UNIVERSITY OF
DETROIT MERCY
SCHOOL OF DENTISTRY

Academic Policies Handbook

2024 – 2025

This handbook contains academic policies for students enrolled in all University of Detroit Mercy School of Dentistry academic programs.

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OVERVIEW 2024-25

INTRODUCTION

The University of Detroit Mercy School of Dentistry Academic Policies Handbook is a reference for students, residents, faculty, and staff containing policies, procedures and resources relevant to School of Dentistry programs in dental, dental hygiene, and advanced dental education. School of Dentistry policies may supersede University policies. In the absence of a School of Dentistry policy, University policy will apply. School of Dentistry graduate students are also subject to program-specific policies.
Unless otherwise noted, School of Dentistry policies are in effect at the time of publication of this Handbook. These policies may be modified, amended, or deleted by School of Dentistry Faculty Assembly, Administration, or the University at any time. Any changes to policies will become effective after they are published on the School of Dentistry website.

Mission

The University of Detroit Mercy School of Dentistry, in the Jesuit and Mercy tradition, through the integration of research, scholarly activity, evidence-based teaching, and service, fosters a forward thinking, inclusive learning environment committed to developing competent, socially and ethically sensitive healthcare professionals who are committed to patient care and community wellness.

ACCREDITATION

The University of Detroit Mercy School of Dentistry's programs in dental hygiene, predoctoral dental education, and advanced specialty education (Advanced Education in General Dentistry, Endodontics, Orthodontics, and Periodontics) are fully accredited by the American Dental Association Commission on Dental Accreditation (CODA). The University of Detroit Mercy is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

COMMISSION ON DENTAL ACCREDITATION COMPLAINT POLICY

The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or students.

A copy of the appropriate accreditation standards and/or the Commission's policy and procedures for submission of complaints may be obtained by contacting the Commission:

American Dental Association
Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, Illinois 60611

TECHNICAL STANDARDS FOR THE DENTAL AND DENTAL HYGIENE PROGRAMS

University of Detroit Mercy School of Dentistry is committed to the principle of diversity. Consistent with that commitment, admission to the School of Dentistry is open to all qualified individuals and complies with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (1993). These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the dental and dental hygiene school curriculum, including the clinical component, which involves treating the University's patients.

The following technical standards describe the essential functions that all students must demonstrate in order to be admitted and fulfill the dental and dental hygiene programs, and thus, are required for advancement through and graduation from the program. To successfully complete the dental programs at University of Detroit Mercy School of Dentistry, students must be able to meet the following technical standards with or without a reasonable accommodation. Reasonable accommodations do not require a change in fundamental program requirements of the curriculum, create a direct threat to the health or safety of others, or create an undue burden on the university.

1. Sensory/Observation
   Students must be able to acquire defined levels of required information and skills as presented through demonstrations and experiences in the basic, behavioral, biomedical, and clinical sciences. A student must be able to observe patients accurately and understand verbal as well as non-verbal communication when assessing a patient.

The student must be able to:

- Perform dental examinations and treatments that require the use of sight and touch
- See fine detail, focus at a variety of distances, and distinguish the differences and variations in color, shape, size, and texture of soft and hard tissues, including discerning accurate depth of field
- Employ tactile sensitivity to diagnose directly by palpation or indirectly by sensations transmitted through instruments
- Use visual acuity to read charts, radiographs, computers, and videos
- Acquire information from written documents and evaluate information presented as images from paper, films, slides, photographs, or video
- Interpret radiographs and other (illustrative) images

2. Cognitive
   A student must be able to use critical thinking skills to problem solve, measure, calculate, reason, analyze, integrate, and synthesize. A student must be able to perform these problem solving skills in a timely fashion for effective patient treatment and as required in emergency clinical situations. The student must also be able to:
   - Comprehend and mentally visualize three-dimensional relationships and understand the spatial relationships of structures

3. Motor Skills
   A student must have sufficient motor function to execute movements essential to providing all

necessary patient treatment. Such actions require coordination of both gross and fine muscular movements and equilibrium. This includes the use of motor skills for:

- Performing palpation, percussion, auscultation and other diagnostic exercises
- Performing hard and soft tissue surgical procedures (dental only)
- Coordination of gross and fine muscular movements
- Maintaining self-equilibrium
- Functional uses of the senses during dental procedures such as touch and vision
- The ability to operate controls for the use of high-speed or low-speed dental hand pieces
- The ability to use hand instrumentation for such procedures as scaling, root planing, and surgical interventions

4. Communication

A student must be able to communicate effectively and sensitively with patients, faculty, staff, and classmates in an effort to:

- Convey or exchange information at a sufficient level to produce an accurate health history
- Identify health and treatment problems and provide alternative solutions and treatment options using evidence-based decision making skills
- Provide patient directions during treatment and post-treatment
- Provide and understand effective and efficient instructions with all members of the health care team

5. Emotional and Behavioral

A student must possess the physiological, psychological, and emotional health competencies essential for full utilization of his or her intellectual abilities. This includes:

- Exercising good judgment in a professional manner at all times including classroom, clinical, and social situations
- Development of mature, sensitive and effective relationships with patients and colleagues
- Enduring physically and mentally challenging workloads and functioning effectively under stress
- Managing apprehensive patients with a range of behaviors in a respectful and congenial manner
- Accepting criticism and responding with appropriate modification of behavior

6. Ethics and Professionalism

A student must maintain the standards of conduct for ethics and professionalism as set forth in The American Dental Association and The American Dental Hygiene Association Codes of Ethics, and the University of Detroit Mercy School of Dentistry Academic Policies Handbook. The Standards are as follows:

- Autonomy- respecting the confidentiality of patients, faculty, staff and classmate's information and relationships as a demonstration of the value we place on individual autonomy.
- Non-maleficence- accepting our fundamental obligation to provide service in a manner that protects all patients and minimizes harm to them and others involved in their treatment.
- Beneficence- recognizing the primary role is promoting the well-being of individuals and the public.

- Justice- value justice and support fairness by demonstrating consistency and even-handedness in dealings with others.
- Veracity- accepting our obligation to tell the truth and expect that others will do the same. We value self-knowledge and seek truth and honesty in all relationships.

The Dental and Dental Hygiene Admissions Committees reserve the right to deny admission for any applicant who does not fulfill the required technical standards listed above.
These technical standards are not comprehensive and may be updated, revised, or withdrawn at the discretion of University of Detroit Mercy School of Dentistry without notice.

Approved by Dental and Dental Hygiene Admissions Committees, June 2017

SCHOOL OF DENTISTRY EDUCATIONAL PROGRAMS

The goal of all School of Dentistry educational programs is to meet the mission and philosophies of the University while maintaining a reputation for clinically competent and professional graduates. The University of Detroit Mercy School of Dentistry strives to maintain a reputation for graduates who are technically and diagnostically skilled, evidence-based, socially and ethically sensitive oral health professionals who are committed to lifelong learning and professional growth. The reputations of our graduates enhance the mission of the University by promoting intellectual, spiritual, personal, and professional growth and development.

DENTAL PROGRAM COMPETENCIES

Competencies for the Graduating General Dentist identifies and organizes the knowledge, skills and values the graduate must acquire to become a competent practitioner in general dentistry. The document also reflects a curriculum that is patient centered, person focused, competency-based and criterion referenced.

The general dentist is the primary oral health care provider, integrated in a team of dental specialists, allied dental professionals, and other health care providers. The general dentist will address health care issues beyond traditional oral health care and must be able to independently and collaboratively practice evidence-based comprehensive dentistry with the ultimate goal of improving the health of society. The general dentist must have a broad integrated biomedical, behavioral, and clinical education and be able to demonstrate professional and ethical behavior as well as effective communication and interpersonal skills. In addition, he/she must have the ability to evaluate and use emerging technologies, continue professional development and use problem-solving and critical thinking skills effectively to address current and future issues in health care.

Competency is a complex behavior or ability essential for the general dentist to begin independent, unsupervised dental practice. Competency includes knowledge, experience, critical thinking and problem-solving skills, professionalism, ethical values, and technical and procedural skills. These components become integrated during the delivery of patient care by the competent general dentist. Competency assumes that all behaviors are performed with a degree of quality consistent with patient well-being and that the general dentist can self-evaluate treatment effectiveness. In competency-based dental education, what students learn is based upon clearly articulated competencies. All behaviors/abilities are supported by foundation knowledge and psychomotor skills in biomedical, behavioral, ethical, clinical dental science and informatics areas that are essential for independent and unsupervised performance as an entry-level general dentist.

Competencies serve as a framework for the curriculum. The development of competence includes longitudinal observation of formative experiences with daily evaluation of student management skills efforts. Formatively students receive feedback relative to procedure-based rubrics. In addition, independent performances on capstone experiences are assessed summatively using standardized rubrics and identifiable critical performance criteria. For certain licensure-based assessments, students must pass qualifying mock assessments prior to being certified as eligible to challenge the specific licensure assessment. Both learning experiences and assessment tools are guided by the competency statements. Formative feedback serves as the basis for developing competence. Summative assessment serves as the basis for demonstrating competence.

Domains:

1. **Critical Thinking**
2. **Professionalism**
3. **Communication and Interpersonal Skills**
4. **Health Promotion**
5. **Practice Management and Informatics**
6. **Patient Management**
    a. **Assessment, Diagnosis, and Treatment Planning**
    b. **Establishment and Maintenance of Oral Health**

1. Critical Thinking

- **1.1. Evaluate and integrate emerging trends in health care as appropriate.**
- **1.2. Use critical thinking and problem-solving skills**
- **1.3. Evaluate and integrate best research with clinical expertise and patient values for evidence-based practice**

2. Professionalism

- **2.1. Apply ethical and legal standards in the provision of dental care**
- **2.2. Practice within one's scope of competence, and consult with or refer to professional colleagues when indicated.**

3. Communication and Interpersonal Skills

- **3.1. Apply appropriate interpersonal and communication skills.**
- **3.2. Apply psychosocial and behavioral principles in health care.**
- **3.3. Communicate effectively with individuals from diverse populations.**

4. Health Promotion

- **4.1. Provide prevention, intervention, and educational strategies.**
- **4.2. Participate with dental team members and other health care professionals in the management and health promotion for all patients.**
- **4.3. Recognize and appreciate the need to contribute to the improvement of oral health beyond those served in traditional practice settings.**

5. Practice Management and Informatics

- **5.1. Evaluate and apply contemporary and emerging information including clinical and practice management technology resources.**
- **5.2. Evaluate and manage current models of oral health care management and delivery.**
- **5.3. Apply principles of risk management including informed consent and appropriate record keeping in patient care.**
- **5.4. Demonstrate effective business, financial management, and human resource skills.**

5.5. Apply quality assurance, assessment, and improvement concepts.
5.6. Comply with local, state, and federal regulations including OSHA and HIPAA.

6. Patient Care

A. Assessment, Diagnosis, and Treatment Planning

6.1. Manage the oral health care of patients throughout all stages of life as well as the unique needs of geriatric and special needs patients.
6.2. Prevent, identify, and manage oral diseases and other disorders.
6.3. Select, obtain, and interpret patient/medical data, including a thorough intra/extraoral examination, and use these findings to accurately assess and manage all patients.
6.4. Select, obtain, and interpret diagnostic images for the individual patient.
6.5. Recognize the manifestations of systemic disease and how the disease and its management may affect the delivery of dental care.
6.6. Formulate a comprehensive diagnosis, treatment, and/or referral plan for the management of patients.

B. Establishment and Maintenance of Oral Health

Competency 6.1 serves as an umbrella competency for all competencies (6.7 – 6.21) under Establishment of Maintenance of Oral Health

6.7. Utilize current infection control guidelines for all clinical procedures.
6.8. Prevent, recognize, and manage medical and dental emergencies.
6.9. Recognize and manage patient abuse and/or neglect.
6.10. Recognize substance use disorder.
6.11. Evaluate outcomes of comprehensive dental care.
6.12. Prevent, diagnose, and manage pain and anxiety in the dental patient.
6.13. Prevent, diagnose, and manage periodontal diseases.
6.14. Prevent, diagnose and manage caries.
6.15. Manage restorative procedures that preserve tooth structure, replace missing or defective tooth structure, maintain function and esthetics, and promote soft and hard tissue health.
6.16. Diagnose and manage developmental or acquired occlusal abnormalities.
6.17. Manage the replacement of teeth for the partially or completely edentulous patient.
6.18. Diagnose, identify, and manage pulpal and periradicular diseases.
6.19. Diagnose and manage oral surgical treatment needs.
6.20. Diagnose, identify, and manage oral mucosal, temporomandibular, and osseous diseases.

DENTAL HYGIENE PROGRAM COMPETENCIES

INTRODUCTION

Competencies for the Dental Hygienist identifies and organizes the knowledge and skills the graduate must acquire to become a critically thinking, competent practitioner in the delivery of dental hygiene services in clinical and alternative practice settings. The document also reflects an evidenced-based curriculum that is patient driven, competency based, and criterion referenced.

The competencies define the core content of the curriculum. This document states the graduate knowledge and skills attained by completing the dental hygiene program, and establishes a basis for the content of all courses. The competencies set standards for identifying relevant content and provide guidance in making decisions related to pedagogy and course sequencing.
The document sets forth individual measurable competencies that a student must demonstrate to qualify for graduation and entry into the profession. These competencies assess the degree to which a student can provide the defined standard of dental hygiene care to patients.
Competencies for the Dental Hygienist should be viewed as dynamic standards that must be responsive to the professional environment. It is recognized that this educational plan will require regular review for continual improvement.

Competency as an Educational Concept

This document has been organized using the concept of "competencies". The term competent is described as the repeated demonstration of the student's independent performance of a skill to a defined standard as measured against relevant, valid, and reliable criteria.

ORGANIZATION

Domains

The organization of this document is structured to list competencies from general to more specific. The model depicts six domains centered on the patient: Professionalism, Interpersonal Communication Skills to Function Successfully in a Multicultural Work Environment with Diverse Populations, Critical Thinking, Health Promotion, Practice Management and Informatics, and Patient Care. The concept of domains is intended to encourage an interdisciplinary structure and process in the dental hygiene curriculum. Encompassing all aspects of dental hygiene care is Professionalism. This domain includes personal and professional responsibility to the welfare of society through service activities and Practice within the ethical and legal standards in the provision of dental hygiene care. It includes participation in professional organizations at the local, state and/or national level, practice within one's scope of competence, and consultation or referral to professional colleagues when indicated. These domains thread throughout the entire dental hygiene care process and are strategically placed as outer circles in the Competency Model. Interpersonal Communication Skills to Function Successfully in a Multicultural Work Environment with Diverse Populations includes applying appropriate interpersonal and communication skills with patients and other health care team members. Students learn to apply psychosocial and behavioral principles in patient-centered health care and communication with individuals from diverse populations.
Critical Thinking includes evaluation of emerging health care trends and determination of their value in dental hygiene practice, using critical thinking and problem solving skills, and integrating best research with clinical expertise and patient values for evidence-based practice. Health Promotion includes providing prevention, intervention, and education strategies, participating with dental and other health professionals in the management and health promotion for all patients, and applying community dental health principles to prevent disease and promote health. Practice Management and Informatics includes using emerging information including clinical and practice management technology, risk management principles, practice management skills, quality assurance, assessment and improvement concepts, and complying with local, state and federal regulations. Patient Care includes obtaining record updates that are organized and accurate in regards to medical and dental histories and physical assessment to formulate dental hygiene diagnosis and care plans, manage medical emergencies, and use current infection control guidelines. Graduates deliver evidence-based treatment and education in accordance with the Standards of Care, evaluate outcomes of comprehensive dental hygiene care, and individualize maintenance and referrals to the appropriate health care providers.

Major Competencies

Within each domain, "Major Competencies" are involved. A Major Competency is defined as the ability to perform or provide a particular complex service or task. The complexity of the service suggests that multiple and more specific abilities are required to support the performance of any Major Competency. Supporting Competencies

The more specific abilities are considered subdivisions of the "Major Competency" and are termed "Supporting Competencies". The acquisition and demonstration of a "Major Competency" requires mastery of all Supporting Competencies related to that particular service or task. While less complex than Major Competencies, Supporting Competencies also requires foundational knowledge.

Foundational Knowledge

Foundational knowledge is the product of didactic and laboratory instruction that imparts the information and experience that are prerequisites for satisfactory mastery of Supporting Competencies.
The biomedical, dental, behavioral, and clinical sciences all provide instruction at the foundational level. The Competency Model depicts these sciences as the foundational matrix for the entire dental hygiene care process. This education ensures an understanding of basic biological principles for student analysis and synthesis of the interrelationships of the body systems when making decisions regarding oral health services within the context of systemic health. The foundational sciences provide knowledge of oral health and disease as a basis for assuming responsibility for assessing, analyzing, planning, implementing, and evaluating dental hygiene care. Didactic, small group discussion, seminar, and laboratory instruction provide information and psychomotor experiences that enable students to acquire and demonstrate competence in the clinical setting.

COMPETENCIES FOR THE DENTAL HYGIENIST

1. **Professionalism**
   - **1.1. Demonstrate personal/professional responsibility to the welfare of society through service activities.**
   - **1.2. Practice within the context of ethical and legal standards in the provision of dental hygiene care.**
   - **1.3. Participate in professional organizations at the local, state, and/or national level.**
   - **1.4. Practice within one's scope of competence, and consults with or refers to professional colleagues when indicated.**
2. **Interpersonal Communication Skills to Function Successfully in a Multicultural Work Environment with Diverse Populations**
   - **2.1 Apply appropriate interpersonal and communication skills with patients, dental and inter-professional health care team members.**
   - **2.2 Apply psychosocial and behavioral principles in patient-centered health care.**
   - **2.3 Communicate effectively with individuals from diverse populations.**
3. **Critical Thinking**
   - **3.1 Evaluate and integrate emerging trends in health care and determine their value in dental hygiene practice.**
   - **3.2 Utilize critical thinking and problem-solving skills.**
   - **3.3 Evaluate and integrate best research with clinical expertise and patient values for evidence-based practice.**
4. **Health Promotion**
   - **4.1 Provide prevention, intervention, and educational strategies.**
   - **4.2 Participate with dental team members and other health care professionals in the management and health promotion for all patients.**

4.3 Apply community dental health principles (assess, plan, implement and evaluate programs) to prevent disease and promote health.

5. Practice Management and Informatics

5.1 Evaluate and apply contemporary and emerging information including clinical and practice management technology resources.

5.2 Apply principles of risk management including informed consent and appropriate record keeping in patient care.

5.3 Apply business and practice management skills.

5.4 Apply quality assurance, assessment, and improvement concepts.

5.5 Comply with local, state, and federal regulations including OSHA and HIPAA.

6. Patient Care

6.1 Obtain, record, update and organize accurate and complete medical/dental histories including pertinent psychological and socioeconomic information.

6.2 Perform, record, and organize a physical assessment appropriate for dental hygiene care.

6.3 Formulate a dental hygiene diagnosis congruent with the diagnoses of the dentist and other health professionals.

6.4 Establish a mutually acceptable dental hygiene care plan with the patient.

6.5 Monitor and provide for patient comfort associated with dental hygiene care.

6.6 Prevent, recognize and manage medical emergencies and maintain basic life support.

6.7 Utilize current infection control guidelines for all clinical procedures.

6.8 Deliver and/or manage the planned dental hygiene evidence-based treatment and education in sequence and in accordance with accepted Standards of Care.

6.9 Evaluate outcomes of comprehensive dental hygiene care and determine an individualized maintenance schedule, additional treatment needs or refers to the appropriate health care provider.

GRADUATE PROGRAM COMPETENCIES

All graduate program competencies can be found on the School of Dentistry website on each program's respective page.

EDUCATIONAL PROGRAM CURRICULA

The full curriculum for dental and dental hygiene programs is available on the Student Resource Center on Blackboard. The full curriculum for all programs is available on the School of Dentistry website.

SCHOOL OF DENTISTRY ADMINISTRATIVE OFFICES

OFFICE OF ACADEMIC ADMINISTRATION

The Office of Academic Administration provides support for faculty and students on multiple levels, including but not limited to resource information, academic support, coordination of special academic events, student progress and faculty monitoring, and other activities and projects. The following highlights important information available from the office, but does not represent a comprehensive list. Faculty and students can receive assistance or guidance in the following areas:

- Student & Faculty Issues
    - Predoctoral Program
    - Dental Hygiene Program
    - Accelerated Dental Program
    - Graduate Programs
    - Seven-Year Program
- Academic Policies & Procedures
    - Academic Integrity, Misconduct, & Professionalism
    - Academic Performance &Progress
    - Attendance
    - Leave of Absence
- Academic Calendar
- Curriculum Development
- Faculty Search Processes
- Approval for students to take NBDE, INBDE, and NBDHE board examinations. Information on examination policies and procedures can be found on the ADA website.

Associate Dean for Academic Administration

Jon Ryder, DDS, MS
Office: DC 465
Phone: (313) 494-6656
Email: ryderjs@udmercy.edu

Office of the Registrar

Adrianna Moreno, M.A.
Office: DC 461
Phone: (313) 494-6616
Email: katsiman@udmercy.edu

- Maintains all student records, including:
    - Grades
    - Change of personal and contact information
    - Eligibility for board examinations
    - Class rankings
- Registers students for all courses
- Distributes fee assessment information to students
- Verifies enrollment and deferment forms

- Coordinates course & final examination schedules
- Coordinates checkout procedures

Course Enrollment

Students and residents in good academic and financial standing will be automatically enrolled each term in their program's required courses by the School of Dentistry Registrar. Students and residents who are eligible to enroll in any elective course offered in addition to their base curriculum must do so through the School of Dentistry Registrar's Office.

Withdrawal from an Academic Program

Dental students interested in withdrawing from the Dental Program should contact the Dental Registrar and the Associate Dean for Academic Administration. Dental hygiene students and graduate program residents should consult the Dental Registrar and their Program Director. Fees will be assessed and are determined based on the University of Detroit Mercy policies and the date of withdrawal.

My Portal

My Portal is the secure personalized site where all students, faculty and administration may access all available online services such as Office 365 and Blackboard. My Portal can be accessed here: https://my.udmercy.edu.

School of Dentistry Student Health Insurance Policy

All students enrolled at Detroit Mercy Dental must have active health insurance coverage. Students may have outside coverage or may enroll in the university-sponsored student health insurance plan. Health insurance is verified for all School of Dentistry students each fall.

Students in need of medical attention can access health services at the University of Detroit Mercy Student Health Center located on the McNichols Campus. Any student who is unable to secure transportation to the Student Health Center can request assistance from Public Safety. In addition, Public Safety is available to arrange for EMS transportation to a local hospital for any student in need of urgent medical attention.

Dean's List

At the end of each semester, students who demonstrate outstanding academic achievement with a cumulative GPA of 3.5 or higher are placed on the Dean's List.

Additional criteria for the Dean's List can be found under Academic Performance Committee.

Adopted by Faculty Assembly 11/16/94; Edited 3/21

Registration Hold

Some types of holds on student accounts can prevent registration for classes. Students are typically informed by email when holds are placed on their accounts. Students with holds on their accounts should contact the office that has placed the hold for information on clearing the hold or contact the Dental School Registrar.

Late Graduation Tuition and Fees

Students unable to complete requirements by the graduation date for the class in which they are enrolled may be assessed a weekly tuition. Students with extenuating circumstances should contact Clinic Administration.

Course Retakes

All courses in Detroit Mercy Dental academic programs are required to be passed. In the event that the Academic Performance Committee recommends a student retake a course, a Course Retake Fee may be assessed.

When students retake a course, both the original grade and the grade for the repeated course remain on the student's academic transcript. In the event of repetition of a term or year as recommended by the Academic Performance Committee, only the second attempt is counted in the GPA.

Academic Course Schedules

Each term's academic curriculum schedules are posted on Blackboard on the Student Resource Center. Students must review individual course syllabi to determine specific daily course schedules. Final examination schedules will be published by week four of the Fall and Winter Terms, and by week two of the Summer Term.

Academic Calendar

The University of Detroit Mercy School of Dentistry Academic Calendar provides dates and events of significance. The Academic Calendar is available on the Student and Faculty Resource Centers on Blackboard as well as on the School of Dentistry website.

Accommodations for Students with Disabilities

The University of Detroit Mercy is committed to assisting students with disabilities or pregnancy issues to receive reasonable and appropriate learning or other accommodations to ensure their equal access to a full learning experience. This is supported by the Mission of the University and is in compliance with the Americans with Disability Act (ADA) of 1990, as amended in 2008, Section 504 of the Rehabilitation Act of 1973, and Title IX. All students, including those with disabilities, must be capable of meeting the technical standards and essential functions, and other essential requirements of their programs, with or without accommodations. In order to receive accommodations, students should contact the Disability and Accessibility Support Services (DASS) as soon as possible after being admitted, to learn of the of the necessary steps for requesting accommodations.

It is very important for students to be proactive with regard to requesting their disability accommodations every semester. While it is never required that you disclose your disability to your professors, all students at Detroit Mercy are encouraged to talk with faculty to discuss their needs and concerns. Students must be registered with Disability & Accessibility Support Services; faculty receive official notification from DASS before they can make arrangements for your accommodations.

Disability and Accessibility Support Services

If a student requires an accommodation due to a disability, pregnancy, or emergency medical condition or needs special arrangements in case of a building evacuation, please contact:

Erika Budson, M.A.
Coordinator of the Student Accessibility Services
Office: Student Success Center, Room 319, McNichols Campus Library
Phone: (313) 993-1158
Email: budsonel@udmercy.edu

Disability and accessibility support services are available to all currently enrolled students who have documented disabilities that substantially limit them in one or more major life activities. Individuals

eligible for services may have, but are not limited to, the following types of disabilities: mobility, orthopedic, pregnancy-related, hearing, visual, learning, psychological, and attentional. The DSS Office arranges accommodations, adjustments, and special equipment for students with all types of disabilities. An accommodation plan is always individualized based upon a student's disability and needs, and accommodations must be reasonable and appropriate to meet those needs. Accommodations provide access, they do not guarantee success.

- Once a student receives an official notification from the SAS office, the student will be approved for the full duration of their program at the Dental School. The students do not have to reapply every term and they do not have to notify the SAS office every term.
- If the student requests any changes or additions to their accommodations, not previously approved, they will need to contact the SAS office.
- Students who are approved for a temporary accommodation will be re-evaluated on a case-by-case basis. If the student requires accommodations past the date indicated on their official accommodation notification letter, they will need to contact the DSS office.

Student Responsibilities in the Accommodation Process

- The student is responsible for making contact initially with the University Coordinator of Student Accessibility Services to start the accommodation process as soon as possible after being admitted or enrolling in coursework, and at any time during their enrollment that they feel their needs are not being met. This should be a proactive process. Accommodations that have not been requested or used are never approved retroactively.
- The student is expected to carry out their role with respect to accommodations. This includes the following:
    - emailing course directors in advance requesting accommodations each semester;
    - being prompt and prepared for lectures, alternative testing, and tutorial appointments

OFFICE OF STUDENT SERVICES & ENROLLMENT MANAGEMENT

The University is dedicated to promoting the intellectual, spiritual, religious, personal, and professional development of students. The Office of Student Services & Enrollment Management provides guidance to all dental and dental hygiene students needing assistance in the following areas:

- Academic Support Services
- Advocacy in Academic Disciplinary Hearings
- Personal Counseling
- Student Engagement & Co-Curricular Experiences
- Sexual Harassment Prevention
- Substance Abuse Treatment
- Career Counseling
- Health Insurance
- Post-doctoral Application Support Service (PASS) and MATCH Applications
- Employment Opportunities

The Assistant Dean of Student Services & Enrollment Management is liaison to the following:

- School of Dentistry Administration
- University of Detroit Mercy Office of Student Life
- University of Detroit Mercy School of Dentistry Alumni Board
- Professional Dental Associations (ADA, MDA, DDDS)

The Office of Student Services & Enrollment Management encompasses the following areas:

- Office of Admissions
- Office of Diversity & Inclusion
- Office of Financial Aid
- Office of Health & Wellness
- Office of Student Services

Assistant Dean of Student Services & Enrollment Management

Juliette Daniels, EdD
Office: DC 470
Phone: (313) 494-6850
Email: danieljc@udmercy.edu

Academic Support Services

Peer Tutoring Program

The Office of Academic Administration and the Office of Student Services & Enrollment Management have established a resource of tutors available to students in the dental and dental hygiene program. Students with consistent, documented academic success in School of Dentistry biomedical sciences courses as well as select preclinical courses have been identified as potential tutors. The tutors work with

faculty course directors to provide academic support for enrolled students in both the dental and dental hygiene programs. Once a student contacts a tutor, the students will coordinate meetings or tutoring sessions according to a mutually agreed upon schedule. Each term, a list of available tutors will be posted on the Student Resource Center in Blackboard. The Office of Academic Administration, Office of Student Services, and course directors can provide tutor referrals upon request.

Faculty-Student Mentoring Program

The Faculty-Student Mentoring Program is a beneficial resource allowing students to engage and interact with a faculty member who is able to provide support and guidance during their first two years as a student at the School of Dentistry. Each first-year student is assigned a faculty mentor and is expected to meet with their assigned mentor twice per term for the first two years of dental school. Faculty mentors are available to provide mentorship and personal support to students regarding the transition and adjustment to dental school, as well as to help students navigate personal, professional, and academic challenges. Any questions regarding the Faculty-Student Mentoring Program can be directed to the Office of Student Services & Enrollment Management.

Educational Support

The Office of Student Services & Enrollment Management is available for one-on-one support for students in need of developing academic success tools such as study skills, test-taking strategies, and time management. In addition, the Office of Student Services & Enrollment Management and the Office of Health and Wellness will coordinate periodic Academic Success Workshops to create opportunities for students to engage in educational sessions in areas related to study strategies, time management, exam preparation and test-taking, avoiding procrastination, and other academic skill-building topics.

Student Governance and Organizations

The School of Dentistry offers the following opportunities for student engagement:

Student Government Association

The Student Government Association is the governing structure of the student body. It is composed of an Executive Board, representatives of student organizations, and officers from each dental and dental hygiene class. The full Student Government Association Constitution is available on the Student Resource Center on Blackboard.

The Executive Board consists of a president, vice-president, secretary, treasurer, and a dental hygiene representative. The Student Government Association meets regularly. Students are encouraged to participate actively.

Class Officers: Each class annually elects a president, vice-resident, treasurer, secretary, and representatives. First-year dental and dental hygiene students elect their class officers in the fall term of the year they begin their program. Upper level class elections for dental and dental hygiene are held in the spring for the following academic year.

Class Officer Responsibilities

- Represent the class at Student Government Association meetings
- Plan events for the class (i.e. fundraisers, social activities, educational programs)
- Serve as a point of contact for administration
- Attend Dean's Meetings to share global class concerns

- Work with the Office of Academic Administration on final exam schedules
- Represent the student voice on committees as assigned
- Work with course directors to address class concerns

Student Organizations

The School of Dentistry has many active student organizations each year. Information on student organization events is distributed via email and can also be found here: https://udmercy.campuslabs.com/engage

Office of Health and Wellness

The Office of Health and Wellness is a resource for all students at the School of Dentistry to have access to personal counseling and coaching services. Students can take advantage of one-on-one counseling sessions for support in all areas of life including mental health issues, emotional wellness, relationship issues, professional growth and development, performance enhancement, and other issues. Students can walk-in for appointments, schedule regular sessions, or meet on an as-needed basis. Group sessions are also offered in addition to workshops on various topics for students to learn skills and strategies for personal, academic, and professional success in an environment that is safe, supportive, and engaging. Some services offered include:

- Individual counseling services to registered School of Dentistry students
- Crisis intervention for students and the university/campus community
- Workshops and educational activities
- Support groups, educational groups and therapy groups
- Self-care information

The counseling services are available to help you understand and cope with issues such as:

- Academic performance
- Stress/Anger management
- Motivation
- Self-Esteem/Self-Respect
- Relationship building
- Anxiety
- Depression
- Loss and life adjustments

Sessions with the on-site counselor are free of charge, completely confidential, and generally follow a short-term, solution-focused model. Any needs that cannot be met within the Office of Health and Wellness will be addressed via a referral to an outside clinic, community mental health agency, other Detroit Mercy resource, or private practitioner.

Students can click this link https://calendly.com/detroitmercydentalwellness to view a list of available appointment times on the date of their choosing. Evening and remote appointments are available by request.

Director of Student Health & Wellness Services

Bailey Andersen, LMSW
Office: DC 425
Phone: (313) 494-6938

Email: anderstb@udmercy.edu

Office of Diversity and Inclusion

The Office of Diversity and Inclusion is committed to embracing, respecting, and honoring the various forms of diversity within the University of Detroit Mercy School of Dentistry community. Our students, faculty, staff, and patients possess a wide array of racial, ethnic, socioeconomic, geographic, religious, gender, sexual orientation, (dis)ability, and other backgrounds that reflect the national population. The Office of Diversity and Inclusion provides advising, programming, and intercultural competence training to support the unique needs of our students, faculty, and staff, and to meaningfully engage across our diverse backgrounds.

Some of the services offered include:

- Recruitment of underrepresented and disadvantaged students
- Pre-dental pipeline programs
- Academic advising
- Programming for students, staff, and faculty
- Cultural competency training
- Creating a more inclusive environment at Detroit Mercy Dental

Director of Student Engagement & Belonging

Bethsave (Betsy) Lozano
Office: DC 457
Phone: (313) 494-6653
Email: lozanobs@udmercy.edu

Office of Financial Aid

The Office of Financial Aid serves to coordinate all aspects of financial aid administration that includes determining student eligibility, verifying information, awarding aid, and budgeting.

Assistant Director of Financial Aid - School of Dentistry

Angela Orlando
Office: DC 460
Phone: (313) 494-6617
Email: orlandan@udmercy.edu

University of Detroit Mercy School of Dentistry Emergency Loan Fund

This fund is designated for the University of Detroit Mercy student enrolled in the School of Dentistry in order to meet emergency expenses only. Applications are available from the Office of Financial Aid. Students must complete an application and discuss the need for the loan with the Assistant Dean of Student Services & Enrollment Management or designee. There is a limit for the amount of the loan, which must be repaid by the next academic semester. Emergency loan applications are monitored by the Office of Student Services & Enrollment Management, the Office of Financial Aid, and the Office of the Bursar.

OFFICE OF EDUCATIONAL DEVELOPMENT AND ASSESSMENT

The Office of Educational Development and Assessment supports the teaching and learning process in order to enhance the acquisition of student knowledge, skills and values. The mission is to enhance

faculty development and student learning through various programs and support services. Areas of oversight include:

- Curriculum Management
- Course Evaluation
- Teaching, Learning, & Instructional Design
- Educational Technology
- Faculty Development
- Media Support
- Student Assessment & Evaluation

Assistant Dean for Educational Development and Assessment

Kathi R. Shepherd, RDH, MS
Office: DC 462
Phone: (313) 494-6693
Email: shephekr@udmercy.edu

Office of Educational Technology

Director of Educational Development & Technology

Thomas Zielonka, MA
Phone: 313-494-6828
Email: zielontw@udmercy.edu

The Office of Educational Technology supports and actively promotes the use of technology for the advancement of education. Educational technology support is provided for faculty and students. Some of the technology supported by the office includes classroom technology, Respondus Lockdown browser, Yuja lecture capture, digital media design, and Blackboard.

Blackboard Sites

The University of Detroit Mercy School of Dentistry uses the learning management system Blackboard to host online portions of courses. You will find many of the materials for your courses posted as faculty make them available, including assignments, tests, recorded lectures, PowerPoints, reading materials, and grades. In addition, Blackboard can host other support sites used for school communications or facilitation of your programs. The Office of Educational Technology can assist you with any questions regarding the Blackboard system.

Yuja Recordings

The University of Detroit Mercy School of Dentistry requires faculty to record their lectures using Yuja and post them to Blackboard within a reasonable time following the lecture. Lecture recordings are the intellectual property of the faculty and should not be distributed by students outside of the Blackboard environment. Recordings are also posted for asynchronous class sessions.

COURSE & SCHOOL POLICIES & PROTOCOLS

The University of Detroit Mercy is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, disability, religion, height, weight, veteran status, or any other trait protected by state or federal law in employment, educational programs and activities, and admissions. The University is firmly committed to an academic and work environment free of discrimination and harassment as provided by this policy and state and federal laws.

POLICY STATEMENTS: COURSE SYLLABI AND EXAMINATIONS

General Course Policies

1. **Course Syllabus:** Course directors are required to distribute their syllabus via Blackboard utilizing the University of Detroit Mercy School of Dentistry standardized syllabus format in compliance with School of Dentistry policy no later than during the first class meeting.
2. **Course Policy Notification:** It is the responsibility of the course director to inform the students no later than the first class meeting of course policy concerning failures on examinations, quizzes, papers, absences, and arriving late for scheduled examinations. Incorporation of these policies in the course syllabus is considered an appropriate method for informing students.
    a. **Student Request to Modify Scheduled Examinations:** Changes made as a result of requests from students to modify the date of a published quiz or examination as indicated in a course syllabus, MUST occur in the first three weeks of the term. Compliance with the request is left at the discretion of the course director.

        i. Testing Accommodations: If the course director is notified that one or more approved students has requested testing accommodations for an examination in their course, they are responsible to coordinate with the designated testing administrator. This may include providing information on the administration of the exam, including format, length and supplemental materials, as well as providing the exam and supplemental materials three school days prior to the date of the exam.

Examination Administration Protocols

a. Valid Student Identification: Students must provide their student ID cards upon request during examinations. For online quizzes or exams, to protect student privacy, students must use their unique student login.
b. Authorized Materials: Students may only bring authorized materials to their seat or bench, as determined by the course director for in person or remote exams.
c. Faculty are encouraged to require that all students leave any materials not authorized by the course director, including books, laptops, phones, notes, and personal belongings in an area separate from the testing area as designated by the course director/proctor.
d. Notification to Students Regarding Examination Protocols: Prior to the start of the exam, students will be informed as to the sources and distribution protocol of materials for examinations. Some examples include, but are not limited to, proctors providing specific directions regarding start and finish time, submission of completed examinations, and whether students can leave or must remain in a classroom/lab for the length of the examination.
e. Late Admittance: Students are not permitted to enter the examination room after the start of the examination except with permission of the course director/designee. It is the course

director's decision to determine whether or not a student who arrives late may take the examination.

f. Breaks and Leaving Examination Room: For examinations of two hours or less, students will not normally be expected to leave the examination room. For examinations greater than two hours, provisions must be made to accommodate a fifteen-minute break. The examination must be structured or the break designed such that no breach of examination security can occur. In case of illness during the examination, a new examination date and time will be established in accordance with the guidelines described in this Handbook.

g. Questions and Clarifications: No questions of clarification, content, or interpretation will be answered during the examination unless so specified by the course director/designee. If clarification is given it must be provided to all students taking the examination (e.g.: with an announcement to the entire class).

h. Removal or Copying of Exam and Exam Materials: Neither the examination itself, nor any notes or materials derived from the examination, may be copied/photographed/downloaded by students or removed from the examination room/alternative testing environment without permission of the course director/proctor.

i. Post-Examination

ii. Examination Results and Opportunity for Student Review

1. Reasonable Timing for Results: It is the responsibility of the instructor to provide the results of examinations, quizzes, and papers as soon as possible but not later than two weeks after the examination, quiz, or submission of the paper.
2. Student Review: If an examination is not to be returned to the student, arrangements must be made for the student to review all test documents (answer sheet, test booklet, test key) upon request.
3. Exam Analysis and Publication: Compiled statistical results of examinations, quizzes and course grades which do not identify students by name may be released at the discretion of the course director.

iii. Examination Retained on File: Examinations that are not made available to the student must be available for student review for one year after the Registrar has recorded the student's final course grade.

Witnessing Suspected Academic or Professional Misconduct

a. Student's Role

iv. If an incident of cheating is observed, the student should report the incident to the proctor or course instructor.

b. Proctor's Role

v. Alert another proctor to witness the cheating behavior to provide corroboration. Even if no other proctor is available, document the behavior.

vi. Allow the involved student(s) to complete the examination.

vii. Inform the student(s) that the cheating behavior was observed at the time that each involved student turns in his/her examination paper.

viii. Report the incident to the course director as soon as possible after the completion of the examination (within five academic days).

c. Instructor's Role

ix. Upon observation or receipt of a report of cheating on an examination in a course for which he/she has primary teaching responsibility, the instructor will investigate the

reported incident. If substantiated, the instructor will report the incident to the Office of Academic Administration within the appropriate time frame as described in the Academic Policies Handbook.

Final Examination Policies

The Registrar in consultation with the Associate Dean for Academic Administration is responsible for preparing the final examination schedule which includes dates, times, and room assignments.

a. Final Exam Period: Each term, a Final Exam Period is designated by the Office of Academic Administration and published in the Academic Calendar. Every attempt will be made to schedule final examinations either during the last regularly scheduled class session or during the scheduled Final Exam Period each term. Extenuating circumstances may require final examinations to be scheduled outside of this time period on a limited basis.
b. Limitations on Multiple Final Exams per Day: No more than two didactic examinations and one laboratory examination per class will be scheduled on one day.
c. Student Input: Student input from class representatives concerning the final exam schedule will be considered by the Office of Academic Administration within the first three weeks of the term.
d. Publication and Distribution: Final examination schedules are finalized after input during the first three weeks for the Fall and Winter Terms, and during the first two weeks for the Summer Term. Draft and final schedules will be shared via email and/or posted in the Blackboard Student Resource Center.
e. Modification Requests after Publication: Once the final examination schedule is published and distributed, changes must be approved by the Associate Dean for Academic Administration in consultation with the Assistant Dean of Student Services & Enrollment Management and the course director.

Combines Administrative Policy 7/95, 7/01, 1/05; Edited 10/14, 7/17, 6/18, 8/20

GRADING AND EVALUATION POLICIES

Dental Program Grading Scale and Quality Point System

Symbols used in the evaluation of Dental Students are:

Didactic & Clinical Courses		
Grade	Numerical Equivalency	Quality Points
A	≥ 94%	4.0
A-	≥ 90% to < 94%	3.7
B+	≥ 87% to < 90%	3.3
B	≥ 83% to < 87%	3.0
B-	≥ 80% to < 83%	2.7
C+	≥ 77% to < 80%	2.3
C	≥ 73% to < 77%	2.0
C-	≥ 70% to < 73%	1.7
F	< 70%	0
P	≥ 70%; Passing	N/A
W	Withdraw	No Credit
I	Incomplete	

Dental Hygiene Program Grading Scale and Quality Point System

Symbols used in the evaluation of Dental Hygiene Students are:

Grade	Numerical Equivalency	Quality Points
A	≥ 94%	4.0
A-	≥ 90% to < 94%	3.7
B+	≥ 87% to < 90%	3.3
B	≥ 83% to < 87%	3.0
B-	≥ 80% to < 83%	2.7
C+	≥ 77% to < 80%	2.3
C	≥ 73% to < 77%	2.0
C-	≥ 70% to < 73%	1.7
D+	≥ 67% to < 70%**	1.3
D	≥ 60% to < 67%**	1.0
F	< 59%	0
P	≥ 60%; Passing	
W	Withdraw	No Credit
I	Incomplete	

Pre-clinical and Clinical Courses *		
Grade	Numerical Equivalency	Quality Points
A	≥ 94%	4.0
A-	≥ 90% to < 94%	3.7
B+	≥ 87% to < 90%	3.3
B	≥ 83% to < 87%	3.0
B-	≥ 80% to < 83%	2.7
C+	≥ 77% to < 80%	2.3
C	≥ 73% to < 77%	2.0
C-	≥ 70% to < 73%	1.7
F	< 70% *	0
P	≥ 70%; Passing	
W	Withdraw	No Credit
I	Incomplete	

**Please note that pre-clinical and clinical dental hygiene courses do not utilize "D" or "D+" grades. This includes any course with patient or simulated patient contact.*

Pass-Fail Grading

Select courses in the Dental and Dental Hygiene Programs utilize a pass-fail grading scale. The final grade for a course with a pass-fail grading scale may be "P" or "F." In didactic courses in the Dental Hygiene Program, grades of 60% and higher are considered a "P" (pass); in clinical courses in the Dental Hygiene Program and all courses in the Dental Program, course grades of 70% and higher are considered a "P." Hours earned with a grade of "P" count toward graduation, but a "P" does not enter into the calculation

of the student's quality point average. A final grade of "F" is treated in the same manner as courses that are not taken pass-fail and counts in the GPA. All pass-fail courses are included in attempted hours.

Graduate Program Grading Scale and Quality Point System

Residents should consult with their Graduate Program Director and course syllabi for the grading and evaluation policies.

Failure "F" Grade

If a student who has incurred a failure "F" is permitted to remain in the Dental or Dental Hygiene academic program, the student must successfully repeat the course to the satisfaction of the course director. The "F" grade remains on the transcript and if a passing grade is subsequently earned, it too will be reflected on the transcript. Both grades will be used to compute the quality point average. The only exception to the requirement to repeat a course is failure of Student Course Evaluation.

Incomplete "I" Grade

1. An "I" (Incomplete) grade can be submitted at the discretion of the course director.
2. If the student does not complete the required work by the end of the sixth (6th) week of the following semester the "I' grade may be changed to an "F." The deadline for completing an "I" grade may be extended at the discretion of the course director and recommendation of the Academic Performance Committee (APC).
3. This policy does not apply to the Student Course Evaluation.
4. Students with an "I" (Incomplete) grade are not eligible for the Dean's List in that term.

Progress Grades

Progress grades are defined as: "U" (unsatisfactory), "M" (marginal), "S" (satisfactory), "DEF" (deferred). Progress or letter grades are reported for Dental, Dental Hygiene, and Accelerated Dental Program students at meetings of the Academic Performance Committees. Students may receive notification of necessary actions to complete after meetings of the Academic Performance Committees based on their performance. It is the student's responsibility to schedule meetings with course directors to discuss academic or clinical status when recommended by the Academic Performance Committees.

Grading Policy - Grade Deferral

Grade deferral will be used in the following circumstances:

- When a course extends beyond a single term, a final grade will be submitted at the end of the term in which the course ends.
- When clinical rotational assignments require more than one term for rotation of the entire class, grades will be deferred until the class has completed the rotation as scheduled.

Guidelines for Appeal of a Final Grade

This policy outlines the protocol for requesting an appeal of a final course grade.

Informal Adjustment Request

The first step in a grade appeal is to request an informal adjustment with the course director who issued the final course grade in question. Every effort should be made to resolve a difference over a final grade on an informal basis through a discussion of the problem between the student and the course director.

Formal Adjustment

If the matter remains unresolved after such efforts, the student may request that an Appeals Committee review the matter. This request must be in writing to the Associate Dean for Academic Administration and must state the reason for the appeal. The appeal request must be filed within 15 academic days after the grade was reported.

The request will be reviewed by the Associate Dean for Academic Administration in consultation with the Assistant Dean of Student Services & Enrollment Management. If they find the appeal to be valid and supported with documentation, the Associate Dean for Academic Administration shall, within five academic days following the receipt of the grade appeal request, notify the instructor of the grade appeal request, appoint an Appeals Committee, and designate a chairperson. The committee shall consist of at least two faculty members (from divisions other than that involved in the grade appeal), the chairperson, and one student peer member.

The chairperson of the Appeals Committee shall convene a meeting within five academic days following the appointment of the committee. The student and the committee members will be notified of the date, time, and location of the meeting. The student may invite a faculty member or the Assistant Dean of Student Services & Enrollment Management to the meeting to serve as their advisor.
At the meeting, the student will present information explaining why the grade should be changed. The committee members may question the student. At the end of the presentation and questions, the student and their advisor will leave the meeting. The committee may reconvene after gathering further information or substantiating information from course directors.
The Appeals Committee will then decide to either

1. uphold the grade with stated reasons or
2. recommend a change in grade with stated reasons.

After the Appeals Committee has reached a decision, the chairperson of the committee will inform the Associate Dean for Academic Administration, the student, and the instructor no later than ten days after the decision is made.

If any party to the complaint is not satisfied with the decision of the Appeals Committee, the party may submit a written request, within four academic days, for the Dean review the matter. No change in the basic issues and facts which led to the original written complaint may be introduced at this level without approval from all parties. The Dean will provide a written statement of the resolution to all the involved parties within ten academic days. This does not apply if the student is dismissed from the school or is no longer enrolled.

The Dean's review of the matter shall be final. In case of the Dean's absence, his designee will act in his behalf.

Edited 7/17; 7/18; 4/21

PROFESSIONAL DECORUM POLICY FOR STUDENTS

Guidelines for Appearance and Behavior

Faculty, students, and staff are members of a health profession team. We create for our patients, colleagues, and visitors a professional atmosphere in all areas of the School of Dentistry campus and outreach sites. The appearance and behavior of the faculty, students and staff contributes to a

professional environment. Unprofessional appearance and behavior may cause patients and visitors to question the standard of care offered at the School of Dentistry.

The following are guidelines for appearance and behavior on the Corktown Campus, University Health Center Clinic (UHC), and Outreach Rotations. Guidelines apply to **all faculty, students, and staff** and are in effect from 6:00 AM until 10:00 PM, Monday through Friday, in all buildings, classrooms, laboratories, and clinics. Specific attire is required in clinical patient care areas and the Corktown simulation laboratory. Course directors may provide special instructions for laboratory courses in other settings (e.g. the gross anatomy laboratory).

Appearance in Non-Patient Care Settings

Non-patient care settings include all offices, classrooms, student lounges, and activity/wellness centers in all buildings, as well as financial services and reception areas in the clinic building.

1. Clothing will be clean, neat, and loose fitting. Business casual attire is appropriate.
2. The dress code may be modified by administrative decision for special events such as Spirit Day.
3. Students choosing to wear scrubs in non-patient-care settings, e.g., in the classroom or preclinical laboratories, are required to follow the recommendations for wearing scrubs outlined in this document.

Appearance in Patient Care Settings and Simulation

The following dress code guidelines apply to patient-care settings and preclinical simulation. Faculty, staff, and students are required to adhere to the recommendations in all areas of the campus and offsite locations when representing the School of Dentistry. Please refer to the Clinic Manual for full guidelines.

1. Clean and pressed scrubs are the only acceptable clinic attire for students of the School of Dentistry. Scrubs must be worn in the simulation laboratory during school sessions. Scrubs, whether worn in the laboratory or clinic, must meet the criteria as described on the Student Resource Center on Blackboard.
2. In patient care areas, footwear should be presentable and consistent with shoes worn by professionals in a hospital environment. Shoes should be close-toed, without openings on the top or sides, and worn with socks.
3. In patient care areas, students may be asked to cover body piercings, other than ear piercings, and visible tattoos. If you believe you are unable to comply with this regulation because of religious concerns, a disability, or other protected status, please contact the Assistant Dean of Student Services & Enrollment Management or the Office of Academic Administration.
4. Appropriate personal hygiene is expected.
5. Fingernails are to be clean and trimmed so that when viewing the palm side of the hand the nails cannot be seen. This policy applies to staff in specific areas such as the dispensary. The wearing of artificial nails or extenders is **not acceptable** in patient care areas and in clinic settings, as they cause gloves to tear more easily and have been associated with bacterial accumulation. Bracelets and bangles are not allowed. If rings are worn, the ring should be plain with no stone or gems. Nail polish is allowed.
6. All staff, faculty, and students are required to wear their University-issued identification cards.

All faculty, students, and staff are responsible for adherence to these policies. Student noncompliance should be reported to the Assistant Dean of Student Services & Enrollment Management or Assistant Dean of Clinic Administration. Any student failing to comply with these guidelines may be suspended from the School of Dentistry campus until compliance is met or be subject to disciplinary action. Employees will

receive counseling from their supervisors for any failure to comply with guidelines. Any changes in this policy will be distributed to faculty, staff and students.

Professionalism Guidelines for Classroom and Preclinical Laboratory

Professional education requires attendance in classroom, preclinical and clinical settings. The following behaviors are required to facilitate learning and communication.

1. Arrive for class on time.
2. Remain in class for the entire time period.
3. Cell phones must be off or silent.
4. Disruptive behaviors are not acceptable.
5. Course directors may assign specific seating arrangements for classroom or examination events. Students must cooperate and follow faculty guidelines.
6. Students are expected to conduct themselves in a mature, professional manner in all areas of the campus.

Adopted 6/95, Edited 8/04, 1/05, 05/08, 10/14, 08/16, 7/17, 7/18

SCHOOL OF DENTISTRY DISTANCE EDUCATION POLICY

Purpose

To ensure that any component of an academic program including distance education has processes through which the program, 1) establishes that the student in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit, 2) protects the privacy of student information in these processes, and, 3) informs students of these processes and any related costs.

Definitions

Distance Education: an educational system that incorporates pedagogical and technological tools to deliver course materials to students who are located at a distance from the instructor. Teachers and students may communicate asynchronously (at times of their own choosing) by exchanging printed or electronic media and/or synchronously (in "real time") through various technologies.

The Higher Learning Commission has indicated that distance education courses which require a physical on-site presence for any reason including taking exams, may be considered online or hybrid, depending on the total amount of time spent onsite.

Synchronous: Learners and instructors are online/in the classroom and communicating at the same time. Examples: chat, live audio and/or video, live content sharing.

Asynchronous: An electronically transmitted exchange of ideas that allows participation to occur at different points in time. Examples: discussion boards, document posting and standard webpages.

Online Course: Completely Internet-based; instruction can be synchronous, asynchronous, or a combination of the two.

Tele-course: Entirely synchronous, utilizing video conferencing technologies.

Hybrid Course: Taught using a combination of online sessions and classroom sessions (generally, 50% classroom, 50% online).

Blended Course: A single course taught both face-to-face and online, with some students attending face-to-face sessions in the classroom while other students attend the same sessions online.

Traditional Course: Taught using in-class, face-to-face instruction.

Web-Enhanced Course: An otherwise traditional, face-to-face course that also uses the Internet to provide students with access to electronic resources and learning activities that would not be available to them in a strictly traditional classroom setting.

Verification of Student Identity

All programs that offer distance education must have processes in place through which the program establishes that the student/resident who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. Methods may include, but are not limited to:

- a secure login and pass code;
- proctored examinations; and/or
- technologies and practices that are effective in verifying student identity.

The program must make clear in writing that processes are in place to protect student privacy, and programs must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student/resident identity.

Academic assessment/performance is verified by an approved person or process (a proctor) who ensures the identity of the test taker/performer and the integrity of the test taking/performance environment.

Academic Honesty

Students must protect the integrity of their work and maintain a high level of academic honesty in courses delivered through distance education. Cheating and plagiarism constitute serious academic offenses. Students are responsible for ensuring the work submitted is of their own creation and may only collaborate with peers when explicitly allowed by the course instructor. Students involved in an alleged act of academic dishonesty will be reviewed in accordance with the University of Detroit Mercy School of Dentistry Academic Misconduct Policies.

This policy in part is adapted from Commission on Dental Accreditation Evaluation and Operational Policies and Procedures document, January 2020

3/23/20

HyFlex Course Delivery

To provide an inclusive learning environment for all student learning styles, unique needs, or abilities in a comprehensive academic environment, the School of Dentistry is committed to offering students both in-person and online distance education delivery. Synchronous in-person lectures will be supplemented with simultaneous online delivery via Blackboard Collaborate (or similar application) to provide the option of attending remotely. Synchronous lectures will also be recorded. Asynchronous online delivery of prerecorded lectures will occur when circumstances do not allow for synchronous delivery of instruction. All recorded lectures (synchronous and asynchronous) will be posted to the course website to provide the

option of viewing asynchronously. All assessments (in-person and online) will be administered via Blackboard utilizing Respondus Lockdown Browser. Online assessments will be proctored remotely utilizing Respondus Lockdown Browser and Respondus Monitor. In-person attendance is required for all simulation, clinical patient care, and any course work or learning exercise that the course director deems appropriate. It is the student's responsibility to master all knowledge and skills and demonstrate the same level of expected competency regardless of chosen delivery format. Failure to attend classes in any delivery format, laboratory sessions, or clinical assignments may jeopardize student progress and delay graduation.

8/21

SCHOOL OF DENTISTRY FOOD AND DRINK GUIDELINES

All faculty, staff, students, and residents are required to follow these regulations. Please assist the School of Dentistry in maintaining the appearance and professional atmosphere of the offices, gathering areas, clinics, laboratories, and classrooms.

General Classroom Guidelines

The primary purpose of our classrooms is to create an environment that effectively facilitates learning and study. Out of respect for the course directors and other instructors, the option to allow food during a specific class period is left to the discretion of the course director, and students agree to respect his or her request to keep food out of the classroom. However, in situations where food and drink are permitted in the classroom, the following guidelines will apply.

1. Students will respect their fellow classmates by only eating food that does not distract from the learning environment. Students will avoid food that is noisy, smelly, or otherwise distracting.
2. Students will take responsibility for the classroom environment by disposing of all garbage. If students, faculty, or staff raise complaints about the cleanliness of the classroom, the privilege of having food and drink in the classroom may be revoked.
3. Students will use their own good judgment to determine whether food is appropriate for class and will limit their food to "snack-type" food and will not bring entire meals to class. A good general rule to follow is that if the food requires a fork to eat it, it is not snack food.

Students will respect the work done by and demands placed on the housekeeping staff by taking all due care to avoid spills and stains. Students are expected to only drink from covered or lidded containers. Students will clean up any spills and will promptly report any spills or stains that require Housekeeping's attention to Ms. Crystal Becker at walikacm@udmercy.edu.

Simulation Laboratory

No food or beverages other than water, are allowed in the simulation laboratory at any time, including during evening and weekend hours.

Seminar, Conference, and Small Group Meeting Rooms

Food and drink are allowed for meetings. If food and drink are consumed please wipe down tables and dispose of containers, cups, and garbage.

Biomedical Science Laboratories (Anatomy and Research)

Eating and drinking are absolutely not permitted in the gross anatomy and research laboratories.

Student Locker Room

The consumption of food and beverages other than water, is not allowed. Students are allowed to store food and beverages in their locker in sealed containers. No water should be consumed at any computer desks for protection of the electronic equipment.

Student Lounge and Wellness Center (4th Floor Classroom Building)

Food and drink are allowed. If food and drink are consumed please wipe down tables and dispose of containers, cups, and garbage.

Clinics

In compliance with OSHA regulations no food or beverages with the exception of water, are allowed in the clinic including patient reception areas, restrooms, adjoining offices, and work stations. Complete guidelines can be found in the Clinic Manual.

1/29/05; Edited 09/14; 6/17; 8/22

STUDENT ATTENDANCE AND LEAVE OF ABSENCE POLICIES

Overview

The University of Detroit Mercy School of Dentistry experience is based on a curriculum that provides opportunities for students to develop the knowledge, skills, and values to become a competent general dentist. The majority of learning in the program is through a collaborative process. The University of Detroit Mercy School of Dentistry students are admitted in part because of the experiences they bring to the School community and what they can add to class discussions and patient care activities. As such, participation in scheduled classes and assigned pre-clinic and clinic sessions is an essential aspect of the University of Detroit Mercy School of Dentistry student commitment.

Attendance at scheduled classes, laboratory sessions, clinical assignments, and community rotations is mandatory, unless expressly indicated otherwise by the course director in the written syllabus. Students who are unable to attend are expected and required to report their absence, along with the reason for the absence, as outlined in this policy. The school considers only valid reasons for student absences from quizzes, tests, examinations, and clinic activities to be documented illness, injury or a serious personal problem (unscheduled "excused absence") or very limited special circumstances (scheduled "excused absences") if pre-arranged and approved as outlined in this policy. The Office of Academic Administration is the designated approval authority to determine if an absence is "excused" or "unexcused."

Regardless of whether the absence is "excused" or "unexcused" the student is responsible for all missed course content and activities. For courses that award points and/or credit for attendance the student will not be given such points and/or credit.

ATTENDANCE POLICY

Mandatory Attendance

Attendance at scheduled classes, laboratory sessions, clinical assignments, and examinations is mandatory, unless expressly indicated otherwise by the course director in the written syllabus. Absence can affect knowledge, clinical skills, grades, and timeliness of graduation. Failure to attend classes, laboratory sessions, and clinical assignments will jeopardize student progress.

Summary of Excused and Unexcused Absences

Absences may be excused for the following:

1. Unscheduled Excused Absences

- Illness
- Family emergency
- Family Medical Leave Act (FMLA)
- Death in the family (bereavement)

2. Scheduled Excused Absences (2 week notice required)
    - Attending professional meetings as a representative of The University of Detroit Mercy School of Dentistry and/or invited scientific/educational presentations (maximum of 5 days annually)
    - Attending post-graduate interviews, formal student externships, clinical licensure examinations, and National Board examinations (maximum of 10 days annually)
    - Religious observance
    - Jury duty, Subpoenas, and Military duty

Scheduled or Unscheduled Absences that will NOT typically be excused include the following:

- Early departures or late arrivals due to travel arrangements
- Weddings
- Family Events
- Attending professional meetings or conventions
- Humanitarian service missions
- Outside employment

ABSENCES: GENERAL GUIDELINES AND PROTOCOL

Unscheduled Absences: Reporting and Documentation Protocols

Illness, Family Emergency and Family Medical Leave Absences - Students who are ill, are involved in a serious personal/family emergency, and/or qualify for family medical leave may be approved for an excused absence. Documentation justifying the absence, such as a note from your physician, will typically be required and must be provided upon the student's return. Students will not be allowed to participate in academic activities, such as clinical rotations or exams, during the reported time of absence.

Absences Related to Grief & Bereavement

Students may receive approved excused absence time in the event of the death of a loved one.

Students are responsible for notifying the Office of Academic Administration of an absence due to grief or bereavement at the time of the loss. Students are responsible for making up the missed clinic & pre-clinical time, assignments, projects, lectures, and educational during the time of the absence. Students must follow the course syllabus directives related to makeup policies and coordinate with appropriate faculty upon return from the absence.

Absences exceeding two weeks (10 academic days) will be considered a Leave of Absence. Students who wish to take a leave of absence must notify the Offices of Academic Administration & Student Services. The student, in consultation with Offices of Academic Administration & Student Services, will develop an educational plan for program continuation and estimated timeline for the leave.
Understanding grief is a lifelong experience, this policy honors that students may desire to take time off for days associated with heightened feelings of grief, for example, anniversaries, or birthdays following a loss.

Students will not be allowed to participate in academic activities, such as clinical rotations or exams, during the reported time of absence.

Scheduled Absences: Reporting and Documentation Protocols

Professional Meetings and Invited Scientific/Educational Presentations - Absences excused for professional meetings will only be allowed for students serving as representatives of the school or when an invited presenter at a scientific/educational meeting. Representatives include named individuals to committees (MDA, MDHA) or as officers attending a regional or national meeting. Students choosing to attend a professional meeting for continuing education purposes or professional development are not excused. Students should plan their attendance accordingly.

Post Graduate Interviews (GPR/AEGD/Specialty Program), Student Externship Programs, Clinical Licensure Examinations, and National Board Examinations - Students may be granted an excused absence for post graduate interviews, formal student externships with post graduate programs, clinical licensure examinations, and National Board examinations up to a maximum allowable 10 days/academic year. Note that this includes reasonable travel time associated with such activities, but does not include study or preparation time. Students must provide appropriate documentation as requested.

Religious Holidays - The School of Dentistry respects the need for absences due to religious holidays and will cooperate in scheduling absences. Please note that the absence will be excused for the actual day(s) of observance only. Also note that this does not include participation and activities such as attending meetings or retreats.

Jury Duty, Subpoenas and Military Duty - Excused absences may be approved for students with legal obligations including jury duty, subpoena and military duty.

Scheduled/Unscheduled Medical Accommodations – The School of Dentistry understands that students may have medical needs that require accommodations. Students with accommodations for verified medical reasons will need to make up any missed assignments, exams, and clinic sessions.

Dental and Dental Hygiene students who will not be in school because of a scheduled absence must:

1. Submit a Microsoft Absence Form found on the Student Resource Center Blackboard site at least two weeks in advance, or risk denial of the request.
2. For Classes
    a. The student will present documentation and complete the Microsoft absence form as requested to the Office of Academic Administration.
    b. The student will be notified of the approval/denial and is responsible for notifying their Course Directors
3. For Clinic / Rotations
    a. The student will present a request for absence via email and with documentation and complete the Microsoft absence form to the Clinic Director and Clinic Lead.
    b. The student will secure approval/denial from the Clinic Director and Clinic Lead.
    c. The Clinic Director will notify the PSA of the approved absence.
    d. Excessive requests may be denied.

PROTOCOL FOR STUDENT ABSENCE OR TARDINESS - QUIZ, TEST, OR EXAMINATION

Students must attend all quizzes, tests, and examinations for required classes in the School of Dentistry. The school considers valid reasons for student absences from quiz/test/examinations and clinic activities to be clearly documented illness, injury, or a serious personal problem (unscheduled "excused absence") or very limited special circumstances (scheduled "excused absences") if pre-arranged and approved as outlined in this policy. Students will not be allowed to participate in academic activities, such as clinical rotations or exams, during the reported time of absence.

Excused Absences from Quiz/Test/Examination: Scheduled or Unscheduled

It is the **student's responsibility** to inform the Office of Academic Administration via Ms. Crystal Becker **and** the Course Director **prior** to the quiz/test/examination, that he/she will be absent due to illness, medical condition, injury, serious personal problem, religious, or other documented reasons. In the case of illness, medical condition, or injury, the student will be required to present a valid medical certificate documenting the illness/injury to the Office of Academic Administration. **Such notification must be given within 24 hours of returning to classes. In extenuating circumstances, notification may be given no later than 48 hours upon returning to classes if an explanation has been provided to the Associate Dean for Academic Administration which warrants a delay.**

In the case of a serious personal problem, the student will be required to submit a confidential written statement to the Office of Academic Administration, documenting the reasons for missing the quiz/test/examination. Other excused absences may require appropriate documentation. The Associate Dean for Academic Administration, in consultation with the Assistant Dean of Student Services & Enrollment Management, will decide the acceptability of such absence. Such notification must be given within 24 hours of returning to classes and no later than 48 hours upon returning to class if an explanation has been provided to the Associate Dean for Academic Administration that warrants a delay.

1. Following the student's return to classes, the course director in consultation with the Associate Dean for Academic Administration will determine the appropriate method for making up the missed examination/quiz/test. The examination/quiz/test must be made up no later than seven (7) class days following a student's return to school. This time period can be modified upon the recommendation of the course director in consultation with the Associate Dean for Academic Administration. Every effort will be made to schedule the make-up examination within a reasonable period of time that does not jeopardize the integrity of the examination or the academic progress of the student. Some recommended methods include, but are not limited to
    a. The student takes a different quiz/test/examination of the same format and length which examines the same material and has the same value at another time or
    b. The format of the make-up quiz/test/examination may be different from the original test
    c. In lieu of a retake of a quiz, the course director may award the student a point score based upon:
        i. The average score of the other quizzes in the course or
        ii. Adding to the value of the remaining quizzes in the course
        iii. Please note that regardless of whether the course has a "dropped quiz" policy, the student retains the right to retake the quiz or be awarded the points
    d. In lieu of a retake of a test/examination, the course director may add the value of the test to the final examination of the student, providing
        i. This does not increase the value of the final examination for that student above 70% of the final course grade
        ii. The content of the final exam includes that of the missed test/examination

Unexcused Absences from Quiz/Test/Examination

Course Directors may award a score of 0 for any quiz/test/examination that is missed by a student with an unexcused absence. An absence form must be submitted for student records.
In the event the Course Director allows the student to retake the quiz/test/examination, the final score awarded must be reduced by 10 percentage points.

Tardiness for Quiz/Test/Examination

In the event that a student is tardy for any scheduled or unscheduled quiz/test/examination, the Course Director is not required to grant any additional time beyond the end of the designated quiz/test/examination period for the rest of the students.
Administrative Policy 7/95. Edited: 7/00. 7/01, 11/02, 8/03, 1/05, 05/08, 1/11, 8/11, 2/15, 6/17

LEAVE OF ABSENCE POLICY

Documented Medical Leave of Absence

Whenever a student is absent for two weeks or more in an academic term for valid reason(s) confirmed by a health care professional, the student may be granted a medical leave of absence, subject to the same conditions as above. The student is required to make up any missed assignments, exams, and clinic sessions. Contact Associate Dean for Academic Administration with anticipated return date.
At the discretion of the Associate Dean for Academic Administration or based on a recommendation of the Academic Performance Committee, a student may be granted a leave of absence from the dental school. If a student requires a leave of absence, the request must be submitted in writing and must state the reason(s). Communication with the Associate Dean for Academic Administration is required before the request can be granted.

A leave of absence can generally be no longer than one academic year. Under extreme circumstances and upon the student's written request, the Associate Dean for Academic Administration may extend the leave of absence for an additional academic year.
Prior to making a decision concerning the requested leave of absence, the Associate Dean for Academic Administration will consult with the Assistant Dean for Clinic Administration and the Assistant Dean of Student Services & Enrollment Management to:

1. Evaluate the impact of the leave of absence on the student's academic program.
2. Determine the student's academic status at the time the request is made. If the request is made while courses are in process, the course directors may be asked to provide evaluation of the student's progress to date. Regular grade reports will be used if the request is made at the end of a term or academic year.
3. Evaluate the leave's impact on patient care, if applicable.

If the leave of absence is for reasons of physical or mental health, the student will be asked to submit a letter from a qualified health care professional supporting the request. The student must also obtain a statement from a health care professional at the end of the leave of absence certifying that the student is able to resume the academic program. The Associate Dean for Academic Administration may require that a health care professional recommended by the Associate Dean for Academic Administration and/or the University of Detroit Mercy Psychology Clinic examine the student.
The decision of the Associate Dean for Academic Administration will be forwarded to the student in writing. The written communication will also delineate what special conditions, if any, the student must fulfill prior to re-admission.

The Associate Dean for Academic Administration will notify the Academic Performance Committee and Dean as to the action taken on the student's request for a leave of absence.
Prior to returning from a leave of absence a written request must be submitted by the student to the Associate Dean for Academic Administration. The Associate Dean for Academic Administration will consider the student's request and make a decision concerning the student's reinstatement based on the following:

1. The student's academic record.
2. Evidence that the circumstances that initiated the leave of absence have been resolved.
3. An assessment of the student's potential to successfully complete the curriculum.
4. Availability of facilities to accommodate the student.

There is no guarantee that the student will be reinstated upon return from leave. A student returning from a leave of absence returns at an appropriate place in the curriculum. The student is required to meet all grading and curricular requirements of all courses. No assurance is made or implied that a student will follow the same curriculum as the class in which they began their academic program.
A student applying for a leave of absence must complete appropriate documents from the School of Dentistry Registrar.

Physical and Mental Health Leave or Separation

To help students perform their best, University of Detroit Mercy School of Dentistry provides the service of an on-site Personal Counselor through the Office of Health & Wellness. On occasion, however, some student's physical and mental health needs are beyond that which the University can be reasonably expected to provide. When a student's physical or mental health behavior threatens his or her welfare, disrupts or threatens the campus community, or makes excessive demands on its staff and/or resources, the Dean of the School of Dentistry, or his/her designee, in consultation with the Student Wellness Coordinator and/or the Director of the Student Health Center, may request the student to undergo an examination by a medical doctor and/or a psychiatrist at his/her own expense. The Dean of the School of Dentistry, or his/her designee, will take under advisement the recommendation and, if necessary, call for the separation of the student on medical or mental health grounds.

Accepted by APG w/ revisions on 6/25/14; revisions made 7/10/14; 6/21

PREGNANT AND PARENTING STUDENTS POLICY

University of Detroit Mercy (Detroit Mercy) is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination on the basis of sex. Under the Department of Education's Title IX regulations, an institution that receives federal funding "shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom."

This policy seeks to ensure the protection and equal treatment of pregnant individuals, persons with pregnancy-related conditions, and new parents. This policy is inclusive of birth, foster, and adoptive parents of all genders and applies to all aspects of Detroit Mercy's programs, including, but not limited to, admissions, educational programs and activities, extracurricular activities, hiring, leave policies, employment, and health insurance coverage.

Students are encouraged to work with their faculty members and Detroit Mercy's support systems to devise a plan for how best to address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently as possible. Arranging reasonable accommodations related to pregnancy and parenting is an interactive process, and the Title IX Coordinator will assist with plan development and implementation as needed. In general, pregnant and parenting students should be treated in the same manner as students experiencing a temporary disability. Any member of the Detroit Mercy community with questions or concerns about policies affecting pregnant or parenting students may contact the University Title IX Coordinator, Megan Novell, at (313) 993-1802 or novellme@udmercy.edu.

School of Dentistry Pregnancy & Parenting Leave Guidelines

While the process below details steps for pregnancy and parenting leave, defined as a leave that is two weeks or longer in length, intermittent or unplanned absences related to pregnancy and parenting are also considered excused absences. Students should work with the Office of Academic Administration to document these excused absences. More details about excused absences are available in the Attendance Policy section of the Academic Handbook.

Absences ranging from more than two weeks up to less than one year in duration are considered a Pregnancy & Parenting Leave of Absence. When a Leave of Absence (LOA) exceeds one year in duration, it is generally considered a withdrawal from the program. If a student wishes to request a leave longer than one year for pregnancy or parenting needs, consideration will be given as to whether the leave will convert to a withdrawal from the program, with readmission at a later time. This evaluation is part of the consultation process between the student, Assistant Dean for Student Services, Assistant Dean for Clinic Administration, and Associate Dean for Academic Administration.

In alignment with university policy, these guidelines are intended to support pregnant students, persons with pregnancy-related conditions (including, but not limited to voluntary/involuntary termination, medical complications or conditions arising from pregnancy and/or birth of a child, etc.), and new parents.

Steps to Utilizing Parental Leave:

1. Students who are planning to use parental leave must notify Academic Administration & Student Services that they are planning to take parental leave. Students should meet with the Offices of Academic Administration & Student Services to discuss the parental leave policy.
2. The student, in consultation with Offices of Academic Administration & Student Services, will develop an educational plan for program continuation and estimated timeline for the leave.
3. The Associate Dean for Academic Administration will email course directors and the student to confirm the student will be taking parental leave and to outline the anticipated timeline and proposed educational plan for program completion.
4. The student is then responsible for working directly with course directors on any components of the educational plan that may be completed prior to leave or will be scheduled following the return from the leave. Requests for students to complete work remotely during the time of the leave will be considered on a case-by-case basis in consultation with the Office of Academic Administration.

5. The student and faculty should draft a written plan detailing the process and anticipated timelines for the student to complete makeup assignments for each course before and after the leave. Course directors and/or division directors will submit the written plan to Academic Administration prior to the start of the leave.

If possible, students should make every effort to complete the steps above prior to their leaves. The School of Dentistry acknowledges, however, that pregnancy & parenting leaves may not go exactly as planned. These steps above may be completed by the student, together with the Offices of Academic Administration & Student Services, while the student is off campus if necessary. Please note, student disclosures related to pregnancy or parenting leave are considered private information and will not be shared between faculty or administrators without student consent.

Parental Leave Commences:

- At commencement of the leave, students will notify the Office of Academic Administration of the last date of attendance for courses and/or clinic.
- This date will be recorded as the beginning of the leave of absence. Requests for students to complete work remotely during the time of the leave will be considered on a case-by-case basis in consultation with the Office of Academic Administration.
- The Associate Dean of Academic Administration will email the student a letter confirming the parental leave with an anticipated date of return. This letter will be kept in the student's academic record.
- The Associate Dean of Academic Administration will send confirmation of the student's parental leave dates to all current course directors/division directors, the Assistant Dean for Student Services, and the Associate Registrar.
- The Associate Registrar will coordinate logistics of checking out and course registration adjustments as necessary, depending on the anticipated length of the leave.

Parental Leave Concludes:

- Two weeks prior to the anticipated return date, the student will email the Assistant Dean for Student Services and the Associate Dean of Academic Administration to confirm the anticipated return date. The Associate Dean of Academic Administration will confirm the educational plan for return and notify course and/or division directors of any changes. Please note, while on leave, a student's main point of contact is the Office of Academic Administration only.
- The Associate Registrar will coordinate logistics of checking in and adjusting course registration as necessary.
- A meeting will be scheduled with the student, the Associate Dean of Academic Administration, and the Assistant Dean of Student Services in the first week of the student's return to ensure a smooth transition.
- In addition to the Offices of Academic Administration and Student Services & Enrollment Management, the Office of Title IX is available to discuss these policies and assist as needed. Any member of the Detroit Mercy community with questions or concerns about policies affecting pregnant or parenting students may contact the University Title IX Coordinator, Megan Novell, at (313) 993-1802 or novellme@udmercy.edu.

ACADEMIC PERFORMANCE AND EVALUATION: RIGHTS AND RESPONSIBILITIES OF STUDENTS

STUDENTS' ASSURANCES

All students are assured of the following.

1. Academic evaluation that is honest and fair while students remain responsible for the quality of their work in all courses
2. The right to privacy for their School of Dentistry records and communications with School of Dentistry faculty
3. Due process as outlined in this handbook

RESPONSIBILITIES OF STUDENTS

Student responsibilities include all aspects of performance: technical skills, written and oral examinations, interpersonal communication with colleagues, staff and faculty, patient interaction and management, demeanor, and professional conduct. Grades reflect not only the passing of examinations and the completion of qualitative and quantitative expectations in laboratory and clinics, but actions and words that demonstrate the following:

1. Student Professional Conduct, this means that students are expected to adhere to the following behaviors.
    a. Attend all scheduled classes, laboratory sessions, clinical assignments and examinations
    b. Know and adhere to University of Detroit Mercy and School of Dentistry policies and procedures
    c. Cooperate with School of Dentistry faculty and staff in the performance of their duties and authorized activities
    d. Meet all financial obligations to the University
    e. Provide accurate and complete information for all official records and documentation requested by the University or School of Dentistry
    f. Display identification at all times while at the School of Dentistry, UHC Clinics, outreach clinics, or other sites where the student is representing the School of Dentistry or University
    g. Demonstrate "fitness" for the practice of the profession

2. Ethical Professional Conduct
    a. A dental professional must aspire to the highest possible standards of moral human behavior because the welfare of the patient is dependent upon the sacred trust which society gives to the profession of dentistry
    b. This trust provides that dental professionals are allowed to care for the health of their patients without direct societal regulation with the understanding that the provider will put patients' well-being ahead of their own personal interests
    c. A dental professional behaves with the deepest compassion and empathy towards patients, colleagues, and co-workers
    d. The dental professional behaves with scrupulous integrity and honesty in all activities and interpersonal relationships

3. Patient Care Conduct
    a. Each student has a responsibility to the patient, the profession, and his/her own personal integrity to strive to become skilled to conscientiously administer to the oral health condition and treatment needs of the patients.
    b. Each student is obligated to become familiar with School of Dentistry and clinical department protocols and guidelines to provide patient care that satisfies all policies, while at the same time providing person-centered care.
    c. Professional conduct in discharging one's responsibilities to each patient includes:
        i. Conscientious arrangement of appointments for assessment, diagnosis, treatment, and post-treatment evaluations.
        ii. Appropriate informed consent, utilizing forms and protocols provided by the University of Detroit Mercy School of Dentistry.
        iii. Evidence of consultation(s) with faculty when appropriate.
        iv. Timely compliance with all commitments as outlined in the clinic manual and/or course syllabi.
        v. Student Appointment/Business Cards: Only one template has been approved and authorized by the School. Business cards are ordered annually through the Office of Communications.

UNIVERSITY STUDENT EMAIL POLICY AND PROTOCOL

Policy

All undergraduate and graduate students will be assigned a University student e-mail address with the expectation that they will read their e-mail regularly. This will help ensure that they are kept informed of current University updates, deadlines, emergency notification, etc. It is the student's responsibility to read all University correspondences sent to the student's University e-mail address by University of Detroit Mercy School of Dentistry faculty and administration.

Rationale

University of Detroit Mercy School of Dentistry is committed to increasing its interactions with students and improving ways of conveying important information. This policy will enhance the ability of faculty and administrative offices to send official and course-related information to students via e-mail with minimal barriers.

Guidelines

In general, redirecting University of Detroit Mercy School of Dentistry e-mail to another non-University e-mail address is not encouraged. The University will not be responsible for the handling of e-mail by outside service providers or servers. Having University of Detroit Mercy School of Dentistry e-mail redirected to another account does not absolve a student from the responsibilities associated with timely reading of communications sent to an official e-mail address. Students MUST use their University e-mail to communicate with faculty, administrators, and staff.

STUDENT EVALUATION OF INSTRUCTION

What is the purpose of Student Evaluation of Courses?

The University of Detroit Mercy School of Dentistry utilizes a web-based course evaluation program called CoursEval. Information provided by students is used in the following ways:

- To aid individual faculty in course and teaching improvement efforts
- To contribute to curriculum assessment, revision, and the accreditation process

What are DZD 8010 (Dental Program Course Evaluation) and DZD 8020 (Dental Hygiene Program Course Evaluation)?

Each course's only requirement is completion of course evaluations and faculty evaluations using a web-based program near the end of each term. You will receive an A if all evaluations have been completed. Failure to do so will result in a letter grade of F. The grade for the course is deferred over multiple terms as indicated below:

Dental Program (1 credit hour each):

- DZD 8010 Course Evaluation - 5 Terms, beginning in the DS1 Fall Term and ending in the DS2 Winter Term.
- DZD 8010 Course Evaluation - 6 Terms, beginning in the DS3 Summer Term and ending in the DS4 Winter Term.

Dental Hygiene Program (0.5 credit hour each):

- DZD 8020 Course Evaluation - 3 Terms, beginning in the DH1 Summer Term and ending in the DH1 Winter Term.
- DZD 8020 Course Evaluation - 3 Terms, beginning in the DH2 Summer Term and ending in the DH2 Winter Term.

Who and what gets evaluated?

Students routinely evaluate overall didactic courses, preclinical laboratory courses, and clinical rotations. Individual faculty in their various roles as lecturers, bench instructors, clinic leads and clinical faculty are also evaluated at different times during the academic year.

What about confidentiality?

Student answers are completely confidential - student names can never be associated with responses unless a student includes it in their open-ended responses. Instructors do not have access to aggregate results until after final grades are due and the site is closed. Closed-ended question responses are reported statistically (frequency distribution, mean, median, mode); open-ended question responses are reported just as the student typed them in.

When does the site open?

The web-based Course Evaluation program opens two weeks before the end of each term. Students are notified by email when the site is open. Students have the opportunity to evaluate each course in which they are currently enrolled.

When is the deadline for completion?

The deadline for completion is 5:00 PM the day before grades are due (see Academic Calendar). Students who have not submitted all evaluations by that time will receive a grade of Incomplete (I). For those students who have earned an "I" grade, the site remains open for course completion (i.e.: completing evaluations) until two weeks after the start of the next term. Please note that the site closes at 11:59 PM at the end of the extended completion period, and cannot be reopened.

How Do You Log On?

Go to http://www.udmercy.edu/evaluate. The log-in screen will ask for your TitanPass user name and password.

What problems might you encounter trying to access the program?

If you have questions, please contact Ms. Margie Coleman colemame@udmercy.edu

- Forgotten ID or Password - Contact ITS via the University website.
- Server Temporarily Disabled - If you encounter a problem, contact Ms. Coleman by email or simply try again later. If the program is down for an extended period, an email is sent to everyone announcing when the program is available.
- Email Reminders Not Received – Reminders will be sent out to students during the CoursEval completion period; however please note that students are responsible to complete all evaluations regardless of whether email reminders are received. Please clear out your email regularly, if a student has allowed their email box to become overloaded, they will not receive any email.
- Not an Authorized User - Please verify that you are using your TitanPass user name and password. Email Ms. Coleman or IT if the issue is not resolved.
- Unable to Access via Home Computer - Your computer at home will not let you log into the program; if cookies are not enabled, you will not be able to access the program. CourseEval only supports Internet Explorer or Firefox. If cookies are not enabled, you will not be able to access the program. Change your computer settings or use a school computer. Chrome is not supported by CoursEval and will not let you get onto the website. *Revised 7/22*

SCHOOL OF DENTISTRY COMPLAINT POLICY

Students who wish to discuss specific course concerns should make every effort to resolve the issue with the course director as appropriate. If the student is not able to resolve the issue, the issue should then be forwarded to the Division Director. For issues not resolved at the level of the Division Director, students can bring the issue to the Office of Academic Administration for review. For matters related to an appeal of a grade, please see "Guidelines for Appeal of a Final Grade" section. For matters related to an appeal of an Academic Performance Committee decision, please see the "Academic Performance Committee Policies and Procedures" section. For matters related to an appeal of a disciplinary hearing panel, please see the "Student Professional Misconduct Disciplinary Hearing Process" section. Students who wish to discuss issues regarding academic policies or procedures, course scheduling concerns, academic resources, or issues of academic performance should forward the issue to the Office of Academic Administration.

Students who wish to discuss issues regarding clinic and/or clinical operations should seek out the direction of their Clinic Lead, if appropriate. For matters not resolved at the Clinic Lead level at the Corktown Campus, students should forward the issue to the Assistant Dean for Clinic Administration.

Students who wish to discuss issues regarding academic support resources, facilities and campus resources, programs or events, or matters related to student services should forward the issue to the Office of Student Services & Enrollment Management. Students can also voice issues or concerns to their respective class officers to be discussed at monthly Dean's meetings with members of administration. In addition, the Office of Student Services & Enrollment Management is available to hear any issue (course-specific, academic, clinical, etc.) in an effort to assist the student in determining the appropriate course of action or to facilitate resolution of the matter.

Students wishing to file a formal School of Dentistry complaint after following the above process, and upon attempting to resolve matters with appropriate faculty, administrators, and/or School of Dentistry personnel, can do so by completing the Formal Student Complaint and Resolution Form at: https://cm.maxient.com/reportingform.php?UnivofDetroitMercy&layout_id=30. Refer

to the University student complaint reporting process if you feel the matter is not resolved upon filing a School of Dentistry complaint.

Rev: 8/16/04, 7/17, 8/22

ACADEMIC PERFORMANCE COMMITTEES

STANDING ACADEMIC PERFORMANCE COMMITTEES

FUNCTIONS OF THE STANDING ACADEMIC PERFORMANCE COMMITTEE (APC)

1. To review the academic performance of all pre-doctoral dental and dental hygiene students
2. To make recommendations to the Associate Dean for Academic Administration and/or the Dean regarding:
    a. Students in current or potential academic difficulty
    b. Student progression through the program
    c. Students who have shown outstanding ability
    d. Students who may lack fitness for the profession
3. To set conditions under which students who have current or potential academic or other difficulties, or who may lack fitness for the profession may continue in class, lab, or clinic. Such conditions may include but are not limited to suspension from patient care, receiving professional counseling, anger management courses, or obtaining a medical, psychiatric or psychological examination, meeting with designated faculty on a scheduled basis, etc.

A. Composition of the APC for Dental Students
    1. There are five separate standing Academic Performance Committees, one for each class (DS1, DS2, DS3, DS4) plus one for the Accelerated Dental Program (ADP). These committees are composed of the course directors, and clinic leads as necessary or their informed designee for each term.
    2. The Associate Dean for Academic Administration or his /her designee, who attends in a non-voting capacity, will chair the APCs for dental students.
    3. The Assistant Dean of Student Services & Enrollment Management is required to serve on the APCs in a non-voting ex-officio capacity. The Assistant Dean for Clinic Administration or the Clinic Lead is required to serve on the DS3 and DS4 APCs, in a non-voting ex-officio capacity.

B. Composition of the APC for Dental Hygiene Students
    1. There are two separate Academic Performance Committees, one for each class (DH1 and DH2). Committees are composed of the course directors or their informed designee(s) for each term. The Associate Dean for Academic Administration or his /her designee, who attends in a non-voting capacity, chairs both Dental Hygiene APCs.
    2. The Assistant Dean of Student Services & Enrollment Management, the Director of Dental Hygiene Division, and the Assistant Dean for Clinical Administration are required to serve on the APCs in a nonvoting ex-officio capacity.

D. Composition of the APC for Dental Residents
    1. There is a combined standing Academic Performance Committee representing Advanced Education in General Dentistry (AEGD), Graduate Endodontics, Graduate Orthodontics, and Graduate Periodontics programs. The committee is composed of the program director(s) or their informed designee(s), for each program year. If by request of the Associate Dean for Academic Administration or a program director, the DS4 APC will review the status of

students enrolled in the Accelerated Dental Program during any dental school academic term.

2. The Associate Dean for Academic Administration or his/her designee, who attends in a non-voting capacity, will chair the APC for dental residents.
3. The Assistant Dean of Student Services & Enrollment Management is required to serve on the APC in a non-voting ex-officio capacity. The Assistant Dean for Clinic Administration is required to serve on the Graduate Program APC in a non-voting ex-officio capacity.
4. The procedures for the standing APC, and any necessary special APC sessions, will follow the procedural operation, appeals, post-appeal review, and other provisions as outlined for the Dental and Dental Hygiene Program APCs.

Procedural Operations of the Standing APC

The APCs will schedule meetings during the academic term for the assessment of, and recommendations regarding, student progress at mid-term and end of term. Additional meetings may be scheduled as deemed needed by the Committee, the Associate Dean for Academic Administration, or a designee.

A majority of members or their designees will constitute a quorum. When a quorum is present, a simple majority of those present will approve decisions. Each member of the Committee will be entitled to one vote. The APC chairperson is entitled to vote only in the case of a tie.

Minutes of the Committees' meetings will be taken. Minutes are not intended to be verbatim transcripts of all discussions and considerations. Minutes of the APCs will be kept in the Office of the Associate Registrar. All proceedings must be kept confidential.

APC Recommendations

The APC will deliberate and make recommendations to the Associate Dean for Academic Administration and/or Dean regarding, but not limited to

1. Progression without restriction
2. Progression in the clinical program
3. Progression with direction for professional counseling
4. Progression with conditions, which may include but are not limited to suspension from patient care, completion of anger management courses, or obtaining a medical, psychiatric or psychological examination, meeting with designated faculty on a scheduled basis, or other conditions believed by the APC to help the student successfully progress through the program.
5. Progression subject to restrictions, which can include probation, repetition of a course, or modification/extension of a program
6. Repetition of all or part of the year
7. Dismissal with the option to withdraw
8. Dismissal
9. Recommendation for a leave of absence
10. Recognition of outstanding achievement, e.g. Dean's list
11. Recommendation for graduation

Guidelines for the Formulations of the Recommendations of the APC

A. Progression
   1. Students who have satisfactorily completed all course work and have attained GPAs of 2.0 or higher will proceed to the next term or year without restriction.

2. Dean's List recognition is granted to those students who achieve a term GPA of 3.5 or higher.
    a. Students are deemed ineligible for the Dean's List under the following circumstances:
        i. Students on Academic Probation
        ii. Students on Probation due to Professional Misconduct
        iii. Students who have an "I" (Incomplete) grade by the end of the sixth (6th) week of the following semester
        iv. Students who have received an "F" grade during the semester
        v. Students with a "U" progress grade for deferred courses at the end of the semester

B. Counseling

A student may be directed to seek counseling when the APC believes that current or potential academic or fitness concerns exist and may be mitigated by counseling. If counseling is required by the APC:

1. It is the student's responsibility to make an appointment with the designated counselor. The counselor shall be informed by the APC chair as to the nature of the referral.
2. The student may be referred to Course Directors, the Division Directors, a Faculty Advisor, the Assistant Dean of Student Services & Enrollment Management, the Assistant Dean for Clinic Administration, the Associate Dean for Academic Administration, the Office of Health and Wellness or other appropriate administrators for counseling, or to professional outside counselors, depending on the nature of the issue involved.

C. Probation and Academic Warning

1. The APC may vote at any time to place a student on Probation or Academic Warning status when a serious academic or clinical performance problem exists or there are serious fitness issues, providing formal notice to the student of the APC concerns.
2. Academic Warning
    i. A student will be automatically placed on Academic Warning status at the end of a term under the following circumstances:
        1. Any student who fails to obtain a GPA of 2.5 for any single term or fails to maintain a cumulative GPA of 2.5.
        2. In programs utilizing "D" grades, any student receiving one or more grades in a single term of "D" or "D+."
        3. Any student receiving 2 or more grades in a single term of "C-" or lower (excluding Course Evaluation grade).
        4. Student performance in a deferred course may be considered as described below in section #4.
    ii. Academic Warning status based on these criteria will be in effect for one academic term.
    iii. A student who is placed on Academic Warning status will require written approval from the Offices of Academic Administration and Student Services & Enrollment Management for the following:
        1. to hold office in any student organization or school organization
        2. to serve on any University or professional committee
        3. to participate in any program and/or elective that requires good academic standing.
    iv. A student on Academic Warning status is considered in good academic standing for purposes of scholarship eligibility and graduation. Academic Warning status is not recorded in the student's permanent academic record.

3. Probation
    i. A student will be automatically placed on Probation at the end of a term under the following circumstances:
        1. A student who fails to obtain a GPA of 2.0 for any single term or fails to maintain a cumulative GPA of 2.0
        2. Any student receiving a final grade of "F" in a single term (excluding Course Evaluation), or an "F" in a deferred course as described below in section #4
    ii. A student will be removed from Probation when his/her cumulative GPA is above 2.0 and all courses with failing grades have been passed.
    iii. A student on probation is not considered in good academic standing and will not be:
        1. endorsed for graduation
        2. allowed to hold office in any student or school organization
        3. allowed to serve on any University or professional committee
        4. allowed to participate in any program and/or elective that requires good academic standing
4. Deferred Courses - At the end of a semester, if a course director determines that it is not mathematically possible for a student in a deferred course to pass such course, the APC will consider the student's performance an "F" for purposes of deliberation and making recommendations to the Associate Dean for Academic Administration and/or Dean.

D. Repetition of a Failed ("F") Course
1. The final decision regarding repetition is made by the APC in consultation with the Course Director.
2. Dental students with outstanding "F" grades at the end of Winter Term of Year 2 or Year 3, and dental hygiene students at the end of the Fall Term of Year 1, may have their clinical privileges modified or may not be allowed in clinics or patient care assignments.
3. Students who successfully appeal dismissal based on a course failure will be allowed to repeat the course.
4. Grades for repeated courses will be reported to the Registrar of the Dental School and the Associate Dean for Academic Administration in the same manner as the rest of the class.
5. Repetition of a course may involve retaking the course in its entirety when next offered or taking an individualized course or portion of a course as recommended by the course director. Both the "F" grade and the repeated course grade are reported on the transcript and are included in GPA computation.
6. An "F" grade in Course Evaluation cannot be repeated. The "F" grade remains on the transcript.

E. Leaves of absence: (see Leave of Absence Policy)
1. The Associate Dean for Academic Administration may grant a request from a student in good academic standing for a leave of absence due to unforeseen circumstances or circumstances beyond the student's control, such as illness, personal, family, or financial matters.
2. A leave of absence shall extend no longer than the remainder of that academic year and the following full academic year. The APC will advise the Associate Dean for Academic Administration regarding the appropriate point of re-entry in the curriculum.

F. Option to Withdraw in Lieu of Dismissal

The option of withdrawal from the School of Dentistry in lieu of dismissal is permitted and may be considered at any time, including prior to the submission of final grades with approval of the APC.

1. If a student is offered but rejects an offer of withdrawal, he/she will be dismissed, and his or her record will be duly annotated.

G. Repetition of all or part of the year:

1. A student may be required to repeat all or part of the year for any of the following:
    a. One or more course failures in any one academic year
    b. A GPA below 2.0 for one term or a total of two terms below a 2.0
    c. In programs utilizing "D" grades, two or more "D" or "D+" grades
    d. Deficient clinical performance and/or judgment
2. A student may also be required to repeat all or part of a year due to a leave of absence.
3. Whether to require a student to repeat a year is within the discretion of the APC with approval from the Dean; the conduct listed above may also warrant more severe discipline including dismissal from the program.
4. Students are responsible for applicable tuition and fees associated with repetition of a term or year.
5. Both the original grade and the grade for the repeated courses remain on the student's academic transcript. Only the second attempts are counted in the GPA.
6. Individual course waivers for students repeating the year may only be granted by the APC at its discretion, not by Course Directors, and only for courses in which a grade of "B" or higher was earned. Exceptions will be reviewed on a case by case basis.

H. Dismissal

1. A student may be dismissed for academic reasons including but not limited to any of the following:
    a. Two or more failures in any one term
    b. In programs utilizing "D" grades, one failure and two or more "D" or "D+" grades in any one term
    c. In programs utilizing "D" grades, four or more "D" or "D+" grades in any one term
    d. Failure of a repeated course
    e. Two consecutive terms below 2.0 GPA
    f. A total of three terms below a 2.0 GPA
    g. A term GPA below 2.0 if he/she is repeating the term
    h. Deficient clinical performance or judgment
    i. Failure to demonstrate fitness for the profession

2. When a student is dismissed from the School of Dentistry his/her transcript will indicate the appropriate "DISMISSED" language.

I. Graduation

1. The respective APC shall recommend for graduation Dental Students and Dental Hygiene Students who have satisfactorily completed all prescribed courses and clinical requirements.
2. A student will not be recommended for graduation if his/her cumulative GPA is below 2.0 or if they are on probation.

Guidelines for the Implementation of the Recommendations of the APC

A. The APC minutes will be reviewed and approved by the Committee members.
B. After the Associate Dean for Academic Administration reviews the Committee's recommendations the following procedures shall be followed:
    1. The Associate Dean for Academic Administration will send the student a letter describing the student's academic status, and advising the student of his or her status, e.g., probation, requirement to repeat a course, term, or year.
    2. Copies of this letter will be distributed to the Assistant Dean of Student Services & Enrollment Management and placed in the student's file.

Special APC

If the APC is considering recommending to the Dean that a student take a leave of absence, withdraw from the School of Dentistry, repeat a year, or be dismissed, the APC Chair will notify the student by email that a Special APC Meeting will be held. This meeting will be held not earlier than five (5) academic days from the day the letter is emailed unless all parties involved agree upon an earlier date. The letter will inform the student of the date, time, and place of the meeting and of his/her right to bring his/her faculty advisor, an advisor within the School of Dentistry, or another faculty member to the meeting.
A majority of members or their designees will constitute a quorum. When a quorum is present, a simple majority of those present will approve decisions. Each member of the Committee will be entitled to one vote. The chairperson is entitled to vote only in the case of a tie.

The purpose of the Special APC Meeting is to allow the student to present significant information relative to the recommendation under consideration, which the committee may not otherwise possess. The meeting is not to appeal any decisions (since they have not been made), nor is it intended to be the forum or process for an appeal of a grade. The student should prepare an opening statement providing significant information the student determines is important relative to the recommendation. The committee members may ask questions of the student. At the end of the presentation and questions, the student and his/her representative will leave the meeting.

Following the meeting, the Special APC will deliberate and then forward the formal recommendation to the Dean. If the APC does not vote to recommend a leave of absence, withdrawal from the School of Dentistry, repetition, or dismissal, the Associate Dean for Academic Administration or designee, will inform the student of the Committee's decision and if, appropriate, recommendations for progress. In case of the Dean's absence, his/her designee will act in the Dean's behalf.

The Dean may agree with the decision of the Special APC or make an alternative decision, including reversal or modification of the recommendation. The Dean's decision will be sent in writing to the student and the Associate Dean for Academic Administration within five (5) academic days after the Special APC recommendation. Reasons for any decision that is different from the Special APC recommendation will be included in the notification that is sent. The committee members will be informed of a decision that is different from the Special APC's recommendation.
* See Section II for the types of recommendations the committee may make.

Guidelines for Appeals

A. The student may appeal the decision of the Dean. The student must submit a letter containing supportive documentation to the Dean stating the reason(s) for the appeal no later than five (5)

academic days after the Dean mails the decision. The request for appeal must specify the basis for the appeal, including any of the following which the student believes apply:

1. Substantial evidence not previously considered
2. Evidence of bias by a Special APC member
3. Significant errors in procedures by the Special APC
4. Significant findings of inequity

B. Within five (5) academic days following receipt of the written appeal, the Dean will appoint an Appeals Review Committee composed of three faculty members who did not participate in the decision being appealed. The Dean will name the Chairperson of the Appeals Review Committee.

C. The Appeals Review Committee will meet within five (5) academic days to review the request and make a determination as to whether or not an appeal hearing will be granted. The review will include examination of the appeal request and the minutes of the Special APC Meeting. The Appeals Review Committee will determine whether to grant the request for an appeal hearing. The Committee's decision as to whether to grant a request for an appeal hearing is final.

D. Should the Appeals Review Committee grant the request for an appeal hearing, they shall become the Appeals Committee, and, within five (5) academic days after granting the request will convene an appeals hearing. The student may invite a Faculty Advisor, the Assistant Dean of Student Services & Enrollment Management, or a faculty person to attend the Appeals meeting. The Chair of the Appeals Committee shall limit discussion to only those issues contained in the appeal request. The Appeals Committee shall hear any new information presented by the student. The Appeals Committee may seek other information or may recess and reconvene as it deems necessary. The student and Faculty Advisor, Assistant Dean of Student Services and Enrollment Management, or a Faculty Advocate may be present at times when new information is presented.

The Appeals Committee shall deliberate the Dean's decision in light of the appeals hearing and shall decide to:

1. Uphold the Dean's decision
2. Reverse the Dean's decision, or
3. Modify the decision

E. The Appeals Committee decision will be transmitted to the Dean in writing within five (5) academic days of reaching its decision. The Dean will review the Appeals Committee decision and will convey the decision to the student and to the Special APC within seven (7) academic days upon receipt. If there is a reversal or modification of the Dean's decision, the Associate Dean for Academic Administration and the Dean will determine the steps necessary to satisfy the reversal or modified decision in a reasonable and timely manner.

F. The Appeals Committee decision in the matter shall be implemented immediately.

Continuation in School During Appeals

Students who decide to appeal decisions of repetition of a year, part of the year, or dismissal may continue attending classes and laboratories during the appeal process. Students who decide to appeal a decision which requires repetition of a year, part of a year, or dismissal, may be allowed to continue attending classes, laboratory sessions and/or clinic during the appeal process, however the Associate Dean for Academic Administration and the Dean need not allow such continued attendance if they determine that there is reasonable cause to believe that the continued presence of a student in class, clinic or on the University campus poses a threat or risk to him/herself, to patients or to others, or to the stability of normal University classes or functions.

If the student is permitted to continue attending classes, laboratory sessions and/or clinic during the appeal process, the School can require that attendance is subject to specified conditions, such as suspension from patient care, receiving professional counseling, anger management courses, or a medical, psychiatric or psychological examination, meeting with designated faculty on a scheduled basis, etc. If the appeal occurs during the final examination period or during the period in the academic calendar in which final grades would be reported, the Associate Dean for Academic Administration may hold final grades until a decision is made. No remedial instruction will be provided until the outcome of the appeal is known.

Post-Appeal Review

The decision of the Dean is final and no appeals are allowed.

General Provisions

A. Any written notices which are to be provided to the student will be emailed. It is the responsibility of the student to check his or her email regularly.
B. The Associate Dean for Academic Administration or Dean may modify the time limits and procedures of these policies when, in their discretion, doing so is desirable or necessary to appropriately proceed and the modification is not contrary to due process requirements.

Modified by Faculty Assembly 8/20/97, 9/8/99, 11/26/01, 2/18/15;
Edited: 9/30/04, 05/08, 08/16, 7/17, 7/18, 6/19

PROFESSIONALISM & ACADEMIC INTEGRITY

PROFESSIONAL AND ACADEMIC MISCONDUCT POLICY

Introduction, Definitions and Examples

Students who engage in professional or academic misconduct or who are deemed unfit for the practice of dentistry, are subject to discipline. The University has the right, at its discretion, to impose any penalty or combination of penalties in any order, depending on the severity of the misconduct or violation that has occurred. It is recognized that “progressive discipline” is not required, and that immediate dismissal is an appropriate discipline for certain misconduct, regardless of whether there has been previous discipline. The following list is examples of misconduct which may result in discipline. This list is illustrative and is not exhaustive, and is not to be read as a limitation of the University's general disciplinary powers, nor does it limit the University's right to discipline for infractions that are not listed. Discipline up to and including dismissal may be imposed for any of the following:

- Discrimination, harassment or retaliation
- Verbal or physical abuse or intimidation
- Inappropriate off-campus activity
- Breaches of ethical standards
- Substance abuse
- Lying, misleading, or withholding information with regard to any professional or academic issue
- Forgery, stealing, or other illegal acts
- Student academic misconduct, including cheating or plagiarism
- Clinical breaches or misconduct

- Fraudulent clinical records
- Damage to University, student, faculty, employee, or patient property
- Computer or technology abuse or tampering

Please note that instances of professional misconduct sometimes arise from ill-conceived attempts at humor. Understand that malicious or inappropriate intent is not a necessary element of professional misconduct. Individuals who engage in any of the above behaviors or other forms or professional or academic misconduct will not be allowed to use humorous intent as a defense. If there is any question as to whether a remark, joke, or other reference intended to be humorous might be insulting, degrading, or offensive, the dental professional should refrain from making the remark or reference.

1. Discrimination, Harassment, or Retaliation

Any discriminatory, harassing, or retaliatory action toward a student, faculty or staff member, or patient which is based upon race, color, ethnicity, gender, national origin, physical or mental disability, sexual preference, or other category protected by Federal, State or local law. See also, Sexual Harassment Policy in this Handbook.)

2. Verbal or Physical Abuse or Intimidation

Verbally or physically abusive behavior or vulgar language directed toward, or in the presence of, any student, faculty, or staff member or patient, including overt or implied threats to the personal or physical well-being of the individual.

3. Inappropriate Off-Campus Activity

Off-campus activity can constitute professional or academic misconduct and subject the student to discipline. Any off-campus activity, which would be considered by a licensing board, is subject to review by the Associate Dean for Academic Administration under this policy.

4. Breach of Ethical Standards

The School of Dentistry Clinic Manual outlines student responsibilities. Students should carefully read the manual and are expected to abide by the responsibilities as outlined. The following list is examples of conduct that may breach ethical standards. This list is illustrative and is not exhaustive, conduct which is not listed may also constitute a breach of ethical standards.

a. Any breach of patient confidentiality, including but not limited to conduct which violates HIPAA.
b. Abandonment of the patient or failure to provide appropriate comprehensive patient care.
c. Failure to provide patient treatment appointments at appropriate time intervals.
d. Disrespectful behavior toward peers, colleagues, faculty, staff, or patients.
e. Coercive remarks or language directed toward with peers, colleagues, faculty, staff, or patients.
f. Failure to provide sufficient information to enable the patient to give fully informed consent for treatment.

5. Substance Abuse

Students present on the campus in an apparently impaired state as determined by subjective or other evaluation may be requested to submit to tests. Failure to submit to testing is grounds for immediate dismissal from the program. The possession, use, manufacture, sale of, or being under the influence of, alcohol, marijuana, or any controlled substance without a physician's prescription, or possessing drug paraphernalia while on campus is also grounds for immediate dismissal from the program. Follow the link for additional information regarding the University Drug and Alcohol policy:
https://udmercy0-my.sharepoint.com/:b:/g/personal/sochacr_udmercy_edu/EaFtQf8_00ZApuTFMdf-LwoB1N_D6FJCZrpjSLyGw_GfVw?e=QcVD1f

6. Lying with Regard to Any Professional or Academic Issue

Any statement of an untruth or partial statement that although truthful omits material facts, made with the intent to mislead patients, administrative officials, faculty, staff, or students is considered a form of lying. Lying also includes forgery or falsifying, altering, or counterfeiting of any academic, University or patient record, document or form.

7. Illegal Acts

Any act that violates law is considered professional misconduct. Theft of any University, student, faculty, staff, or patient property is a violation of this policy and will not be tolerated.

8. Student Academic Misconduct, Including Cheating or Plagiarism

Any giving or receiving of academic aid without the consent or knowledge of the instructor before, during, or after a testing event, or examination, quiz, or competency is cheating. Failure to acknowledge assistance that a student received from a fellow student, books, periodicals, or other written materials will be regarded as an instance of plagiarism (which is a form of cheating). The submission of any preclinical laboratory project, or any other paper or assignment by a student, which was completed in whole or in part by any other individual is an instance of cheating. Failure to comply with directions given by a course director, proctor, or designee involving the testing environment and exam security (including removing a quiz or examination material from classrooms) is considered cheating. Failure to comply with directions given by the course director, proctor, or designee governing the process of a preclinical or clinical "practical" or competency test is considered to be cheating (e.g., removing the tooth or teeth arch from a manikin/ typodont during a test).

9. Clinical Breaches or Misconduct

Clinical breaches or misconduct include failure to follow faculty directions, clinical protocol or guidelines, performing any procedure without proper authorization and approval, violations of patient or faculty trust, or any intentional acts that could potentially result in harm to patients, colleagues, staff, or faculty. Breaches may include, but are not limited to:

a. Failure to maintain confidentiality of patient records
b. Removal of records from school premises or incorrect storage of patient records
c. Failure to demonstrate concern for the welfare of patients, real or simulated
d. Failure to demonstrate concern for the rights of others
e. Failure to meet one’s duties, including notification of responsible persons, punctual attendance, notifying appropriate individuals of absences, or inability to carry out responsibilities
f. Failure to maintain a professional demeanor
g. Failure to adhere to infection control, privacy, and other federal, state, or local regulations
h. Fraudulent record keeping

10. Damage to or Theft of University, Student, Faculty, Employee, or Patient Property

Prohibited damage or theft includes damage or theft of equipment, furniture, building walls or structure, lockers and preclinical or clinical facilities, laboratories, uniforms, and clinical supplies, whether owned by the University, other students, faculty, employees, or patients.

11. Computer or Technology Abuse or Tampering

Physical damage to any computer or other equipment as the result of anything other than excusable accident or normal wear and tear is not permitted. Prohibited behavior also includes use of computer or other technology to send any inappropriate e-mail or message or to alter any academic, patient, or University record or document.

FITNESS FOR THE PRACTICE OF THE PROFESSION

As the result of unethical, unprofessional, inconsistent, or illegal behavior(s) a student may be determined to be unfit for the profession. This determination may be the result of the deliberation of an Academic Performance Committee or the judgment of the Dean in consultation with appropriate Assistant Deans, Graduate Program Directors, Division Directors, or Faculty. If a determination of lack of fitness is made, the Dean will inform the student that the student's preclinical, didactic, or patient care experiences may be modified or suspended, repetition of a term or year may occur, or the student may be dismissed from the academic program.

Lack of Fitness: Definition, Characteristics and Personal Functioning

Definition: Lack of fitness is defined as failing to meet professional standards, which is reflected in one or more of the following:

1. An inability, unwillingness, or otherwise failing to acquire and integrate professional standards into one's repertoire of professional behavior.
2. An inability or otherwise failing to acquire professional skills in order to reach an acceptable level of competency.
3. An inability or otherwise failing to prevent personal and other non-professional factors (such as personal stress, substance abuse, or interpersonal skills) from interfering with professional functioning.

Characteristics: Lack of Fitness is demonstrated by one or more of the following characteristics

1. The student does not acknowledge, understand, or address the problem when it is identified.
2. The problem is not merely a reflection of a skill deficit that can be rectified by academic, preclinical, or clinical training.
3. The quality of clinical services and/or academic performance by the student is negatively affected.
4. The problem is not restricted to one area of professional functioning.
5. A disproportionate amount of attention by faculty and/or clinical supervisors is required.
6. The student's behavior does not change as a function of feedback, remediation efforts, and/or time.
7. Failure to follow faculty or administrative directives is evident.

Personal Functioning: The nature of the role of the dentist or dental hygienist involves working closely with other professionals and with patients, and requires attention to one's presentation and personal issues.

Students are expected to:

1. Recognize and deal appropriately with all personal issues and insure that they do not adversely affect professional functioning, including the management of personal stress.
2. Demonstrate appropriate interaction with peers, colleagues, faculty, staff, patients, and any other individuals with whom the student comes into contact as part of the student's studies or professional responsibilities.
3. Dress and behave in a professional manner.
4. Develop the knowledge and skills to meet professional standards, and show appropriate involvement in professional development activities.
5. Consistently demonstrate appropriate preparation, openness to feedback, application of learning to practice, appropriate self-critical and self-reliant behavior, and a willingness to recognize and correct non-professional issues that may be adversely affecting professional performance or standards.

Failure to perform and meet the standards outlined above may influence decisions concerning progress in professional programs at the School of Dentistry, including possible dismissal from the program.

Guidelines for Appeals

Request for an Appeal

The student may appeal the decision of the Dean. In order to appeal, the student must submit a written letter to the Dean within five (5) academic days of the Dean's decision. The letter of appeal must contain supportive documentation to the Dean stating the reason(s) for the appeal and must be based on one or more of the following.

a. Substantial evidence not previously considered
b. Evidence of bias by a member of the Academic Performance Committee, administrator, or the Dean
c. Significant finding of inequity in the actions/sanctions related to findings

Within five (5) academic days following receipt of the written appeal, the Dean will appoint an Appeals Review Committee composed of three (3) faculty members who did not participate in the decision being appealed, and shall notify the student of the names of the individuals. The Dean will name the Chairperson of the Appeals Review Committee.

Any objections to the composition of the Appeals Review Committee must be made by the student, in writing, to the Dean within five (5) academic days of the letter indicating the composition of the Committee, and must explain the basis of the objection(s). If the Dean finds that a reasonable showing has been made for the objection, the member(s) to whom an objection was made shall be replaced. Within seven (7) academic days of the Appeals Review Committee being finalized, it will meet to review the request for an appeal. The Appeals Review Committee shall review the merits of the appeal based on evidence provided to the Dean by the student in light of the grounds for which an appeal may be granted. The review may include information provided by the Assistant Dean of Student Services & Enrollment Management or the Associate Dean for Academic Administration acquired from individuals knowledgeable about the situation leading to the action taken. Based on that review, the Appeals Review Committee will determine by a majority vote whether to grant the request, and shall notify the student in writing of the decision. The Committee's decision as to whether or not to grant an appeal is final.

Appeal Hearing

Should the Appeals Review Committee grant the request for an appeal, they shall become the Appeals Committee, and, within seven (7) academic days after granting the request, shall convene an appeals hearing. The student will be notified in writing the date, time, and location of the Appeal Hearing. A student may not be represented by legal counsel in any hearing, or record the proceedings of any hearing. The student may invite a Faculty Advisor, Assistant Dean of Student Services & Enrollment Management, or faculty member (not an attorney) to attend the Appeal Hearing. The Faculty Advisor should familiarize themselves with the Academic Handbook and the specific policies and procedures guiding the process. This support person is not allowed to speak during the meeting. However, if the student requests a pause in the meeting in order to consult their advisor outside of the proceedings, the request should be granted. Students may be asked not to bring in personal belongings other than written notes and supporting documentation. The student is allowed to take notes during the hearing. The Chair of the Appeals Committee shall limit discussion to only those issues contained in the appeal request. The Appeals Committee shall hear any new evidence, new witness(es), and review the new physical evidence. The Appeals Committee may call other witnesses, seek other information, or may recess and reconvene as necessary. The student and Faculty Advisor must be present at all times when new evidence is presented.

The Appeals Committee shall review the Dean's decision in light of the appeals hearing, and has the authority to take any action it deems necessary, including the authority to:

- Uphold the Dean's decision, or
- Modify/overturn the decision.

The Appeals Committee's decision will be provided to the Dean, in writing, within seven (7) academic days after it is reached, and no more than 14 academic days from the Appeals Committee last meeting. The Dean will review the Appeals Committee decision and will provide the written decision to the student within seven (7) academic days. The decision is final and shall be implemented immediately.

Continuation in School During Appeals

Students who decide to appeal a decision which requires repetition of a year, part of a year, or dismissal, *may* be allowed to continue attending didactic classes, laboratory sessions and/or clinic during the appeal process; however the Associate Dean for Academic Administration and the Dean need not allow such continued attendance if they determine that there is reasonable cause to believe that the continued presence of a student in class, clinic or on the university campus poses a threat or risk to him/herself, to patients or to others, including other students, or to the stability of normal university classes or functions. If the student is permitted to continue attending classes, laboratory sessions and/or clinic during the appeal process, the school can require that attendance is subject to specified conditions, such as suspension from patient care, receiving professional counseling, anger management courses, a medical, psychiatric or psychological examination, or meeting with designated faculty on a scheduled basis, etc. If the appeal occurs during the final examination period or during the period in the academic calendar in which final grades would be reported, the Associate Dean for Academic Administration may hold final grades in abeyance until a decision is made. No remedial instruction will be provided until the outcome of the appeal is known.

Revised 6/17/2019

Student Professional and Academic Misconduct

Reporting and Disciplinary Hearing Process

Witnessing and Reporting Potential Misconduct

Faculty who have reason to believe that they have witnessed student behavior which constitutes academic or professional misconduct must report the incident/conduct to the Office of Academic Administration as quickly as possible, but not later than five (5) academic days after they witnessed the incident/conduct in question. For the predoctoral dental program and dental hygiene programs and the accelerated dental program, an academic day is defined as a calendar day in which classes are in session, and specifically excludes weekends, holidays, end of term and midterm breaks, and other days that classes are not held and student clinics are not in operation, or when the University or School of Dentistry is closed. For graduate programs an academic day is defined as any day the program holds class, clinic, or other clinical coverage or rotation, and excludes weekends, holidays, and any day that particular program is not in session or the University or School of Dentistry is closed.

Students or staff who have reason to believe that they have witnessed student behavior which violates this policy and/or constitutes professional misconduct must report the incident to a faculty member or to the Office of Academic Administration or other administrator) as quickly as possible, but not later than

five (5) academic days after they witnessed the behavior in question. If a proctor witnesses what they perceive as cheating, quietly advise a second proctor to observe same. If alone, allow the student to finish the exam or quiz but document the behavior in writing and submit to the Associate Dean for Academic Administration within five (5) academic days.

Conduct which is believed to violate this policy or constitute professional misconduct should be reported whether or not there are other corroborating witnesses or evidence.

Informal Resolution Process

1. Within ten (10) academic days of receiving a complaint, the Associate Dean for Academic Administration or his/her designee may attempt to reach an informal resolution if in her discretion such an informal resolution is feasible and appropriate.
2. The Associate Dean for Academic Administration shall notify all involved parties in writing of the proposed informal resolution.
3. Within five (5) academic days of receiving the proposed resolution, any involved party shall have the right to reject the proposed resolution and to demand a formal Disciplinary Hearing. A demand for a formal Disciplinary Hearing must be in writing and delivered to the Office of Academic Administration.
4. If no such demand is timely received, the matter is closed in accordance with the terms of the proposed informal resolution.

Formal Disciplinary Hearing Process

If the matter is not resolved through the informal resolution process above, or if the Office of Academic Administration elects not to attempt to resolve the matter through an informal resolution, the following procedure shall be used:

1. Within ten (10) academic days of receiving the complaint or request for a Disciplinary Hearing, the Associate Dean for Academic Administration or designee will name to a Hearing Panel two full-time faculty members from departments not involved in the allegation. Panel faculty members shall not have been involved in any previous allegations regarding the student who is the subject of the complaint, or in any efforts for an informal resolution of the current allegation. The Associate Dean for Academic Administration or designee shall act as voting Chairperson of the Hearing Panel.
2. The Chair will schedule a Hearing, giving at least five (5) academic days written notice to the student of the date, time, and location of the hearing, and the names of the Hearing Panel members. The Chair will also inform the student and the Panel members, in writing, of the details of the charges against the student, and provide copies of the Protocol for Disciplinary Hearings. The student must inform the Associate Dean for Academic Administration of any objections to the members of the Hearing Panel, or the date, time, or location of the hearing in writing, at least four (4) academic days prior to the scheduled hearing date. The student must specify the basis of any such objection. If, in the Associate Dean for Academic Administration's discretion, the student demonstrated a reasonable basis for any such objection, the Associate Dean for Academic Administration shall take appropriate action, which can include replacing a Hearing Panel member, and changing the date, time, or location of the hearing.
3. Neither the student not the University may be represented by an attorney during the hearing. However, the student may, if he or she wishes, ask the Assistant Dean of Student Services & Enrollment Management, a Faculty Advisor, or any other faculty member chosen to act as advisor. If a student declines to invite an advisor, the student will be asked to sign a waiver form indicating their decision. Other than an advisor, no other individual may attend the hearing on behalf of the student.

4. The Chair will make an accurate written record of the hearing. The student shall have the right to make a written record of the hearing. No electronic or professional stenography recordings may be made.
5. A student shall be made aware of all evidence against him/her and shall be afforded an opportunity to refute any witness testimony where there are facts in dispute. Admissions of responsibility by the student may obviate the need for witness testimony. Each witness shall be asked to affirm that his/her testimony will be truthful. The witness will also be informed that knowingly furnishing false, misleading, or incomplete information can cause him/her to be subject to disciplinary action.
6. The hearing will be closed to the public.
7. The Chair shall admit evidence at his/her discretion.
8. The student shall appear before the Panel to respond to the allegations. The members of the Hearing Panel will have the opportunity to question the witness(es) and the student.
9. The Hearing Panel has the right to recess the hearing, to recall any witness, call additional witnesses, or collect additional information as needed.
10. The Chair and the faculty members on the Hearing Panel will vote to decide the issue after all testimony and evidence is presented. The burden of proof used by the University is the preponderance of evidence standard. The preponderance of evidence standard is met when the Hearing Panel finds there is greater than a 50% chance that, based on all the reasonable evidence shown, the student committed professional or academic misconduct.
11. The Hearing Panel will make a written recommendation to the Dean, which shall include a synopsis of the basis for the recommendation, and a suggested penalty (or penalties), if appropriate. The Hearing Panel's recommendation shall be decided by a majority vote of the Panel.
12. The Dean will review and act on the recommendation(s) within ten (10) academic days following the date of receipt of the Panel's recommendation. The Dean will inform the student and the panel of the decision in writing.
13. All reports, proceedings and decisions of the Hearing Panel related to student professional misconduct are confidential. All written records of allegations, the proceedings, and recommendations of the Hearing Panel will be kept by the Associate Dean for Academic Administration in the Office of Academic Administration.
14. If the Dean determines the student shall be disciplined, a letter so stating from the Dean will be placed in the student's academic file. If the Dean determines no action should be taken, then no documentation will be placed in the academic file, and the written records in the possession of the Associate Dean for Academic Administration pertaining to the allegation may be destroyed.

Duties of the Faculty Advisor

If a faculty member is asked and agrees to serve as a Faculty Advisor for a conduct hearing, he or she should

1. Familiarize him/herself with the facts as presented by the student. However, the advisor should not question or otherwise interview the witnesses, but the student will have the opportunity to question any witnesses at the hearing.
2. Review the current Academic Polices Handbook and Procedures section on Professional Misconduct.
3. Assist the student with any questions related to procedures and protocol as stated in the Academic Policies Handbook.
4. Assist the student in preparing for the hearing.
5. Attend the hearing with the student and advise him or her during the hearing in matters related to clarity of presentation, recollection of facts, and questions to ask of witness(es). The Faculty Advisor should speak to the Hearing Panel on request of the Chair and in direct response to the query of the Chair, but is not otherwise permitted to address the Hearing Panel.

Disciplinary Actions

The University has the right, at its discretion, to impose any penalty or combination of penalties in any order, depending on the severity of the conduct or violation that has occurred. It is recognized that "progressive discipline" is not required, and that immediate dismissal is an appropriate discipline for certain conduct, regardless of whether there has been previous discipline. Penalties that may be imposed include, but are not limited to

- Dismissal from the School of Dentistry and the University
- Probation
- Failure of an academic year
- Failure of a course
- Failure of an examination, quiz, practical test, or written test
- Appropriate program of service or education/training
- Reduction of letter grades for a course, examination, practical test, or written test
- Written reprimand, recorded in the student's official file
- Official notation on the University transcript including a description of misconduct and the term in which it occurred
- Requirement to take specific action or to refrain from specific action
- Requirement that the student continue the educational program subject to specified conditions, such as receiving professional counseling, anger management courses, or a medical, psychiatric or psychological examination, meeting with designated faculty on a scheduled basis, etc.
- Recommendation for withdrawal of a previously granted degree

The Associate Dean for Academic Administration will inform the Course Director in the event that the penalty affects the student's grades or academic status in the program.

1. Interim Suspension

In additional to the discipline outlined above, the Associate Dean for Academic Administration may at his/her discretion remove a student from one or more classes or from clinic for an interim period pending an investigation, disciplinary proceedings, or for purposes of obtaining a medical, psychiatric or psychological evaluation, whenever the Associate Dean for Academic Administration determines that there is reasonable cause to believe that the continued presence of a student in class, clinic, or on the University campus poses a threat or risk to him/herself, to patients, or to others, or to the stability of normal University classes, clinic, or functions.

2. Ethical Counseling

In situations in which a student is found to have engaged in misconduct which does not result in expulsion from the School, a formal program of ethical counseling may be recommended to aid the student's professionalism development.

Guidelines for Appeals

1. Request for an Appeal

The decision of the Dean may be appealed by the student. In order to appeal, the student must submit a letter to the Dean within five (5) academic days of the Dean's decision. The letter of appeal must contain supportive documentation to the Dean stating the reason(s) for the appeal, and based on one or more of the following.

a. Substantial evidence not previously considered
b. Evidence of bias by a Hearing Panel member
c. Significant errors in procedures of the Hearing Panel
d. Significant finding of inequity in disciplinary actions related to findings

Within five (5) academic days following receipt of the written appeal, the Dean will appoint an Appeals Review Committee composed of three faculty members who did not participate in the decision being appealed, and shall notify the student of the names of the individuals. The Dean will name the Chairperson of the Appeals Review Committee.

Any objections to the composition of the Appeals Review Committee must be made by the student, in writing, to the Dean within five (5) academic days of the letter indicating the composition of the Committee, and must explain the basis of the objection(s). If the Dean finds that a reasonable showing has been made for the objection, the objected to member(s) shall be replaced. Within seven (7) academic days of the Appeals Review Committee being finalized, it will meet to review the request. The review will include examination of the appeal request, the transcript, record, or synopsis of the original hearing, the original allegation, and/or physical evidence. Based on that review, the Appeals Review Committee will determine, by a majority vote, whether to grant the request, and shall notify the student in writing of the decision. The Committee's decision as to whether or not to grant an appeal is final.

1. Appeal Hearing

Should the Appeals Review Committee grant the request for an appeal, they shall become the Appeals Committee, and, within seven (7) academic days after granting the request, shall convene an appeals hearing. The student will be notified in writing the date, time, and location of the Appeal Hearing. The student may invite a Faculty Advisor, Assistant Dean of Student Services & Enrollment Management, or faculty member to attend the Appeal Hearing. All participants should review and follow procedures described in the Disciplinary Hearing Process. The Chair of the Appeals Committee shall limit discussion to only those issues contained in the appeal request. The Appeals Committee shall hear any new evidence, or new witness(es) and review the new physical evidence. The Appeals Committee may call other witnesses, seek other information, or may recess and reconvene as necessary. The student and Faculty Advisor must be present at all times when new evidence is presented.

The Appeals Committee shall review the Dean's decision in light of the appeals hearing, and has the authority to take any action it deems necessary, including the authority to

- Uphold the Dean's decision, or
- Modify/overturn the decision.

The Appeals Committee's decision will be provided to the Dean, in writing, within seven academic days after it is reached, and no more than 14 academic days from the Appeals Committee last meeting. The Dean will review the Appeals Committee decision and will provide the written decision to the student within seven academic days. The Appeal Committee decision in the matter shall be implemented immediately.

There is no right of appeal from the decision of the Appeals Committee. However, if the student is dissatisfied with a decision of dismissal from the Appeals Committee, he/she may ask the Vice President of Academic Affairs to review the decision. Any such request must be in writing, within seven (7) academic days of the decision of the Appeals Committee being sent to the student by the Dean. Any review of the decision of the Appeals Committee is within the sole discretion of the Vice President of Academic Affairs. The Vice President of Academic Affairs will notify the student within 14 academic days of receiving the request for review if the request will be granted. If the Vice President of Academic Affairs agrees to review the matter, he/she has the authority to take any action deemed appropriate, including the authority to uphold the Appeal Committee's decision, or modify/overturn the decision.

Continuation in School During Appeals

Students who decide to appeal a decision which requires repetition of a year, part of a year, or dismissal, may be allowed to continue attending classes, laboratory sessions and/or clinic during the appeal process; however the Associate Dean for Academic Administration and the Dean need not allow such continued attendance if they determine that there is reasonable cause to believe that the continued presence of a student in class, clinic, or on the University campus poses a threat or risk to him/herself, to patients, or to others, or to the stability of normal University classes or functions.

If the student is permitted to continue attending classes, laboratory sessions and/or clinic during the appeal process, the School can require that attendance be subject to specified conditions, such as suspension from patient care, receiving professional counseling, anger management courses, or a medical, psychiatric or psychological examination, meeting with designated faculty on a scheduled basis, etc. If the appeal occurs during the final examination period or during the period in the academic calendar in which final grades would be reported, the Associate Dean for Academic Administration may hold final grades in abeyance until a decision is made. No remedial instruction will be provided until the outcome of the appeal is known.

Process for Dismissal

When a student is dismissed a checklist will be completed as they complete the process; each step will be confirmed by the Associate Dean for Academic Administration as part of the dismissal process.

Updated 08/16; Edited 6/17; updated 6/2

CORKTOWN CAMPUS RESOURCES & POLICIES

CAMPUS STUDY SPACES

All students are welcome to study in any classroom when classes are not in session. Students are also welcome to utilize all conference rooms as study spaces when they are not in use for meetings or events. An updated list of conference & study rooms accessible to students is available on the Student Resource Center on Blackboard.

CAMPUS POSTING GUIDELINES

The following protocol is required when posting announcements, meetings, speakers, and other events. Postings should reflect appropriate messages, and artwork and comply with university policy.

Campus Postings

All postings, other than those related to clinic, must be submitted to the Office of Student Services for approval. A stamp indicating review and approval of the notice will be affixed to the copy. Failure to get approval will result in signs be removed from public postings

Corktown Campus

Postings can never be taped to doors or walls and should be placed on bulletin boards or distributed to offices. Once the event has occurred, old postings should be removed, including tape. It is the responsibility of the individual(s) posting the information to remove the old postings.

Patient Care Settings Corktown Clinic and UHC

Posting placed either in the Corktown or UHC clinics should be submitted to either the Office of Assistant Dean of Clinic Administration or the Assistant Clinic Manager at UHC. Once approved, the person responsible for posting the information is responsible for properly removing the old materials. Postings at UHC can be placed on bulletin boards or taped to appropriate surfaces. Once an event has occurred, remove postings, including tape.

Approved by President's Council June 23, 2004

SCHOOL OF DENTISTRY TOBACCO POLICY

The School of Dentistry buildings, including offices, classrooms, hallways, reception areas, restrooms, lunch rooms, elevators, meeting rooms, and all community gathering areas are smoke-free. All students, faculty, staff, patients, contractors, and visitors are expected to comply with the provisions of the University Tobacco Policy.

The School of Dentistry encourages those who don't smoke not to start, and those who smoke to think about quitting. University of Detroit Mercy School of Dentistry Tobacco Program provides assistance to help remain or become smoke-free.

All those within the confines of the School of Dentistry are asked to comply with the following:

- If necessary to smoke on campus premises, use of smoking receptacles located outside of campus buildings are required, observing the posted distance of AT LEAST 25 feet away from the entrances to any campus building

- When outside the School of Dentistry buildings, clinics or service areas, compliance with posted policies for tobacco-free environments

Organizers and attendees at public events such as conferences, meetings, public lectures, social events, and cultural events, using University of Detroit Mercy School of Dentistry facilities will be required to abide by the University Tobacco Policy. Organizers of such events are responsible for communicating this policy to attendees. Effective implementation of this tobacco policy depends upon the courtesy, respect, and cooperation of all members of the University of Detroit Mercy School of Dentistry community. If a satisfactory resolution is not reached, the School of Dentistry Administration will be notified.

PUBLIC SAFETY

Overview of Services

The Corktown Public Safety Office is located on the first floor of Clinic Building at the front entrance of the Corktown Campus. The Corktown Campus Public Safety Office telephone number is (313) 993-6706. Requests for other public safety services should be directed to the dispatcher at the McNichols Campus at (313) 993-1234.

Public Safety Services include:

- Battery starts and vehicle lockouts
- Campus escort service
- Emergency services
- Educational services
- Security surveys
- Operation and parking identification
- Personal identification

Stolen Instruments/Equipment

All students are expected to maintain adequate security of instruments and equipment. Instruments or equipment should not be left unattended or unsecured! Lockable drawers and separate combination locks are provided in the Sim Lab in addition to a cupboard in the wet lab, and each student is assigned a locker. Many pieces of equipment have serial numbers; these should be recorded and kept in a safe place. All student purchases should be marked clearly. Engraving an identification symbol is an excellent way to protect your property. Public Safety will engrave equipment upon request.

All incidents of theft involving university property should be handled by filing a claim with the Office of Clinic Administration. If theft is the alleged reason for the loss, a report must be filed with the University Public Safety Office.

Emergency Response Plan

The University of Detroit Mercy Department of Public Safety maintains all information related to Emergency Preparedness. Please visit https://www.udmercy.edu/life/public-safety/emergency.php for the current Emergency Response Plan.

In the case of an emergency (fire alarm indicating immediate evacuation of a building or buildings; air horn indicating the need to seek shelter within a building), the quick and efficient response of our faculty, staff, and students (and the patients for whom they are providing care) is a necessity.
The University's Emergency Response plan may be downloaded at https://www.udmercy.edu/life/public-safety/emergency.php.

Revised 7.19.13

SCHOOL OF DENTISTRY TRAVEL POLICIES

Non-University-Sponsored Travel Policies

International and domestic travel organized by University of Detroit Mercy School of Dentistry student organizations or groups, including all mission trips and their partnering organizations, must be approved by the University. Student organizers should contact the Office of Student Services & Enrollment Management to be referred to the appropriate party for approval and requirements. Pre-doctoral and hygiene students may provide oral health care only at the level that they have been educated and only under the supervision of a University of Detroit Mercy School of Dentistry faculty member or a resident or fellow approved by the Division of Dental Public Health & Outreach, Office of Clinic Administration, and Office of Academic Administration.

These trips are not sponsored by the University of Detroit Mercy School of Dentistry, but organizations planning trips must complete requirements as directed by the Division of Dental Public Health & Outreach, Office of Clinic Administration, Office of Academic Administration, and the Office of Student Services & Enrollment Management, including the submission of a signed Release and Waiver of Liability, Assumption of Risk, and Indemnity Agreements for all trip participants. Participating students are expected to uphold the standards of professional behavior as outlined in the Student Handbook policies on Professionalism & Academic Integrity. Additionally, all student participants must have a GPA of 3.0 or higher in order to participate.

People/Office	Responsibilities
Student Leader(s)	1. Initiate contact with the Office of Student Services to obtain the Non-University-Sponsored Travel Checklist. 2. Instruct all potential student participants to verify a GPA greater than or equal to 3.0 with the Office of the Registrar before submitting their applications to participate. 3. Follow directions to obtain approval from the Division of Dental Public Health & Outreach, Office of the Registrar, Office of Clinic Administration, and Office of Academic Administration as necessary. 4. Facilitate distribution of Non-University-Sponsored Travel Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement to all trip participants, including faculty, and collect signed copies to return to the Office of Student Services.
Office of Student Services & Enrollment Management	1. Share the Non-University-Sponsored Travel Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement with student leader(s) for distribution. 2. Share the Non-University-Sponsored Travel Checklist with student leader(s). 3. Approve the trip after a completed checklist with all required signatures is submitted. 4. File completed Checklists and Waivers.
Division of Dental Public Health & Outreach	1. Consider the completed Checklist and decide whether or not to approve the trip.

Office of Clinic Administration	1. Verify faculty involvement on the trip. 2. Consider the completed Checklist and decide whether or not to approve the trip.
Office of Academic Administration	1. Evaluate student participants' academic standing in partnership with the Registrar. Students must have a GPA of 3.0 or higher to be approved for participation.
Assigned Faculty	1. Provide supervision of any health care provided on the trip. 2. In partnership with student leader(s), research local laws regarding the practice of dentistry under U.S. licensure. 3. Participate in completion of the Checklist and collection of signed Waivers in partnership with student leader(s)

Non-University-Sponsored Travel Student Organization Checklist

Please submit the completed Part One of the form to the Division of Dental Public Health & Outreach. Student organizations may either type or write in answers. After the Director's approval, please see the Office of Clinic Administration and Office of Academic Administration for their approval. This completed form must be on file with the Office of Student Services in order for students and faculty to travel for Non-University Sponsored travel for humanitarian mission purposes.

University-Sponsored Travel Policies

Students who are invited to travel to represent the University of Detroit Mercy School of Dentistry at a conference or similar event are required to sign a University-Sponsored Travel Release and Waiver of Liability. These trips may be supervised or unsupervised. Participating students are expected to uphold the standards of professional behavior as outlined in the Student Handbook policies on Professionalism & Academic Integrity. The waiver can be obtained along with absence request from Ms. Laurie Moore in the Office of Academic Administration.

SELECTED CLINIC POLICIES

All University of Detroit Mercy School of Dentistry Clinic Policies may be found in the University of Detroit Mercy School of Dentistry Clinic Policy and Procedure Manual.

STUDENT BACKGROUND CHECK

I. Applicability

This policy applies to applicants to, or students enrolled in, an educational program that includes or may include at a future date, assignment to a clinical health care facility. Visiting students who enroll in courses with such an assignment are also subject to the policy.

II. Policy

All applicants must submit to and satisfactorily complete a background check review as a condition to admission into all programs designated as requiring a background check. An offer of admission will not be final until the completion of the background check(s) with results is deemed favorable. Admission may be denied or rescinded based on a review of the background check.

Additionally, students who are currently enrolled and who do not have a valid background check must submit to and satisfactorily complete a background check review as a condition to enrolling or participating in education experiences at affiliated sites that require a background check.

Students who refuse to submit to a background check or do not pass the background check review may be dismissed from the program.

Applicants or students who are denied admission to, or are dismissed, may seek admission into another educational program that does not have a clinical component requirement in its curriculum.

III. Rationale

A. Health care providers are entrusted with the health, safety, and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student or applicant's suitability to function in such a setting is imperative to promote the highest level of integrity in health care services.

B. Clinical facilities are increasingly required by accreditation agencies such as Joint Commission of Healthcare Organization (JCAHO), to conduct background checks for security purposes on individuals who provide services within the facility and especially those who supervise care and render treatment. To facilitate this requirement educational institutions have agreed to conduct these background checks for students and faculty.

C. Clinical rotations are an essential element in certain curriculum programs. Students who cannot participate in clinical rotations due to criminal or other adverse activities that are revealed in a background check are unable to fulfill the requirements of the program. Additionally, many healthcare licensing agencies require individuals to pass a criminal background check as a condition of licensure or employment. Therefore, it is in everyone's interest to resolve these issues prior to a commitment of resources by the University of Detroit Mercy School of Dentistry, the student, or applicant.

D. The University of Detroit Mercy School of Dentistry is obligated to meet the contractual requirements contained in affiliation agreements between the university and the various healthcare facilities.

IV. Background Check Report

A. Obtaining a Background Check Report. The School of Dentistry utilizes Certiphi to conduct the background checks and issue reports directly to the School of Dentistry. Students and applicants must utilize Certiphi and comply with its instructions in authorizing and obtaining a background check. Students and applicants are responsible for payment of any fees charged by a designated company to provide the background check service.

B. *Scope.* All background checks conducted at the School of Dentistry will include the following and cover the past seven years:

i. Criminal history search, including convictions, deferred adjudications or judgments, expunged criminal records, and pending criminal charges involving felonies, Class A, Class B, and Class C violations

ii. Violent Sexual Offender and Predator Registry search

Extended Scope. Background checks may include the following for applicable applicants or current students, and cover the past seven years:

iii. Office of the Inspector General (OIG) List of Excluded Individuals/Entities

iv. General Services Administration (GSA) List of Parties Excluded from Federal Programs

v. U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN)

vi. Applicable State Exclusion List

C. *Rights.* Students and applicants have the right to review the information reported by the designated company for accuracy and completeness and to request that the designated company verify that the background information provided is correct. Prior to making a final determination that will adversely affect the applicant or student, the School of Dentistry will provide applicants or students a copy of, or access to, the background check report issued by the designated company, and inform them of their rights, how to contact the designated company to challenge the accuracy of the report, and that the designated company was not involved in any decisions made by the School of Dentistry.

V. Procedure

A. APPLICANTS

i. Applicants must complete the required background check screening following the offer of admission but prior to enrollment.

ii. The background check report will be submitted to the Office of Admissions for its review. If the report contains negative findings, the Office of Admissions may request that the applicant submit additional information relating to the negative finding, such as a written explanation, court documents, and police reports. The Office of Admissions will review all information available to it and determine whether the offer of admission should be withdrawn.

iii. Decisions are final and may not be appealed.

B. CURRENT STUDENTS

i. Background check reports will be submitted to the Office of Academic Administration for its review. If the report does not contain any negative findings as determined by the Office of Academic Administration or its designee, the student will be allowed to participate in clinical rotations. If the report contains negative findings, the Office of Academic Administration or its designee may request that the student submit additional information relating to the negative finding, such as a written explanation, court documents, and police reports. The Office of Academic Administration or its designee will review all information available to it and determine whether the student should be permitted to participate in clinical rotations or be dismissed from the program.

ii. If the Office of Academic Administration or its designee determines that dismissal from the program is warranted, a student may appeal that decision in accordance with the university grievance procedure for academic matters found in the School of Dentistry Academic Policies Handbook.

iii. The student is informed also that several states have rules governing background checks and that negative findings may also make the individual ineligible to sit for a particular licensure exam and/or receive licensure. The decision of the particular licensing board will be governed by its rules and policies.

C. REVIEW STANDARDS

In reviewing the background check reports and any information submitted, the Office of Academic Administration or its designee may consider the following factors in making its determinations: the nature and seriousness of the offense or event, the circumstances surrounding the offense or event, the relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when the offense or event occurred, whether the offense or event was an isolated or

repeated incident, the length of time that has passed since the offense or event, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and the accuracy of the information provided by the applicant or student in the application materials, disclosure forms, or other materials.
The safety interests of the patient and the workplace, as well as the educational interest of the student will be considered. In reviewing background checks and supplementary information, advice may be obtained from university counsel, or other appropriate advisors.

VI. Confidentiality and Recordkeeping

A. Background check reports and other submitted information are confidential and may only be reviewed by university officials and affiliated clinical facilities in accordance with the Family Educational Records and Privacy Act (FERPA).
B. Students. Background check reports and other submitted information of students will be maintained in the Office of the Registrar and will be kept in confidential files separate from the student's academic file and destroyed once the student is no longer in the School of Dentistry in accordance with the university's record retention policy for student records.
C. Applicants Denied Admission. Background check reports and other submitted information of applicants denied admission into the program will be maintained in accordance with the university's record retention policy.

VII. Other Provisions

A. The School of Dentistry shall inform students who have negative findings in their background check report and are nonetheless permitted to enroll that the School of Dentistry's decision is not a guarantee that every clinical facility will permit the student to participate in the educational program at its facility, or that any state will accept the individual as a candidate for registration, permit, or licensure.
B. A background check will be honored for the duration of enrollment if the student is continuously enrolled. A student who has a break or disruption in enrollment is required to complete a new background check. A break or disruption in enrollment is defined as non-enrollment of at least one academic term in the approved curriculum of the certificate or degree program. An officially approved leave of absence is not considered a break or disruption in enrollment, if the approved leave of absence is for 12 months or less.
C. Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the educational program.
D. Criminal activity that occurs while a student is in attendance at the university may result in disciplinary action including dismissal, and will be addressed through the university's academic or disciplinary policies.

Updated December 22, 2016

VIII. DRUG TESTING

Drug testing is required prior to the Oral Surgery Rotation at St. John's Hospital. All DS4 students are tested prior to their OS rotations. Results are provided directly to students who in turn provide St. Johns their results on a 10 panel drug test - Amphetamines, Cocaine Metabolites, Marijuana Metabolites, Opiates, Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, and Methaqualone prior to their rotations.

The tests are administered through Certiphi, a vendor we use for background checks. Positive results are addressed by the Office of Academic Administration.

Approved 7/10/2021

SELECTED UNIVERSITY POLICIES & RESOURCES

All University of Detroit Mercy Student Policies, unless otherwise specifically noted, apply to all students enrolled in the University. The following section of the University of Detroit Mercy School of Dentistry Academic Policy Handbook includes selected University of Detroit Mercy Policies for the convenience of School of Dentistry students and residents. This section is not intended to be an all-inclusive resource of University policies for University of Detroit Mercy School of Dentistry students and residents. The comprehensive resource may be found online on the main University of Detroit Mercy home page (www.udmercy.edu) and through TitanPass (https://tc.udmercy.edu).

MCNICHOLS CAMPUS RESOURCES

Emergency Notification System

The University of Detroit Mercy uses the RAVE Mobile Safety system to provide the campus community with notification of emergencies via text message and email. All faculty, staff and students are enrolled in the free program but must register to confirm contact information and choose notification preferences (cell phones, landline phones, text pagers or emails). After registration, individuals will receive emergency communications alerts regarding school closures, class cancellations, or other emergencies using the preferred mode of communication.

To complete registration, go to https://www.getrave.com/login/udmercy. Use your Titan Connect user name and password and then click the Log in button. Follow the screen prompts to modify contact information and select notification devices. If you experience problems logging in, please contact the **ITS Helpdesk** at (**313) 993-1500** or email helpdesk@udmercy.edu.

Clery Reports and Statistics

Originally known as the Campus Security Act, the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* (20 USC § 1092(f)) is the landmark federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses. The Clery Act is enforced by the United States Department of Education. (Clerycenter.org, 2014)
In compliance with the U.S. Department of Education regulations, University of Detroit Mercy maintains, enforces, and annually discloses crime statistics for incidents occurring on and around the University's campuses. The annual disclosure is meant to inform the University of Detroit Mercy community of criminal activity regardless of the severity of the incident. This information can be found at http://udmercy.edu/life/public-safety/clery/index.php.

University of Detroit Mercy Student Health Clinic: McNichols Campus

The Student Health Clinic is available to all Detroit Mercy students, including students at the law and dental campuses. We strive to keep students healthy so they can succeed in their academic and personal lives. We offer a variety of health services to promote health and wellness by providing a variety of primary care services. If you have specialized medical needs, we can get you connected to a provider in the area. https://www.udmercy.edu/life/health/index.php.

Psychological and Counseling Services Offered

Professional outpatient counseling and psychotherapeutic treatment is available to students at no charge.

International Student Services

The International Services Office on the McNichols Campus (313) 993-1205 assists students with questions regarding visas along with other issues vital to study, residency, and post-graduation plans.

Anyone planning to work in the U.S. while either in school or after graduation must contact the International Services Office prior to accepting a position.

Student Fitness Center and Titan Athletics

Students may use the facilities at the Student Fitness Center at the University of Detroit Mercy McNichols campus. Students must use their ID card to access the facility. All University of Detroit Mercy students receive free admission to home athletic events for all Titan sports.

UNIVERSITY POLICY ON PLAGIARISM AND ACADEMIC INTEGRITY

As members of an academic community engaged in the pursuit of truth and with a concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts

.

Among the most serious academic offensives is plagiarism, submitting the work or style of another author or source without acknowledgement or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, are incorporated into one's own writing without quotation marks or documentation. One also may plagiarize by paraphrasing the work of another, which is retaining another writer's ideas and structure without documentation.

Students are advised always to set off another writer's exact words by quotation marks, with appropriate references. Students avoid plagiarism by using their own words and ideas and by fully crediting other's words and ideas when they find their way into the writing. Whenever in doubt, cite the source.

Students who purchase or obtain essays from other students or agencies or who copy from one another or from prohibited sources commit the most serious type of academic dishonesty. The consequences of plagiarism, or any act of academic dishonesty, may range from failure in a course, or a project or assignment, remediation, counseling, or dismissal from the University. *Edited 11/02; 6/17, 6/19*

STUDENT COMPLAINT GUIDELINES

Consistent with its mission, the University of Detroit Mercy welcomes feedback from students about our policies, programs and services in an effort to promote a successful learning environment. To that end, the University of Detroit Mercy is committed to providing prompt and fair resolution of all student complaints. We are accountable to our students, constituents, and accrediting agencies to provide a process by which students may lodge complaints in a nonthreatening manner, free from retaliation of any kind. The following is the link to the student complaint website.

https://www.udmercy.edu/about/consumer-info/complaint-policy.php

What is a student complaint?

A student complaint ranges from an experience with, or treatment by, a University employee to a matter relating to academic or non-academic areas not addressed in college and school handbooks or University policies and procedures. There are two types of complaints:

- Academic: College/School-related, Library/IDS, Career Education Center, University Academic Services issues or any other academic matter.
- Non-academic: Student Services (issues with Admissions, Financial Aid, Registrar, Student Accounting, International Services, Residence Life or other non-academic departments), Auxiliary Services (bookstores, food services) or issues with Facilities or Public Safety (buildings, parking lots, security of person or property, etc.)

How is a student complaint different from a grievance or appeal?

The student complaint site is **not** intended to address student academic grievance and appeal issues. Students interested in submitting a grievance or appeal should follow the procedures in the applicable catalog or student handbook for such issues. This site is also not intended for sexual harassment, Title IX, sexual misconduct or violence, or any other type of discrimination claims.

Key documents and sites for specific complaints:

- **Accredited Program Related Complaints:** For complaints related to professional programs, contact the specific accrediting agency. Programs and specific accrediting agency information can be found at https://www.ada.org/en/coda/policies-and-guidelines/file-a-complaint
- For information related to sexual or gender-based discrimination or harassment, visit Detroit Mercy's Title IX site, which includes:
    - Sexual and Gender-based Harassment Policy and Resolution Process
    - Title IX Complaint Form
- **Tuition Variance:** This site is also not intended for issues that need to be submitted to the Tuition Variance Committee. Tuition variance issues need to go to the committee through the Student Accounting Office. Obtain a Petition for Tuition Adjustment from the Student Accounting Office. This can be done in person, or at https://www.udmercy.edu/current-students/accounting/files/petition_refund.pdf
- For Whistleblower Policy, please click here.

Informal Complaint Resolution:

Students are encouraged to seek an informal resolution of the matter directly with the faculty, appropriate college/school administrator, or specific individual(s) involved when possible. Detroit Mercy schools and colleges have policies and processes for specific categories of complaints. At the School of Dentistry, complaints may be taken to the Assistant Dean for Student Services & Enrollment Management.

For matters where a resolution is not feasible, a Student Complaint Form can be submitted via the University website. This site will help guide you through Detroit Mercy's procedures for submission of complaints.

Formal Complaint Resolution:

1. Seek conflict resolution whenever possible by communicating directly with the University employee responsible for the service or area of complaint. In most cases, you will be asked to speak with the department or staff member associated with the concern.
2. If you are not satisfied with the outcome of the initial interaction or you are not comfortable approaching the Detroit Mercy employee directly, submit your complaint to Detroit Mercy using the online form.
3. Students who are unable to submit an electronic form may have a University employee submit the form on their behalf.

When submitting a complaint, please provide as much information of the following information.

- Describe your specific complaint and what occurred. Identify the names of all individuals involved.
- Include date, time, and location of the incident that resulted in a complaint.
- Attach any documents to support the complaint.

What happens next?

Once you submit the complaint using the online form, you will receive an email confirmation of receipt within seven (7) business days.

- If additional information is required, you may be notified.
- Within thirty (30) business days of the submission of your complaint, Detroit Mercy will provide you with a response.
- If more than thirty (30) days is needed to research and respond to your complaint, you will be notified.
- Upon either responding to or addressing the complaint, the issue will be considered closed.
- If a student wishes to appeal the response, the student has five (5) business days in which to do so in writing to the Provost. The written appeal must provide a detailed explanation of the basis for the appeal. The Provost or the Provost's designee shall have ten (10) business days in which to respond. The Provost's determination shall be final.

Administrative Reports and Amendments

- Student Complaints will be tracked and reported annually by the Office of Academic Affairs to assist business units affected in identifying areas of improvement and making recommendations, if necessary, to address the quality of the student experience.
- Detroit Mercy has the right to modify, amend, or terminate this policy at any time.

UNIVERSITY AND CAMPUS CLOSURE NOTIFICATION PLAN

This information covers the University's procedure related to class cancellations and school closings due to weather conditions or other threatening circumstances.

You will notice that the procedure now includes a "Late Start" designation in those instances when weather conditions may temporarily create a safety hazard during the early morning commute hours. A Late Start delay will be for two hours. With 8:00 AM as the standard opening time at the University, an announced two-hour delay would mean that the University would open at 10:00 AM. See Late Start Frequently Asked Questions below for some of the questions you may have.

When the University or one of the three Detroit campuses needs to begin classes late or cancel classes, the information will be posted on the home page of the University website and through the following media: Detroit TV channels 2, 4, 7, 50 and 62 and radio stations *WWJ-950 AM* and *WJR-760 AM*. Additionally a notice will be sent to all subscribers of the University's Emergency Alert System.

We hope that there will be minimal disruption to the academic class schedule with this slightly revised process, which will allow us to be prepared, especially during Michigan's winter months.

CONFIDENTIALITY OF STUDENT RECORDS
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

Family Educational Rights and Privacy Act: University of Detroit Mercy maintains the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. At Detroit Mercy, the University Registrar coordinates the inspection and review procedures for student records, which includes admissions, personal, academic, and financial files as well as cooperative education and placement records.

No one outside the institution may have access to, nor will the institution disclose any information from, students' educational records without the written consent of the student, except: to personnel within the institution, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing student financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order or subpoena; and to persons in an emergency in order to protect the health or safety of students or other persons. Personnel within the institution shall include administrative, supervisory, academic, research, or support staff, a person or company with whom the institution has contracted (such as an attorney, auditor, or collection agent), a person serving on the Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting personnel within the institution in performing a task. All of these exceptions are permitted under the act.

Educational records or components thereof may be made available without the student's written consent to personnel within the University who are determined by the institution to have a legitimate educational interest. The University will maintain a record of all requests and disclosures of personally identifiable information except those made to University of Detroit Mercy officials. Legitimate recipients of all such records will be informed that they are not permitted to disclose the information to others.

Students may review their education records by making a written request to the Registrar or appropriate dean's office. Students may not inspect financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement or honors to which they have waived their right of inspection or review; or educational records containing information about more than one student. The University is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975.

The University may disclose the following categories of public or "directory" information for any purpose, at its discretion: student name, addresses, telephone numbers, dates of attendance, class, date and place of birth, major field of study, previous institutions attended, awards, honors (includes Dean's List), degrees conferred (including dates), photograph, past and present participation in officially recognized activities and sports, physical factors (e.g. weight and height of athletes).

Currently enrolled students may withhold disclosure of any such information under the Family Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received by the University Registrar prior to the first Friday following final registration for each semester of period of study. Requests for non-disclosure will be honored by the institution until such time that the student requests that the non-disclosure be lifted.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their educational records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels are unacceptable. The Registrar at University of Detroit Mercy has been

designated by the institution to coordinate the inspection and review procedures for student educational records.

Students wishing to review their educational records must make written requests to the Registrar listing the item or items of interest. A list of what educational records are kept where is available from the Registrar. Only records covered by the Act will be made available within forty-five (45) days of the request. Students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a financial hold exists, or a transcript of an original or source document which exists elsewhere).

These copies would be made at the student's expense at prevailing rates. Educational records do not include records of instructional, administrative, and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual, records of a law enforcement unit, student health records, employment records or alumni records.

Students who believe that their educational records contain information which is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar. If the decisions are in agreement with the student's request, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and they will be informed by the Registrar of their right to a formal hearing. Students' requests for a formal hearing must be made in writing to the Registrar who within a reasonable period of time after receiving such requests, will inform students of the date, place, and time of the hearing.

Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing panels to adjudicate such challenges will consist of the University Registrar, dean of Student Life, the dean (or their designee) from the college/school where the records are kept if such are challenged, and two students appointed by the dean of Student Life through the Student Senate.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decision of the hearing panels if the decision is in favor of the student. If the decision is unsatisfactory to the student, the student may place within the educational record statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decision of the hearing panel. The statements will be placed in the educational record, maintained as part of the student's record, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair, or not in keeping with the provisions of the Act, may request, in writing, assistance from the president of the University. Further, students who believe that their rights have been abridged may file complaints with the Family Policy Compliance Office, U.S. Department of Education, Washington, DC 20202 or 202-260-3887 concerning the alleged failures of University of Detroit Mercy to comply with the Act.

Diane M. Praet
Associate Vice President and University Registrar

updated 7/2017

UNIVERSITY OF DETROIT MERCY INTERIM POLICY PROHIBITING SEX AND GENDER-BASED DISCRIMINATION AND GRIEVANCE RESOLUTION PROCESS

ATIXA 2020 ONE POLICY, TWO PROCEDURES MODEL

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INTERIM POLICY PROHIBITING SEX AND GENDER-BASED DISCRIMINATION

1. POLICY DEFINITIONS

- *Advisor:* a person chosen by a Party, or appointed by the University, to accompany the Party to meetings related to the grievance process, to advise the party on that process, and to conduct cross-examination for the Party at the hearing, if any.
- *Complainant:* A Person who is alleging sex or gender-based harassment or discrimination based on a protected class; or alleging retaliation for engaging in a protected activity, or a person on whose behalf the University is alleging sex or gender-based harassment or discrimination.
- *Complaint:* a document submitted or signed by the Complainant, or signed by the Title IX Coordinator, alleging sex or gender-based discrimination based on a protected class or retaliation for engaging in a protected activity against a Respondent and requesting that the University conduct an investigation based on the alleged conduct.
- *Confidential Employee:* an employee of the University who is not a Mandatory Reporter. A confidential employee is licensed by a state medical licensing and regulatory board and hired by the University specifically to work in a job position which cannot be held without appropriate state medical or health licensure to perform their job duties.
- *Day:* a business day when the University is in normal operation.
- *Directly Related Evidence*: evidence connected to the complaint but is neither inculpatory (tending to prove a violation) nor exculpatory (tending to disprove a violation) and will not be relied upon by the Investigator when writing an investigation report.
- *Education program or activity:* locations, events, or circumstances where the University exercises substantial control over both the Respondent and the context in which alleged sex or gender-based discrimination occurs and also includes any building owned or controlled by a student organization that is officially recognized by the University. Education programs and activities are not restricted to on campus only.
- *Final Determination:* A conclusion by preponderance of the evidence that the alleged conduct did or did not violate the *University Policy Prohibiting Sex and Gender-based Discrimination.*
- *Finding:* A conclusion by preponderance of the evidence that the conduct did or did not occur as in a finding of fact.
- *Grievance Resolution Process:* the method of formal resolution designated by the University to address sex or gender-based discrimination. This includes conduct described in the Title IX Regulations, 34 CFR 106.45, which includes any of the following five types of behavior: sexual harassment that meets the standard of severe, pervasive, and objectively offensive; sexual assault; stalking; dating violence; and domestic violence. The University employs a separate process to address other types of sex or gender-based discrimination including but not limited to

the following: sexual harassment that is either severe or pervasive; sexual exploitation; sex-based hazing, and retaliation as well as other forms of sexual violence or sexual misconduct that are not governed by 34 CFR Part 106.30. This separate process is conducted by the Dean of Students or designee or Associate Dean of Students or designee at the McNichols campus; Riverfront; or Corktown campus.

- *Hearing officer and decision-maker:* individual with decision-making and sanctioning authority within the University's Grievance Resolution process.
- *Informal Grievance Resolution Process:* the method of informal resolution through mediation conducted by the University at the request of the Parties which may not be utilized to resolve any sex or gender-based discrimination complaints involving an employee of the University.
- *Investigator:* person or persons on the University Title IX Team, or hired by the University, to gather facts about an alleged violation of this Policy; assess relevance of evidence and credibility of witnesses in synthesizing the evidence; and compile this information into an investigation report and file of directly related evidence.
- *Mandatory Reporter:* an employee of the University who is obligated by this Policy to share knowledge, notice, and/or reports of sex or gender-based discrimination to the Title IX Coordinator or any Deputy Title IX Coordinator.
- *Notice:* Occurs when an employee, student, or third-party informs any member of the Title IX Team of the alleged occurrence of sex or gender-based discrimination and/or retaliation for a protected activity.
- *Parties:* Complainant(s) and the Respondent(s) are referred to as the Parties.
- *Relevant Evidence:* evidence that tends to prove or disprove an issue.
- *Remedies:* post-finding actions directed to the Complainant and/or the community as mechanisms to address safety, prevent recurrence of sex or gender-based discrimination, and restore access to the University's educational program.
- *Respondent:* an individual who has been reported to have engaged in conduct that could constitute sex or gender-based discrimination and/or retaliation for engaging in a protected activity.
- *Resolution:* the result or outcome of this University Grievance Process.
- *Sanction:* a consequence imposed by the University on a Respondent who is found to have violated this policy, or imposed on a Complainant found to have violated this policy based on a counterclaim made in good-faith response to Complainant's allegation.
- *Sexual Discrimination:* refers to alleged sexual harassment, sexual assault, stalking, and dating violence and domestic violence.
- *Sexual Harassment:* umbrella term used by the Department of Education to include sexual harassment that is severe and pervasive and objectively offensive as well as the following terms: sexual assault; stalking; domestic violence; and dating violence.
- *Gender-based harassment:* refers to harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature.
- *Title IX Coordinator:* The University Title IX Coordinator and/or any University Deputy Title IX Coordinator designated by the University to ensure compliance with Title IX and the University's Title IX program.
- *Title IX Team:* The University Title IX Coordinator and/or any University Deputy Title IX Coordinator. All Title IX Team Coordinators have received external and internal training on the Department of Education New Title IX Regulations (May 2020) and on performing Advising under

the New Regulations. Members of the Title IX Team who serve as lead Investigators or as Hearing Officers have received training and certification from national professional associations.

- *University Community:* refers to Students; Employees; and Third Parties.

2. Rationale for Policy

The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination, harassment, and retaliation including sex and gender-based discrimination. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, the University has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of sex or gender-based discrimination on the basis of protected class status, and for allegations of retaliation. The University values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for all those involved.

3. Non-Discrimination Statement

The University of Detroit Mercy adheres to all federal, state, and local civil rights laws and regulations prohibiting discrimination in private institutions of higher education. The University does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of:

- Sex,
- Gender,
- Sexual orientation,
- Gender identity,
- Gender expression
- Pregnancy
- Family Responsibilities
- or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human/civil rights agencies.

This Policy covers nondiscrimination in both employment and access to educational opportunities. Therefore, any member of the University community whose acts deny, deprive, or limit the educational or employment access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the University's non-discrimination statement.

When brought to the attention of the University, any such discrimination will be promptly and fairly addressed and remedied by the University according to the Grievance Resolution Process described below.

The University Title IX Coordinator, Megan Novell, may be contacted at novellme@udmercy.edu.

3. Applicable Scope

The core purpose of this policy is the prohibition of all forms of sex and gender-based discrimination. Discrimination may involve exclusion from, or different treatment in, activities such as admission, athletics, or employment. It may also take the form of harassment or, in the case of sex or gender-based discrimination, it can encompass sexual harassment, sexual assault, stalking, dating violence or domestic violence.

3.a.) When an alleged violation of this anti-discrimination policy is reported, the allegations are analyzed using the University's Grievance Resolution Process used to formally resolve any of the following types of

conduct: sexual harassment that is both severe and pervasive; sexual assault; stalking; domestic violence; or dating violence.

3.b.) When an alleged violation of this anti-discrimination policy is reported that involves sexual harassment that is either severe or pervasive or other reported types of misconduct including but not limited to the following: sexual exploitation; sex-based hazing or retaliation, the allegations are analyzed and resolved using the University Sexual Harassment Prevention Policy for employee-employee grievances; or the applicable Student Code of Conduct or Community Standards Conduct for undergraduate and graduate students; or law and dental students, respectively.

When the Respondent is a member of the University community, a grievance process may be available regardless of the status of the Complainant who may or may not be a member of the University community. This community includes, but is not limited to, students, student organizations, faculty, administrators, staff, and third parties such as guests, visitors, volunteers, invitees, and campers. The procedures below may be applied to incidents, to patterns, and/or to the campus climate, all of which may be addressed and investigated in accordance with this policy.

4. Title IX Coordinator

The Title IX Coordinator and Equity and Compliance Specialist serves as the Title IX Coordinator for the University and has the primary responsibility for coordinating the University's efforts related to the intake, investigation, resolution, and implementation of supportive measures to stop, remediate, and prevent sex and gender-based discrimination as well as retaliation for sex or gender-based discrimination.

5. Independence and Avoidance of Bias or Conflict-of-Interest

The Title IX Coordinator manages the Title IX Team and acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this policy and these procedures. The members of the Title IX Team are vetted and trained to ensure they are not biased for or against any party in a specific case, or for or against Complainants and/or Respondents, generally.

5.a.) To raise any concern involving bias or conflict of interest by the Title IX Coordinator, the University General Counsel, Monica Barbour, should be contacted. Any other concerns of bias or potential conflict of interest by any other Title IX Team member should be raised with the Title IX Coordinator.

5.b.) Reports of misconduct or discrimination committed by the Title IX Coordinator should be reported to the University General Counsel, Monica Barbour. Reports of misconduct or discrimination committed by any other Title IX Team member should be reported to the Title IX Coordinator.

6. Administrative Contact Information

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy and procedures, may be made to:

Office of Title IX, Academic Affairs
McNichols campus
4001 W. McNichols Rd., Detroit, MI 48221
Phone: 313.993.1802
https://www.udmercy.edu/academics/academic-affairs/titleix/

Megan Novell
Title IX Coordinator and Equity and Compliance Specialist
Office of Title IX
285 Student Union
4001 W. McNichols Rd. Detroit, MI, 48221
Phone: 313.993.1802
Email: novellme@udmercy.edu
https://www.udmercy.edu/academics/academic-affairs/titleix/

McNichols Campus

Nathan Blume, Deputy Title IX Coordinator, Instructional Designer, Office of Digital Education
Phone: 313.993.1126
Email: blumena@udmercy.edu

Teri Kromrei, Deputy Title IX Coordinator, Associate Athletic Director &
Senior Woman Administrator
Phone: 313.575.2199
Email: kromretl@udmercy.edu

Amy Gasahl, Deputy Title IX Coordinator, Director of Student Athlete Services
Phone: 313.993.1700
Email: palingal@udmercy.edu

Corktown Campus

Juliette Daniels, Deputy Title IX Coordinator, Assistant Dean of Student Services and Enrollment
Classroom Building, Room 470
Phone: 313.494.6850
Email: danieljc@udmercy.edu

Adrianna Moreno, Deputy Title IX Coordinator, Associate Registrar
Classroom Building, Room 461
Phone: 313.464.6166
Email: katsiman@udmercy.edu

Danielle Harris, Deputy Title IX Coordinator, Assistant Director of Student Services
Classroom Building, Room 457
Phone: 313.464.6966
Email: harrisdm@udmercy.edu

Riverfront Campus

Ieisha Humphrey, Deputy Title IX Coordinator, Director, Student and Faculty Services
Phone: 313.596.0206
Email: humphrie@udmercy.edu

EXTERNAL INQUIRIES - NATIONAL

Inquiries may be made nationally to:

U.S. Department of Education Office for Civil Rights (OCR)

400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

U.S. Department of Health & Human Services Office for Civil Rights
200 Independence Avenue, S.W.
Washington, D.C. 20201
Toll Free Call Center: 1-800-368-1019
TTD Number: 1-800-537-7697

U.S. Department of Justice Civil Rights Division
950 Pennsylvania Avenue, NW
Washington, D.C. 20530-0001
Phone (202) 514-3847
Toll-free Phone 1-855-856-1247
Telephone Device for the Deaf (TTY) (202) 514-0716

EXTERNAL INQUIRIES - REGIONAL
U.S. Department of Education Office for Civil Rights
1350 Euclid Avenue
Suite 325
Cleveland, OH 44115
Telephone: (216) 522-4970
Facsimile: (216) 522-2573
Email: OCR.Cleveland@ed.gov

U.S. Equal Employment Opportunity Commission
Patrick V. McNamara Building
477 Michigan Avenue
Room 865
Detroit, MI 48226
United States
Phone
1-800-669-4000
Fax
313-226-4610
TTY
1-800-669-6820

7. Notice/Complaints of Sex or Gender-based Discrimination
Notice or complaints of sex or gender-based discrimination and/or retaliation may be made using either of the following options:
1) File a complaint with, or give verbal notice to, the University Title IX Coordinator, or any University Deputy Title IX Coordinator using the contact information provided in 6. above.
2.) Report online using the University Complaint form for Sex or Gender-based Discrimination Allegations provided on the Office of Title IX webpage, https://www.udmercy.edu/academics/academic-affairs/titleix/
A Formal Complaint is a document filed and signed by the Complainant, or signed by the Title IX Coordinator, alleging a sex or gender-based policy violation by a Respondent that requests that the University investigate the allegation(s). A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail by using the contact information provided in 6. above.

8. Supportive Measures

The University will offer and implement appropriate and reasonable supportive measures to the Parties upon notice of alleged sex or gender-based discrimination and/or retaliation. Supportive measures are typically offered first to a Complainant and then to a Respondent as the Complainant makes the first contact with the Title IX team for this purpose. Supportive measures are offered to a Respondent as quickly as possible upon notification of a Respondent's name or contact information.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Parties to restore or preserve access to the University's education program or activity, including measures designed to protect the safety of all parties or the University's educational environment, and/or deter sex or gender-based discrimination.

The Title IX Coordinator promptly offers available supportive measures to the Parties upon receiving notice of a concern or receipt of a complaint. The University will make every effort to maintain the privacy of the supportive measures provided that privacy does not impair the University's ability to provide the supportive measures. The University will also seek to ensure as minimal an academic impact on the Parties as possible. The University will endeavor to implement measures in a way that does not unreasonably burden either Party.

Supportive measures may include but are not limited to any of the following:

- Referral to counseling, medical, and/or other healthcare services
- Referral to the Employee Assistance Program for employees
- Referral to community-based service providers including crisis lines or shelters
- Student financial aid counseling
- Changes to campus housing assignment(s)
- Changes to work arrangements for employees or student-employees
- Safety planning
- Implementing contact limitations or no contact orders between the Parties
- Academic support, extensions of deadlines, or other program modifications
- Changes to class schedules; facilitation of withdrawals or leaves of absence
- Trespass or Persona Non Grata (PNG) orders
- Timely warnings
- Any other actions deemed appropriate and feasible by the Title IX Coordinator

Violations of no contact orders are referred to the appropriate department including but not limited to Student Affairs, Human Resources, or Public Safety.

9. Emergency Removal

The University may act to remove a student Respondent entirely or partially from its education program or activities on an emergency basis after completion of an individualized safety and risk analysis resulting in a determination that the Respondent poses an immediate threat to a Complainant or other members of the University community. The Student Concern and Care Team chair will communicate the result and basis of the behavioral and threat assessment to the Title IX Coordinator, or the referring Deputy Title IX Coordinator, within five business days, or as soon as practicable, after receiving a request for completion of behavioral and threat assessment. The University will implement the least restrictive emergency actions possible which may include alternative coursework options.

A Respondent may request a meeting with the Title IX Coordinator or the referring Deputy Title IX Coordinator to show cause why emergency removal should not take place. In all cases in which emergency removal is imposed, the student will receive notice of the action and information providing the option to show cause to the Title IX Coordinator, or the referring Deputy Title IX Coordinator, as soon as reasonably possible why the action/removal should not be implemented or should be modified.

Student violation of emergency removal under this policy will constitute grounds for discipline up to and including non-academic dismissal for a student. There is no appeal process of an emergency removal decision.

10. Promptness

All allegations are acted upon promptly by the University once it has received notice or a formal complaint. Complaints may take 90-120 business days to resolve. There are always exceptions and extenuating circumstances that can cause a resolution to take longer and the University will avoid all undue delays within its control.

If the general time frame for resolution is delayed, the University Title IX Coordinator, or Deputy Title IX Coordinator, will provide written notice to the Parties of the delay, the cause of the delay, and an estimate of the anticipated additional time that will be needed as a result of the delay.

11. Privacy and Confidentiality

Prohibited conduct, or concern that prohibited conduct may have occurred, should be reported to the Title IX Coordinator or a Deputy Title IX Coordinator. Either the University Title IX Coordinator or a Deputy Title IX Coordinator will then assist a Complainant in understanding reporting options and will advise a Complainant of appropriate supportive measures.

Every effort is made by the University to preserve the privacy of mandatory reports and complaints. The University will not share the identity of any individual who has completed a written complaint alleging sex or gender-based discrimination without first obtaining the written consent of a Complainant to allow the Title IX Coordinator or Title IX Deputy Coordinator to share information with Public Safety, the Dean of Students, or other administrators with authority and capability to assist the Complainant in obtaining supportive measures. Additionally, information concerning Complainant, any named Respondent, or any witness, may not be communicated except as permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g; FERPA regulations, 34 CFR part 99; or as required by law; or to carry out the purposes of 34 CFR Part 106, including the conducting of any investigation, hearing, or grievance proceeding arising under these policies and procedures.

The University reserves the right to determine which University officials have a legitimate educational interest in being informed about incidents that fall within this policy pursuant to the Family Educational Rights and Privacy Act (FERPA).

12. Jurisdiction of the University

This policy applies to the education program and activities of the University as well as conduct that takes place on the campus; or on property owned or controlled by the University; at University-sponsored events; or in buildings owned or controlled by the University's registered student organizations. The Respondent must be a member of the University community in order for this Policy to apply.

Regardless of whether the Respondent is a member of the University's community, Complainant may obtain supportive measures from the University determined and arranged by the Title IX Coordinator or a Deputy Title IX Coordinator. The University may take other actions as appropriate to protect the Complainant against third parties, such as barring individuals from University property and/or events.

All vendors serving the University through third-party contracts are subject to the policies and procedures of their employers.

When the Respondent is enrolled in or employed by another institution, the Title IX Coordinator or a Deputy Title IX Coordinator can assist the Complainant in liaising with the appropriate individual at that institution as it may be possible to allege violations through that institution's policies.

Similarly, the Title IX Coordinator or a Deputy Title IX Coordinator may be able to assist and support a student or employee Complainant who experiences discrimination while enrolled in or working for the University in an externship, study abroad program, or other environment external to the University where sexual harassment or nondiscrimination policies and procedures of the facilitating or host organization may give recourse to the Complainant.

13. Time Limits on Reporting

There is no time limitation for disclosure or report of a potential violation of this Policy to the University Title IX Coordinator or any deputy Title IX Coordinator. If the Respondent is no longer subject to the University's jurisdiction and/or significant time has passed since the alleged conduct, the ability of the University to investigate, respond, and provide remedies may be limited or impossible. Any such limitation will not impede the ability of the University to offer supportive measures and/or remedies to a Complainant.

When disclosure or notice is affected by significant time delay, the University will typically apply the policy in place at the time of the alleged misconduct and the procedures in place at the time of notice or disclosure.

14. Online Harassment and Misconduct Relating to Sex and Gender-based Discrimination The policies of the University are written and interpreted broadly to include online manifestations of any of the behaviors prohibited and described below when those behaviors occur in, or have an effect on, the University's education program and activities, or use the University's networks, technology, or equipment.

Prohibited online harassment and misconduct may include but is not limited to the following: sharing of inappropriate content via social media, sexual or sex-based messaging including unwelcome sexting, distributing or threatening to distribute revenge pornography, breaches of privacy, or otherwise using the ease of transmission and/or anonymity of the Internet or other technology to harm another member of the University community. This may also include stalking threats, domestic violence threats or dating violence threats.

Although alleged online harassment and misconduct relating to sex and gender-based discrimination is reported as having been made on social media, blogs, or other digital forms of media that cannot be controlled by the University, the University will engage in a variety of means to address and mitigate the effect of such communications. This includes application of the University ITS Acceptable Use & Security Policy linked here: https://www.udmercy.edu/about/its/policies/files/its-0028.pdf

15. Policy on Discriminatory Sex and Gender-based Harassment

Students, staff, administrators, and faculty are entitled to an employment and educational environment that is free of discriminatory harassment. The *University Policy Prohibiting Sex and Gender-based Discrimination* is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane but controversial or sensitive subject matters protected by academic freedom. All policies accompany actual or attempted offenses.

a. Discriminatory Harassment

Discriminatory harassment constitutes a form of discrimination that is prohibited by this University Policy. Discriminatory harassment is defined as unwelcome conduct by any member or group of the community on the basis of actual or perceived membership in a class protected by policy or law.

The University does not tolerate discriminatory harassment of any employee, student, visitor, or guest and will act to remedy all forms of harassment when reported whether or not the harassment rises to the level of creating a "hostile environment."

A hostile environment is one that unreasonably interferes with, limits, or effectively denies an individual's educational or employment access, benefits, or opportunities. This discriminatory effect results from harassing verbal, written, graphic, or physical conduct that is severe or pervasive ***and*** objectively offensive.

When discriminatory harassment rises to the level of creating a hostile environment, the University may also impose sanctions on the Respondent through application of the University Sexual Harassment Prevention Policy for allegations made by employees concerning employees.

b. Sexual Harassment

Sexual Harassment is an umbrella category that includes the offenses of sexual harassment, sexual assault, stalking, domestic violence and dating violence each of which are defined below:
The umbrella category of sexual harassment, sexual assault, stalking, domestic violence and dating violence and is defined as:
Conduct on the basis of sex/gender or that is sexual that satisfies one or more of the following:

1. Quid Pro Quo: this type of sexual harassment may only be engaged in by
    a. an employee of the recipient, and,
    b. conditions the provision of an aid, benefit, or service of the recipient,
    c. on an individual's participation in unwelcome sexual conduct; and/or,
2. Sexual harassment is defined as:
    a. unwelcome conduct,
    b. determined by a reasonable person,
    c. to be so severe, and
    d. pervasive, and,
    e. objectively offensive,
    f. that it effectively denies a person equal access to the University's education program or activity.
3. Sexual assault is defined as:

a. Any attempted or actual sexual act directed against another person without their consent including instances where the party is incapable of giving consent.
b. Forcible Sex Offenses are defined as:
    i. Any sexual act directed against another person,
    ii. without the consent of the Complainant,
    iii. including instances in which the Complainant is incapable of giving consent.
    iv. Incest:
        i. Non-forcible sexual intercourse,
        ii. between persons who are related to each other,
        iii. within the degrees wherein marriage is prohibited by Michigan law.
    v. Statutory Rape:
        iv. Non-forcible sexual intercourse,
        v. with a person who is under the statutory age of consent of 16 in Michigan.

4. Dating Violence is defined as:
    a. violence,
    b. on the basis of sex,
    c. committed by a person,
    d. who is in or has been in a social relationship of a romantic or intimate nature with the Complainant.
        i. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition—
        ii. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
        iii. Dating violence does not include acts covered under the definition of domestic violence.
5. Domestic Violence is defined as:
    a. violence,

b. on the basis of sex,
c. committed by a current or former spouse or intimate partner of the Complainant,
d. by a person with whom the Complainant shares a child in common, or
e. by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner, or
f. by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Michigan or
g. by any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Michigan.

Domestic Violence requires a relationship between a Complainant and a Respondent that must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

6. Stalking is defined as:
    a. engaging in a course of conduct,
    b. on the basis of sex,
    c. directed at a specific person, that
        iv. would cause a reasonable person to fear for the person's safety, or
        v. the safety of others; or
        vi. suffer substantial emotional distress.

For the purposes of this definition—

vii. Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
viii. Reasonable person means a reasonable person under similar circumstances and with similar identifies to the Complainant.
ix. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

c. Consensual Relationships - The *University Sexual Harassment Prevention Policy* includes the following Consensual Relationship language:

A. In General. There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions of power. In the University context, such positions include but are not limited to teacher and student, supervisor and employee, senior faculty and junior faculty, mentor and trainee, teaching assistant and student, coach and athlete, preceptor and student, staff and student, and the individuals who supervise the day-today student living environment and student residents. These relationships may, moreover, be less consensual than the individual whose position confers power believes. The relationship is likely to be perceived in different ways by each of the parties to it, especially in retrospect. The asymmetry of the relationship can lead to a potentially exploitive relationship. Where such a relationship exists, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a professional staff-student, supervisor-employee, senior faculty-junior faculty, mentor-trainee, teaching assistant-student, preceptor-student, or supervisor-student resident power differential existed within the relationship.

B. With Students Romantic and/or sexual relationships between faculty and student, even mutually consenting ones, are a basic violation of professional ethics and responsibility when the faculty member

has any responsibility for the student's academic performance or professional development. For the foregoing reasons, all romantic and/or sexual relationships between faculty and students in the instructional context are prohibited. No faculty member shall have a romantic and/or sexual relationship, consensual or otherwise, with a student who is enrolled in a course being taught by the faculty member or whose academic work is being supervised, directly or indirectly, by the faculty member. Romantic and/or sexual relationships between faculty and students that occur outside of the instructional or supervisory context may also lead to difficulties. The asymmetry of the faculty-student relationship can lead to a potentially exploitive relationship. Where such a relationship exists, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a professional faculty-student, staff, student, or coach-student power differential existed within the relationship.
The University reserves the right to impose any level of sanction ranging from a reprimand up to and including suspension or expulsion/termination, for any offense under this policy.

d. Force, Coercion, Consent, and Incapacitation

- Force: Force is the use or threat of physical violence or intimidation to overcome an individual's freedom of will to choose whether to participate in sexual activity.
- Coercion: Coercion is unreasonable pressure for sexual activity. Coercive conduct differs from seductive conduct based on factors such as the type and/or extent of the pressure used to obtain consent. Coercion can include a wide range of behaviors including intimidation, manipulation, threats, and blackmail. Words or conduct may constitute coercion if they wrongfully impair another individual's freedom of will and ability to choose whether or not to engage in sexual activity. When someone makes clear that they do not want to engage in certain sexual activity, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can constitute coercion.
- Consent requires an affirmative, conscious decision by each participant to engage in mutually agreed-upon sexual activity. Participants must act freely and voluntarily and have knowledge of the nature of the act(s) involved. Consent cannot be determined after the fact. Consent to some sexual contact such as kissing or fondling cannot be presumed to be consent for other sexual activity such as intercourse. The existence of a current or previous intimate relationship is not sufficient to constitute consent. Note that proof of consent or non-consent is not a burden placed on either party involved in an incident. Instead, the burden remains on the University to determine whether its policy has been violated. Consent is knowing and voluntary and communicated by word or action to engage in sexual activity in a manner that provides clear permission. Individuals may experience the same interaction in different ways. It is the responsibility of each person to determine that the other has consent before engaging in the activity.
- Sexual Assault: An individual engages in sexual assault when they have, or attempt to have, sexual intercourse or engage in other forms of sexual activity with another individual by using force or threat of force (see definition); or without consent (see definition); or with an individual who is incapacitated (see definition of incapacitation).
- Incapacitation: Incapacitation is a state where an individual cannot make an informed and rational decision to engage in sexual activity because that individual lacks conscious knowledge of the nature of the act sufficient to understand the who, what, where, when, why or how of the sexual interaction, and/or is physically helpless. An individual is also considered incapacitated, and therefore unable to give consent, when asleep, unconscious, or otherwise unaware or uncertain that sexual activity is occurring. Incapacitation may also result from the use of alcohol and/or other drugs. Being

intoxicated or impaired by drugs or alcohol is never an excuse for sexual violence or stalking and does not diminish the responsibility to obtain consent.

e. Other Sex and Gender-based Discrimination Policy Misconduct Governed by Other University of Detroit Mercy Policies; Codes of Conduct; or Codes of Community Standards.

In addition to the forms of sexual harassment described under b, Sexual Harassment, above which are covered by Title IX, the University also prohibits the following offenses as forms of sex and gender-based discrimination that may be within or outside of Title IX when the act is based upon the Complainant's actual or perceived membership in a protected class. They include but are not limited to the following:

- 1. Sexual exploitation is defined as taking non-consensual or abusive sexual advantage of another for their own benefit or for the benefit of anyone other than the person being exploited, and that conduct does not otherwise constitute sexual harassment under this policy. Examples of Sexual Exploitation include, but are not limited to:
- 1a. Sexual voyeurism is defined by conduct including observing or allowing others to observe a person undressing or using the bathroom or engaging in sexual acts without the consent of the person being observed;
- 1b. Invasion of sexual privacy;
- 1c. Taking pictures, video, or audio recording of another in a sexual act, or in any other sexually-related activity when there is a reasonable expectation of privacy during the activity, without the consent of all involved in the activity, or exceeding the boundaries of consent such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person's consent, including the making or posting of revenge pornography;
- 1d. Prostituting another person;
- 1e. Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or a sexually-transmitted disease (STD) or infection (STI), without informing the other person of the infection;
- 1f. Causing or attempting to cause the incapacitation of another person (through alcohol, drugs, or any other means) for the purpose of compromising that person's ability to give consent to sexual activity, or for the purpose of making that person vulnerable to non-consensual sexual activity;
- 1g. Misappropriation of another person's identity on apps, websites, or other venues designed for dating or sexual connections;
- 1h. Emotionally blackmailing or forcing a person to take an action against that person's will by threatening to show, post, or share information, video, audio, or an image that depicts the person's nudity or sexual activity;
- 1i. Knowingly soliciting a minor for sexual activity;
- 1j. Engaging in sex trafficking;
- 1k. Creation, possession, or dissemination or child pornography;
- 1l. Threatening or causing physical harm, extreme verbal, emotional, or psychological abuse, or other conduct which threatens or endangers the health or safety of any person;
- 1m. Discrimination that is sex or gender-based and is not categorized or listed above but may consist of actions that deprive, limit, or deny educational or employment access, benefits, or opportunities to students or employees or potential students or employees.
- 1n. Bullying that is repeated and/or severe and involves aggressive behavior that is likely to intimidate or to intentionally hurt, control, or diminish another person physically and/or mentally;

- 1o. Intimidation defined as implied threats or acts that cause an unreasonable fear of harm in another.
- 2. Hazing defined as including sex-based acts likely to cause physical or psychological harm or social ostracism to any person within the University community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity.
- 3. Violation of any other University policies may also constitute sex or gender-based discrimination when a violation is motivated by actual or perceived membership in a protected class, and the result is a discriminatory limitation or denial of employment or educational access, benefits, or opportunities.

Sanctions for the above-listed prohibited conduct may range from reprimand through expulsion/termination.

f. Retaliation

Protected activity under this policy includes reporting an incident that may implicate this Policy as well as other University policies applicable to alleged student or employee misconduct. Protected activity also includes supporting a Complainant or Respondent, assisting in providing information relevant to an investigation, and/or acting in good faith to oppose conduct that constitutes either a violation of this Policy and/or other relevant University policies applicable to alleged student or employee misconduct is protected activity.

Retaliation is defined as any adverse action taken against a person for making a report of potential sex or gender-based discrimination, or by participating in any process, under this Policy. Adverse action includes conduct that threatens, intimidates, harasses, coerces or in any other way seeks to discourage a reasonable person from engaging in activity protected under this Policy.

Retaliation can be committed by or against any individual or group of individuals and not just a Respondent or Complainant. Retaliation does not include actions lawfully pursued in response to an allegation of sex or gender-based discrimination.

Suspected retaliation should be reported immediately to a member of the Title IX Team. The University will take all and appropriate and available steps to protect individuals who fear that they may be subjected to retaliation.

16. Mandatory Reporters

With the exception of licensed psychotherapists and nurse practitioners acting in the capacity for which they were hired by the University, all University employees (faculty, staff, administrators) are expected to report actual or suspected sex or gender-based discrimination or harassment to the Title IX Coordinator or a Deputy Title IX Coordinator. Mandatory Reporters include University Resident Advisors and the University Multicultural Peer Advisor.

Mandatory Reporters must promptly contact the Title IX Coordinator or a Deputy Title IX Coordinator to share all known details of a disclosure shared with them in the course of their employment.

Generally, disclosures made in classroom writing assignments or discussions, human subjects research, or at events such as “Take Back the Night” do not provide notice that must be reported to the Title IX Coordinator by employees unless the Complainant clearly indicates that they desire a report to be made or a seek a specific response from the University.

The failure of a Mandatory Reporter to report an incident of sex or gender-based discrimination of which they become aware constitutes a violation of University policy and can result in disciplinary action for failure to comply.

17. Confidential Resources: On Campus and Off Campus

A complainant may contact a Confidential Resource on or off campus as listed below:

On-campus

On-campus confidential resources consist of licensed psychotherapists and nurse practitioners working at the Wellness Center or Dental School.

Off-campus

Off-campus confidential resources include licensed health care and medical professionals.

All of the above-listed health care professionals are required to maintain confidentiality when acting under the scope of their licensure, professional ethics, and/or professional credentials except in extreme cases of immediacy of threat or danger or abuse of a minor/elder/individual with a disability, or when required to disclose by law or court order.

18. When a Complainant Does Not Wish to Proceed with the Grievance Resolution Process

If a Complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal complaint to be pursued, they may make such a request to the Title IX Coordinator or a Deputy Title IX Coordinator who will evaluate that request in light of the duty to ensure the safety of the campus and to comply with federal and state laws.

The Title IX Coordinator or a Deputy Title IX Coordinator will determine whether the University will proceed if the Complainant does not wish to do so. In such instance, the Title IX Coordinator may not sign a Formal Complaint to initiate the Grievance Resolution Process until receipt of the conclusion of a violence and threat risk assessment completed by the Student Concern and Care Team.

In such instances when the Title IX Coordinator prepares and signs a Formal Complaint, the Title IX Coordinator does not become the Complainant as the Title IX Coordinator is not the individual who is alleged to have experienced the conduct that could constitute a violation of this Policy. The Title IX Coordinator must also consider the effect that non-participation by the Complainant may have on the availability of evidence and the University's ability to pursue a Formal Grievance Process fairly and effectively.

The Title IX Coordinator's decision should be based on results of the violence risk assessment that show a compelling risk to health and/or safety that requires the University to pursue formal action to protect the community. A compelling risk to health and/or safety may result from evidence of patterns of misconduct, predatory conduct, threats, abuse of minors, use of weapons, and/or violence.

19. Federal Timely Warning Obligation

Parties reporting sexual assault, domestic violence, dating violence, and/or stalking should be aware that under the Clery Act, the University must issue timely warnings for incidents reported to them that pose a serious or continuing threat of bodily harm or danger to members of the campus community.

The University will ensure that a Complainant's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

20. False Allegations and Evidence

Deliberately false and/or malicious accusations of allegations made under this Policy are a serious offense and will be subject to appropriate disciplinary action. This does not include allegations that are made in good faith but are ultimately shown to be erroneous or do not result in a policy violation determination. Parties or witnesses knowingly providing false evidence, tampering with or destroying evidence, or deliberately misleading an official conducting an investigation are subject to discipline under University policy.

21. Amnesty for Good Faith Reporting by Complainants and Witnesses

The University will not pursue disciplinary action against student Complainants or witnesses for disclosure of personal consumption of alcohol or other drugs whether underage or illegal if the disclosure is made in connection with a disclosure of a potential violation of this Policy. The University strongly encourages the reporting of prohibited conduct under this Policy. It is in the best interest of this community that Complainants report to university officials and that participants in the grievance process are forthright in sharing information.

To guard against discouraging reporting or participation, a student who reports or participates in the grievance process, either as a Complainant, Respondent, or a witness, will not be subject to disciplinary action by the University for personal consumption of alcohol or drugs or violations of other University policies in effect at the time of the incident provided that any such violations did not and do not place the health or safety of any other person at risk and do not involve plagiarism, cheating, or academic dishonesty. The University may, however, initiate an educational discussion or pursue other educational remedies with the student regarding alcohol or other drugs. Being intoxicated by drugs or alcohol is no defense to any violation of this Policy and does not diminish one's responsibility to obtain consent. Amnesty does not apply to more serious allegations such as physical abuse of another or illicit drug distribution.

22. Federal Statistical Reporting Obligations

The University of Detroit Mercy and all higher education institutions that receive federal funding are obligated to publicly issue an Annual Security Report ("ASR") which identifies the number of particular reported crimes on campus or campus property, or adjacent to campus. The ASR does not include identifying information about the Complainant or Respondent.

Crime Log All higher education institutions that have campus police forces or security departments must maintain a daily crime log that includes entries for all crimes that occur within both the Clery geography and the campus police force's regular patrol route. The crime log does not include identifying information about the Complainant or Respondent.

23. Preservation of Evidence

The preservation of evidence related to sexual assault is necessary for potential criminal prosecution and to obtaining restraining orders and is time-sensitive. The University will inform the Complainant of the importance of preserving evidence by taking the following actions:

1. Seek forensic medical assistance at a local hospital or contact Wayne County SAFE at 313.413.8000, their crisis pager line, or call the general line at Wayne County SAFE at 313.964.9701 within 120 hours of assault, or less time if possible.
2. Avoid showering, bathing, washing hands or face, or douching if possible but evidence may still be collected even if this occurs.
3. Try not to urinate.
4. If oral sexual contact took place, refrain from smoking, eating, drinking, or brushing teeth.
5. If clothes are changed, place soiled clothes in a paper bag and not a plastic bag which destroys evidence or secure evidence container.
6. Seeking medical treatment can be essential even if it is not for the purposes of collecting forensic evidence.

INTERIM GRIEVANCE RESOLUTION PROCESS: FORMAL AND INFORMAL RESOLUTION

1. Overview

1. The University provides a formal resolution process known as Process A which is described below in 1a. Based on U.S. CFR 106.30, certain types of alleged sex and gender-based discrimination offenses are not included in Process A and are regulated by separate formal grievance resolution processes at the University that apply on the McNichols campus for undergraduate and graduate students; on the Riverfront campus for law students; and on the Corktown campus for dental students. Links to separate formal resolution processes are described below in 1b. Additionally, based on U.S. CFR 106.30, certain types of alleged sex and gender-based discrimination offenses are not included in Process A for employees. Links to employee formal resolution processes are described below in 1b.

a. The University will act on any formal or informal notice or complaint made under this Policy alleging sexual harassment; sexual assault; stalking; domestic violence or dating violence that is governed by U.S. Code of Federal Regulation, CFR 106.30. This is known as Process A.
b. For allegations of sex or gender-based discrimination that are not governed by U.S. Code of Federal Regulation, CFR 106.30, the University will utilize separate University processes that apply to types of sexual harassment and other conduct not governed by U.S. Code of Federal Regulation, CFR 106.30 and CFR 106.45. The University processes are listed below:

1. For complaints involving employee respondents, the University Sexual Harassment Prevention Policy applies.
2. For complaints involving undergraduate or graduate student respondents, the Student Code of Conduct found in the University Student Handbook applies.
3. For complaints involving law school student respondents, the Detroit Mercy School of Law Community Standards Code applies.
4. For complaints involving dental student respondents, the Dental Mercy School of Dentistry Academic Policy Handbook applies.

c. Each of the applicable University Codes listed above also may be used to resolve allegations of collateral misconduct such as vandalism or physical abuse of another as two non-exhaustive examples of conduct or a pattern of behavior that may occur in conjunction with resolution of a sex or gender-based discrimination offense.
d. Complainants and Respondents who desire the assistance of the University in facilitating informal resolution of an allegation of sex or gender-based discrimination may elect to proceed under Process B, Informal Resolution, with one exception. Process B may not be utilized to resolve sex and gender-based discrimination grievances alleged against an employee respondent by a student complainant.

2. Notice/Complaint

Upon receipt of a complaint or notice to the Title IX Coordinator of an alleged violation of the Policy, the University will conduct a prompt initial assessment to determine the next steps that the University will need to take. The University will initiate at least one of three responses:

a. Offering supportive measures because the Complainant does not want to file a Formal Complaint;
b. Implementation of Formal Resolution Process including an investigation and a hearing (Process A) upon submission of a Formal Complaint;
c. Implementation of Informal Resolution Process Through Mediation (Process B) upon submission of a Formal Complaint.

The University uses the Formal Grievance Process (Process A) to determine whether or not the policy has been violated. If so, the University will promptly implement effective remedies designed to ensure that it is not deliberately indifferent to sex or gender-based harassment or discrimination, their potential recurrence, or their effects.

3. Initial Assessment

Following receipt of notice or a complaint of an alleged violation of this Policy, the Title IX Coordinator, or a Deputy Title IX Coordinator, will engage in an initial assessment within seven business days of receipt of notice or complaint typically within one to five business days. The steps in an initial assessment can include:

- If notice is given, the Title IX Coordinator, or a Deputy Title IX Coordinator, seeks to determine if the person impacted wishes to make a formal complaint and will assist them to do so if desired.

  - If they do not wish to do so, the Title IX Coordinator, or a Deputy Title IX Coordinator, determines whether to initiate a complaint in such cases where a violence and threat risk assessment indicates a compelling threat to health and/or safety of the Complainant or University community.
- If a formal complaint is received, the Title IX Coordinator, or a Deputy Title IX Coordinator, works with the Complainant to make sure that the complaint is completed and then assesses its sufficiency as required by CFR 106.30.
- The Title IX Coordinator, or a Deputy Title IX Coordinator, reaches out to the Complainant to offer supportive measures.
- The Title IX Coordinator, or a Deputy Title IX Coordinator, works with the Complainant to ensure they are aware of the right to have an Advisor.
- The Title IX Coordinator, or a Deputy Title IX Coordinator, works with the Complainant to determine whether the Complainant prefers a supportive and remedial response, an informal resolution option, or a formal investigation and grievance process.
  - If a supportive and remedial response is preferred, the Title IX Coordinator, or a Deputy Title IX Coordinator, works with the Complainant to identify their wishes, then assesses the request and facilitates implementation of requested measures.
  - If the Complainant prefers informal resolution as an option for resolving an allegation of potential sex or gender-based discrimination, the Title IX Coordinator, or a Deputy Title IX Coordinator, assesses whether the complaint may be resolved informally and contacts the Respondent to discuss Process B, Informal Resolution, and determine if the Respondent is interested in engaging in informal resolution facilitated by the University.
  - If a Formal Grievance Process is preferred by the Complainant, the Title IX Coordinator, or a Deputy Title IX Coordinator, determines if the alleged misconduct falls within the scope of Title IX:
    - If it does, the Title IX Coordinator, or a Deputy Title IX Coordinator, will initiate the formal investigation and grievance process, directing the investigation to address:
      - an incident, and/or
      - a pattern of alleged misconduct, and/or
      - a culture/climate issue, based on the nature of the complaint.
    - If it does not, the Title IX Coordinator, or a Deputy Title IX Coordinator, determines that Title IX does not apply (and will "dismiss" that aspect of the complaint, if any), assesses which policies may apply and will refer the Complainant for resolution under other applicable University processes available to undergraduate and graduate students; law students; dental students; and employees.
    - Dismissal of a complaint under Title IX does not limit the University's authority to address a complaint of sex or gender-based discrimination as described above in 1b. Dismissal of a complaint under Title IX is solely a procedural requirement under Title IX and does not limit the University's authority to address a complaint with an appropriate process and remedies.

4. Violence Risk Assessment

Upon receipt of notice or complaint and initial assessment by the Title IX Coordinator), the Title IX Coordinator, or a Deputy Title IX Coordinator, may determine that a Violence Risk Assessment (VRA) should be conducted by the Student Concern and Care Team as part of the initial assessment. A Violence Risk Assessment is used to determine:

- Whether emergency removal of a Respondent on the basis of immediate threat to physical health/safety is necessary and warranted;
- Whether the Title IX Coordinator should pursue/sign a formal complaint absent a willing/able Complainant;
- To help identify potential predatory conduct;
- Whether it is reasonable to try to resolve a complaint through informal resolution;
- Whether a Clery Act Timely Warning is needed.

A Violence Risk Assessment is employed to determine the potential for violence or danger regardless of the presence of a vague, conditional, or direct threat. When a VRA is required by the Title IX Coordinator, a Respondent refusing to cooperate may result in a charge of failure to comply within the appropriate employee conduct process.

5. Mandatory Dismissal

Based upon 34 CFR Part 106, The University must dismiss a formal complaint or any allegations contained within the complaint after intake meeting with the Complainant, it is determined that the conduct alleged in the formal complaint would not constitute sexual harassment as defined in the Policy even if proved; and/or

a. The conduct did not occur in an educational program or activity controlled by the University (including buildings or property controlled by recognized student organizations), and/or the University does not have control of the Respondent; and/or
b. The conduct did not occur against a person in the United States; and/or
c. At the time of filing a formal complaint, the complainant is not participating in or attempting to participate in the education program or activity of the University.

6. Permissive Dismissal

The University may dismiss a formal complaint or any allegations contained within the complaint if at any time after intake meeting with the Complainant, any of the following occurs:

a. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint including any or all of the allegations included in the complaint; or
b. The Respondent is no longer enrolled in or employed by the University;
c. The Complainant decides to withdraw the Complaint;
d. Specific circumstances prevent the University from gathering evidence sufficient to reach a determination of the allegations contained in the Formal Complaint.

Upon dismissal for mandatory or permissive grounds, the University will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the Parties at their University email addresses.

Either a mandatory or permissive dismissal decision is appealable by any Party under the procedures for appeal below. A Complainant who decides to withdraw a complaint may later request to reinstate or refile it.

7. Counterclaims

The University is obligated to ensure that the grievance process is not used for retaliatory purposes. The University permits filing of counterclaims after completing initial assessment to determine whether the allegations in the counterclaim appear to be made in good faith. Counterclaims by a Respondent may be

made in good faith but on occasion are made for purposes of retaliation instead. Counterclaims made with retaliatory intent will not be permitted.
Counterclaims determined by the Title IX Coordinator, or a Deputy Title IX Coordinator, to have been reported in good faith may be processed with the underlying allegation, or after resolution of the underlying initial allegation.

8. Right to an Advisor During Grievance Resolution Process and Necessity for an Advisor at Hearing

The parties may each have an Advisor of their choice present with them for all meetings, interviews, and hearings within the resolution process if they so choose. The parties may select whoever they wish to serve as their Advisor as long as the Advisor is eligible and available.
Choosing an Advisor who is also a witness in the process creates potential for bias and conflict-of-interest. A party who chooses an Advisor who is also a witness can anticipate that issues of potential bias will be explored by the hearing officer and may result in the need for a different Advisor to conduct cross-examination at the hearing.
The University may permit parties to have more than one Advisor upon special request made to the Title IX Coordinator. The decision to grant this request is at the sole discretion of the Title IX Coordinator, or Deputy Title IX Coordinator, and will be granted equitably to all parties.

a. Who Can Serve as an Advisor

The Advisor may be a friend, mentor, family member, attorney, or any other individual a party chooses to advise, support, and/or consult with them throughout the resolution process. The parties may choose Advisors from inside or outside of the University community.
The Title IX Coordinator, or Deputy Title IX Coordinator, will also offer to assign a trained Advisor if a Party has not selected and obtained an Advisor on their own by the time of the hearing or scheduling of the hearing.

b. Advisor's Role in Meetings and Interviews

The Parties may be accompanied by their Advisor to all meetings and interviews at which the Party is entitled or asked to be present including intake and interviews. Advisors should Parties prepare for each meeting and are expected to advise ethically, with integrity, and in good faith.
If one Party selects an Advisor who is an attorney, but the other Party opts not to do so or cannot afford an attorney, the University will appoint a trained internal Advisor, an employee of the University, and typically a member of the Title IX Team. The General Counsel of the University cannot serve as an Advisor for any party.

c. Advisors in Hearings/University-Appointed Advisor

Cross-examination is required during the hearing and must be conducted by a Party's Advisor. The parties are not permitted to directly cross-examine each other or any witnesses. If a Party does not have an Advisor for a hearing, the University will appoint a trained Advisor, typically a member of the Title IX Team, strictly for the purpose of conducting cross-examination at the hearing. A brief adjournment may take place to allow time for an Advisor to be contacted by the Party, or alternatively, by the Title IX Coordinator, or a Deputy Title IX Coordinator, if the Party refrains from contacting an advisor. An adjournment for this purpose should not exceed more than two business days to allow time to obtain an Advisor for either Party.
A party may reject this appointment and choose their own Advisor but may not proceed without an Advisor. If the Party's Advisor will not conduct cross-examination, the University will appoint an Advisor who will conduct cross-examination of the other Party and the other Party's witnesses.

d. Advisor Professionalism

An Advisor who oversteps their role as defined by this policy will receive a warning and instruction from the hearing officer to refrain from engaging in any objectionable or unprofessional behavior. If an Advisor disrupts or continues to disrupt or otherwise fails to respect the limits of the Advisor role, the meeting or

hearing will be ended and rescheduled until such time as the Advisor agrees to meet required standards of professionalism.

f. Sharing Information with the Advisor

The University expects that the parties may wish to have the University share documentation and evidence related to the allegations with their Advisors. Parties may share this information directly with their Advisor, or other individuals if they wish, as doing so may help the parties to readily participate in the resolution process.

The University will provide a consent form that authorizes the University to share information directly with a Party's Advisor. The parties must complete and submit this form to the Title IX Coordinator

g. Privacy of Records Shared with Advisor

Advisors are expected to maintain the privacy of the records shared with them. Shared records may not be shared with third parties, disclosed publicly, or used for purposes not consistent with this resolution process.

h. Expectations of an Advisor

The University expects an Advisor to attend meetings when planned, but may change scheduled meetings to accommodate an Advisor's inability to attend if doing so does not cause an unreasonable delay.

i. Expectations of the Parties with Respect to Advisors

A party may elect to change Advisors during the grievance process. The parties are expected to provide timely notice to the Title IX Coordinator, or Deputy Title IX Coordinator, if they change Advisors at any time. If a Party changes Advisors, consent to share information with the previous Advisor is terminated, and a release and confidentiality agreement for the new Advisor must be signed by the new Advisor. Parties are expected to inform the Title IX Coordinator of the identity of a new Advisor at least two calendar days before their scheduled hearing date.

9. Resolution Processes: Informal Grievance Resolution through Mediation; Formal Grievance Resolution

An expectation of privacy is core to resolution processes under this Policy. Resolution proceedings are private and not open to members of the University community or individuals outside the University who are not serving as an Advisor or providing testimony as a witness. Parties have discretion to share their own knowledge and evidence with others if they so choose with the exception of information the Parties agree not to disclose related to Informal Resolution (Process B).

a. Procedure for Informal Resolution through Mediation

A Complainant must first submit a Formal Complaint to the Office of Title IX to express interest in resolving an allegation of sex or gender-based discrimination using mediation facilitated by the Title IX Coordinator or designee. A Respondent may also contact the Title IX Coordinator, or respond to the Title IX Coordinator's contact, to express interest in Informal Resolution and may do so by emailing the Title IX Coordinator.

Informal Resolution may include preference and request for Supportive Measures only to remedy the situation.

1. Prior to commencing Informal Resolution through Mediation, the University will provide the Parties with written notice of the reported misconduct alleged by either Complainant or Respondent.
2. Informal Resolution through Mediation may not be commenced without voluntary, signed written confirmation provided by the Parties to the Title IX Coordinator, or Deputy Title IX Coordinator, indicating that they wish to resolve the matter through Informal Resolution.

3. Informal Resolution through Mediation will not be scheduled for a minimum of three business days after the Title IX Coordinator, or Deputy Title IX Coordinator, receives and reviews signed Consent to Informal Resolution through Mediation.
4. Informal Resolution through Mediation may not be used for resolution of a student complainant allegation made against an employee respondent.
5. In some instances, a Respondent may wish to accept responsibility for alleged violation(s) of this Policy and may propose sanctions and/or remedies. In these instances, the Title IX Coordinator, or Deputy Title IX Coordinator, will review the Respondent's proposed sanctions and/or remedies to determine the suitability of Informal Resolution through Mediation and will send Respondent's proposed sanctions and/or remedies to Complainant to review to consider before scheduling Mediation.
6. Mediation will typically consist of 1-3 meetings facilitated by the Title IX Coordinator or designee and held with the Parties to discuss the alleged violations and to explore potential sanctions and/or remedies.
7. If Mediation results in agreement by the Parties as to responsibility and/or proposed sanctions and/or remedies, the Title IX Coordinator, or Deputy Title IX Coordinator, will prepare Informal Resolution Mutual Agreement (IRMA) for review and signature by Parties.
8. The Informal Resolution Mutual Agreement may be reviewed and signed by the Parties during a Mediation meeting or within five business days after the final Mediation meeting.
9. If either or both Parties do not sign the Informal Resolution Mutual Agreement and return it by email to the Title IX Coordinator within five business days after the final Mediation meeting, the Formal Grievance Process will either commence or resume at the stage of process where it was paused
10. Sanctions stemming from a signed Informal Resolution Mutual Agreement (IRMA) are promptly implemented by the Title IX Coordinator, or Deputy Title IX Coordinator, to stop the alleged discrimination, prevents its recurrence, and remedy the effects of the discriminatory conduct on the complainant and University community.
11. Informal Resolution through Mediation is not subject to appeal by either Party.

b. Formal Grievance Process: Notice of Investigation and Allegations (NOIA)

The Title IX Coordinator or designee will provide written notice of the investigation and allegations (the "NOIA") to the Respondent to commence the Formal Grievance Process. This facilitates the Respondent's ability to identify and choose an Advisor; prepare for intake meeting with the Title IX Coordinator and prepare for subsequent investigation interview(s). The Title IX Coordinator will email Notice of Investigation and Allegations to the Respondent and will copy the Complainant on the NOIAA email. The NOIA sent to Respondent will include:

- A meaningful summary of all allegations;
- The identity of the involved parties (if known);
- The precise misconduct being alleged;
- The date and location of the alleged incident(s) (if known);
- The specific policies implicated;
- A description of the applicable procedures;
- A statement of the potential sanctions/responsive actions that could result;
- A statement that the University presumes the Respondent is not responsible for the reported misconduct unless and until the evidence supports a different determination;
- List of available support measures described in 8. of Interim Policy;

- A statement that determinations of responsibility are made at the conclusion of the process and that the parties will be given an opportunity to inspect and review all directly related and/or relevant evidence obtained during the review and comment period;
- A statement about the University policy on retaliation;
- Information about the privacy of the process;
- Information on the need for each party to select an Advisor of their choosing and suggestions for ways to identify an Advisor;
- A statement informing the parties that the University's Policy prohibits knowingly making false statements and knowingly submitting false information during the resolution process;
- Detail on how either Party may request disability accommodations during the interview process;
- The name(s) of the assigned Investigator(s);
- An instruction to preserve any evidence that is directly related to the allegations.

Amendments and updates to the NOIA may be made as the investigation progresses and more information becomes available regarding the addition or dismissal of various charges.

10. Resolution Timeline

The University will make a good faith effort to complete the resolution process within 90-120 calendar days including appeal which can be extended as necessary for appropriate cause by the Title IX Coordinator, or Deputy Title IX Coordinator, who will provide notice and rationale for any extensions or delays to the parties as appropriate, as well as an estimate of how much additional time is needed to complete the process.

11. Appointment of Investigators

Once the decision to commence a formal grievance process is made, the Title IX Coordinator, or Deputy Title IX Coordinator, will select an appropriate Investigator from the Title IX Team, or external to the University, and will notify the Parties of the Investigator at the time the NOIA is emailed to them. The Title IX Coordinator, or Deputy Title IX Coordinator, may serve as default investigator if no other investigator is readily available to commence prompt formal grievance resolution.

12. Conflict of Interest or Bias

Any individual materially involved in the administration of the grievance resolution process including the Title IX Coordinator, Investigator(s), and Decision-maker(s) may neither have nor demonstrate a conflict of interest or bias for a party generally, or for a specific Complainant or Respondent.

The Title IX Coordinator, or Deputy Title IX Coordinator, will vet the assigned Investigator(s) to ensure impartiality by ensuring there are no actual or apparent conflicts of interest or disqualifying biases. The parties may, at any time during the resolution process, raise a concern regarding bias or conflict of interest, and the Title IX Coordinator, or Deputy Title IX Coordinator, will determine whether the concern is reasonable and supportable.

Any concerns of conflict of interest or bias by the Title IX Coordinator should be raised with the University Legal Counsel.

The Formal Grievance Process involves an objective evaluation of all relevant evidence. Credibility determinations may not be based solely on an individual's status or participation as a Complainant, Respondent, or witness.

The University presumes that the Respondent is not responsible for the reported misconduct unless and until the Respondent is determined to be responsible for a policy violation by the applicable standard of proof.

13. Investigation Timeline

Investigations are completed expeditiously, normally within thirty (30) business days, though some investigations may take weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, or potential police involvement or concurrent police investigations. The University will make a good faith effort to complete investigations as promptly as circumstances permit and the Title IX Coordinator, or other member of the Title IX Team, if the Title IX Coordinator serves as the Investigator, will communicate regularly with the Parties to update them on the progress and timing of the investigation.

14. Unavoidable delays in the Investigation Process

The University may undertake a short delay in its investigation from several days to a few weeks if circumstances require. Such circumstances include but are not limited to: a request from law enforcement to temporarily delay the investigation, the need for language assistance, the absence of available parties and/or witnesses, and/or accommodations for disabilities or health conditions. The University will implement, or continue to implement, supportive measures as deemed appropriate during any delay of the Formal Investigation Process. The University will email the Parties regarding any anticipated duration and provide them reason for such duration.

15. Grievance Process Procedure – Investigation Stage

All investigations are thorough, reliable, impartial, prompt, and fair. Investigations involve interviews with all relevant parties and witnesses; obtaining available, relevant evidence; and identifying sources of expert information, as necessary.

All parties have a full and fair opportunity through the investigation process, to suggest witnesses and questions, to provide evidence and expert witnesses, and to fully review and respond to all evidence on the record.

As part of an investigation, the Investigator completes the following:

- Allow each Party the opportunity to suggest witnesses and questions they wish the Investigator(s) to ask of the other party and witnesses'
- Document in the investigation report which questions were asked with a rationale for any changes or omissions;
- Endeavor to complete the investigation within 30 business days and provide regular status updates to the Parties every two weeks during the investigation;
- Write a comprehensive investigation report fully summarizing the investigation, all witness interviews, and addressing all relevant evidence including appendices referring to or including relevant physical or documentary evidence;
- Prior to the conclusion of the investigation, provide the Parties a secured electronic or hard copy of the draft investigation report as well as an opportunity to inspect and review all of the evidence obtained as part of the investigation that is directly related to the reported misconduct, including evidence upon which the University does not intend to rely in reaching a determination, for a ten (10) business day review and comment period so that each party may meaningfully respond to the evidence. The Parties may elect to waive the full ten days. Each copy of shared materials will be watermarked on each page with the role of the person receiving it (e.g., Complainant, Respondent, Complainant's Advisor, Respondent's Advisor).
- The Investigator(s) may elect to respond in writing in the investigation report to the Parties' submitted responses and/or to share the responses between the parties for additional responses;
- The Investigator(s) will incorporate relevant elements of the Parties' written responses into the final investigation report, include any additional relevant evidence, make any necessary revisions, and finalize the report. The Investigator(s) should document all rationales for any changes made after the review and comment period;

- The Investigator(s) may share the investigation report with the Title IX Coordinator and/or with University legal counsel for their review and feedback if the investigation is completed by the Title IX Coordinator;
- The Investigator will incorporate any relevant feedback, and the final report is then shared with the Parties through secure electronic transmission or hard copy at least ten (10) business days prior to the scheduled hearing. The parties are also provided with a file or appendix of any directly related evidence that was not included in the report.

16. Role and Participation of Witnesses in the Investigation

Witnesses who are employees of the University are expected to cooperate with and participate in the University grievance resolution process. Failure of such witnesses to cooperate with and/or participate in the grievance resolution process constitutes a violation of policy and may warrant discipline.
Investigation interviews may be conducted virtually or in-person and notice of either interview format will be communicated to Complainant and Respondent when Notice of Investigation and Allegations (NOIA) is sent. The University will take appropriate steps to reasonably ensure the security/privacy of remote interviews.
Occasionally, a Witness may ask the investigator if they can provide a written statement in lieu of an investigation interview and, if this occurs, the Witness may choose to respond to written questions if deemed appropriate by the Investigator(s). This is not preferred as CFR 106.45 does not allow a written statement prepared by a witness to be used as evidence at a hearing as it eliminates the opportunity and requirement for cross-examination.

17. Recording of investigation Interviews

No unauthorized audio or video recording of any kind by a Party, Witness, or Advisor is permitted during investigation meetings. The investigator(s) must first instruct Parties of intent to record an in-person investigation interview before starting the interview. Investigation interviews conducted in person will not be automatically recorded and are only likely to be recorded if a second investigator/note-taker is not available. The investigator will record all virtually conducted interviews.

18. Evidentiary Considerations in the Investigation

As required by CFR 106.45, an investigator may not consider: 1) incidents not directly related to the possible violation unless they evidence a pattern; 2) the character of the Parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or, if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

19. Notice of Hearing (NOH)

a. Title IX Coordinator Notification to Hearing Officer and Parties

After the investigation is completed and investigation report prepared, the Title IX Coordinator, or Deputy Title IX Coordinator, will send notice of hearing to the Parties.
Barring request for expedited timeline communicated in writing by all Parties, a hearing cannot be scheduled and cannot take place fewer than 10 calendar days from the date the final investigation report is transmitted to the parties and their Advisors.
The Title IX Coordinator, or a Deputy Title IX Coordinator, will select an appropriate Hearing Officer and Decision-maker from the Title IX Team, or external to the University, and will notify the Parties of the Hearing Officer at the time the Notice of Hearing is emailed to them.
Any objection to the assigned or selected Hearing Officer must be raised in writing, detailing the rationale for the objection, and must be submitted to the Title IX Coordinator within five business days of sending

of the Notice of Hearing by the Title IX Coordinator. The Hearing Officer will only be removed if the Title IX Coordinator concludes that their bias or conflict of interest may preclude an impartial hearing of the allegation(s) for either or both Parties.
The Title IX Coordinator will provide the Hearing Officer a list of the names of all Parties, Witnesses, and Advisors at least five business days in advance of the hearing so that the Hearing Officer will have the option to decline to serve as Hearing Officer if they believe that it may not be possible to make an objective determination of responsibility.
Allegations involving student-employees for conduct alleged to have occurred in the context of their employment will be directed to the appropriate Hearing Officer depending on the context and nature of the alleged misconduct.

b. Content of Notice of Hearing

No less than ten (10) business days prior to the hearing, the Title IX Coordinator will send notice of the hearing to the Parties. Once emailed, notice is presumed delivered.
The notice will contain:

- Alleged conduct violations: a description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures, and a statement of the potential sanctions/responsive actions that could result;
- Date and location: the time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus activities;
- Technology: any technology that will be used to facilitate the hearing, and ability of the Parties to access the recording after the hearing;
- Separate rooms option: information about the option for the live hearing to occur with the parties located in separate rooms using technology that enables the Hearing Officer and parties to see and hear a Party or Witness answering questions. Such a request must be emailed to the Title IX Coordinator at least five (5) calendar days prior to the hearing;
- Witness List: A list of all those who will attend the hearing, along with an invitation to object to the Hearing Officer on the basis of demonstrated bias. Such an objection must be emailed to the Title IX Coordinator at least two (2) calendar days prior to the hearing;
- Lack of availability: A statement that if any Party or witness does not appear at the scheduled hearing, the hearing may be held in their absence, and the Party's or Witness's testimony and any statements given prior to the hearing will not be considered by the Hearing Officer who may reschedule the hearing for compelling reasons.
- Advisor: Parties are notified that they must have an Advisor at the hearing and that if they do not have an Advisor or no longer have an Advisor, the University will obtain an advisor for them from the Title IX Team.
- Accommodations: An invitation to contact the Title IX Coordinator at least seven (7) business days prior to the hearing to arrange any disability accommodations, language assistance, and/or interpretation services that may be needed at the hearing.
  In these cases, if the Respondent is a graduating student, a hold may be placed on graduation and/or official transcripts until the matter is fully resolved (including any appeal). A student facing charges under this Policy is not in good standing to graduate.

20. Role of Title IX Coordinator at Hearing

The Title IX Coordinator, or a Deputy Title IX Coordinator not serving as investigator, may serve as an administrative facilitator of the hearing if the Parties agree that it does not pose a conflict of interest.

21. Evidentiary Considerations in the Hearing

Any evidence that the Decision-maker(s) determine(s) is relevant and credible may be considered. At both investigation and hearing stage, the Formal Grievance Resolution process does not allow consideration of the following: 1) incidents not directly related to the possible violation unless they evidence a pattern; 2) the character of the parties; or 3) questions and evidence about the Complainant's sexual predisposition or prior sexual behavior unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

The Parties may each submit a written impact statement to the Hearing Officer at the time of the hearing. Previous University disciplinary action of any kind involving the Respondent may be considered in determining an appropriate sanction upon a determination of responsibility. Information regarding previous University disciplinary action of a student or employee is only considered at the sanction process and should not be shared before that time.

After the hearing, the Decision-maker prepares a written decision stating whether the Respondent violated the Policy as alleged by the Complainant and does so using the preponderance of evidence standard that requires that it is more likely than not that the Respondent violated one or more terms of this Policy.

22. Pre-Hearing Preparation

At least seven business days prior to the Hearing, the Hearing Officer, after any necessary consultation with the Parties, Investigator(s) and/or Title IX Coordinator, will provide the names of persons who will participate in the hearing as well as a list of all relevant documentary evidence and the final investigation report to the Parties.

Any Witness scheduled to participate in the hearing must first be interviewed by the Investigator(s). If the Parties and Hearing Officer do not agree to the admission of evidence newly offered at the hearing, the Hearing Officer will delay the hearing and require that reopening of the investigation.

After receiving the notice of hearing, the Parties have the opportunity for continued review and comment on the final investigation report and available evidence.

23. Pre-Hearing Meeting Requested by Hearing Officer

a. Reasons to request: The Hearing Officer may ask the Title IX Coordinator, or a Deputy Title IX Coordinator, to schedule a pre-hearing meeting with the Parties to invite them to submit questions or topics that the Parties or their Advisors may wish to ask, or have asked by the Hearing Officer, at the hearing. Additionally, the Title IX Coordinator, or a Deputy Title IX Coordinator, may schedule an in-person or virtual pre-hearing if the Title IX Coordinator anticipates that questions of evidentiary relevance may be resolved in advance of the Hearing.
b. Determining relevance: If a pre-hearing meeting is scheduled by the Title IX Coordinator, the Hearing Officer will consider arguments that evidence identified in the final investigation report as relevant is, in fact, not relevant. Similarly, evidence identified as directly related but not relevant by the Investigator(s) may be argued to be relevant. The Hearing Officer may rule on these arguments pre-hearing and will exchange those rulings between the parties Prior to the hearing to assist in preparation for the hearing.
c. Who attends: In addition to the Parties and their Advisors, the Hearing Officer may request participation of either or both the Title IX Coordinator and University General Counsel.
d. Recording: Pre-hearing meetings are recorded using audio and/or video.

24. Joint or Individual Hearings

In hearings involving more than one Respondent, or more than one Complainant who has alleged that the Respondent(s) engaged in the same or substantially similar conduct, the Title IX Coordinator, or Deputy Title IX Coordinator, will determine whether allegations should be heard in one joint hearing or separate hearings.

The Title IX Coordinator, or Deputy Title IX Coordinator, may permit the Hearing pertinent to each Respondent to be conducted separately if there is a compelling reason to do so. The Hearing Officer will make separate determinations of responsibility for each Respondent for each alleged policy violation.

25. Procedure for the Hearing itself: order of witnesses and evidentiary rulings

The Hearing Officer explains the procedures and introduces the participants including the Investigator who will present and summarize the investigation report at the beginning of the hearing. The Investigator will present a summary of the final investigation reporting including contested and uncontested evidence and will be subjected to questioning by the Hearing Officer and the Parties through their Advisors regarding the investigation and investigation report. The investigator will remain present during the entire Hearing. Neither the parties nor the Hearing Officer should ask the Investigator for their opinions on credibility, recommended findings, or determinations, and the Investigators, Advisors, and parties will refrain from discussion of or questions about these assessments.

The Hearing Officer will allow a Witness who has relevant information to appear at a portion of the hearing to respond to specific questions from the Hearing Officer before being excused.

At the hearing, the Hearing Officer has the authority to hear and make determinations on all allegations contained in the NOIA and NOH. The Hearing Officer may also hear and make determinations on any additional alleged policy violations that have occurred in concert with the alleged Policy violations even though those collateral allegations may not specifically fall within the Policy.

Once the Investigator(s) present their report and are questioned, the Parties and witnesses may provide relevant information in turn, beginning with the Complainant, and then in the order determined by the Chair. The parties/witnesses will submit to cross-examination questioning by the Decision-maker(s) and then by the Parties through their Advisors.

All questions are subject to a relevance determination by the Hearing Officer. The Advisor, who will remain seated during questioning, will pose the proposed question and the proceeding will pause to allow the Hearing Officer to consider it and determine whether the question will be permitted, disallowed, or rephrased.

The Hearing Officer may discuss relevance with the Advisors if the Hearing Officer would like to do so in determining whether a question is relevant. The Hearing Officer will explain any decision to exclude a question as not relevant, or to reframe it for relevance.

The Hearing Officer will limit or disallow questions on the basis that they are irrelevant, unduly repetitious and irrelevant as a result, or abusive. The Hearing Officer has the final say on all questions and determinations of relevance subject to any appeal. The Hearing Officer may consult with University legal counsel on any questions of admissibility. The Hearing Officer may also ask Advisors to frame why a question is or is not relevant from their perspective but will not engage in discussion from the Advisors on relevance once the Chair has ruled on a question.

If either or both Parties raise an issue of bias or conflict of interest on the part of the Investigator or Hearing Officer, the Chair may elect to address those issues by consulting with legal counsel or referring them to the Title IX Coordinator or preserve them for appeal. If bias is not raised as an issue at the hearing, the Hearing Officer should not permit irrelevant questions that probe for bias.

26. Recording Hearings

Hearings are recorded by the University for purposes of review in the event of an appeal. The Parties may not record the proceedings and no other unauthorized recordings are permitted.

The Hearing Officer, the Parties, their Advisors, and appropriate administrators of the University will be permitted to listen to the recording but not record it as determined by the Title IX Coordinator. No person

will be given or be allowed to make a copy of the recording without permission of the Title IX Coordinator.

27. Finding, Final Determination and Standard of Proof

The Hearing Officer and Decision-maker will determine whether the Respondent is responsible, or not responsible, for the policy violation(s) in question using preponderance of evidence as the standard of proof.

When there is a Finding of responsibility on one or more of the allegations, the Decision-maker(s) may then consider any previously submitted impact statements by either Party in determining appropriate sanction(s). The Hearing Officer and Decision-maker will ensure that each of the Parties has an opportunity to review any impact statement submitted by the other Party. The Decision-maker(s) may consider impact statements, but they are not binding.

The Decision-maker(s) will review the statements and any pertinent conduct history provided by the appropriate University administrator and will determine the appropriate sanctions after consultation with other appropriate University administrators including the Dean of Students; Provost and Vice-President for Academic Affairs; and/or Human Resources Associate Vice President.

The Hearing Officer will then prepare a written deliberation statement typically not exceeding three (3) to five (5) pages in length and email it to the Title IX Coordinator within three (3) to five (5) business days of conclusion of the hearing detailing the determination, rationale, the evidence used in support of its determination, the evidence not relied upon in its determination, credibility assessments, and sanctions if a finding of responsibility has been made.

28. Notice of Outcome

The Title IX Coordinator, or Deputy Title IX Coordinator, will work with the Hearing Officer to prepare a Notice of Outcome based on the Deliberation Statement which the Title IX Coordinator will email simultaneously to the Parties within three (3) to five (5) business days of receiving the Hearing Officer's Deliberation Statement. The Notice of Outcome will include the final determination, rationale, and any applicable sanction(s). It will also provide statement of grounds for appeal and time within which an appeal may be sought by either Party.

29. Sanctions

Factors considered when determining a sanction may include but are not limited to:

- The nature, severity of, and circumstances surrounding the violation(s);
- The Respondent's disciplinary history, if any;
- Previous allegations or allegations involving similar conduct;
- The need for sanctions/responsive actions to bring an end to the conduct;
- The need for sanctions/responsive actions to prevent future recurrence;
- The need to remedy the effects of the discrimination;
- The impact on the Parties;
- Any other information deemed relevant by the Decision-maker(s)

Sanctions are implemented as soon as feasible and upon expiration of time within which appeal may be sought or upon the outcome of an appeal granted and decided by the Appeals Officer.

The sanctions described in this policy are not exclusive of, and may be in addition to, other actions taken or sanctions imposed by external authorities.

a. Student Sanctions

Sanctions that may be imposed upon students or organizations singly or in combination may include but

- *Warning:* A formal statement that the conduct was unacceptable and a warning that further violation of any University policy, procedure, or directive will result in more severe sanctions/responsive actions.
- *Required Counseling:* A mandate to meet with and engage in either University-sponsored or external counseling to better comprehend the misconduct and its effects.
- *Probation:* A written reprimand for violation of institutional policy, providing for more severe disciplinary sanctions in the event that the student or organization is found in violation of any institutional policy, procedure, or directive within a specified period of time. Terms of the probation will be articulated and may include denial of specified social privileges, exclusion from co-curricular activities, exclusion from designated areas of campus, no-contact orders, and/or other measures deemed appropriate.
- *Suspension:* Termination of student status for a definite period of time not to exceed two years and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure as a student at University.
- *Expulsion:* Permanent termination of student status and revocation of rights to be on campus for any reason or to attend University-sponsored events.
- *Withholding Diploma*: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending or as a sanction if the student is found responsible for an alleged violation.
- *Revocation of Degree:* The University reserves the right to revoke a degree previously awarded from the University for fraud, misrepresentation, and/or other violation of University policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
- *Organizational Sanctions*: Deactivation, loss of recognition, loss of some or all privileges (including University registration) for a specified period of time.
- *Other Actions:* In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

30. Withdrawal or Resignation During Grievance Process

If a Respondent withdraws from the University before the formal grievance process has been concluded, a notice will be sent to the student stating that he or she is alleged to have violated University policy, that the resolution process will continue. A letter will also be sent to the University Registrar, and also to the registrar or academic dean of the school/college in which the student was enrolled indicating that such proceedings are pending. If the student attempts to re-enroll before the matter is resolved, the Registrar will notify the Title IX Coordinator or a Deputy Title IX Coordinator. The matter must be fully resolved before the student may re-enroll at the University.

31. Appeals

Any Party may file a request for appeal in writing and email it to the Title IX Coordinator within seven (7) business days of delivery of the Notice of Outcome. The Title IX Coordinator, or Deputy Title IX Coordinator, will forward Request for Appeal to the Appeal Chair for the University campus where the student or employee is enrolled, or principally work, if the request meets the grounds for appeal.

a. Grounds for Appeal

Appeals are limited to the following grounds:

A. Procedural irregularity that affected the outcome of the matter;
B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made and that could affect the outcome of the matter; and

C. The Title IX Coordinator, Investigator(s), or Decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the specific Complainant or Respondent that affected the outcome of the matter.

The Appeals Officer will deny any other grounds for appeal and will notify the Parties and their Advisors in writing of the denial and the rationale.

If any of the grounds contained in the Request for Appeal meet the criteria listed in A., B., and/or C. above, the Appeal Chair will notify Parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Hearing Officer of *Appeals Officer Decision Granting Request and Grounds for Appeal.* Similarly, if none of the grounds contained in the Request for Appeal meet the criteria listed in A., B., and/or C. above, the Appeal Chair will notify Parties and their Advisors, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Hearing Officer of *Appeals Officer Decision Denying Request and Ground for Appeal.*

When grounds for an appeal are granted, The Appeals Officer will send the other Party and their Advisor, the Title IX Coordinator, and, when appropriate, the Investigators and/or the original Decision-maker(s) determination of any approved ground(s) for appeal. If the appeal involves the Title IX Coordinator, Investigator, or Hearing Officer, as necessary, any or each will submit their written responses to the Appeals Officer within seven (7) business days concerning the portion of the appeal that was approved and involves them.

The non-appealing party (if any) may also choose to raise a new ground for appeal at this time which will be reviewed to determine if it meets one of the grounds in this Policy. If approved, the appeal will be forwarded to the Party who initially requested an appeal, the Investigator(s) and/or original Hearing Officer, as necessary, and any or each will submit their written responses to the Appeals Officer within seven (7) business days who will then circulate them for review and comment by all Parties.

Neither Party may submit any new requests for appeal after this time period. The Appeals Officer will collect any additional information needed and all documentation regarding the approved grounds and the subsequent responses and will render a decision in no more than seven (7) business days barring exigent circumstances. The decision of the Appeals Officer is based on preponderance of the evidence.

A Notice of Appeal Outcome will be emailed simultaneously to all Parties and will provide reason for each approved ground for appeal and rationale for each decision. The Notice of Appeal Outcome will specify the finding on each ground for appeal, any specific instructions for remand or reconsideration, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law.

b. Sanctions Status During the Appeal

Any sanctions imposed as a result of the hearing are stayed during the appeal process. Supportive measures may be reinstated, subject to the same supportive measure procedures above.

c. Appeal Considerations

- Decisions on appeal are to be deferential to the original decision-making changes to the finding only when there is clear error and to the sanction(s) only if there is a compelling justification to do so.
- Appeals are not intended to provide for a full re-hearing (de novo) of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing and pertinent documentation regarding the specific grounds for appeal.
- An appeal is not an opportunity for the Appeal Officer to substitute their judgment for that of the original Decision-maker(s) merely because they disagree with the finding and/or sanction(s).

- The Appeal Officer may consult with the Title IX Coordinator, or Deputy Title IX Coordinator, on questions of procedure or rationale for clarification if needed. Documentation of all such consultation will be maintained.
- Appeals granted based on new evidence should normally be remanded to the original Investigator(s) and/or Decision-maker(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, decided on appeal.
- Once an appeal is decided, the outcome is final and further appeals are not permitted
- In rare cases where a procedural error cannot be cured by the original Decision-maker(s), the Appeals Officer may order a new hearing with a new Decision-maker(s).
- The results of a new hearing can be appealed once on any of the three available appeal grounds.
- In cases in which the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the Respondent to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

32. Long-Term Remedies/Other Actions

Following the conclusion of the resolution process, and in addition to any sanctions implemented, the Title IX Coordinator may implement additional long-term remedies or actions with respect to the parties and/or the campus community that are intended to stop the sex or gender-based discrimination, remedy the effects, and prevent reoccurrence.
These remedies/actions may include but are not limited to:

- Referral to counseling and health services for students;
- Referral to the Employee Assistance Program for employees;
- Education to the individual and/or the community;
- Permanent alteration of housing assignments;
- Permanent alteration of work arrangements for employees;
- Provision of campus safety escorts;
- Climate surveys;
- Policy modification and/or training;
- Provision of transportation accommodations;
- Implementation of long-term contact limitations between the parties;
- Implementation of adjustments to academic deadlines and course schedules.

At the discretion of the Title IX Coordinator, certain long-term support or measures may also be provided to the parties even if no policy violation is found.
When no policy violation is found, the Title IX Coordinator, or Deputy Title IX Coordinator, will address any remedies owed by the University to the Respondent to ensure no effective denial of educational access.
The University will maintain the privacy of any long-term remedies/actions/measures, provided privacy does not impair the University's ability to provide these services.

33. Failure to Comply with Sanctions and/or Long-term Remedies

All Respondents are expected to comply with the assigned sanctions, responsive actions, and/or corrective actions within the timeframe specified by the final Decision-maker(s) including the Appeal Officer.
Failure to abide by the sanction(s) or action(s) imposed by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanction(s)/action(s), including suspension, expulsion, and/or termination from the University and may be noted on a student's official transcript.

A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

34. Recordkeeping

The University will maintain for a period of at least seven (7) years records of:

a. Each investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript required under federal regulation;
b. Any disciplinary sanctions imposed on the Respondent;
c. Any remedies provided to the Complainant designed to restore or preserve equal access to the University's education program or activity;
d. Any appeal and the result;
e. Any Informal Resolution and the result therefrom;
f. All materials used to train Title IX Coordinators, Investigators, Decision-makers, and any person who facilitates an Informal Resolution process. The University will make these training materials publicly available on the University's website.
g. Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual or gender-based discrimination including:
    h. The basis for all conclusions that the response was not deliberately indifferent;
    i. Any measures designed to restore or preserve equal access to the University's education program or activity; and
    j. If no supportive measures were provided to the Complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

The University will also maintain any and all records in accordance with state and federal laws.

35. Disabilities Accommodations in the Resolution Process

The University is committed to providing reasonable accommodations and support to qualified students, employees, or others with disabilities to ensure equal access to the University's Resolution Process. Anyone needing such accommodations or support should contact the Assistant Director of Student Disability & Accessibility Support Services, who will then review the request and, in consultation with the person requesting the accommodation and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation in the Resolution Process.

36. Revision of this Policy and Procedures

This Policy and Grievance Resolution Procedure supersedes any previous Policies under Title IX. This Policy will be reviewed and updated annually by the Title IX Coordinator. The University reserves the right to make changes to this document as necessary, and once those changes are posted online, they are in effect.

During the grievance process, the Title IX Coordinator may make minor modifications to procedures that do not materially jeopardize the fairness owed to any party, such as to accommodate summer schedules. The Title IX Coordinator may also vary procedures materially with notice on the University website and with the appropriate effective date identified upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Policy and procedures.

If government laws or regulations change, or court decisions alter, the requirements in a way that impacts this document, this Policy and its procedures will be construed to comply with the most recent government regulations or holdings.

This document does not create legally enforceable protections beyond the protection of Federal and State of Michigan laws which frame such policies and codes generally.

This Policy and its procedures are effective August 14, 2020.

PREFERRED FIRST NAME POLICY

I. Purpose and Scope

University of Detroit Mercy is committed to creating an inclusive environment for all.

We recognize that faculty, staff, and students may use first names other than their legal first names to identify themselves. Except when an individual's legal first name is required by law, policy, or business needs, current employees and current students may choose to be identified in some university systems by the preferred first name that they have designated in accordance with this policy.

II. Definitions

Preferred first name – An alternative to the individual's legal first name.

Legal name – A person's legal first, middle (if applicable), and last name as it appears on official governmental documents such as licenses, passports, social security cards, birth certificates and tax forms.

III. Policy

Many members of the Detroit Mercy community use a first name that differs from their legal first name. Allowable preferred first name formats might include (but are not limited to):

· A shortened derivative of a name (e.g. "Sue" for "Susan")
· A middle name instead of a first name
· Initials (e.g., "AJ" with no punctuation)
· A first name that is chosen to represent the individuals identity, ("Peter" instead of "Xingyu")
· A first name that better represents the individual's gender identity
· A first name to which the individual is in the process of legally changing

Detroit Mercy will not accept a preferred first name that is vulgar, offensive, obscene, creates confusion with another individual, attempts to avoid legal obligation, or otherwise constitutes a misuse or abuse of this policy.

Preferred first names will be used where reasonably possible in the course of University business and education. Some examples of where preferred first names may be used include but are not limited to:

· Class and Grade Rosters in Banner
· If a preferred first name exists in Banner it will be uploaded to Blackboard using the preferred first name
· My Profile – Personal Information page preferred first name displays if on file
· Office 365 – Request to ITS Helpdesk to change preferred first name displayed
· University ID Card – Preferred first name change requires a card replacement fee

Examples of where the preferred first name will not be used and where the legal name will appear include but are not limited to:

· Financial Aid Documents

· Employment Forms
· Paychecks and Payroll Records
· Tax Forms (W2/1095C/1098T/1099)
· Billing and Financial Statements
· University Transcripts
· Diplomas
· Immigration Documents
· Enrollment Verifications
· Legally Binding Contracts
· Medical Documents/Health Records

IV. Procedure to Submit a Preferred First Name

Employees and students can enter a preferred first name in your My Profile - Personal Information tab at my.udmercy.edu. Preferred first name changes are subject to review. Please see section III above for a list of acceptable preferred name formats. There are also options in the Self-Service profile to update Personal Pronoun and Gender Identification.

V. Nondiscrimination Policy

University of Detroit Mercy adheres to all federal, state, and local civil rights laws and regulations prohibiting discrimination in private institutions of higher education. The University does not discriminate against any employee, applicant for employment, student, or applicant for admission based on:

· Sex,
· Sexual orientation,
· Gender identity,
· Gender expression,
· Pregnancy,
· Family Responsibilities,
· or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human/civil rights agencies.

This Policy covers nondiscrimination in both employment and access to educational opportunities. Therefore, any member of the University community whose acts deny, deprive, or limit the educational or employment access, benefits, and/or opportunities of any member of the University community, guest, or visitor on the basis of that person's actual or perceived membership in the protected classes listed above is in violation of the University's nondiscrimination statement.

When brought to the attention of the University, any such discrimination will be promptly and fairly addressed and remedied by the University according to the Resolution Process. The University Title IX Coordinator may be contacted at titleix@udmercy.edu or 313.993.1802.

VI. Privacy Considerations

Students

Consistent with the Family Educational Rights and Privacy Act (FERPA), Detroit Mercy allows for the release of Directory Information which includes but is not limited to name (legal/primary and preferred), mailing and email addresses, phone numbers, dates of attendance, class, date and place of birth, major, previous institutions attended, enrollment status, degrees conferred including dates, honors and awards received, photograph, past and present participation in officially recognized university activities and sports, and physical factors (e.g. height and weight of athletic team members). Students who wish to have their directory information withheld/blocked from release can make this request in writing to the Office of the University Registrar.

VII. Legal Name Change

A guide to procedures for changing your name in Michigan can be found at the following: https://www.michigan.gov/mdhhs/0,5885,7-339-71551_4645_4939-13834--,00.html

Office of Human Resources and Payroll

Office of the University Registrar

08/26/2021

A CAMPUS FREE OF ILLICIT DRUGS AND THE ABUSE OF ALCOHOL

As an academic community, the University calls its members to explore knowledge, build learning relationships, and take responsibility for individual and social life. Alcohol and other drugs can endanger this lifestyle. Abuse of alcohol and use of illicit drugs causes damage to health, threatens safety of self and others, interferes with academic and societal performance, and often leads to legal and financial problems. Even in a situation of legal and normal use, alcohol can increase the likelihood of injury, property damage, and deterioration of a healthy lifestyle.
To protect the privileges of all members of the university community, the university prohibits the unlawful possession, use, manufacture or distribution of illicit drugs or alcohol on the university premises or as part of any university related activities. The university wants each student to be aware of the applicable legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol. Students may find copies of these laws in the library.

All students enrolled at Detroit Mercy are expected to follow local, state, and federal laws concerning alcohol and other drugs. All students are also subject to additional, University-specific regulations on alcohol and other drugs, as stated in the Student Code of Conduct.

SOCIAL MEDIA POLICY

The full Social Media Policy is available at https://www.udmercy.edu/faculty-staff/marcom/policies/social-media-policy.php.

1. Policy

1.1 Official University Social Media Sites must adhere to state, federal laws and regulations, and University policies. Only public information may be posted on official University social media sites.

1.2 Official University social media sites must not contain sensitive personal or confidential information as defined by the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and National Collegiate Athletic Association (NCAA) Regulations, as applicable. Any sensitive personal information or other confidential information posted on an official University social media site must be removed upon discovery by the site administrator as soon as practically possible.

1.3 The University is committed to fostering an educational environment that allows for freedoms of speech and expression in accordance with the First Amendment to the U.S. Constitution. However, the University will not tolerate any activity or posting on an official University social media site that exceeds First Amendment protection such as any unlawful, defamatory, or obscene (as defined by Michigan and federal laws) activity or posting. The University reserves the right to remove any such posting without notice. The University also reserves the right to refer social media activity to the applicable social media platform and/or appropriate authorities for appropriate action.

1.4 All official University social media sites must respect intellectual property rights, federal Copyright law and University policies.

1.5 Employee Use: When using social media as a part of official duties, and/or when presenting oneself in social media settings as a university representative, employees must comply with applicable University policies governing employee behavior and acceptable use of electronic and information resources.

1.6 Primary administrative rights for official University social media sites will be assigned only to University employees. Official University social media sites will have a minimum of one administrator to ensure that the site is consistently managed. This individual must be a full-time employee of the University.

1.7 All content on official University social media sites must make every effort to ensure that information is ADA compliant. Please review standards published at https://www.w3.org/WAI/standards-guidelines/#intro and consult with the Office of Marketing & Communications for questions you may have.

1.8 It is the responsibility of the official University social media site administrator to ensure social media content is fully accessible. Individuals who require help may contact the Office of Marketing & Communications to receive training and instruction on how to improve the accessibility of their social media site by emailing marcom@udmercy.edu or call 313-993-1254.

1.9 All University social media sites must comply with all applicable University branding standards, which can be found on the University website.

Guidelines for Detroit Mercy Students who maintain personal media sites

Respect copyright law and the rights of others. "Copyright, a form of intellectual property law, protects original works of authorship including literary, dramatic, musical, and artistic works, such as poetry,

novels, movies, songs, computer software, and architecture. Copyright does not protect facts, ideas, systems, or methods of operation, although it may protect the way these things are expressed." (read more).

It is an express violation to infringe on someone else's rights of publicity, privacy, copyright, trademark, or other intellectual-property right. This means that you may not reproduce, screen-shot, modify or redistribute content (text and images) that does not belong to you, and in no circumstance should you remove, alter or conceal any watermark or other copyright identifier incorporated in the content of others.

Adhere to the Detroit Mercy Student Handbook (especially with regard to academic honesty and student code of conduct) as well as any other college or school student policies, standards of conduct and applicable law.

Obey all social media platform terms of use. These rules are constantly changing; it is your duty to stay up to date. Policies for some of the more popular platforms are listed below.

- Facebook
- Twitter
- LinkedIn
- YouTube
- WordPress
- Snapchat
- Pinterest
- Instagram

Disclaimer

This Social Media Policy does not apply to social media advertisements (ads on social media sites promoting your entity, or ads promoting your entity's social media sites).