary proceedings. Participants are provided process and procedure as outlined in this Code.
- G. The Residence Life Community Standards Office in New Brunswick and the Residence Life staff in Camden and Newark will review and respond to minor cases of alleged student misconduct for incidents that involve students living in the residence halls that take place in and immediately around the residence halls.
- H. The Director of Student Conduct shall develop procedures and policies for administration of the conduct process that are consistent with provisions of the Code of Student Conduct.
- I. The University may take interim disciplinary action as outlined in Section VIII.

IV. VIOLATIONS OF LAW AND UNIVERSITY DISCIPLINE

Students may be held accountable for their behavior through both the criminal system and the University conduct process. University conduct proceedings may be carried out prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the Director of Student Conduct for Rutgers University-New Brunswick and the Chancellor's Designee for RBHS, Rutgers University-Camden or Rutgers University-Newark. Disciplinary action, decisions, and/or sanctions shall not be subject to change because criminal charges were dismissed, reduced, or resolved in favor of the student. University community members are not precluded from filing a civil or criminal charge against a student before, while, or after the University pursues disciplinary action.

V. RESPONDING TO STUDENT RIGHTS

Rutgers, The State University of New Jersey, expects that all disciplinary proceedings will be handled fairly. All Rutgers University students shall therefore be granted the following rights in the disciplinary process under this Code and under the Academic Integrity Policy:

- A. A student has the right to be treated with dignity by the University Hearing Board and by all persons involved in the disciplinary process.
- B. A student has the right to information pertaining to counseling services.
- C. A student has the right to a fair hearing.

- D. A student has the right to have an adviser present at all disciplinary meetings and hearings. It is the responsibility of the student to make sure his/her adviser is present at hearings and meetings. Specific adviser availability shall not be sufficient grounds for postponing hearings or Disciplinary Conferences.
- E. A student has the right to have a support person present at all disciplinary meetings and hearings. It is the responsibility of the student to make sure his/her support person is present at hearings and meetings. Support person availability shall not be sufficient grounds for postponing meetings, hearings, or Disciplinary Conferences.
- F. A student has the right to written notice of the charges placed against her or him that also indicates the time and place of any Disciplinary Conference or hearing. Proper written notification shall be defined as delivery of mail to a student's local or permanent address, as reported by the student to the University Registrar, or an e-mail message sent to the email account established as his or her official e-mail. Students shall be held responsible for the contents of mail sent to reported addresses and e-mail messages sent to their established e-mail accounts. Students have the responsibility for providing the University with current addresses, e-mail addresses, and phone numbers.
- G. A student has the right to receive a written copy of the report(s) stating the circumstances and allegations involved. This information shall generally be available to the student when he or she is notified of the charges.
- H. A student has the right not to present information against herself or himself. Students do not have to speak at any meeting, conference or hearing and no negative inference will be made should a student choose not to speak.
- I. A student has the right to hear and respond to all information presented against her or him.
- J. A student has the right to present information and/or witnesses on her or his behalf. The relevancy of witnesses shall be determined by the Student Conduct Officer, Hearing Chair, or Hearing Officer.
- K. A student has the right to privacy throughout the disciplinary process with respect to campus and other media, and from all other uninvolved parties.
- L. A student has the right to expect to be free from intimidation, harassment, and bullying throughout the disciplinary process.
- M. A student has the right to written notification of the results of the hearing or conference within a reasonable time after a University Hearing or Disciplinary Conference.
- N. A student has the right to be informed of his or her right to appeal and of the process for doing so.

VI. COMPLAINT PARTY RIGHTS

When a member of the Rutgers University community files a complaint against a Rutgers University student, that person should expect that the University shall respond in a caring manner, allowing that person to utilize the disciplinary process while also maintaining the rights of the accused student. The following rights shall be provided persons serving as complaint parties for alleged offenses under this Code, the RBHS Student Rights and Responsibilities Policy, and the Rutgers University Academic Integrity Policy:

- A. The person has the right to be treated with dignity by the University Hearing Board and by all persons involved in the disciplinary process.
- B. The person has the right to information pertaining to the University disciplinary process and appropriate referrals for information on the criminal process.
- C. The person has the right to information pertaining to counseling services.

- D. The person has the right to assistance throughout the disciplinary process, including the right to have an adviser and support persons at all disciplinary meetings and proceedings. It is the responsibility of the complaint party to make sure his or her Adviser and support persons are present at hearings, or Disciplinary Conferences. Adviser or support person availability is not sufficient grounds for postponing a hearing, meeting, or Disciplinary Conference.
- E. The person has the right to the same protections provided to accused students, including the right to written notification of a meeting, conference or hearing, the right to hear all information presented, the right to present information and witnesses, and the right to written disclosure of the results of a meeting, conference or hearing. For cases involving assault, relationship violence, harassment, sexual violence, bullying, intimidation, invasion of privacy, stalking, and hazing the person also has the right to appeal.
- F. The person has the right to have any unrelated past behavior excluded from the disciplinary process. The Student Conduct Officer or Hearing Officer shall determine what constitutes unrelated behavior.
- G. The person has the right to deliver or submit a written impact statement to the Student Conduct Officer, Hearing Chair, Administrative Hearing Officer, or Hearing Board that will be considered only in sanctioning, should the accused student be found responsible.
- H. The person has the right to privacy throughout the disciplinary process with respect to campus and other media, and from all other uninvolved parties.
- I. The person has the right to expect to be free from intimidation and harassment, and bullying throughout the disciplinary process.
- J. For cases involving assault, relationship violence, sexual violence, harassment, bullying, threats, intimidation, hazing or stalking, the person has the right, upon request, to have reasonable steps taken by the Office of Student Conduct or other University agencies to prevent any unnecessary or unwanted contact with the accused student(s).

VII. RULES AND REGULATIONS

Any student found responsible for committing, attempting to commit, or assisting others in committing a violation shall be subject to disciplinary sanctions as outlined in Section IX.

Violations, including but not limited to

A. Academic integrity:

Violations of the Rutgers University Academic Integrity Policy. Please refer to the Rutgers University Academic Integrity Policy for specific information regarding what would constitute a violation of this policy.

B. Acts of dishonesty:

1. Forging, unauthorized alteration, or unauthorized use of any University documents or records, or any instrument or form of identification.
2. Intentionally furnishing false information to the University.
3. Intentionally furnishing false information to persons outside the University concerning the student's academic record, degree, or activities.
4. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency.
5. Unauthorized entry into, use of, or misuse of University property, including computers and data and voice communication networks.

C. Safety violations:

1. Intentionally or recklessly starting a fire (does not include University approved programs including fire, e.g., bonfires.)
2. Misusing fire safety equipment or elevators.
3. Intentionally or recklessly endangering the welfare of any individual.
4. Intentionally or recklessly obstructing fire, police, or emergency services.
5. Using, possessing, or storing dangerous chemical, fireworks, or explosives on University property, even if they are legal to possess because of a license or illegally possessing dangerous chemicals, fireworks or explosives on an off-campus property. Possessing and storing small containers of Mace is permitted.
6. Using, possessing, or storing of any object classified as a weapon by the State of New Jersey on University property or illegally possessing weapons on an off-campus property. Law enforcement officials who are authorized by law to carry firearms are excluded from this definition.
7. Utilizing any instrument in a manner that endangers or tends to endanger any person.
8. Obstructing the free flow of pedestrian or vehicular traffic on or adjacent to University premises or at University events.
9. Failing to comply with the reasonable and lawful directions of University officials and University police.

D. Physical misconduct:

1. Inflicting bodily harm upon any person.
2. Threatening to use force against a person.

E. Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct

Violations of the Student Policy Prohibiting Sexual Harassment, Sexual Violence, Stalking, and Related Misconduct, Policy 10.3.12. Please refer to the policy for specific information regarding what would constitute a violation of this policy.

Bullying, intimidation, and harassment:

1. Making, or causing to be made any communication (including electronic or through social media) to another person in any manner likely to cause alarm.
2. Subjecting another person or threatening to subject another person to striking, kicking, shoving, or offensive touching.
3. Threatening to reveal personal information or media about a person electronically or through other means of communication.
4. Engaging in any other course of alarming conduct or repeatedly committing acts with the purpose of seriously alarming another person.

A person's behavior should be sufficiently severe, pervasive, or persistent as to substantially disrupt or interfere with the orderly operation of the institution or the rights of a student to participate in or benefit from the educational program.

F. Defamation:

Creating a false statement about a University community member and communicating that false statement to a third party, which then exposes that community member to hatred, contempt, ridicule, loss of good will, or loss of reputation as a result of the false statement.

G. Hazing:

1. Engaging in any act that impacts the mental, emotional, or physical health or safety of a student for the purpose of initiation into, admission into, affiliation with, or continued membership in any organization or team whose members are Rutgers University students.
2. Engaging in any activity that is inconsistent with regulations or policies of Rutgers University or laws in the State of New Jersey for the purpose of initiation into, admission into, affiliation with, or continued membership in any organization or team whose members are Rutgers University students.

Behavior falling into these categories shall be considered hazing regardless of whether a person is a willing participant.

H. Invasion of privacy:

1. Making, attempting to make, transmitting, or attempting to transmit audio, video, or images of any person(s) on University premises in bathrooms, showers, bedrooms, or other premises where there is an explicit expectation of privacy with respect to nudity and/or sexual activity, without the knowledge and consent of all participants subject to such recordings.
2. Viewing or spying on a person(s) on University premises in bathrooms, showers, bedrooms, or other premises where there is an explicit expectation of privacy with respect to nudity and/or sexual activity, without the knowledge and consent of all participants.

I. Theft or damage to property:

1. Taking or attempting to take University property or private property without the consent of the owner or person legally responsible for that property.
2. Obtaining University services through devious means.
3. Knowingly possessing private or University property that was stolen.
4. Intentionally or recklessly damaging University or private property.

J. Distribution or possession of alcohol, narcotics, or other drugs:

1. Selling, transferring, or exchanging something in return for narcotics, prescription medications, or illegal substances on University property or between members of the University community.
2. Providing or facilitating the consumption of alcohol by any person without taking reasonable and prudent precautions to insure that the person is of legal drinking age in New Jersey.
3. Sharing medical marijuana with individuals who do not have a medical marijuana prescription.
4. Possessing or consuming alcohol under the legal drinking age in New Jersey.
5. Possessing alcohol in areas of campus where alcohol is not permitted.
6. Unlawfully possessing or using drugs, narcotics, controlled substances, or paraphernalia.
7. Misusing or misappropriating any prescription, over-the-counter medication, or legal substance.
8. Possessing or using medical marijuana on any Rutgers University property.

K. Disruption:

1. Intentionally or recklessly interfering with any University activity or University sponsored activity.
2. Disrupting or obstructing an academic class or lecture, an administrative or support function, or official University business.
3. Engaging in classroom conduct prohibited by the faculty member or in violation of the law or University policy.

It should be noted that this policy is not intended to punish students for classroom dissent or hinder organized, peaceful and orderly protests that are undertaken within reasonable time, manner, and place restrictions placed upon the same by the University.

L. Disorderly conduct:

Engaging in conduct that is disruptive, lewd, or indecent, regardless of intent, which breaches the peace of the community.

M. Undisclosed recording:

Making, attempting to make, or transmitting an audio or video recording of private, non-public conversations and/or meetings on University premises without the knowledge and consent of all participants subject to such recordings. This provision does not extend to the recording of public events or discussions, or to recordings made for law enforcement purposes.

N. Violations of other University policies:

Violating other published University regulations or policies.

O. Abuse of the disciplinary system:

1. Knowingly providing false testimony or evidence at a University Hearing or Disciplinary Conference.
2. Disrupting or interfering with the orderly conduct of a University Hearing or Disciplinary Conference.
3. Failing to complete imposed sanctions.
4. Refusing to provide information at a Disciplinary Conference or University Hearing. A witness may choose not to present information if he or she feels information presented will lead to self-incrimination.
5. Harassing a University Hearing Board member before or after a disciplinary proceeding.

VIII. INTERIM ACTION

A. Interim Suspension

1. In certain circumstances, the Senior Student Affairs Officer or her/his designee may impose an Interim Suspension or other restrictions before the student goes through University disciplinary proceedings. Interim suspension shall be enacted when the Senior Student Affairs Officer determines there is a reasonable basis to conclude that the continued presence of the student at the University presents a substantial and immediate threat to himself/herself, to others at the institution, or to University property.

2. During an Interim Suspension, students shall be denied access to the residence halls, to the campus (including classes) and to all University activities or privileges for which the student might otherwise be eligible.
 3. A student suspended on an interim basis shall be given an opportunity to meet with the Senior Student Affairs Officer or a designee within two working days in order to discuss the following issues only:
 - a. the reliability of the information concerning the student's alleged misconduct, including the matter of his or her identity.
 - b. whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on University premises poses a substantial and immediate threat to himself/herself, to others, or to property.
 4. The Senior Student Affairs Officer may affirm the Interim Suspension or lift the Interim Suspension. The student shall be notified of the decision in writing. The student will then be asked to meet with a Student Conduct Officer for the purpose of going over the disciplinary process and speaking with the student about his/her options. A disciplinary proceeding will then be scheduled at the earliest possible time.
- B. In certain circumstances, the Senior Student Affairs Officer or her/his designee may impose other interim restrictions on a student, such as a residence hall suspension, termination of housing contract, mandated room reassignment, or other restrictions prior to the conduct of University disciplinary proceedings. These restrictions shall be enacted when the Senior Student Affairs Officer or designee determines there is a reasonable basis to conclude that the student presents a substantial and immediate threat to himself/herself, to others, or to University property if the student is allowed access to the item being restricted.
- C. Under certain circumstances when it is impossible for a student to address disciplinary action due to specific mitigating factors and the incident in question does not require an Interim Suspension, the University may grant a student a disciplinary withdrawal. The decision to grant a disciplinary withdrawal will be made by the Senior Student Affairs Officer, in consultation with the Director of Student Conduct (Rutgers University-New Brunswick) or Chancellor's designee (RBHS, Rutgers University-Camden and Rutgers University-Newark). The student shall be permitted to withdraw from classes and a disciplinary hold will be placed on his or her record. The student shall understand that he or she will not be permitted to return to Rutgers University until the disciplinary matter has been resolved.

IX. DISCIPLINARY SANCTIONS

- A. Disciplinary sanctions are imposed when students are found in violation of University regulations. The purpose of sanctioning is to educate a student as to why her or his behavior is inappropriate, as well as to make the student aware of and sensitive to all the possible consequences of the behavior in question. Sanctions for misconduct will be determined on a case by case basis, utilizing six main criteria: a) the nature of the offense, b) the precedent established by previous sanctions, c) the previous disciplinary history of the student, d) aggravating or mitigating facts brought up during the University Hearing or Disciplinary Conference, e) the developmental needs of the student, and f) the safety and well being of the community.
- B. Sanctions are typically comprised of two components: a) an "inactive sanction," or official University sanction (Warning, Reprimand, Disciplinary Probation, Restrictive Probation, Disciplinary Suspension, or Expulsion); as well as b) an "active sanction," requiring the student to complete some form of service or assignment. The sanctioning process is outlined on the Office of Student Conduct website (<http://studentconduct.rutgers.edu>) in the *Rutgers University Sanction Guide*.

C. Inactive sanctions:

1. Warning: A Warning is notice, orally or in writing, that continuation or repetition of conduct shall be cause for additional disciplinary action.
2. Reprimand: A Reprimand formally indicates to a student that his or her behavior is unacceptable and that continuing that behavior shall warrant additional, more serious consequences.
3. Disciplinary Probation: A student who is placed on Disciplinary Probation is notified that he or she is not in good standing with the University. Violations of the terms of Disciplinary Probation, or any other violation of this Code during the period of probation, shall be viewed as both a violation of the Code of Student Conduct and a violation of a student's probation and shall typically result in suspension.
4. Restrictive Probation: Restrictive Probation is a notice to a student that his or her actions are of such a serious nature that removal from the University for a period of time is recommended. The University shall refrain from suspending the student as long as the student meets all sanction requirements. Any additional incidents in which the student is found in violation of the Code of Student Conduct shall result in immediate removal from the University for a period of time and the possibility of additional sanctions. While a student is serving a Restrictive Probation, he or she may not hold elected office and may not represent the University in any official capacity, including intercollegiate athletics, major extracurricular activities or student exchange programs. At the end of the deferred suspension period, all lost privileges and eligibility shall be restored.
5. Suspension: Suspension involves a certain period of time in which a student may not participate in any academic or other activities at the University. There are two types of suspension: term and conditional. A term suspension stipulates the period of suspension, after which the student may return to the University community as a student (if the student meets the academic requirements of the program of study). A conditional suspension requires that the student meet certain requirements before he or she can return to the University community. The conditional suspension shall continue until the Director of Student Conduct determines that the conditions have been satisfied. While on suspension, a student shall not be permitted to earn credits at any other institution for the purpose of transferring those credits and making progress towards a Rutgers degree. Notice of the suspension shall appear on the student's academic transcript for the term of the suspension.
6. Dismissal or Expulsion: Permanent termination of student status, and exclusion from University premises, privileges and activities. This action shall permanently be recorded on the student's academic transcript.

D. Active sanctions:

1. Restitution: Repayment to the University or to an affected party for damages resulting from a violation of this Code.
2. Other Sanctions: Other sanctions may be imposed instead of, or in addition to, those specified in sections (1) through (6). For example, students may be subject to removal from University housing for disciplinary violations. Likewise, students may be subject to restrictions upon or denials of University parking privileges for violations involving the use of registration of motor vehicles on campus and the loss of privileges for access to University computers or networks. For violations of academic integrity, appropriate academic penalties shall also be applied (see the Rutgers University Academic Integrity Policy). For a full list of active sanctions utilized at Rutgers University, please see the *Rutgers University Sanction Guide* on the Office of Student Conduct website (<http://studentconduct.rutgers.edu>).

X. DISCIPLINARY PROCEDURES (for all cases, except (a) cases involving academic integrity (b) cases that are subject to the Title IX Grievance Procedures (sexual assault, sexual harassment, relationship violence, and stalking) and (c) cases occurring in RBHS)

- A. Any University community member may contact the Office of Student Conduct to learn about available resolution options, and/or to initiate a resolution process. The Office of Student Conduct provides opportunities for issues to be resolved without use of the disciplinary process. These opportunities include the use of mediation, facilitated dialogue, conflict coaching, and restorative justice conferencing.
- B. Any University community member may submit a complaint alleging a violation of the Code of Student Conduct. University community members may also submit a complaint on behalf of another person, based on information reported to the community member by the other person, if the victim of the alleged act is not a community member or if the victim is a community member who is unwilling or unable to file a complaint. All complaints shall be submitted in writing to the Office of Student Conduct, within 60 days of alleged incident or discovery of the incident. The Director of Student Conduct or Chancellor's designee may waive the 60 day limitation if there is a valid reason why the complaint was not submitted within the time period. Once a complaint has been received, the Director of Student Conduct or Chancellor's designee assigns a Student Conduct Officer to conduct a Preliminary Review.
- C. Preliminary Review Procedures:
1. During the Preliminary Review, the accused student shall be informed of his/her rights and given information about the disciplinary process. The Student Conduct Officer reviews all available information with the accused student, meets with the person filing the complaint (if needed), and gathers information from witnesses to determine whether or not there is enough information to charge the student with a violation of the Code of Student Conduct. A preliminary review report is also generated.
 - a. If the Student Conduct Officer determines that there is not enough information to support a Code of Student Conduct charge, he or she shall notify the student that charges are not being filed. The student is also informed that charges could be brought if additional information is provided to the Student Conduct Officer.
 - b. If the Student Conduct Officer determines that there is enough information to charge the student, he or she shall notify the student of the charges.
 - c. If the Student Conduct Officer determines that there is enough information to support a Code of Student Conduct violation but that the incident might better be addressed using conflict resolution options, he or she may defer disciplinary charges and attempt to resolve the incident in another way. This is only an option if both the accused student and the person filing the complaint agree to defer disciplinary proceedings. If the alternative dispute resolution option is successful, disciplinary charges shall be dismissed. If the alternative dispute resolution option is not successful, disciplinary charges shall be filed. Information disclosed during the alternative dispute resolution process cannot be used against a student if disciplinary charges are later filed.
 - d. If the Student Conduct Officer determines that he or she is unable to make a decision regarding a complaint because needed information is not available, the Student Conduct Officer shall recommend to the Director of Student Conduct or Chancellor's Designee that the disciplinary process be deferred. The Director of Student Conduct or Chancellor's Designee will make a decision on how the case should proceed, based on what it is in the best interest of the University community.
 - e. If the accused student fails to meet with the Student Conduct Officer for a Preliminary Review, the Student Conduct Officer shall determine whether or not there is enough information in the complaint to warrant Code of Student Conduct charges. If there is

enough information, the Student Conduct Officer will charge the student with Code of Student Conduct violation(s).

2. The Student Conduct Officer conducting the Preliminary Review shall inform the accused student and the complaint party of the outcome of the Preliminary Review in writing and let each party know his/her options for resolution:
 - a. If the accused student agrees to accept responsibility for the violation(s) and accepts the recommended disciplinary sanction, a disciplinary agreement will be prepared. The disciplinary agreement shall constitute an acceptance of the finding and sanction(s), as well as a waiver of the student's right to a University Hearing, Disciplinary Conference, and appeal.
 - b. If the accused student accepts responsibility for the violation(s) but does not agree with the recommended sanction(s), the Student Conduct Officer shall make a decision regarding responsibility and sanction and the accused student may appeal the sanction to the Campus Appeals Committee.
 - c. If the accused student does not accept responsibility for the charges the case shall be referred for a Disciplinary Conference or a University Hearing-the default option is a hearing. The accused student shall have the choice to have the matter resolved at either a Disciplinary Conference or before a University Hearing Board. The complaint party shall also be consulted. The case can only be heard at a Disciplinary Conference if the complaint party agrees.
 - d. If the accused student does not meet with the Student Conduct Officer and does not respond to the charges, the case will be decided at a Disciplinary Conference, provided the complaint party also agrees to the Disciplinary Conference.

D. University Hearing Procedures

1. The University Hearing Board is the formal disciplinary body at the University charged with hearing allegations of Code of Student Conduct violations. The purpose of the University Hearing Board is to provide the University community with a forum to review and address student misconduct. The University Hearing Board determines the relevant facts related to the incident and makes an informed decision regarding whether or not a student violated the Code of Student Conduct. Board members shall have the authority to question witnesses, the accused student (if he or she chooses to speak), and any complaint party in an effort to determine the facts of an incident.
2. Hearings shall be closed to the public, unless one party requests an open hearing and there are no objections to the hearing being opened to the public from all other parties involved. Parties who may object to an open hearing include the responding student or the complaint party/complaint initiator.
3. A recording of the hearing shall be made. Deliberations are not recorded. This recording shall be preserved in the student's disciplinary file. If a recording is not made for some reason, the decision of the Hearing Board shall include a summary of information presented that is sufficient to permit review by the Senior Student Affairs Officer and Appeals Committee.
4. For incidents involving more than one accused student, the Director of Student Conduct or Chancellor's Designee shall determine whether there shall be one hearing or separate hearings for the students involved. Any accused student may petition the Director of Student Conduct or Chancellor's Designee for a separate hearing, providing appropriate information to show that a combined hearing would be prejudicial for him or her. The decision of the Director of Student Conduct or Chancellor's Designee is final.

5. A trained University community member shall serve as the Hearing Officer. The role of the Hearing Officer is to maintain order, interpret policy and procedures, and insure a fair hearing process.

Hearing Officers shall:

- a. Conduct the hearing.
 - b. Exclude anyone from the process who is disruptive.
 - c. Summon witnesses upon the request of any party at the hearing.
 - d. Make rulings on information provided at the hearing. Hearing Officers shall respect the rules of confidentiality and privilege, but shall admit any other information into the record that reasonable persons would accept as valuable.
 - e. Insure procedures are being followed. This includes making sure student and complaint party rights are addressed and that protections provided under NJ law (e.g., Rape Shield Law) are provided.
6. The accused student and/or complaint party may request that a specific member of the University Hearing Board or the Hearing Officer be excluded from the hearing for cause. This request shall be made in writing to the Director of Student Conduct or Chancellor's Designee at least three working days before the hearing. The final decision on that request will be made by the Director of Student Conduct or Chancellor's Designee. The Director of Student Conduct or Chancellor's Designee will determine whether the information presented is appropriate grounds to excuse a board member from the hearing. If a board member is excused, the Director of Student Conduct or Chancellor's Designee shall select a replacement from the Hearing Board membership.
 7. Accused students and complaint parties shall be notified at least ten working days prior to the hearing. This notification shall include the charges, the names of the Hearing Officer and Hearing Board members for the case in question, the time, date, and location of the hearing, the names of people attending the hearing as witnesses, and a list of the names and addresses of University-trained Campus Advisers. Each party will also be instructed to supply the Director of Student Conduct or Chancellor's Designee with additional witness information and any supporting documents he or she is submitting at least five working days before the hearing. Parties shall also be given information regarding access to the case file. The case file shall contain the Preliminary Review report, the complaint filed, and any additional information provided by parties during the Preliminary Review. If a hearing needs to be adjourned and continued on another day, the Hearing Officer shall determine when the hearing is reconvened. The hearing may be reconvened without 10 days notice.
 8. Parties may request a hearing postponement for good cause to the Hearing Officer at least five working days in advance of the hearing. Except in emergency situations, no request for a postponement shall be considered when received less than five working days before the hearing. The Hearing Officer will determine whether the request meets the criteria for "good cause" and his or her decision is final.
 9. Both complaint parties and accused students may be assisted by both a Campus Adviser and a support person at the hearing. Campus Advisers and support persons are not permitted to speak to the Hearing Board or Hearing Officer or to participate directly in the process. No form of direct representation shall be permitted, except in cases where assistance is required based on a documented disability or where English is a second language and a translator is needed.
 10. At the beginning of each hearing, the Hearing Officer will outline the procedures to be utilized during the hearing. The accused student(s) shall then be asked to respond to each alleged violation of University regulations by stating one of the following:

Responsible for violating the University regulation.

Not Responsible for violating the University regulation.

If the accused student fails to appear for the hearing, the Hearing Officer shall enter a plea of not responsible on behalf of the student.

11. The hearing will begin with the Student Conduct Officer who conducted the Preliminary Review answering questions about the Preliminary Review report. The Hearing Officer will then ask the complaint party to give a narrative account of what happened, followed by witnesses in support of the complaint. The accused student is then given the opportunity to provide a narrative to the Hearing Board and can then provide witnesses to support his or her interpretation of the incident.
12. Witnesses shall be called in support of the complaint and by the accused student. Both parties shall have the right to question witnesses once the Hearing Board and Hearing Officer have an opportunity to ask questions. Witnesses are excluded from the hearing during testimony from other witnesses. If a victim chooses to participate as a witness and not as a complaint party, he or she shall present information first and then may remain in the room for the rest of the hearing. All witnesses shall be asked to affirm that all information they are providing is truthful. If a witness cannot attend the hearing for some reason, he or she may participate by telephone. Witnesses for both parties may also provide information to the Hearing Board in the form of a signed statement. The witness statement shall be witnessed by a Student Conduct Officer, Dean of Students, or notary. Witness statements may only be used for the purpose of supplementing or explaining other information. Written statements alone shall not be sufficient to support a finding.
13. Accused student(s) are presumed to be not responsible for violations. Responsibility must be established by a preponderance of evidence. This standard requires that the Hearing Board must be persuaded that it is more likely than not that the allegations brought against the accused student are true.
14. At the end of the hearing, the Hearing Board shall retire to closed deliberations. The board decision shall be made by majority decision and no board member may abstain. The Hearing Officer will reconvene all parties to have Hearing Board questions answered on the record. Once a decision is reached by the Hearing Board, the Hearing Officer will meet with the Hearing Board in closed session to receive its decision and rationale. The Hearing Officer is not present during Hearing Board deliberations.
15. The Hearing Board's decision shall be read by the Hearing Officer to the accused student and complaint party in a reconvened hearing and a copy of the decision shall be provided to the accused student and complaint party. The Hearing Board's decision shall be supported with a brief written summary of the finding of fact that led to its conclusion. The written summary shall become a part of the case file.
16. Any determination of responsibility shall immediately be followed by a proceeding to determine disciplinary sanctions. The accused student and the complaint party shall be given opportunities to make statements regarding sanctions. The accused student may present character witnesses or statements and the complaint party may submit a statement of impact. The referring Student Conduct Officer shall offer his or her sanction recommendation and the past disciplinary record of the accused student shall be supplied to the board. The board shall then retire to closed proceedings to determine a recommended sanction. The recommended sanction shall be by majority vote and no board member shall abstain. The Hearing Officer shall confirm the sanction and send a decision letter to the both parties, including how to appeal the decision and/or the sanction.

E. Disciplinary Conference Procedures

1. A Disciplinary Conference is an informal hearing between an accused student and a Student Conduct Officer. The Student Conduct Officer is assigned by the Director of Student Conduct or Chancellor's Designee. The accused student maintains his or her rights as established in Section V. If there is a complaint party present, he or she also maintains his or her rights as established in Section VI.
2. The Student Conduct Officer shall make sure that both parties receive a fair hearing and shall exercise control over the process to make sure procedures are followed.
3. The accused student and complaint party (if there is one) shall receive written notice of the charges and the date, time, and location of the Disciplinary Conference at least five working days before the conference. The letter shall also include how each party can access the case file before the Disciplinary Conference.
4. A recording of the Disciplinary Conference shall ordinarily be made and shall be preserved in the student's disciplinary file. If a recording of the Disciplinary Conference is not made, the decision of the Student Conduct Officer must include a summary of the testimony that shall be sufficient to be reviewed by the Appeals Committee and Senior Student Affairs Officer.
5. At the beginning of each Disciplinary Conference, the Student Conduct Officer will outline the Disciplinary Conference procedures. The accused student(s) shall then be asked to respond to each alleged violation of University regulations by stating one of the following:

Responsible for violating the University regulation.

Not Responsible for violating the University regulation.

If the accused student fails to appear for the conference, the Student Conduct Officer shall enter a plea of not responsible on behalf of the student.

6. Each party shall be given the opportunity to present information to the Student Conduct Officer, who shall question all parties and any witnesses called. Each party shall also have the opportunity to pose questions, once the Student Conduct Officer has asked questions.
7. Once information is presented and questions have been asked, the Student Conduct Officer shall move to closed proceedings to deliberate on the decision and the sanction. The accused student is presumed to be not responsible. Responsibility is established by a preponderance of evidence. This requires that the Student Conduct Officer must be persuaded that it is more likely than not that the allegations brought against the accused student are true.
8. The Student Conduct Officer can assign any sanction outlined in Section IX.
9. The Student Conduct Officer shall provide both the accused student and complaint party with written notice of the decision within a reasonable time after the Disciplinary Conference. A copy of the decision letter shall also be sent to the Director of Student Conduct. This decision letter needs to include information on how to appeal the decision.

F. Appeals Procedures

1. Sanction only appeals-sanction not including suspension or expulsion

Any accused student who accepts responsibility for a Code of Student Conduct violation but disagrees with the sanction imposed maintains the right to have his or her sanction reviewed by the Campus Appeals Committee. The student has 10 working days from the date of his or her decision letter to submit a sanction appeal to the Director of Student Conduct or Chancellor's Designee (RBHS, Rutgers University-Camden, or Rutgers University-Newark). The Director of Student Conduct or Chancellor's Designee will then transmit the appeal to the appropriate Campus Appeals Committee. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the process.

The Campus Appeals Committee will review all information and make one of the following decisions not involving suspension or expulsion:

- a. Affirm the sanction originally determined.
- b. Modify the sanction.

A decision letter is then sent to the student by the Director of Student Conduct or Chancellor's designee. If the sanction is upheld, the case is concluded. If the sanction is reduced, the student is given new sanction instructions and the case is concluded.

2. Sanction only appeals-sanction includes suspension or expulsion

Any student who accepts responsibility for a Code of Student Conduct violation but disagrees with the sanction imposed maintains the right to have his or her sanction reviewed by the Campus Appeals Committee. The student has 10 working days from the date of his or her decision letter to submit a sanction appeal to the Director of Student Conduct (Rutgers University-New Brunswick) or Chancellor's Designee (RBHS, Rutgers University-Camden or Rutgers University-Newark). The Director of Student Conduct or Chancellor's Designee will then transmit the appeal to the appropriate Campus Appeals Committee. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the process.

The Campus Appeals Committee will review all information and make one of the following recommendations to the Senior Student Affairs Officer:

- a. Affirm the sanction originally determined.
- b. Modify the sanction.

The Senior Student Affairs Officer reviews the information from the student and Campus Appeals Committee and renders a decision. A decision letter is then sent to the student by the Senior Student Affairs Officer, explaining the decision. If the sanction is upheld, the case is concluded. If the sanction is reduced, the student is given new sanction instructions and the case is concluded.

3. Appeals of decision and sanction

Any responding student found responsible by a University Hearing Board, Administrative Hearing Officer, or a Student Conduct Officer and any complaint party (for a violation involving assault, relationship violence, harassment, sexual assault, invasion of privacy, stalking and hazing) is given one appeal of the finding and/or sanction to the Campus Appeals Committee. Students and complaint parties will be given 10 working days from the date of their decision letter to submit their appeal. Appeals are to be submitted to the Director of Student Conduct or Chancellor's Designee, who will transmit the appeal to the

appropriate Campus Appeals Committee. Failure to submit an appeal by the appropriate deadline will render the decision final and conclude the process.

Accused students and complaint parties can appeal on the following grounds:

- a. **Unsupported Conclusion:** The decision made by the Conduct Officer or University Hearing Board is not supported by the facts of the case.
- b. **Procedural Error:** The hearing or Disciplinary Conference was conducted unfairly and not in conformity with prescribed procedures. The error committed must be determined to have substantially impacted the fairness of the disciplinary process.
- c. **Disproportionate Sanction:** The sanction imposed against the student was not appropriate for the offense committed.
- d. **New Information:** There is new information available that wasn't available at the time of the hearing/Disciplinary Conference and that is sufficient to alter the original decision.

The Campus Appeals Committee will review all information and make one of the following recommendations to the Senior Student Affairs Officer:

- a. Affirm the finding and sanction originally determined.
- b. Affirm the finding and modify the sanction.
- c. Remand the case for a new hearing or Disciplinary Conference.

Campus Appeals Committee recommendations are forwarded to the Senior Student Affairs Officer for review. The Senior Student Affairs Officer makes the final decision regarding the student's appeal. A decision letter is then sent to the student from the Senior Student Affairs Officer no more than ten working days after the appeal. If the hearing or Disciplinary Conference decision is upheld, the case is concluded. If the sanction is reduced, the student is given new sanction instructions and the case is concluded. If the case is remanded back for a new hearing or Disciplinary Conference, the student is given instructions on the next steps in the process.

The Campus Appeals Committee, Director of Student Conduct, or Chancellor's designee may solicit written clarification on any issue raised on appeal from the Hearing Officer assigned to the case, the Student Conduct Officer who conducted the Preliminary Review, the complaint party, or the accused student.

In preparation of an appeal, the accused student and complaint party may have access to the recording of the disciplinary proceeding.

Appeals are decided upon the record of the original proceeding and any written information submitted by any of the parties. The Campus Appeals Committee shall not substitute its judgment for the decision of the original hearing body or attempt to rehear the case.

- a. Sanctions should only be recommended for change if they are found to be clearly disproportionate to the gravity of the violation, precedent for similar offenses, and/or the accused student's prior disciplinary record.
 - b. Cases should only be recommended for remand for a new hearing or Disciplinary Conference if specified procedural errors were so substantial they effectively denied the accused student or the complaint party a fair hearing.
4. The imposition of sanctions will normally be deferred during any appellate process and the status of the student shall not change until all avenues of appeal have been exhausted, except that a hold may be put on the student's transcript and no degree will be awarded to the student pending completion of the appeals process. Interim actions may also be taken

while the case is going through the appeals process to protect a complaint party or complaint initiator.

5. Once all appeals have been exhausted, it shall be the responsibility of the Director of Student Conduct (Rutgers-University-New Brunswick) or Chancellor's designee (RBHS, Rutgers University-Camden or Rutgers University-Newark) to oversee the implementation of imposed sanctions. Where permitted by state and federal laws, the Director of Student Conduct or Chancellor's Designee may notify the victim of an act of student misconduct of any sanction imposed.

XI. DISCIPLINARY PROCEDURES – TITLE IX GRIEVANCE PROCEDURES (SEXUAL VIOLENCE, SEXUAL HARASSMENT, STALKING, RELATIONSHIP VIOLENCE, AND RELATED MISCONDUCT)

Title IX of the Education Amendments of 1972 (Title IX), and its regulation, prohibit discrimination on the basis of sex and/or gender in education programs and activities operated by recipients of Federal financial assistance. Sexual harassment that creates a hostile environment, including sexual assault and sexual violence, is a form of discrimination prohibited by Title IX. The regulation implementing Title IX requires that recipients adopt and publish grievance procedures providing a prompt and equitable resolution of complaints that allege any action that would be prohibited by Title IX, including sexual harassment, sexual assault and sexual violence. Similarly, the Violence Against Women Reauthorization Act of 2013 (VAWA) requires prompt, fair and impartial investigation and resolution of allegations of stalking, dating violence and domestic violence.

Disciplinary procedures for these cases can be found in the Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking, and Related Misconduct for specific procedures for these types of incidents. In cases involving an alleged violation of the Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking, and Related Misconduct, the terms of that policy, including the disciplinary procedures, shall apply.

XII. DISCIPLINARY PROCEDURES – ACADEMIC INTEGRITY (not including RBHS)

Disciplinary procedures for academic integrity cases are found in the Academic Integrity Policy, 10.2.13. Please consult the Academic Integrity website (<http://academicintegrity.rutgers.edu>) or the Rutgers University Policy Library for specific procedures regarding academic integrity.

XIII. DISCIPLINARY PROCEDURES – RUTGERS BIOMEDICAL AND HEALTH SCIENCES (RBHS)

Disciplinary procedures for RBHS are found in the RBHS Students Rights, Responsibilities, and Disciplinary Procedures document. Please consult the RBHS website (<http://rbhs.rutgers.edu>) or the Rutgers University Policy Library for specific procedures regarding RBHS school procedures.

XIV. DISCIPLINARY PROCEDURES – STUDENT ORGANIZATIONS

Student organizations will be asked to account for behavior committed by organization members on behalf of the organization. Please consult the Office of Student Conduct website (<http://studentconduct.rutgers.edu>) for student organization conduct procedures and specific policies related to student organizations at Rutgers University.

XV. DISCIPLINARY FILES (not including RBHS)

- A. A student found responsible for violating the Code of Student Conduct or Academic Integrity Policy shall have a disciplinary file created in his or her name. University Records Retention Policy requires that disciplinary records be kept for ten years from the date of the letter

All policies are subject to amendment. Please refer to the Rutgers University Policy Library website (policies.rutgers.edu) for the official, most recent version.

providing notice of final disciplinary action. Disciplinary records may only be reported to third parties in accordance with University regulations and subject to the Family Educational Rights and Privacy Act of 1974.

- B. A student found not responsible for violating the Code of Student Conduct or Academic Integrity Policy shall have any records created in his or her name voided. Voided files shall be so marked, shall not be kept with active disciplinary records, and shall not leave any student with a disciplinary record. Voided files will be destroyed at the end of six years.
- C. After all the terms of a sanction have been fulfilled, disciplinary records may be voided by the Senior Student Affairs Officer (in conduct cases) or by the Chief Academic Officer (in academic integrity cases) for good cause. Students must submit a petition in writing to the Office of Student Conduct. Factors to be considered in reviews of such petitions shall include:
 - 1. The present conduct of the student;
 - 2. The conduct of the student subsequent to the violation; and
 - 3. The nature of the violation and the severity of any damage, injury, or harm resulting from it.
- D. A disciplinary hold may be placed on a student's University records by the Director of Student Conduct or Chancellor's Designee while disciplinary proceedings are pending or if sanctions are not completed by the deadline.
- E. Permanent notation of disciplinary action shall be made on the transcript whenever a student is expelled. Transcript notations of disciplinary action will also be made if a suspension is implemented. When the suspension has been completed, the notation will be removed.
- F. At no time will Rutgers University provide any information that divulges to the public the name, address, or other identifying personal information of anyone involved in the disciplinary process.

XVI. CLEMENCY FOR EXPULSION (Not including RBHS)

- A. Rutgers University has established standards of conduct for students, and imposes sanctions for violations of these standards in order to sustain the personal, educational, and social development of its students. The University expels students when the student's behavior is so egregious that the University concludes that his or her continued affiliation with the University is antithetical to the safety or interests of the University community.
- B. The University recognizes that, following a long separation from the University, people may change. Consequently, it is appropriate that the University consider granting clemency to expelled former students in circumstances where they are able to provide significant evidence of rehabilitation and a renewed commitment to the standards of conduct and scholarship expected of Rutgers students. For the purposes of this document, a petition for clemency is a procedure whereby the expelled individual requests the opportunity to complete her/his degree, and asks the University to consider new circumstances and facts that might alter the original sanction.

Individuals who have been expelled from the University may seek clemency under the following circumstances and conditions:

- 1. The individual must wait a minimum of five calendar years after the original expulsion before initiating a request for clemency. If the individual has taken classes elsewhere in the intervening period, those credits will not transfer towards the Rutgers degree.
- 2. The request for clemency must be made in writing to the Chancellor on each campus, hereafter referred to as the Clemency Officer. The written request should include appropriate documentation concerning the individual's status during the intervening years since the expulsion, any additional mitigating circumstances with appropriate

documentation, and any additional information about character or change of behavior that may be appropriate. This documentation may include records pertaining to mental health status, employment, criminal or probation records, educational records, social service records, and letters of recommendation.

NOTE: A victim impact statement will be allowable if relevant. The Clemency Officer should arrange for its inclusion in the assembled documents.

3. Upon receipt of the request for clemency, the Clemency Officer may consult with whomever he or she wishes and may empower an advisory panel to advise him or her. The Clemency Officer or advisory panel will review the request for clemency and may conduct a personal interview with the individual and/or conduct other forms of inquiry as needed.
4. The Clemency Officer will make a recommendation to the President on clemency including specific conditions, if any, for admission/readmission.
5. The final decision (with any special conditions) will be made by the President and transmitted to the Clemency Officer on the campus from which the individual was expelled.
6. The decision of the President is final.
7. If clemency is granted, the individual will be readmitted to the University and to the school, program, or successor unit from which he or she was expelled (assuming he or she is academically qualified for reenrollment). If the individual wants to attend a different academic unit within the University, he or she will be subject to the same requirements and approval processes as any current student. He or she will remain on Disciplinary Probation, noted on the transcript, until the degree is completed, at which time it will be removed as will the notation regarding the original expulsion. The individual must meet whatever graduation requirements are in place at the time of readmission. The President may impose additional conditions on the individual's readmission.
8. A record of the expulsion will remain in the student's disciplinary records maintained by the Office of Student Conduct, and is not subject to expunction.

XVII. STUDENT CONDUCT PROCESS VOLUNTEERS – UNIVERSITY HEARING BOARD AND CAMPUS APPEALS COMMITTEES

- A. Each university shall recruit and train individuals to serve as Advisers, University Hearing Board members, and Campus Appeals Committee members. The Office of Student Conduct shall assist each university in providing training for each volunteer and will post the names of those working in the conduct process on the student conduct website.
- B. University Hearing Boards (not including RBHS)
 1. When a hearing is called, hearing board members are selected from a pool of community members recruited, selected, and trained by the Office of Student Conduct or Chancellor's Designee. Should a selected board member be unable to serve on the hearing, the Director of Student Conduct or Chancellor's Designee shall select a replacement from the Hearing Board membership.
 - a. In non-academic integrity hearings, two students and a one faculty or staff members is selected to serve on the board.
 - b. In academic integrity hearings, two students and one faculty members is selected to serve on the board.
- C. Campus Appeals Committees (not including RBHS)
 1. Appeals shall be referred to a Campus Appeals Committee on the responding student's campus.

- a. In all non-academic integrity cases, the appeal shall be considered by a panel consisting of one faculty member, one administrator, and one student. If the accused student is an undergraduate student, the student member of the panel shall be an undergraduate student; if the accused student is a graduate student, the student member of the panel shall be a graduate student.
- b. In academic integrity cases, the appeal shall be considered by a panel consisting of one faculty member and two students. If the accused student is a graduate student, at least one of the students on the panel shall be a graduate student.
- c. In academic integrity cases informally addressed by a faculty member or an AIF, the appeal shall be considered by a panel consisting of two students, one faculty member, and one nonvoting staff member called the Staff Investigator.

XVIII. REVISIONS TO THE CODE OF STUDENT CONDUCT

- A. The Committee on Student Conduct is a standing system-wide committee responsible for advising the Senior Student Affairs Officers on issues pertaining to student discipline. The duties of the Committee on Student Conduct shall include reviewing this Code and suggesting appropriate amendments or modifications.
- B. The Senior Student Affairs Officers system-wide shall annually appoint members of the Committee on Student Conduct. Members may be reappointed at the discretion of the Senior Student Affairs Officer on each campus. The Committee on Student Conduct shall include at least two undergraduate students and one graduate student.
- C. It will be the responsibility of the Vice Chancellor for Student Affairs at Rutgers University-New Brunswick to inform the University Senate, the President, and the Board of Governors of any substantive changes in the student disciplinary process recommended by the Committee on Student Conduct review. Substantive changes to the Code of Student Conduct must be approved by the President of the University.

Rutgers University Academic Integrity Policy¹

Effective September 1, 2013

I. Academic Integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

The University administration is responsible for working with faculty and students to foster a strong institutional culture of academic integrity, for providing effective educational programs that create an understanding of and commitment to academic integrity, and for establishing equitable and

¹This policy applies to all Schools and Colleges of Rutgers, the State University of New Jersey, including the Ernest Mario School of Pharmacy and the Rutgers College of Nursing. However, at this time, this policy will not apply to the Robert Wood Johnson Medical School, School of Health Related Professions, Rutgers School of Dental Medicine, New Jersey Medical School, Graduate School of Biomedical Sciences, School of Public Health, and School of Nursing (former UMDNJ School of Nursing), whose students will adhere to the RBHS policy titled "Student Rights, Responsibilities, and Disciplinary Procedures" found at <http://academicaffairs.rutgers.edu/student-rights>.

effective procedures to deal with allegations of violations of academic integrity. The faculty shares with the administration the responsibility for educating students about the importance and principles of academic integrity. Faculty members² are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)***. In addition, students are required to take an online tutorial and pass an online examination on academic integrity in their first semester at Rutgers and to affirm periodically that they understand the Rutgers Academic Integrity Policy and will abide by it in all their academic work.

II. Violations of Academic Integrity and Recommended Sanctions

A. Types of Violations

This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are given but neither the types of violations nor the lists of examples are exhaustive.

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.

² For purposes of the Academic Integrity Policy, the term faculty member includes not only tenured, tenure-track, and nontenure-track faculty members, but also part-time lecturers, coadjutants, TAs, staff members, and administrators who are serving as the instructor of record in a course; i.e., the instructor responsible for assigning final course grades.

Cheating: Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc. as one's own work when they were, in fact, prepared by others. Some common examples are:

- Receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a quiz or examination.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during a quiz or examination.
- Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved.
- Preprogramming a calculator or other electronic device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source prior to the examination.
- Having a substitute take an examination in one's place.
- Submitting as one's own work a term paper or other assignment prepared by someone else.

Fabrication: Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise. Some examples are:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers or reports by selectively omitting or altering data that do not support one's conclusions or claimed experimental precision.

Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who intentionally facilitates a violation of academic integrity can be considered to be as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to work on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a term paper to other students.
- Taking an examination for another student.

Academic Sabotage: Academic sabotage is deliberately impeding the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Stealing or defacing books, journals, or other library or University materials.
- Altering computer files that contain data, reports or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing other students' access to it.

Violation of Research or Professional Ethics: Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical or professional code of the profession for which a student is preparing.
- Using unethical or improper means of acquiring, analyzing, or reporting data in a senior thesis project, a master's or doctoral research project, grant-funded research, or research submitted for publication.
- Misuse of grant or institutional funds.
- Violating professional ethics in performing one's duties as a Teaching Assistant or Graduate Assistant.

Violations Involving Potentially Criminal Activity: Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty. Some examples are:

- Stealing an examination from a faculty member's or University office or from electronic files.
- Selling or distributing a stolen examination.
- Forging a change-of-grade form.
- Falsifying a University transcript.

B. Levels of Violations and Sanctions

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate sanction or penalty. Academic integrity violations at Rutgers University are classified into two levels called nonseparable and separable. Nonseparable violations are less severe violations for which the possible sanctions do not include suspension or expulsion from the University; separable violations are more severe violations for which the possible sanctions include suspension or expulsion. Whether a given violation is classified as nonseparable or separable depends on a number of factors including: the nature and importance of the academic exercise; the degree of premeditation or planning; the extent of dishonest or malicious intent; the academic experience of the student; and whether the violation is a first-time or repeat offense.

1. Nonseparable Violations

Nonseparable violations are less serious violations of academic integrity. They may occur because of inexperience or lack of understanding of the principles of academic integrity and are often characterized by a relatively low degree of premeditation or planning and the absence of malicious intent on the part of the student committing the violation. These violations are generally quite limited in extent, occur on a minor assignment or quiz or constitute a small portion of a major assignment and/or represent a small percentage of the total course work. Below are a few examples of violations that are most often considered nonseparable, at least when committed by an undergraduate student as a first-time offense. This list is not exhaustive and classification of a given violation as separable or nonseparable is always heavily dependent on the specific facts and circumstances of the violation.

- Improper citation without dishonest intent.
- Plagiarism on a minor assignment or a very limited portion of a major assignment.
- Unpremeditated cheating on a quiz or minor examination.

- Unauthorized collaboration with another student on a homework assignment.
- Citing a source that does not exist or that one hasn't read on a minor assignment.
- Making up a small number of data points on a laboratory exercise.
- Signing in for another student via attendance sheet or clicker in a course in which attendance counts toward the grade.

An alleged second nonseparable violation is treated as an alleged separable violation. Moreover, some violations that would be considered nonseparable for an undergraduate student may be treated as separable for a graduate student³.

Sanctions for nonseparable violations include, but are not limited to, one or more of the following, and do not include suspension or expulsion:

- Required participation in a noncredit workshop or seminar on ethics or academic integrity.
- An assigned paper or research project related to ethics or academic integrity.
- A make-up assignment that may be more difficult than the original assignment.
- No credit for the original assignment.
- A failing grade on the assignment.
- A failing grade for the course.
- Disciplinary warning or probation.

2. *Separable Violations*

Separable violations are very serious violations of academic integrity that affect a more significant portion of the course work compared to nonseparable violations. Separable violations are often characterized by substantial premeditation or planning and clearly dishonest or malicious intent on the part of the student committing the violation. Below are some examples of violations that are most often considered separable. Again, the list is certainly not exhaustive and classification of a given violation as separable or nonseparable is always heavily dependent on the exact facts and circumstances of the violation.

- A second nonseparable violation.
- Substantial plagiarism on a major assignment.
- Copying or using unauthorized materials, devices, or collaboration on a major exam.
- Having a substitute take an examination.
- Making up or falsifying evidence or data or other source materials for a major assignment, including falsification by selectively omitting or altering data that do not support one's claims or conclusions.
- Facilitating dishonesty by another student on a major exam or assignment.
- Intentionally destroying or obstructing another student's work.
- Knowingly violating research or professional ethics.
- Any violation involving potentially criminal activity.

³ In this policy, the term graduate student refers to post-baccalaureate students pursuing advanced degrees of any type or enrolled in a graduate course or courses. The term also includes students in the advanced stages of a professional program that leads to a masters or doctoral degree without conferral of a baccalaureate degree.

Sanctions for separable violations include, but are not limited to, one or more of the following, and may, but need not, involve suspension or expulsion:

- A grade of XF (disciplinary F) for the course.
- Restrictive probation⁴.
- Dismissal from a departmental or school honors program.
- Denial of access to internships or research programs.
- Loss of appointment to academically-based positions.
- Loss of departmental/graduate program endorsements for internal and external fellowship support and employment opportunities.
- Removal of fellowship or assistantship support.
- Suspension for one or more semesters.
- Dismissal from a graduate or professional program.
- Permanent expulsion from the University with a permanent notation of disciplinary expulsion on the student's transcript.

The recommendations for sanctions at each level are not binding, but are intended as guidelines for the University community. For both nonseparable and separable violations, the severity of the sanction imposed should be proportional to the severity of the violation committed.

Sanctions for a given violation may be imposed differently on those with more or with less experience as students. Thus violations of academic integrity by graduate students³ will normally be penalized more severely than the same violations by inexperienced undergraduate students. In particular, violations that would be considered nonseparable for an undergraduate student may be treated as separable for a graduate student.

Some professional schools or programs may have codes of professional conduct with customary sanctions for violations thereof that may be more severe than those recommended under this Policy. These schools or programs have the responsibility to educate their students about their profession's code of professional conduct. Students are responsible for understanding the requirements of the code of professional conduct for the particular professional program in which they are enrolled and the penalties for violating that code.

III. Administration of the Academic Integrity Policy

A. Role of CAOs and CAIDs

The four Chief Academic Officers (CAOs); i.e., the Chancellors in Camden, Newark, New Brunswick/Piscataway, and the Chancellor for Biomedical and Health Sciences, have the ultimate responsibility for implementing and overseeing the Academic Integrity Policy on their respective campuses⁵. This responsibility includes reviewing the cases of students found responsible for separable violations of academic integrity who appeal the finding/sanction and the cases of students whose sanction includes suspension or expulsion but who do not appeal. The CAO's responsibilities also include providing high-level oversight of the selection, training, and performance of Academic Integrity Facilitators (see subsection B below) and of the campus Honor Council (see subsection G below). The CAO shall either exercise these

⁴ See part IX of the *University Code of Student Conduct* for a definition of this sanction.

⁵ For purposes of the Academic Integrity Policy, Rutgers Biomedical and Health Sciences is considered to be a campus.

responsibilities personally or delegate some or all of them to one or more academic administrators called Campus Academic Integrity Designees (CAIDs). The Executive Vice President for Academic Affairs has the responsibility to ensure that the Academic Integrity Policy is implemented consistently and fairly across all the University's campuses, schools, and colleges.

B. Role of AIFs and Faculty Members

Academic Integrity Facilitators (AIFs) are ordinarily academic staff or faculty members appointed by the deans of their respective schools or colleges. AIFs help to educate students and faculty members concerning academic integrity, advise faculty members concerning academic integrity policies and procedures, and adjudicate allegations of first-time nonseparable violations of academic integrity that faculty members choose not to adjudicate themselves. AIFs may also carry out the Preliminary Review of cases of alleged separable violations of the Academic Integrity Policy, as described in Appendix C of this policy.

Faculty members may also play a role in the administration of the Academic Integrity Policy by adjudicating allegations of first-time nonseparable violations of Academic Integrity under the guidelines provided in Appendix B this Policy.⁶

C. Role of University Hearing Boards and Hearing Officers

University Hearing Boards consider cases of students accused of separable violations of academic integrity who do not accept responsibility for the alleged violation. Hearing Boards consist of students and faculty members (normally three students and two faculty members) chosen from a pool of trained students and faculty members. Hearings are conducted by a *Hearing Officer*, who must be a specially trained member of the University community, normally a staff or faculty member.

D. Role of Student Conduct Officers

Student Conduct Officers are staff members or administrators authorized to carry out Preliminary Reviews and Disciplinary Conferences⁷ for students accused of separable violations of the *University Code of Student Conduct* and/or the Academic Integrity Policy.

E. Role of the Appeals Committees

Each Rutgers campus (Camden, Newark, New Brunswick/Piscataway, and Rutgers Biomedical and Health Sciences) has its own Appeals Committee, which is a committee of trained students, faculty members, and staff members. The Appeals Committees have three functions with regard to appeals of findings of responsibility and/or sanctions for violations of academic integrity:

1. considering student appeals regarding determination of responsibility and/or sanctions for nonseparable violations of academic integrity.
2. considering student appeals regarding determination of responsibility and/or sanctions for separable violations of academic integrity.

⁶ Faculty members may not adjudicate allegations of separable violations of academic integrity, but must refer such allegations to the Office of Student Conduct, to the Campus CAID (Camden, Newark or Biomedical and Health Sciences), or to a designated AIF.

⁷ As explained more fully in Appendix C, a Disciplinary Conference is a more informal alternative to a University Hearing for adjudicating cases of alleged separable violations of academic integrity.

3. considering student appeals for removal of the X from an XF grade.

All three types of appeals are considered by panels consisting of three voting members: two students and one faculty member. In addition, panels considering appeals of findings of responsibility and/or sanctions for nonseparable violations have a non-voting staff member called the Staff Investigator. Appeals are decided on the basis of written submissions by the parties involved. Appeals panels do not conduct hearings nor take direct testimony.

F. Role of Campus Advisers

Campus advisers are staff or faculty members trained to provide assistance to complaint initiators or accused students in University Hearings or Disciplinary Conferences.

G. Role of the Honor Councils

The Honor Councils are organizations of undergraduate and graduate students on each of the four Rutgers campuses (Camden, Newark, New Brunswick/Piscataway, and Rutgers Biomedical and Health Sciences) dedicated to promoting academic integrity. Each Honor Council plays a key role in educating students and other members of the University community about academic integrity. Members of the Councils also play a number of roles in the administration of the Academic Integrity Policy. These roles may include:

1. serving as student members of University Hearing Boards and Appeals Committee panels.
2. serving as the complaint presenter at a University Hearing, i.e., presenting the case against the accused student. Such Honor Council members are called *Community Advocates*.
3. providing information, advice, and assistance to students accused of violating the Academic Integrity Policy, including accompanying students to meetings with faculty members or AIFs and assisting the accused student during a University Hearing or Disciplinary Conference. Such Honor Council members are called *Student Advocates*. They are permitted to address the Hearing Board at a University Hearing or the Conduct Officer at a Disciplinary Conference and to question witnesses in either case.

H. Role of the Office of Student Conduct

The Office of Student Conduct (OSC), headed by the Director of Student Conduct, is the primary university office responsible for enforcing the *University Code of Student Conduct* and the Academic Integrity Policy. The OSC handles cases of alleged separable violations of academic integrity on the New Brunswick/Piscataway campus; provides support for University Hearings on other campuses; plays a key role in educating students, faculty, and staff about academic integrity; serves as the central university repository of student disciplinary records; and provides training for Academic Integrity Facilitators, Hearing Officers, Campus Advisers, and members of Honor Councils, Hearing Boards, and Appeals Committees, in cooperation with the Camden, Newark, and Biomedical and Health Sciences Chancellors' Designees (see below).

I. Role of Chancellor's Designees

The Chancellor's Designee is the person on the Camden, Newark, or Biomedical and Health Sciences campus assigned to oversee the process for handling allegations of student misconduct on that campus. The Designee works in conjunction with the Office of Student Conduct to

schedule University Hearings and provide training and support to University Hearing Boards, Appeals Committees, Campus Advisers, and members of Honor Councils.

IV. Policies Regarding Adjudication of Alleged Violations of Academic Integrity

A. Reporting and Adjudicating Alleged Violations

The policies governing reporting and adjudication⁸ of alleged violations of academic integrity are different for nonseparable and separable violations with regard to both the persons authorized to adjudicate the allegations and the procedures to be followed.

A faculty member who observes or is apprised of a possible separable violation of academic integrity by an undergraduate student shall report the allegation to the Office of Student Conduct, to the campus CAID (Camden, Newark, or Biomedical and Health Sciences), or to a designated AIF for adjudication. The faculty member may recommend a sanction should the student be found responsible for the violation and that recommendation is given substantial weight.

A faculty member who observes or is apprised of a possible nonseparable violation of academic integrity by an undergraduate student shall do one of the following:

1. The faculty member may refer the matter to an AIF of the school or college offering the course (for an alleged violation occurring in a Rutgers course), or to an AIF of the school or college in which the student is enrolled (for an alleged violation occurring outside a Rutgers course⁹). The faculty member may recommend a sanction should the student be found responsible for the violation.
2. The faculty member may adjudicate the allegation according to the procedures specified in Appendix B provided that the accused student has not previously been found responsible for a violation of academic integrity and is not on disciplinary or restrictive probation. Before proceeding to adjudicate the allegation, therefore, the faculty member must check with the Director of the Office of Student Conduct or authorized Student Conduct Officer or AIF to make sure that the student does not have a previous academic integrity violation and is not on disciplinary or restrictive probation. The faculty member is also strongly advised to consult informally with an AIF or Student Conduct Officer to verify that the alleged violation is indeed nonseparable and to obtain information about typical sanctions for such a violation.
3. If the student has previously been found responsible for a violation of academic integrity or is on disciplinary or restrictive probation, the faculty member may not adjudicate the allegation but must refer it to the Office of Student Conduct, to the campus CAID (Camden, Newark, or Biomedical and Health Sciences), or to a designated AIF for adjudication as an alleged separable violation.

⁸ In the disciplinary process for alleged violations of academic integrity, the terms adjudication or adjudicating mean investigating the allegation, determining whether the accused student is responsible or not responsible for the alleged violation, and assigning an appropriate sanction if the student is found responsible.

⁹ Examples include alleged violations of academic integrity committed in a research project, scholarly paper, or examination not tied to a particular Rutgers course.

Since all violations of academic integrity by a graduate student (as defined in this policy) are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate allegations of academic integrity violations by graduate students, but should refer all such allegations to an appropriate AIF or Student Conduct Officer in the accused student's school of matriculation.

Members of the University community other than faculty members (as defined in this policy) should normally report evidence of a violation of academic integrity in a Rutgers course to the instructor of record in the course or to the Chair of the department offering the course; evidence of a violation of academic integrity occurring outside a Rutgers course⁹ should normally be reported to the faculty member supervising the accused student or to the student's Department Chair or Graduate Director. However, any member of the University community is permitted to initiate a formal complaint of a violation of academic integrity with the Office of Student Conduct, with the Camden, Newark, or Biomedical and Health Sciences CAID, or with a designated AIF.

Upon receipt of a report of an alleged nonseparable violation of academic integrity from a faculty member or other member of the University community, an AIF must check to see if the student has previously been found responsible for a violation of academic integrity or is on disciplinary or restrictive probation. If the student has been found responsible for an academic integrity violation or is on disciplinary or restrictive probation, the AIF shall forward the allegation to the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences CAID for adjudication as an alleged separable violation. Otherwise, the AIF shall adjudicate the matter according to the procedures specified in Appendix B of this policy.

Allegations of nonseparable violations of academic integrity must be adjudicated according to the procedures specified in Appendix B of this policy. According to these procedures, the faculty member or AIF adjudicating an allegation of a first-time nonseparable violation of academic integrity meets with the accused student, reviews all available evidence, makes a determination regarding responsibility, and assigns an appropriate sanction if he or she decides the student is responsible for the alleged violation. The student can then accept responsibility for the violation and accept the assigned sanction or appeal the finding of responsibility and/or the sanction in writing to the appropriate Campus Appeals Committee.

For nonseparable violations of academic integrity, faculty members and AIFs may assign only educational sanctions, such as grade penalties for the assignment or the course, make-up assignments that may be of a more difficult nature, assignments pertaining to academic integrity, and required attendance at a noncredit workshop or seminar on academic integrity. Faculty members and AIFs may also request that the Office of Student Conduct or Camden, Newark, or Biomedical and Health Sciences Chancellor's Designee add disciplinary warning or probation to the educational sanctions assigned by the faculty member or AIF. The Office of Student Conduct or Chancellor's Designee will notify the student in writing if a disciplinary sanction is also imposed.

Allegations of separable violations of academic integrity must be adjudicated according to the procedures specified in Appendix C of this policy. These procedures begin with a Preliminary Review carried out by an AIF or Student Conduct Officer for the purpose of deciding whether

to charge the student with a separable violation of academic integrity. If the student is charged with and accepts responsibility for a separable violation, the AIF or Student Conduct Officer assigns a sanction, which the student may appeal to the Appeals Committee of the campus in which he or she is enrolled. If the student is charged with but does not accept responsibility for a separable violation, he or she has the right to a University Hearing before a student and faculty Hearing Board or to a Disciplinary Conference with a Student Conduct Officer. Any determination of responsibility for a separable violation of academic integrity or any sanction assigned for such a violation may be appealed to the Appeals Committee of the campus in which the accused student is enrolled.

B. Withdrawal and Assignment of Grades During the Disciplinary Process

Once a student has been notified of an alleged violation of academic integrity, he or she may not drop the course or withdraw from school until the disciplinary process is completed. The student may, however, file a petition with the Office of Student Conduct or Chancellor's Designee and the dean of his or her school of matriculation, requesting permission to withdraw retroactively from the course if and only if he or she is found not responsible for the alleged violation.

If a faculty member must submit a final course grade before the disciplinary process for an alleged violation of academic integrity is completed, the accused student shall be given a temporary grade of Incomplete or TZ, which does not affect the student's GPA, until the disciplinary process is completed.

C. Removal of XF Grades

Requests for removal of the X from an XF grade must be submitted in writing to the appropriate Campus Appeals Committee and will be considered by a panel of two student members and one faculty member of the Appeals Committee. Such requests will not be considered until at least 18 months from the time of the violation that resulted in the XF. In order for the request to be granted, the student, at a minimum, must have an exemplary record with respect to academic integrity since the original violation, must have completed a Rutgers academic integrity workshop or seminar, and must satisfactorily answer a required series of essay questions on why the X should be removed. The Appeals Panel shall make the final decision concerning the request. If the request is denied, the student must wait another year to submit another request.

D. Standard of Proof

The standard of proof used by faculty members, AIFs, Student Conduct Officers, and Hearing Boards in academic integrity cases is clear and convincing evidence, which means that the person or group deciding the case must be convinced that there is a high probability that the accused student is responsible for the alleged violation.

E. Rights of Accused Students and Complaint Initiators

The University is committed to providing disciplinary proceedings that are fair to both accused students and to members of the University Community who file complaints alleging student misconduct. Therefore, both accused students and complaint initiators have been granted a

number of rights under both the *University Code of Student Conduct* and the Academic Integrity Policy. The rights granted to accused students and to complaint initiators are listed in parts V and VI, respectively, of the *University Code of Student Conduct*.

F. Disciplinary Files

The policies regarding disciplinary files for violations of academic integrity are given in part XV of the *University Code of Student Conduct*

V. Amendments

Minor changes to this Academic Integrity Policy must be approved by the Academic Standards, Regulations, and Admissions Committee of the University Senate. Major changes must also be approved by the full University Senate and by the campus CAOs, in consultation with their deans.

Acknowledgments

This Academic Integrity Policy was written by an *ad-hoc* committee of students, faculty, staff, and administrators from the Camden, Newark, and New Brunswick/Piscataway campuses, with extensive input from many other members of the Rutgers Community. The Academic Integrity Committee (AIC) gratefully acknowledges the help of all who shared their insights and suggestions with the committee.

The AIC particularly acknowledges the assistance received from the Office of Student Conduct and from members of the University Senate, especially the Senate Academic Standards, Regulations, and Admissions Committee. The committee also thanks members of two previous Academic Integrity Committees who made major contributions to the policies and procedures for adjudicating alleged nonseparable violations of academic integrity.

Major aspects of this Policy are modeled on the academic integrity policies of the University of Maryland and of the Pennsylvania State University. The AIC gratefully acknowledges the guidance obtained from those policies and from the staff and faculty members at those institutions who so generously shared their knowledge and experience with us.

Appendix A: Glossary of Terms

Academic Integrity Facilitators (AIFs) are academic staff or faculty members appointed by the deans of their respective schools or colleges to (1) adjudicate allegations of first-time nonseparable violations of academic integrity referred to them by faculty members or other members of the University community and (2) help educate and advise members of the academic community about academic integrity. AIFs may also carry out the Preliminary Review of cases of alleged separable violations of academic integrity.

An **Accused Student** is a student accused of committing a violation of academic integrity.

Campus Academic Integrity Designees (CAIDs) are academic administrators to whom the Chief Academic Officer on a campus delegates some or all of the responsibilities for administering the Academic Integrity Policy on that campus.

Campus Advisers are staff or faculty members trained to provide assistance to complaint initiators or accused students in University Hearings or Disciplinary Conferences.

Campus Appeals Committees are committees of students, faculty members, and staff members on each of the four Rutgers campuses (Camden, Newark, New Brunswick/Piscataway, and Biomedical and Health Sciences). Panels of Appeals Committee members consider student appeals of determinations of responsibility and/or sanctions for both nonseparable and separable violations of academic integrity. Members also consider student requests for the removal of the X from an XF (disciplinary F) grade.

The **Chancellor's Designee** is the person on the Camden, Newark, or Biomedical and Health Sciences campus assigned to oversee the process for handling allegations of student misconduct on that campus.

Chief Academic Officers (CAOs) are the Chancellors on the Camden, Newark, New Brunswick/Piscataway, and Biomedical and Health Sciences campuses. The CAO has the ultimate responsibility for implementing and overseeing the Academic Integrity Policy on his or her campus.

Community Advocates are members of the Honor Council who may serve as the complaint presenter at a University Hearing; i.e., present the case against the accused student, when the faculty member or other member of the University community who initiated the complaint does not wish to do so.

A **Complaint Initiator** is a faculty member or other member of the University Community who initiates a complaint of a separable violation of academic integrity against a student.

A **Complaint Presenter** is a member of the University community who presents the case against an accused student at a University Hearing for an alleged separable violation of academic integrity. The complaint presenter may be the faculty member or other member of the University community who initiated the complaint against the student, a Community Advocate from the Honor Council, a Campus Adviser, or an AIF or member of the dean's staff of the accused student's school or college.

The **Director of Student Conduct** is the official with primary responsibility for enforcing the *University Code of Student Conduct* and the Academic Integrity Policy and for overseeing the process for handling allegations of student misconduct at the University.

A **Disciplinary Conference** is a more informal alternative to a University Hearing for adjudicating cases of alleged separable violations of academic integrity. Disciplinary Conferences are conducted by Student Conduct Officers assigned by the Director of Student Conduct or by the Camden, Newark, or Biomedical and Health Sciences campus CAID. The Student Conduct Officer decides whether the accused student is responsible or not for the alleged violation of academic integrity and assigns an appropriate sanction if he or she finds the accused student responsible.

Faculty Members are, for purposes of the Academic Integrity Policy, not only tenured, tenure-track, and non-tenure-track faculty members, but also part-time lecturers, coadjutants, TAs, staff members, and administrators who are serving as the instructor of record in a course, i.e., the instructor responsible for assigning final course grades.

Graduate Students are, for purposes of the Academic Integrity Policy, post-baccalaureate students pursuing an advanced degree of any type or enrolled in a graduate course or courses. The term also includes students in the advanced stages of a professional program that leads to a masters or doctoral degree without conferral of a baccalaureate degree.

The **Honor Councils** are organizations of undergraduate and graduate students on each Rutgers campus dedicated to promoting academic integrity. Members of the Honor Councils play a major role in educating students and other members of the University community about academic integrity and may play a number of roles in the administration of the Academic Integrity Policy.

The **Office of Student Conduct (OSC)** is the primary university office responsible for enforcing the *University Code of Student Conduct* and the Academic Integrity Policy. The OSC handles cases of alleged separable violations of academic integrity on the New Brunswick/Piscataway campus, plays a key role in educating students, faculty, and staff about academic integrity, and provides support to those in charge of handling allegations of student misconduct on the other Rutgers campuses.

A **Nonseparable Violation of Academic Integrity** is a violation for which the possible sanctions do not include suspension or expulsion, unless the accused student has a previous record of violations of academic integrity or is on disciplinary or restrictive probation.

A **Referring Party** is a faculty member or other member of the University community who refers an allegation of a nonseparable violation of academic integrity to an Academic Integrity Facilitator.

A **Separable Violation of Academic Integrity** is a violation for which the sanctions may, but need not, include suspension or expulsion.

A **Staff Investigator** is a nonvoting staff member who serves on an Appeals Panel considering an appeal of a finding of responsibility and/or sanction for a nonseparable violation of academic integrity. Prior to the meeting of the Panel to hear an appeal, the Staff Investigator gathers information pertaining to the allegation as necessary to permit the Panel to make an informed decision.

A **Student** is any person for whom the University maintains educational records, as defined by the Family Educational Rights and Privacy Act of 1974 and related regulations, and who had not yet been awarded his or her degree from the University at the time of the alleged violation. The term student may also include any person who is a non-matriculated student at the time of the alleged violation.

A **Student Advocate** is a member of the Honor Council who provides information, advice, and assistance to students accused of violating the Academic Integrity Policy, including accompanying the student to meetings with a faculty member or AIF and assisting the accused student during a University Hearing or Disciplinary Conference.

A **Student Conduct Officer** is a staff member or administrator authorized to carry out Preliminary Reviews and Disciplinary Conferences and advise students and faculty concerning the Academic Integrity Policy and the *University Code of Student Conduct*.

A **University Hearing** is a disciplinary proceeding to adjudicate an allegation of a separable violation of academic integrity for which the accused student does not accept responsibility. The Hearing is conducted by a Hearing Officer and the decision with regard to responsibility is made by a Hearing Board of students and faculty, who also assign a sanction in the event they find the accused student responsible for a violation of academic integrity.

University Hearing Boards are the panels of students and faculty (normally three students and two faculty members) who hear cases of alleged separable violations of academic integrity at University Hearings.

A **University Hearing Officer** is a member of the University community, normally a staff or faculty member, who conducts a University Hearing. The Hearing Officer makes all necessary decisions regarding evidence and is responsible for conducting an orderly and expeditious hearing that insures fairness to all concerned.

A **Working Day** is any weekday not listed as a University holiday on the University Calendar. Days on which classes are not in session but the University is open for business are working days.

An **XF Grade** is a disciplinary F, a grade that may be imposed as part of the sanction for a separable violation of academic integrity.

Appendix B: Procedures for Adjudicating Allegations of Nonseparable Violations of Academic Integrity

I. Initial Reporting of an Alleged Violation

- A.** As specified in section IVA of the Academic Integrity Policy, a faculty member who observes or is apprised of a possible nonseparable violation of academic integrity by an undergraduate student may adjudicate the matter himself or herself, following the procedures specified below, provided that the accused student has not previously been found responsible for a violation of academic integrity and is not on disciplinary or restrictive probation. Alternatively, the faculty member may refer the matter to an appropriate AIF for adjudication.
1. If the faculty member wishes to adjudicate the matter, he or she shall complete the academic integrity initial reporting form¹, indicating that he or she believes the alleged violation to be nonseparable and wishes to adjudicate the matter, and submit the form to the Office of Student Conduct or designated AIF. The OSC or AIF will confirm that the faculty member may adjudicate the allegation unless the accused student has previously been found responsible for a violation of academic integrity or is on disciplinary or restrictive probation (in which case the allegation will be adjudicated as an alleged separable violation).
 2. If the faculty member does not wish to adjudicate the matter, he or she shall complete the academic integrity initial reporting form¹, indicating that he or she believes the alleged violation to be nonseparable and wishes to refer the matter to an AIF for adjudication. The faculty member shall then send the form and all supporting material to the appropriate AIF (or Office of Student Conduct).
- B.** A member of the university community other than a faculty member, as defined in this policy, who wishes to report an alleged violation of academic integrity should contact the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences campus CAID for instructions on how to report the alleged violation.

II. Notification of the Accused Student

- A.** A faculty member who chooses to adjudicate an alleged nonseparable violation of academic integrity by a student who has not previously been found responsible for a violation of academic integrity, and is not on disciplinary or restrictive probation, shall notify the accused student of the allegation in writing or by electronic communication within ten working days² of the time the faculty member identifies or is apprised of the alleged nonseparable violation. The notification shall ask the student to respond within ten working days of its receipt by making an appointment to meet with the faculty member and shall also inform the student about the availability of a Student Advocate from the Honor Council who can provide information, advice, and assistance, including accompanying the student to the meeting with the faculty member.
- B.** A faculty member who chooses to refer an allegation to an AIF for adjudication shall do so within ten working days of the time the faculty member identifies or is apprised of the alleged nonseparable violation. The faculty member shall at the same time notify the accused student in writing or by electronic communication that he or she is alleged to have committed a violation of

¹ Paper reporting form no longer available. Online reporting form found at <http://tinyurl.com/AIReportingForm>.

² A working day is any weekday not listed as a University holiday on the University Calendar. Days on which classes are not in session but the University is open for business are working days.

academic integrity, that the matter has been referred to the AIF, and that the student should expect to be contacted shortly by the AIF. Following the referral the AIF assumes responsibility for all further communication with the student concerning the allegation.

- C. An AIF who receives a report of an alleged nonseparable violation of academic integrity and confirms that the student has not previously been found responsible for a violation of academic integrity and is not on disciplinary or restrictive probation shall notify the accused student of the substance of the allegation in writing or by electronic communication within five working days of receipt of the report. The notification shall ask the student to respond within ten working days of its receipt by making an appointment to meet with the AIF and shall also inform the student about the availability of a Student Advocate from the Honor Council who can provide information, advice, and assistance, including accompanying the student to the meeting with the AIF.
- D. If the accused student has previously been found responsible for an academic integrity violation or is on disciplinary or restrictive probation, the AIF shall forward the allegation to the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences CAID for adjudication as an alleged separable violation³ under the procedures specified in Appendix C of this policy.
- E. Once a student has been notified of an alleged violation of academic integrity, he or she may not drop the course or withdraw from school until the disciplinary process is completed. The student may, however, file a petition with the Office of Student Conduct or designated AIF and the dean of his or her school of matriculation, requesting permission to withdraw retroactively from the course if and only if he or she is found not responsible for the alleged violation.

III. Investigation and Finding

- A. A faculty member or AIF adjudicating an allegation of a first-time nonseparable violation of academic integrity shall meet with the accused student unless the student elects not to meet with the faculty member or AIF. At the meeting, the faculty member or AIF shall specify the alleged violation, discuss the typical range of sanctions for such violations, and then ask the student to respond to the allegation.
- B. In addition to meeting with the accused student and carefully considering his or her response to the allegation, the faculty member or AIF shall investigate the matter and reach a decision by considering all available physical evidence and interviewing available material witnesses. If the student does not respond within the prescribed time limit or chooses not to meet with the faculty member or AIF, the faculty member or AIF shall reach a decision regarding responsibility and recommend a sanction, based on the available evidence, including any written response from the student. At the end of this process, the faculty member or AIF shall take one of the following actions:

³ Following the referral the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences CAID's office shall assume responsibility for all further communication with the student concerning the allegation.

1. If the faculty member or AIF finds that the student has not violated the Academic Integrity Policy, the faculty member or AIF shall so notify the student in writing or by electronic communication within ten working days after meeting with the student⁴. The matter shall then be closed and the faculty member or AIF shall complete the academic integrity final reporting form⁵ and submit it to the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences CAID.
 2. If the student accepts responsibility for the alleged violation of academic integrity and the student and faculty member or AIF are able to reach tentative agreement on an appropriate sanction, the faculty member or AIF shall prepare a disciplinary agreement⁶ stating that the student accepts responsibility for the violation, accepts the proposed sanction, and waives his or her right to appeal the sanction. The faculty member or AIF signs and dates the form and asks the student to do likewise. The student either signs the form or requests a period of two working days to decide whether or not to do so. If the student does not accept responsibility and the sanction by the end of the two-day period, the faculty member or AIF shall proceed as in paragraph 4 below.
 3. If the student accepts responsibility for the violation but the student and faculty member or AIF cannot agree on a sanction, the faculty member or AIF shall, within ten working days following the meeting with the student, notify the student in writing or by electronic communication of the violation for which the student has accepted responsibility and of the assigned sanction. The notification form shall also inform the student of the opportunity to file a written appeal of the sanction to the Campus Appeals Committee (see section IV) within ten working days from the date of the notice to the student.
 4. If the student does not accept responsibility for the alleged violation and the faculty member or AIF finds, after carefully considering all the evidence, that the student has committed a nonseparable violation of academic integrity, the faculty member or AIF shall notify the student in writing or by electronic communication of the finding of responsibility and of the recommended sanction. The notification shall also inform the student of the opportunity to file a written appeal of the finding of responsibility and/or sanction to the Campus Appeals Committee (see section IV) within ten working days from the date of the notice to the student. This notification shall be provided to the student by the faculty member or AIF in writing or by electronic communication within ten working days following the meeting with the student⁷.
- C. When an allegation of a nonseparable violation of academic integrity is referred to an AIF for adjudication by a member of the University community who is not a faculty member as defined in Appendix A, the procedures to be followed by the AIF are the same as those followed when the referring party is a faculty member with one exception: if the alleged violation of academic

⁴ An AIF shall also inform the referring party of the outcome of the matter.

⁵ Found on line at <http://academicintegrity.rutgers.edu/document-library>.

⁶ Sample found on line at <http://academicintegrity.rutgers.edu/document-library>.

⁷ If the accused student does not accept responsibility and chooses not to meet with the faculty member or AIF, the notification shall be provided to the student within 15 working days of the date on which the student was notified of the allegation.

integrity occurred in a Rutgers course, the AIF shall interview the instructor of record of the course at the outset of the investigation and shall notify the instructor of the outcome of the adjudication.

- D. The standard of proof used by faculty members and AIFs is clear and convincing evidence, which means that the faculty member or AIF must be persuaded that there is a high probability that the allegations against the student are true.

IV. Sanctioning and Reporting

- A. For nonseparable violations of academic integrity, faculty members and AIFs may impose only educational sanction(s) such as one or more of the following: grade penalties for assignments or the course, make-up assignments that may be of a more difficult nature, assignments pertaining to academic integrity, and required attendance at a noncredit workshop or seminar on academic integrity. Faculty members and AIFs may also request that the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences Chancellor's Designee add disciplinary warning or disciplinary probation to the educational sanction(s) selected by the faculty member or AIF. The Office of Student Conduct or Chancellor's Designee will notify the student in writing if a disciplinary sanction is imposed, along with information regarding how to file an appeal.
- B. If the accused student accepts responsibility for the alleged violation and agrees to the recommended sanction, the faculty member or AIF shall impose the selected educational sanction(s) and report the disposition of the case to the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences CAID, together with any request for the addition of disciplinary warning or disciplinary probation, using the Academic Integrity Final Reporting Form.⁵
- C. If the accused student does not accept responsibility for the alleged violation and also agree to the recommended sanction(s), the faculty member or AIF shall complete the Academic Integrity Final Reporting Form⁵, indicating that the student has not accepted responsibility and agreed to the recommended sanction, and send the form to the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences CAID.
- D. If the accused student appeals the finding of responsibility and/or the sanction to the Campus Appeals Committee within the ten-day time limit, the faculty member or AIF is so notified and asked to submit copies of all material relevant to the allegation, including any notes taken by the faculty member or AIF. The faculty member or AIF shall be notified of the result of the appeal and shall then impose any educational sanction(s) approved by the Appeals Committee.⁴

V. Review by the Campus Appeals Committee

- A. Student appeals of findings of responsibility and/or sanctions for nonseparable violations of academic integrity should initially be sent to the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences Chancellor's Designee, who collects all information related to the case and forwards this information to the appropriate Campus Appeals Committee.

- B.** Appeals of findings of responsibility and/or sanctions for nonseparable violations of academic integrity are conducted by a four-person panel of Appeals Committee members: one faculty member, two student members, and a nonvoting staff member called the Staff Investigator. The Panel reviews all appeals on the basis of the written information presented through the Staff Investigator and does not take direct testimony.
- C.** Prior to the meeting of an Appeals Panel to consider an appeal, the Staff Investigator shall gather information pertaining to the allegation as necessary to permit the Panel to make an informed decision. This investigation ordinarily includes speaking with the faculty member or AIF who adjudicated the case and with the accused student, as well as a review of all relevant information and evidence. When the Staff Investigator has concluded the fact-finding process, he or she shall prepare a written report, which shall be shared with the faculty member or AIF and the accused student. The fact-finding ordinarily shall be completed and the report provided within 15 working days of the receipt of the student's appeal.
- D.** The faculty member or AIF and the accused student may submit written responses to the Staff Investigator's written report within five working days of its receipt. The Staff Investigator shall then submit his or her report, together with any written responses from the student or faculty member or AIF, to the voting members of the panel.
- E.** The Appeals Panel shall meet to consider an appeal within ten working days of receipt of the written report of the Staff Investigator. If the Panel needs more information in order to reach a decision, the Staff Investigator will continue fact-finding and a decision deferred for up to ten working days. The decision on the appeal shall be made by simple majority vote and voting members of the Panel may not abstain.
- F.** The decision of the Appeals Panel with regard to both the finding of responsibility and sanction is final. The Panel shall change the finding of responsibility only if it finds that the decision of the faculty member or AIF is inconsistent with the evidence or if new significant and material evidence is presented to the panel. The Panel shall change the sanction assigned by the faculty member or AIF only if the assigned sanction falls well outside the range of sanctions ordinarily imposed for similar violations.
- G.** If the Appeals Panel overturns the finding of responsibility, it shall so notify the faculty member or AIF⁸, the accused student, and the OSC or appropriate campus CAID within ten working days. The case will then be concluded.
- H.** If the Appeals Panel upholds the finding of responsibility or if the appeal is only of the assigned sanction, the Panel shall make a decision concerning sanction and notify the accused student, the faculty member or AIF⁸, and the OSC or appropriate campus CAID of its decision with respect to the finding of responsibility and/or sanction within ten working days. The panel will then ask that the sanction be imposed.

⁸ The AIF shall then notify the referring party of the outcome of the matter.

VI. Time Limits

- A.** The time limits or deadlines specified on actions by faculty members, AIFs, Campus Appeals Committees, and accused students in cases of alleged nonseparable violations of academic integrity are designed to ensure that the adjudication process proceeds in a timely and efficient manner for the benefit of all concerned. Any of the deadlines may be extended by mutual consent of the parties involved.

- B.** The consequences of failure by a student to meet the relevant deadlines are made clear in the preceding sections of this Appendix. When a faculty member, an AIF, or a Campus Appeals Committee fails to meet a deadline, the accused student may file a complaint with the campus CAO or appropriate CAID. The CAO or CAID shall consider the complaint and act, if necessary, to bring the adjudication process to completion as rapidly as possible.

Appendix C: Procedures for Adjudicating Allegations of Separable Violations of Academic Integrity

I. Initial Reporting of an Alleged Violation

- A. As specified in section IVA of the Academic Integrity Policy, a faculty member who observes or is apprised of a possible separable violation of academic integrity by an undergraduate student shall report the allegation to the Office of Student Conduct, to the Camden, Newark, or Biomedical and Health Sciences CAID, or to a designated AIF for adjudication. To report the alleged violation and initiate a complaint against the accused student, the faculty member should complete the Academic Integrity Initial Reporting Form¹ and send it, together with all supporting material, to the Office of Student Conduct or appropriate CAID or AIF.
- B. A member of the university community other than a faculty member, as defined in this policy, who wishes to file a complaint of a violation of academic integrity against a student should contact the Office of Student Conduct or Camden, Newark, or Biomedical and Health Sciences CAID for instructions on how to do so.

II. Preliminary Review

- A. The next step in the process of adjudicating an allegation of a separable violation of academic integrity is the Preliminary Review, which is carried out by an AIF or Student Conduct Officer assigned by the Director of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences CAID for the purpose of determining if there is sufficient evidence to charge the accused student with a separable violation of academic integrity. During the Preliminary Review, the AIF or Student Conduct Officer shall inform the accused student of his or her rights, provide information about the disciplinary process, review all available evidence with the student, meet with the complaint initiator (if necessary), and gather information from witnesses to determine whether or not there is enough evidence to charge the student with a violation of academic integrity.
- B. At the completion of the review, a Preliminary Review report shall be generated and the AIF or Student Conduct Officer shall take one of the following actions:
 - 1. If the AIF or Student Conduct Officer determines that there is not enough evidence to support charging the student with a violation of academic integrity, he or she shall decline to issue a charge and so inform the accused student, the complaint initiator, and the Office of Student Conduct or Camden, Newark, or Biomedical and Health Sciences CAID in writing. The student shall also be informed that the complaint can be reconsidered if additional information about the incident is discovered and reported.
 - 2. If the AIF or Student Conduct Officer determines that there is enough evidence to charge the student with a violation of academic integrity but that the alleged violation is nonseparable, the AIF or Student Conduct Officer shall charge the student with a nonseparable violation of academic integrity and see that the matter is adjudicated according to the procedures specified in Appendix B of this policy.

¹ Paper reporting form no longer available. Online reporting form found at <http://tinyurl.com/AIReportingForm>.

3. If the AIF or Student Conduct Officer determines that there is enough evidence to charge the student with a separable violation of academic integrity, he or she shall so charge the student and inform him or her of the charges in writing.
 4. If the accused student fails to meet with the AIF or Student Conduct Officer for a Preliminary Review, the AIF or Student Conduct Officer shall determine whether there is enough evidence in the complaint to warrant charging the student with a violation of academic integrity. If there is enough evidence, the AIF or Student Conduct Officer shall so charge the student in writing and proceed as if the student claimed he or she was not responsible for the violation.
- C.** If the accused student is charged with a separable violation of academic integrity and accepts responsibility for the violation, the AIF or Student Conduct Officer shall assign an appropriate sanction.
1. If the student also accepts the assigned sanction and the sanction does not include suspension or expulsion, a disciplinary agreement is prepared and signed by the student and by the AIF or Student Conduct Officer. The disciplinary agreement shall constitute an acceptance of the finding and sanction, as well as a waiver of the student's right to a hearing or Disciplinary Conference and to an appeal. If the assigned sanction includes suspension or expulsion, the case is sent to the appropriate CAID for review to make sure that the sanction is not clearly disproportionate to the violation. The CAID then makes the final decision concerning the sanction.
 2. If the accused student does not accept the assigned sanction, the AIF or Student Conduct Officer shall notify the student of the sanction in writing. The letter of notification shall also inform the student of the opportunity to appeal the sanction to the Campus Appeals Committee within ten working days² and of the procedures for filing an appeal.
 3. If the accused student does not appeal the assigned sanction within the specified time period and the sanction includes suspension or expulsion, the case is sent to the appropriate CAID for review to make sure that the sanction is not clearly disproportionate to the violation. The CAID then makes the final decision concerning the sanction. If the assigned sanction does not include suspension or expulsion and the student does not appeal within the specified time period, the assigned sanction is final and the process is concluded.
- D.** If the accused student does not accept responsibility for the violation(s), the case shall ordinarily be decided at a University Hearing unless the student requests that it be decided at a Disciplinary Conference instead. If the student fails to meet with the AIF or Student Conduct Officer and does not respond to the letter charging him or her with a separable violation, the AIF or Student Conduct Officer can request that the case be decided at a Disciplinary Conference rather than a University Hearing. Any request for a Disciplinary Conference is granted only if the complaint initiator agrees.

² A working day is any weekday not listed as a University holiday on the University Calendar. Days on which classes are not in session but the University is open for business are working days.

III. University Hearings

A. University Hearing Boards

1. University Hearing Boards are the formal bodies at the University charged with hearing cases of alleged separable violations of the *University Code of Student Conduct* and/or the Academic Integrity Policy. In academic integrity cases, the Hearing Board determines the relevant facts related to the case and makes an informed decision regarding whether or not the accused student violated the Academic Integrity Policy. If the Board finds a student responsible for a violation of academic integrity, the Board assigns a sanction. Board members have the authority to question witnesses, the accused student (if he or she chooses to speak) and the complaint initiator in an effort to determine the facts of the case.
2. When a hearing is called, a Hearing Board of three students and two faculty members is selected from a pool of community members recruited, selected, and trained by the Office of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences Chancellor's Designee. Should a selected board member be unable to serve at the hearing, the Director of Student Conduct or Chancellor's Designee selects a replacement from the Hearing Board pool. While it is possible to conduct a hearing with a Hearing Board of two students and one faculty member, no hearing may proceed with less than three students and two faculty members without the written consent of the accused student(s) and the complaint initiator.
3. An accused student or the complaint initiator may request that a specific member of a University Hearing Board be excluded from the hearing for cause. This request must be made in writing to the Director of Student Conduct or Chancellor's Designee at least three working days before the hearing. The final decision on that request is made by the Director of Student Conduct or Chancellor's Designee, who determines whether the information presented is sufficient grounds to excuse the board member from the hearing. If a member is excused, the Director of Student Conduct or Chancellor's Designee selects a replacement from the Hearing Board pool.

B. Hearing Officers

1. A trained University community member shall serve as the Hearing Officer. The role of the Hearing Officer is to exercise control over the hearing so as to insure a fair process for all concerned. The Hearing Officer therefore shall:
 - a. Conduct the hearing.
 - b. Exclude anyone who is disruptive.
 - c. Summon witnesses upon the request of any party at the hearing.
 - d. Make rulings on evidence provided at the hearing. Hearing Officers shall respect the rules of confidentiality and privilege, but shall admit any other evidence into the record that reasonable persons would accept as valuable.
 - e. Ensure proper procedures are being followed. This includes making sure the rights of the accused student and the complaint initiator are protected.
2. An accused student or complaint initiator may request that a specific Hearing Officer be excluded from the hearing for cause. This request must be made in writing to the Director of Student Conduct or appropriate Chancellor's Designee at least three working days before the hearing. The final decision on the request is made by the Director of Student Conduct or

Chancellor's Designee, who determines whether the information presented is sufficient grounds to excuse a Hearing Officer from the hearing. If a Hearing Officer is excused, the Director of Student Conduct or Chancellor's Designee selects a replacement from the group of trained Hearing Officers.

C. Hearing Procedures

1. Hearings shall be closed to the public, unless one party requests an open hearing and there are no objections from the other parties. Parties who may object to an open hearing include an accused student, the complaint initiator, and the Director of Student Conduct or Chancellor's Designee.
2. A recording of the hearing is ordinarily made, but deliberations are not recorded. The recording shall be preserved by the Office of Student Conduct for a period of three years and then be destroyed. If a recording is not made for some reason, the decision of the Hearing Board shall include a summary of the evidence presented that is sufficiently detailed to permit possible review by the Campus Appeals Committee and CAID.
3. For incidents involving more than one accused student, the Director of Student Conduct or Chancellor's Designee shall determine whether there will be one hearing or separate hearings for the students involved. Any accused student may petition the Director of Student Conduct or Chancellor's Designee for a separate hearing. The petition must provide convincing evidence to show that a combined hearing would be prejudicial to the student.
4. The accused student(s) and complaint initiator shall be notified at least ten working days prior to the hearing. This notification shall include the charges, the names of the Hearing Officer and Hearing Board members for the case in question, the time, date, and location of the hearing, the names of people attending the hearing as witnesses, and a list of the names and addresses of available Campus Advisers and Student Advocates. Each party shall also be instructed to supply the Director of Student Conduct or Chancellor's Designee with additional information on witnesses and any supporting documents he or she is submitting at least five working days before the hearing. Parties shall also be given information regarding access to the case file, which contains the filed complaint, the Preliminary Review report, and any additional information provided by either party before or during the Preliminary Review.
5. An accused student or complaint initiator may request postponement of the hearing for good cause to the Hearing Officer at least five working days in advance of the hearing. Except in emergency situations, no request for a postponement will be considered when received less than five working days before the scheduled hearing date.
6. A faculty member or other complaint initiator has two choices as to his or her role in the hearing: he or she may choose to present the case against the accused student, with the help of a Campus Adviser if desired, or request to have the case presented by a trained complaint presenter, ordinarily a Community Advocate from the Honor Council or a Campus Adviser. In the latter instance, the complaint initiator is expected to help the complaint presenter prepare the case and serve as a witness at the Hearing.

7. If the complaint initiator does not wish or is not able to serve as the complaint presenter and no Community Advocate or Campus Adviser is available, an AIF or member of the dean's staff of the accused student's school or college may serve as the complaint presenter.
8. An accused student may, if desired, be assisted at the Hearing by an adviser, normally a Student Advocate from the Honor Council or a Campus Adviser.³ In addition, an accused student is permitted to have one support person present. The adviser is permitted to make statements to the Hearing Board and question witnesses. The role of the support person is strictly consultative; he or she is not permitted to speak at the hearing or to disrupt the proceedings in any way.
9. The hearing shall begin with the Student Conduct Officer or AIF who conducted the Preliminary Review reading the Preliminary Review report and answering questions about it. Each accused student shall then be asked to respond to each alleged violation of the Academic Integrity Policy by stating one of the following: (a) responsible for the violation or (b) not responsible for the violation. If an accused student fails to appear for the hearing, the Hearing Officer shall enter a plea of not responsible on behalf of the student.
10. The Hearing Officer shall then ask the complaint presenter to give a narrative account of what happened, followed by witnesses in support of the complaint. The accused student or his or her adviser shall then be given the opportunity to provide a narrative statement to the Hearing Board and to provide witnesses to support the student's interpretation of the matter.
11. Both the complaint presenter and the accused student or his or her adviser shall have the right to question witnesses, once the Hearing Board members and Hearing Officer have had an opportunity to do so. Witnesses are excluded from the hearing during testimony of other witnesses with one exception: if the complaint initiator chooses to participate as a witness rather than present the complaint, he or she shall be questioned first and then may remain in the room for the rest of the hearing. All witnesses shall be asked to affirm that all information they are providing is truthful.
12. If a witness cannot attend the hearing for some reason, he or she may provide information to the Hearing Board in the form of a signed statement. Such statements must be witnessed by an Academic Integrity Facilitator, Student Conduct Officer, Dean of Students, or notary, and may only be used for the purpose of supplementing or explaining other information presented at the hearing. Written statements by witnesses not present at the hearing shall not, standing alone, be sufficient to support a finding.
13. If a hearing needs to be adjourned and continued on another day, the Hearing Officer shall determine when the hearing will be reconvened. The hearing may be reconvened without 10 days notice.
14. At the end of the hearing, the Hearing Board shall retire to closed deliberations, from which the Hearing Officer is excluded. If requested to do so by the Hearing Board, the Hearing Officer shall reconvene all parties to have questions from the Board answered on the record.

³ If no Student Advocate or Campus Adviser is available, another member of the University Community may serve as the accused student's adviser, with the approval of the Director of Student Conduct or Chancellor's Designee.

An accused student is initially presumed to be not responsible for the alleged violation(s). Responsibility must be established using the standard of clear and convincing evidence, which requires that the Hearing Board be persuaded that there is a high probability that the allegation(s) against the student are true.

15. The Hearing Board's decision shall be made by majority vote and no board member may abstain. Once the Hearing Board has reached a decision, the Hearing Officer shall meet with the Board in closed session to receive its decision and the rationale on which it is based.
16. The Hearing Board's decision shall be read to the accused student by the Hearing Officer in a reconvened hearing and a copy shall be provided to the accused student and the complaint initiator. The Hearing Board's decision shall be supported with a brief written summary of the findings of fact that led to the Board's conclusion. The written summary becomes a part of the case file.
17. Any determination of responsibility shall immediately be followed by a proceeding to determine educational and disciplinary sanctions. The accused student and the complaint initiator shall be given an opportunity to make statements regarding sanction. The accused student may also present character witnesses or statements of support. The Student Conduct Officer or AIF who conducted the Preliminary Review shall offer his or her recommendation regarding sanction and the past disciplinary record of the accused student, if any, shall be supplied to the Board.
18. The Hearing Board shall then retire to closed session to assign a sanction. The assigned sanction shall be determined by majority vote and no board member may abstain. The Hearing Officer shall present the Board's assigned sanction and the accused student(s) and the complaint initiator shall be informed in writing of the finding of responsibility and the assigned sanction. The letter of notification shall also inform the student of the opportunity to appeal the finding and/or sanction to the Campus Appeals Committee within ten working days and of the procedures for filing an appeal.
19. If the accused student does not appeal the assigned sanction within the specified time period and the sanction includes suspension or expulsion, the case is sent to the appropriate CAID for review to make sure that the sanction is not clearly disproportionate to the violation. The CAID then makes the final decision concerning the sanction. If the assigned sanction does not include suspension or expulsion and the student does not appeal within the specified time period, the sanction assigned by the Hearing Board is final and the process is concluded.

IV. Disciplinary Conferences

- A. A Disciplinary Conference is a more informal process than a University Hearing. It is conducted by a Student Conduct Officer assigned by the Director of Student Conduct or by the Camden, Newark, or Biomedical and Health Sciences CAID. The complaint initiator is expected to be present unless advised by the Student Conduct Officer that his or her participation is not requested. The accused student maintains his or her rights as established in part V of the *University Code of Student Conduct* and the complaint initiator maintains his or her rights as established in part VI of the *University Code of Student Conduct*.

- B.** The accused student and complaint initiator shall receive written notice of the charges and the date, time, and location of the Disciplinary Conference at least five working days before the conference. The letter of notification shall also inform the parties of how they can access the case file before the conference.
- C.** A recording of the Disciplinary Conference is ordinarily made and preserved in the custody of the Office of Student Conduct. If a recording is not made for some reason, the decision of the Student Conduct Officer must include a summary of the testimony that will be sufficient for possible review by the Campus Appeals Committee and CAID.
- D.** Both the accused student and the complaint initiator (if he or she participates in the conference) may request that witnesses be called. In addition, the accused student may be assisted by an adviser, normally a Student Advocate from the Honor Council or a Campus Adviser, and may have one support person present. The student's adviser is permitted to speak to the Student Conduct Officer and to question witnesses. Support persons are not permitted to speak at the conference or to disrupt the proceedings in any way.
- E.** At the beginning of the Disciplinary Conference, the Student Conduct Officer shall read an opening statement outlining the Disciplinary Conference procedures. The accused student(s) shall then be asked to respond to each alleged violation of the Academic Integrity Policy by stating one of the following: (a) responsible for the violation or (b) not responsible for the violation. If an accused student fails to appear for the Disciplinary Conference, the Student Conduct Officer shall enter a plea of not responsible on behalf of the student.
- F.** During the conference, the accused student and the complaint initiator (if present) shall be given the opportunity to present relevant information to the Student Conduct Officer, who shall question both parties and any witnesses called. The accused student and the complaint initiator (if present) plus the student's adviser shall also have the opportunity to ask questions of the other party and of any witnesses called.
- G.** Once the Student Conduct Officer decides that sufficient information has been presented and questions satisfactorily addressed, he or she shall retire to make a decision on responsibility using the standard of clear and convincing evidence, which requires that he or she be persuaded that there is a high probability that the allegations against the student are true. If an accused student failed to appear at the Disciplinary Conference, the Student Conduct Officer shall make a decision based on information provided by the complaint initiator and information in the case file.

 - 1. If the Student Conduct Officer finds that the accused student has not committed a violation of academic integrity, the matter is closed and the accused student, the complaint initiator, and the Director of Student Conduct or appropriate Chancellor's Designee are so informed in writing.
 - 2. If the Student Conduct Officer finds the accused student responsible for a violation of academic integrity, he or she shall assign a sanction and notify the student in writing of the finding of responsibility and the assigned sanction. The letter of notification shall also inform the student of the opportunity to appeal the sanction to the Campus Appeals Committee within ten working days and of the procedures for filing an appeal.

3. If the accused student does not appeal the assigned sanction within the specified time period and the sanction includes suspension or expulsion, the case is sent to the appropriate CAID for review to make sure that the sanction is not clearly disproportionate to the violation. The CAID then makes the final decision concerning the sanction. If the assigned sanction does not include suspension or expulsion and the student does not appeal within the specified time period, the sanction is final and the process is concluded.

V. Appeal Procedures

- A. Any determination of responsibility for a separable violation of academic integrity by a University Hearing Board or by a Student Conduct Officer at a Disciplinary Conference or any sanction assigned for such a violation by a Hearing Board, Student Conduct Officer or AIF may be appealed one time only to the Appeals Committee of the campus in which the accused student is enrolled. Appeals must be submitted in writing to the Director of Student Conduct or Camden, Newark, or Biomedical and Health Sciences Chancellor's Designee, who transmits the appeal to the appropriate Campus Appeals Committee.
- B. Appeals must be received within ten working days from the date of the notification to the accused student of the finding and/or sanction. Failure to submit an appeal by the appropriate deadline will render the finding/sanction final and conclude the process provided the sanction does not include suspension or expulsion. A sanction including suspension or expulsion must be sent for review to the appropriate CAID for review to make sure that the sanction is not clearly disproportionate to the violation. The CAID then makes the final decision concerning the sanction.
- C. Accused students may appeal on the following grounds:
 1. **Unsupported Conclusion:** The decision made by the Student Conduct Officer or University Hearing Board is not supported by the facts of the case.
 2. **Procedural Error:** The hearing or Disciplinary Conference was conducted unfairly and not in conformity with prescribed procedures. The error committed must be determined to have seriously impacted the fairness of the disciplinary process.
 3. **Disproportionate Sanction:** The sanction imposed on the student was not appropriate.
 4. **New Information:** There is new information that wasn't available at the time of the University Hearing or Disciplinary Conference that may be sufficient to alter the original decision.
- D. In preparing an appeal, the accused student and the complaint initiator shall have access to the recording of the disciplinary proceeding.
- E. Appeals of findings of responsibility and/or sanctions for separable violations of academic integrity are considered by a three-member panel consisting of one faculty member and two students from the Campus Appeals Committee. If the accused student is a graduate student, at least one of the student members of the Panel must be a graduate student.

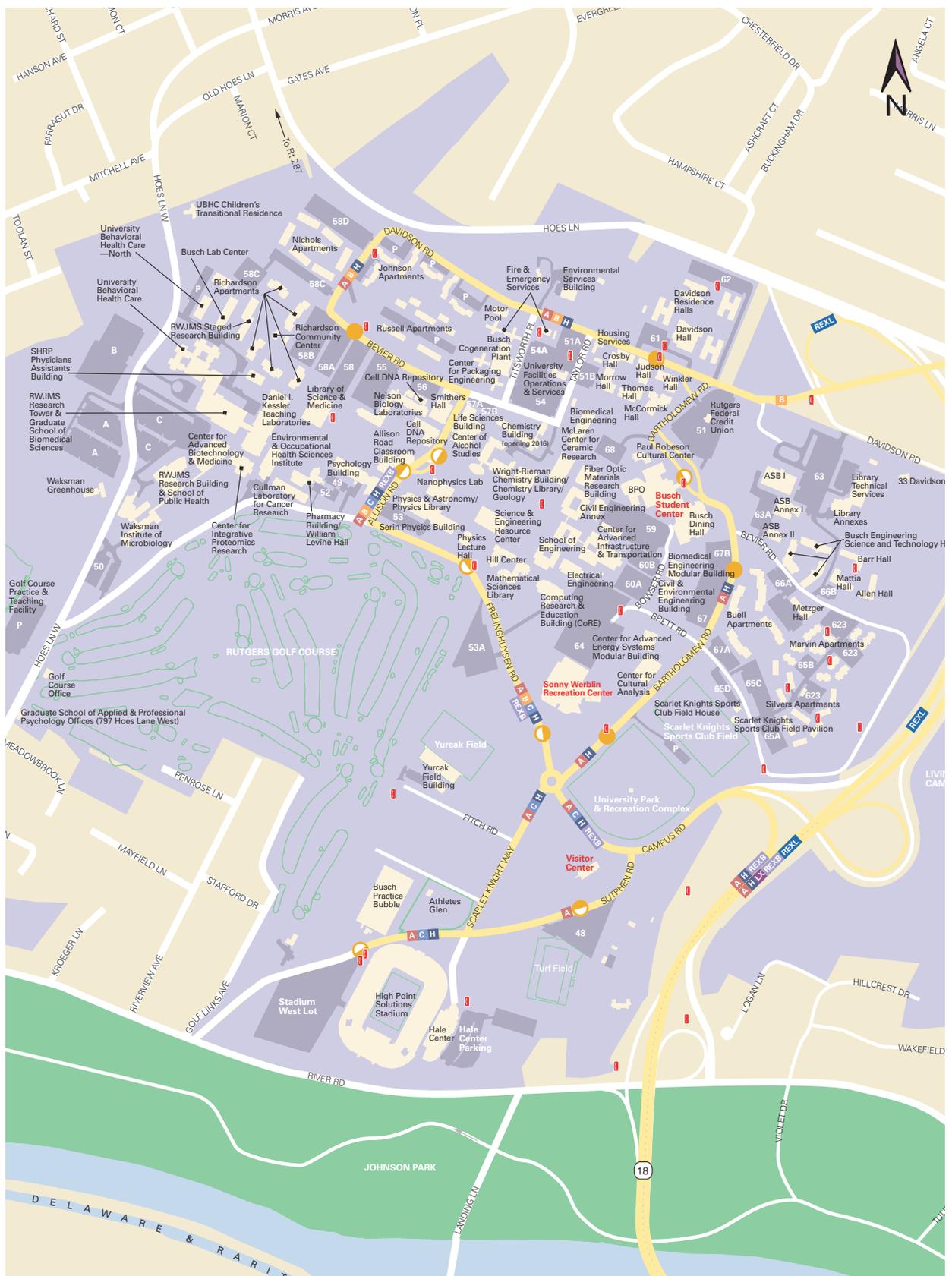
- F.** The Appeals Panel may solicit written clarification of any issue raised on appeal from the University Hearing Board, Hearing Officer, or Student Conduct Officer involved in the case, the individual who conducted the Preliminary Review, the complaint initiator, and the accused student.
- G.** Appeals are decided on the record of the original proceeding and any written information submitted by any of the parties. The Appeals Panel shall not substitute its judgment for the decision of the original Hearing Board or Conduct Officer and shall not attempt to rehear the case.
1. Sanctions should only be recommended for reduction if found to be clearly disproportionate to the gravity of the violation, precedent for similar violations, and/or the accused student's prior disciplinary record.
 2. Cases should be recommended for remand for a new University Hearing or Disciplinary Conference only if
 - a. Specified procedural errors were so substantial that they effectively denied the accused student a fair hearing.
 - b. The finding of responsibility by the University Hearing Board or Student Conduct Officer is clearly not supported by the facts of the case.
 - c. New information presented is so substantial that it may lead a new Hearing Board or Student Conduct Officer to alter the original decision.
- H.** The Appeals Panel shall review all available information and make a recommendation regarding the appeal.
1. If the finding of responsibility is being appealed, the Appeals Panel shall do one of the following:
 - a. Affirm the finding and sanction originally determined.
 - b. Affirm the finding but recommend modification of the sanction.
 - c. Send the case back for a new University Hearing or Disciplinary Conference.
 2. If only the sanction is being appealed, the Appeals Panel shall either affirm the sanction or recommend its modification.
- I.** Appeals Panel recommendations are forwarded for review to the appropriate campus CAID. If the Appeals Panel has recommended denying the student's appeal in whole or in part, the CAID shall transmit the panel's recommendations and rationale to the student and give him or her five working days to respond. The CAID shall then review the student's written appeal, the Appeals Panel's rationale for its recommendations, and the student's response, if any, to the Appeals Panel's recommendations and rationale and make the final decision on the student's appeal based on the criteria specified in Section V.G above. The CAID shall not attempt to rehear the case.

- J. A letter presenting the CAID's decision shall be sent to the student from the CAID no more than ten working days after the Appeals Panel's decision. If the hearing or disciplinary decision is upheld, the case is concluded. If the sanction is reduced, the student is given new instructions regarding sanction and the case is concluded. If the case is sent back for a new hearing or Disciplinary Conference, the student is given instructions on the next steps in the process.

VI. Imposition of the Sanction

- A. The imposition of sanctions shall normally be deferred during any appeals process and the status of the accused student shall not change until all avenues of appeal have been exhausted, except that a hold may be put on a student's transcript and no degree will be awarded to the student pending completion of the appeals process.
- B. Once all appeals have been exhausted, it shall be the responsibility of the Director of Student Conduct or the Camden, Newark, or Biomedical and Health Sciences Chancellor's Designee to oversee the implementation of the imposed sanction.

Rutgers University–New Brunswick: Busch Campus



Date: _____

I, _____, have read and reviewed the Rutgers University Genetic Counseling Master's Program (GCMP) student handbook. This handbook has been reviewed with me by a member of the program leadership. I have had opportunities to ask questions regarding the information discussed in this handbook.

Please initial that you have read the following sections of the handbook:

_____ I. RU GCMP INFORMATION

_____ II. PROGRAM STRUCTURE AND COURSES

_____ III. GUIDELINES FOR GOOD STANDING

_____ IV. GCMP AND RUTGERS UNIVERSITY POLICIES AND PROCEDURES

_____ V. RUTGERS RESOURCES AND SERVICES