

**ALLIANT INTERNATIONAL UNIVERSITY
STUDENT EVALUATION AND REVIEW COMMITTEE (SERC)
RULES AND PROCEDURES***

**(Addressing: Student Academic Performance Problems, Violations of
Ethics or Academic Codes of Conduct, and Questions of Professional
Suitability or Judgment)**

***Cite as: SERC Rules and Procedures**

I. Overview

The goal of the Student Evaluation Review Committee (hereinafter "SERC" or "Committee") process is to uphold academic and professional standards, program standards, and University policies and procedures regarding student evaluation. The Committee will guide students toward successful completion of their program and assist with remediation of difficulties brought to the attention of the Committee. Successful program completion requires that all students meet academic standards and standards of professional competence, conduct, ethics, and demeanor required by their program of study.

The SERC process is utilized when concerns are raised about a student's academic sufficiency, fieldwork suitability, viability of professional judgment, or ethical or appropriate conduct in the academic learning environment. Difficulties in personal adjustment/appropriate behavior manifested outside of courses or field placement/internship are potentially relevant to a student's professional development and are also of interest to this Committee, though formal review of such cases may, depending on the specific circumstances, rest with the Non-Academic Code of Conduct Committee.

The SERC is a program-based committee aligned with the relevant accreditation and/or administration of the program and as such serves as a recommending body to the Program Director or equivalent, who makes the final decision. After meeting with a student, a SERC's recommendations about appropriate action can include: No Action Required, Remediation Plan, Warning, Probation, Mandatory Leave of Absence, Suspension or Termination.

II. General Committee Tasks

SERC is responsible for review of and recommendations on referrals concerning problematic issues arising from/under:

- A. Student's Academic Performance and Progress
- B. Student's Professional Suitability/Judgment
- C. Student's Ethical Behavior
- D. Academic Code of Conduct

III. Structure of the Student Evaluation and Review Committee (SERC)

A. Membership (Composition and Responsibilities)

1. Composition¹ - The Committee is comprised of the following members (with voting rights unless otherwise indicated) who are appointed to the Committee by the Program Director or equivalent (with consultation as appropriate):
 - Core Faculty members (recommended minimum 3, including Chair)
 - Student Services Representative (non-voting member)

¹ The Program Director, at his/her option, may request the presence of the Program Coordinator in Committee meetings for administrative assistance.

- Fieldwork/Internship Representative, where relevant (non-voting if not Alliant faculty or equivalent status);
- Student Disability Coordinator, invited when student is registered with Student Disability Office, student accommodation is an issue, or otherwise, at request of the Program Director or equivalent (non-voting member)
- Designated Official for International Students, invited when student is an international student (non-voting member)
- Bias-related Committee Representative, invited when a student has been accused of committing a bias-related incident (non-voting member)

2. Responsibilities of the Chair

- a) Develops a meeting schedule after consulting with all members and assures the completion of the tasks of the Committee for the semester;
- b) Conducts meetings in a professional and orderly manner;
- c) Is knowledgeable about University and program policies and the relevant codes of ethics and their relationship to the issues being discussed;
- d) Ensures that all necessary material (i.e., student files) and personnel are available at each meeting;
- e) Assumes or delegates responsibility for the preparation and proper dissemination and storage of all written and verbal correspondence from the Committee, including, but not limited to, letters to the Program Director or equivalent, memos, etc.;
- f) Tracks remediation plans and status of students in the process of remediation by the Committee;
- g) Serves as spokesperson for the Committee to the Program and to the School;
- h) In coordination with the Program Director or equivalent, confers and corresponds with University legal representatives when necessary;
- i) Strategizes and plans the progression of the Committee in order to assure successful completion of its tasks each semester;
- j) Addresses with the Program Director or equivalent issues of problematic performance by SERC members, including problems of attendance or behavior during the SERC or its deliberations;
- k) Regularly communicates with Program faculty on issues related to the Committee's manner of operating and on issues related to prevention and remediation of the types of issues coming before the SERC; and
- l) Assures a proper succession to the next Committee Chair of cases not resolved during the term of the Chair with clear communications to affected students about the transition and status of any pending cases.

3. Responsibilities of Members of the Committee

- a) To attend all meetings.
- b) To carefully and thoroughly read the student file and any material the student has submitted to SERC and be prepared to discuss it with the SERC and the student.
- c) To understand and follow all University and School policies and procedures regarding SERC-related activities and responsibilities.
- d) To participate fully in each meeting, using impartial and unbiased judgment.
- e) To recuse her/himself from participation as a Committee member in cases in which the Chair determines that s/he has a conflict-of-interest, or in cases in which s/he cannot evaluate the case fairly and impartially (this does not preclude the same Committee member from providing information relevant to that case). Examples of conflict of interest include, though are not limited to, the faculty member who referred the student to SERC.

B. Term of Appointment of SERC Chair

The relevant Program Director or equivalent appoints the Committee Chair annually, and it is recommended that no one person serve as SERC Chair for a term longer than three (3) consecutive years.

C. SERC Business Rules

As a general rule, Committee meetings require the presence of all members (or their alternates, where applicable) appointed by the Program Director or equivalent to the case. (In unusual circumstances, a simple majority of the voting and non-voting members shall constitute a quorum for purposes of allowing a meeting to proceed.)

In cases in which a Committee member has recused her/himself from serving (in accordance with Section III (A) above), the Program Director or equivalent will appoint an alternate faculty member from the Program to serve in her/his stead.

Committee recommendations will be by means of majority vote.

D. Frequency of SERC Meetings

The SERC will meet on an "as needed" basis with sufficient regularity to assure that all student referrals are reviewed and acted on in a timely manner and that its other duties are discharged in a timely fashion. As a general rule, meetings will occur during periods when faculty members are on contract. Emergency meetings on an ad-hoc basis, however, may be called outside of these periods, where absolutely necessary, to respond to urgent deadlines in extraordinary cases.

IV. Status of the Committee

A. Nature of the Proceedings

SERC meetings are academic rather than legal proceedings. The presence of legal counsel and representation of any party therefore is not appropriate and is not permitted.

B. Confidentiality

All SERC proceedings and related communications are governed by the confidentiality/privacy provisions of FERPA (Family Educational Rights and Privacy Act). Discussions, deliberations, decisions, and recommendations may not be shared with people outside of the Committee, other than for a legitimate educational purpose consistent with FERPA.

C. SERC Authority

SERC serves as an advisory body to the Program Director or equivalent, making recommendations for decision.

V. Bases for Referral to SERC

The Committee considers a broad range of student problems, including, but not limited to, insufficient academic performance and/or progress, lack of suitability for the profession, unethical or inappropriate behavior in courses or field placements/internships, and reported violations of the Academic Code of Conduct.

The following constitute areas of student difficulty:

A. Insufficient Academic Performance or Progress: Probation Status results automatically from receipt of the following:

1. For undergraduate students, a GPA below 2.0
2. For graduate students, a GPA below 3.0

B. Depending on the program, a student's academic standing may be jeopardized by one or more of the following:

1. Receipt of one or more grades of C, D, F, No Credit/Fail, Marginal Pass/Some Concerns
2. Receipt of one or more Incomplete grades
3. Insufficient progress on dissertation/doctoral project
4. Failure of comprehensive or competency examination
5. Failure to meet academic program standards

C. Professional Practice Field Training Unsuitability (at Graduate Level)

Fieldwork unsuitability refers to a student's behavior and/or decision-making that is unsuitable and/or inappropriate or unprofessional for practice in the field

setting, as established by the profession. Concerns in the area of suitability for the profession include, though are not limited to, lack of development of professional skills within a field context; expressions of personal issues in ways that are inappropriate to the setting; lack of sensitivity to the perspectives of people from other cultures, religions, sexual orientation identity status, disability status and gender.

D. Unethical and/or Inappropriate Behavior

The University requires that all students adhere to the relevant principles of applicable professional and/or licensing body(ies) (e.g., professional association codes of ethics and the ethical requirements of professional licensing and certification boards relevant to the profession in which the student aspires to membership). Students are expected to conduct themselves in academic and professional settings, including field training/internship and research sites, in a manner consistent with the profession's expectations. Professional conduct includes respect for all University community members (including students, administrators, staff, faculty, supervisors), as well as for all clients and personnel at training sites.

E. Academic Code of Conduct Violations and Infractions

Violations

1. Examination Behavior: Any intentional giving or use of external assistance during an examination without the express permission of the faculty member giving the examination.
2. Fabrication: Any falsification or invention of data, citation, or other authority in an academic activity.
3. Plagiarism: Any passing off of another's ideas, words, or work as one's own.
4. Unauthorized Collaboration: Collaboration in any academic exercise unless the faculty member has stated that such collaboration is permitted.
5. Previously Submitted Work: Presenting work prepared for and submitted to another course.
6. Unauthorized Research: Failure to obtain approval of the Institutional Review Board for research involving human subjects.
7. Alteration or Misuse of Academic Documents: Any alteration or misuse of academic documents, including acts of forgery and/or furnishing false information.
8. Disruption of Academic Activity: Disruptive behavior, willful disobedience, profanity or vulgarity in a learning environment not limited to the classroom, practicum and internship sites.
9. Violations Defined by Faculty Member: Any other intentional violation of rules or policies established by a course faculty member/academic supervisor.
10. Assisting other Students in Acts of Academic Misconduct.

(Note: Under certain exceptional circumstances involving serious violation listed above which pose a threat to the health and safety of the University community, disciplinary procedures administered by the campus senior administration may replace the procedures outlined below. These include circumstances in which a matter has been referred by the Program Director (or equivalent) or Dean. In the case of a violent act, the faculty member or administrator immediately contacts the appropriate individual as listed in the University Violence Prevention Policy as stated in the Employee Handbook, Faculty Handbook and undergraduate or graduate Student Handbook.)

Infractions

The following acts are examples of infractions. Students found to have committed these acts are subject to sanctions described, as applicable, for infractions in the Sanctions section.

1. Any unintentional act that, if it were intentional, would be a serious violation.
2. Any serious violation of the rules or policies established for a course or academic exercise.

(Note: Repeated infractions may be considered for treatment as serious violations.)

VI. Process of SERC Referrals and Procedures Governing the SERC Process

A. Students are referred to SERC through the following processes²:

1. In cases where students have been placed on "automatic" Probation consistent with the provisions of Section V (A) of this policy, the Registrar's Office will promptly forward the names of those students to the relevant Program Director or equivalent, who will then forward the list to the relevant SERC Chair for scheduling a meeting with the student for determination of an appropriate remediation plan.
2. In other instances of suspected insufficiency of academic performance and/or progress under Section V (A), and instances of suspected professional practice field training unsuitability under Section V (B), referrals shall come from the concerned faculty member, field supervisor, or field training committee or office to the relevant Program Director or equivalent. S/he, in turn will review and assess each referral for content and level of seriousness to determine whether or not the matter will need to be directed to the SERC for evaluation.
3. Instances of suspected student difficulty falling under Sections V (C) or (D) may be referred to the relevant Program Director or equivalent by any concerned member of the community. These referrals shall undergo the same process of assessment and action as set out in subsection VI (A)(2), above.

² In cases involving students enrolled in dual degree programs, Program Directors (or equivalent) from both schools will consult and make determinations about SERC referral and/or process.

4. For concerns under any other area of student difficulty, a member of the community may refer a concern to the relevant Program Director or equivalent. S/he, in turn, will review and assess each referral for content and level of seriousness to determine whether or not the matter will need to be directed to the SERC for evaluation. For concerns which represent a conflict of interest for the relevant Program Director or equivalent, s/he shall abstain from making the referral determination (and subsequent decision, should the case be referred to the relevant SERC), such determination/decision to be made instead by the relevant Academic Dean (or her/his designee).

B. Process to be Used by the SERC Committee Process Following Referral

1. Student Notification

The student (and his/her faculty advisor) referred to a SERC will receive written, confidential notification of a SERC meeting at which the student is to appear. The notification will be via mail (or delivery service) sent to the student's official address as listed in the University's data base. The recommended advance notice to a student to appear before a SERC is at least five (5) business days prior to the date of the meeting. An extension of the meeting time and date may be requested in writing by the student within two days of receipt of the notice. The SERC reserves the right to meet in the student's absence and make a recommendation that may result in decisions regarding academic status and continuation in the program.

Written notification of the meeting will include the following:

- Time, date and place of the SERC meeting;
- Specific areas of student performance and/or behavior to be reviewed at the meeting;
- The student's rights in the meeting (e.g., opportunity to respond to the specific areas of concerns and to present supporting written materials) and responsibilities (e.g., obligation to answer questions and concerns of Committee members);
- The student's right to be accompanied to the meeting by a non-attorney (with advance written notice);
- Contact information (to include address, telephone and e-mail contact information) for the relevant SERC Chair.

2. Meeting Session and Right to be Accompanied

During the SERC meeting about a student's case, the Committee will ask the student to discuss the concerns, and will provide the opportunity for the student to explain any factors that may be related to the concerns and discuss any actions that the student has already taken or plans to take to resolve the concerns. The SERC members may actively comment, ask questions, investigate and make suggestions that are intended to be beneficial to the student. As appropriate, the Committee may also

discuss with the student possible recommendations for resolution of the problem(s).

A student has the right to be accompanied to the Committee meeting by one person of her/his choice (other than legal counsel), provided the Committee Chair receives advance written notice (24 hours or greater) of the person's name and relationship to the student. An invited guest attends with the understanding that his/her role is to provide non-verbal support to the student. Invited guests may not participate in the meeting or provide active guidance or assistance to the student concerning the issues discussed.

3. Further Action

If a recommendation cannot be reached within the Committee and/or additional action is required, the Committee members may obtain additional information and may contact relevant resources to provide more information on the specific areas of concern (i.e., instructors, field training supervisors, administrators, staff and students). A timeline will be established to receive and review this information so that a recommendation can be reached within a reasonable period of time. Under normal circumstances, this timeline shall not exceed 20 business days. In extraordinary cases, the timeline shall not exceed 40 business days.

C. Sanction Considerations

The Committee will consider the following factors in arriving at a recommendation as to what, if any, sanction and/or remediation plan, should be imposed:

1. The degree and nature/type of academic, behavioral ethical or professional difficulty;
2. The degree of the student's willingness to resolve the problem;
3. The student's past history with the SERC and with any other University disciplinary process;
4. The student's year in the program;
5. Any other factor (particular to the student, e.g., disability status) that SERC determines has bearing on the issue(s) before it;
6. Financial ramifications of recommended action(s); and
7. The impact of lack of access to University resources, including faculty, if a mandatory leave is recommended.

D. Recommendation and Decision Process

1. Recommendations from the SERC should normally be forwarded by the Committee Chair to the relevant Program Director or equivalent within 40 business days of the date the matter was referred to the Committee. Each recommendation should clearly state:
 - a) The reason(s) for and source of the SERC referral;
 - b) The student's relevant academic history and any unique relevant personal circumstances;
 - c) The student's perceived understanding of the problem(s) and response;
 - d) The actions the student has taken to date to correct the problem(s); and
 - e) The Committee's recommendation either that no action is required, or that of a particular sanction, or a remediation plan should be imposed. When a remediation plan is recommended, the Committee shall specify the recommended time-frame applicable to the recommended remediation process including the conditions for lifting the sanction (if applicable), and any recommended follow-up.

2. Under normal circumstances, within 10 business days of receiving the recommendation, the Program Director or equivalent will, following careful review and consideration of the relevant correspondence and all supporting materials, take one of the following actions:
 - a) Refer the matter back to the Committee for further consideration and review with appropriate explanation;
 - b) Send a written letter to the student confirming the Committee's recommendation(s);
 - c) Substitute another course of action for the Committee's recommendation(s), in which case, the Program Director or equivalent prepares and sends to SERC a written explanation and rationale for the change. A copy of the explanation will also be filed in the Program's SERC record file, along with the original SERC paperwork. In this instance, the Program Director or equivalent sends written notification to the student and the student's advisor of the final decision without reference to the Committee's original recommendation;³ OR
 - d) Send a letter to the student that incorporates some, but not all of the Committee's recommendations (in which case the same explanatory correspondence and supporting paperwork requirements apply as in the preceding subsection (VI) (D)(2)(c).³

³In these instances, the Program Director is encouraged to consult with other appropriate colleagues prior to making the final decision (maintaining to the extent possible the privacy of all concerned).

E. Appeals Process

A student has the right to appeal a decision of the Program Director or equivalent to the relevant Academic Dean (or alternate University official, in the event of a conflict of interest).

Appeals will only be considered when they are received in writing within ten (10) business days of the date of the decision letter. Students may not appeal Warning or Probation status.

Appeals may be made only on the basis that one or more of the following factors contributed to an unfair or unsupported SERC decision: a) SERC process deviated from applicable SERC policy/procedures; b) violation(s) of other University policies, rules or procedures; c) preponderance of facts not consistent with the SERC decision; d) new information not available at the time the matter was originally considered by a SERC; and e) bias or discrimination in the review process.

When an appeal is made, the SERC and Program Director or equivalent, at the request of the Academic Dean (or alternate University official), will cooperate fully in presenting and discussing the recommendations and actions. The same University official decides the appropriate process for consideration of the appeal.

Absent unusual circumstances, appeals processes should normally be completed within twenty (20) business days of receipt of the appeal. Appeals decisions under this section are final.

VII. Feedback to Involved Parties

Correspondence from the Program Director or equivalent to the student should be marked "Confidential" and will be mailed to the student's official address listed in the University's data base. It should include all areas specified in Section VI (D)(1)(a-d) of this policy, and the decision by the Program Director or equivalent. In addition, the letter should include notice of the student's right to appeal the decision to the Dean, as set out in Section VI (E) above. It should also include the name of a person for the student to contact if s/he has questions. The Program Director or equivalent should normally be expected to send this letter to the student within ten (10) business days of the date s/he receives the recommendation from SERC.

In cases resulting in disciplinary action, a copy of the decision letter will be given routinely to the student's Academic Advisor and, if the matter pertains to a field training/internship issue, to the student's Field Training/Internship Advisor. In addition, in cases resulting in Probation, Mandatory Leave of Absence, Suspension, or Termination copies of the decision letter are also sent to relevant administrative personnel (e.g., the campus Registrar). A copy of the decision letter is also placed in the student's academic file and, if pertinent, the Field Training/Internship file. In addition, if the decision of the Program Director or equivalent involves a faculty member (e.g., if the remediation plan requires a particular action on the part of a faculty member, a change in advisor or dissertation chair, re-enrollment in a course, etc.), then that faculty

member is provided specific feedback on his/her involvement by the Program Director or equivalent; the confidentiality of the process is maintained as much as possible.

VIII. Outcomes/Sanctions Under SERC Process

- A. For cases in which no student difficulty is found, no sanction or remediation will be recommended. The case will instead be recommended for dismissal. If the Program Director agrees on this course of action, the complaint materials will not be made part of the student's academic file.
- B. For cases referred to SERC due to low GPA ("automatic" Probation Status), the SERC will recommend to the Program Director or equivalent an appropriate remediation plan.
- C. For all other cases involving concerns of academic performance or progress, or concerns related to professional practice field training suitability, or unethical or inappropriate behavior, the SERC will determine if action is required, and if so, it will recommend one of the following actions to the Program Director or equivalent:
 1. Warning
Warning Status, with or without a remediation plan, can be recommended by the SERC when a student's academic work or professional development falls below University or program standards, but the nature of the difficulty or infraction does not require more serious or more immediate action.
 2. Probation
Probationary Status is recommended when a student's academic progress or professional development has been inconsistent with University requirements. A student is given a specific amount of time (usually one term) in which to remediate the cause(s) of probation or will otherwise face dismissal from the program.

When a Program Director or equivalent acts to implement Warning or Probation, the SERC is usually responsible for monitoring and advising the progression of a student in a remediation plan, where one has been imposed. The process for monitoring students includes regular reports from instructor, students and/or their advisors, reviewing student files and, as necessary and appropriate, recalling students to the Committee. It shall be the responsibility of the SERC in such circumstances to review the case and to determine whether the student has completed all of the requirements of the remediation, in which case the removal of the Probationary status will be recommended. In the event that the SERC determines that the conditions which resulted in Probation have not been remediated, the SERC may recommend other action, including a) continuance of the status of Probation or b) that a more severe sanction be imposed. The Program Director or equivalent will review the

recommendation of the SERC, make a determination as to appropriate action and send notification of this action to the student within ten (10) business days of receipt of the recommended action.

3. Mandatory Leave of Absence

A student is recommended for Mandatory Leave of Absence in cases in which the academic work or professional development, in the opinion of the Program Director or equivalent, and taking into consideration the SERC's recommendations, requires serious remediation that necessitates a required leave of absence in order to complete the required remediation. For Mandatory Leave of Absences lasting more than 180 days if the student has received federal student loans, the loans may go into repayment 6 months from their last day of attendance. The student may contact their lender to receive information on deferment and forbearance options while not attending school.

4. Termination

When conditions are judged to be of a serious nature and are not judged to be remediable, when a pattern of No Credit or Marginal Pass grades occurs, or when a serious violation of University or School standard of conduct and/or ethics occurs, or when a student has failed to remediate previously identified deficiencies within the specified time a student may be terminated from the academic program.

- D. For cases which find infractions or serious violations under the Academic Code of Conduct, the following actions may be recommended by SERC and implemented by the Program Director or equivalent:

Note: When a Program Director or equivalent acts to impose a Remediation Plan under Subsections VIII (B) or (C), above, the SERC is usually responsible for monitoring and advising the student's progression under the plan. The process for monitoring students includes regular reports from instructors, students and/or their advisors, reviewing student files and, as necessary and appropriate, recalling students to the Committee. It shall be the responsibility of the SERC in such circumstances to review the case and to determine whether the student has completed all of the requirements of the remediation, in which case the removal of the Probationary status will be recommended. In the event that the SERC determines that the conditions which resulted in Warning or Probation status have not been remediated, the SERC may recommend other action, including that a more severe sanction be imposed. The Program Director or equivalent will review the recommendation of the SERC, make a determination as to appropriate action and send notification of this action to the student within 10 business days of receipt of the recommended action.

1. Infractions of the Academic Code of Conduct

- a) Warning – A letter is placed in the student's academic file indicating that an infraction of the Academic Code of Conduct occurred along with any recommended or required remediation.

- b) Probation – Probationary status is a sanction imposed when the violation is judged to be more severe than warranting a Warning, but not so serious as to require a more serious sanction, such as termination from a class, program or from the University. In cases in which a student has been placed on Probation for violation of the Academic Code of Conduct, any subsequent violations of the Academic Code of Conduct (whether they are infractions or more serious violations) will result in an automatic application of the sanctions imposed in areas of serious violations (described below).
- c) Work assignments, Service to the University or other related discretionary assignments – This category of sanction may be required separate from or in addition to any action taken regarding an Infraction.
- d) Restitution – A student may also be directed to provide compensation for loss, damage, or injury attributed to the student's actions or behavior. This may, at the discretion of the appropriate University authority, take the form of appropriate service, monetary/materials replacement or both.

2. Serious Violations of the Academic Code of Conduct

Actions in this section may be taken when the violation of the Academic Code of Conduct is judged to be more serious than an Infraction.

Relevant disciplinary actions that may be taken include:

- a) Suspension from class for the remainder of the term, in which case the student must re-take the course, pay the required tuition for the course when it is retaken, and forfeit all tuition and fees paid for the course.
- b) Suspension from the University for a term or more with no transcript notation. Conditions for readmission will be specified when this sanction is imposed.
- c) Termination from the University with no transcript notation.
- d) Termination from the University with transcript notation indicating "Academic Misconduct Termination."
- e) Work Assignments and/or Restitution – A student found to have committed a Serious Violation of the University Academic Code of Conduct may also be mandated to provide compensation for loss, damage, or injury. This may, at the discretion of the Program Director or equivalent, take the form of appropriate service, or monetary/material replacement, or both.

IX. Liaison with Committees and Departments

A. SERC Communication

The SERC may have regular contact with the Program Director or equivalent to discuss policy, students, procedures or other issues that may arise in the course of its work. The Committee, acting through its Chair, will meet regularly with the program's faculty to answer questions, discuss policy and procedures, suggest

preventative strategies, and/or to discuss general information related to the Committee's work.

B. Other SERC Committees

A Committee may have contact with other University SERCs to discuss issues related to students, policies and procedures that cross over the Programs and schools of the University.

C. University Counsel

The Committee Chair may consult with the University's Legal staff on issues of law and confidentiality.

D. Student Affairs Office

Beyond consultation in committee with the Student Affairs representative(s), the Committee may, as necessary, consult with other relevant campus Student Affairs officers, including but not limited to, the Dean of Students, to discuss issues concerning students. In all such consultations, confidentiality will be required both of the SERC and of those with whom SERC consults.

X. Miscellaneous Policy Provisions

A. Advisors

Students' academic advisors and, as applicable, field training/internship advisors, may be copied on relevant Committee correspondence to students for information and follow-up. Though their attendance is not obligatory, these advisors are welcome to accept students' invitations to accompany them to the students' SERC meetings. Committee members may also maintain regular contact with such advisors when such contact is relevant to the SERC's prescribed duties. As appropriate or required, advisors may receive correspondence of relevant material concerning their students. The SERC may also ask advisors to monitor specific aspects of remediation plans and to submit reports to the SERC concerning the student's progress.

B. Records

1. Educational Records

The record of the final determination in all cases (except those resulting in dismissal by the Program Director or equivalent) will be maintained in the educational record of the student in the Registrar's Office for a period of not less than five (5) years after the student's departure from the University. A request for removal of transcript notation of "Academic Misconduct Termination" may be submitted by the student to the Office of the Academic Dean after three (3) years. The decision of the Dean with respect to such removal shall be final.

2. SERC Records

The Committee, through its Chair, will maintain records of the meeting agendas, the Chair's letters to the Program Director or equivalent, and correspondence from the Program Director or equivalent to the Committee and to students. Except as otherwise noted, these SERC records are to be kept in the Program's Administrative Offices in a locked file cabinet or other locked storage unit/space for a period of not less than five (5) years after the student's departure, and may be reviewed by current members of SERC or the Program Director or equivalent, as needed. Correspondence and documentation received by the Committee in its consideration of students shall be similarly stored and held by the Program Office.

C. Notes

Anyone involved in a SERC process may make their own confidential personal notes. Such individuals will be responsible for maintaining the confidentiality of these notes. These personal notes are not "education records" under FERPA.