



Genetic Counseling, MS

Student Handbook
2022-2023 Catalog

ASU Charter

ASU is a comprehensive public research university, measured not by whom we exclude, but rather by whom we include and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

Justice, Equity, Diversity and Inclusion at the College of Health Solutions

At the College of Health Solutions, we are focused on improving the health of the communities we serve. Every student, every faculty and staff member, every individual and community member should have the opportunity for better health throughout their lifespan. To improve health, we must embrace and support greater diversity, equity and inclusivity in everything we do, including teaching, research and service. We are committed to doing better. You are welcome at the College of Health Solutions, and this is what you can expect from us.

Commitments to Justice, Equity, Diversity and Inclusion

We create leaders who advance the principles of justice, diversity, equity and inclusion, shaping a future in which all community members can fully realize their potential.

We embed diversity, equity and inclusion as a transformational force in every aspect of our teaching, research and service as we work to address the challenges facing people and communities to stay healthy, improve their health and manage chronic disease.

We believe that diversity and inclusion are essential for excellence and innovation, and thus it is stated in our college values: We maximize opportunities for people of diverse backgrounds, abilities and perspectives.

We support underrepresented and historically marginalized groups and will not tolerate discrimination or hate of any kind.

Contents

Introduction	5
Welcome	5
Vision and mission	5
Program overview	5
Program contacts	6
Admission.....	7
Graduate admission requirements	7
Academic program requirements	7
Provisional acceptance guidelines.....	8
Admission deferral	8
Pre-admission credit policy.....	8
Tuition and assistance	9
Tuition and fees.....	9
Financial assistance	9
Curriculum and graduation requirements	10
Program requirements.....	10
Application to graduate	19
Plan of study.....	19
Interactive plan of study (iPOS).....	20
Specializations and certifications.....	20
Satisfactory academic progress	21
GPA and grades	21
Incomplete grade requests	22
Academic probation and dismissal	23
Time to completion limit	23
Appeal and grievance processes	24
Grade appeal	24
Student grievance	24
Discrimination, harassment, and retaliation	24
Accreditation concerns	24
Appealing recommendation for dismissal	25
Student code of conduct and academic integrity	26
Academic integrity	26

Student code of conduct.....26

Professional conduct26

College and university procedures and policies27

 Continuous enrollment policy27

 Requesting a leave of absence27

 Registration policies27

 Voluntary withdrawal.....27

 Other types of withdrawal27

Student support resources29

Appendix.....31

 A: Program faculty31

Introduction

Welcome

Welcome to the Master of Science in genetic counseling program at ASU. We are very excited you chose our program!

The purpose of this handbook is to provide graduate students in genetic counseling with the basic information needed throughout the course of study and to assist them in navigating their way through the graduate degree program and be prepared to sit for the American Board of Genetic Counseling® board certification exam. This handbook is the primary resource for information regarding policies, regulations, and academic and clinical requirements necessary to complete the master's degree. This handbook is not an exhaustive collection of all policies of ASU; students should also review the [ASU Graduate Policies and Procedures](#), which is the final source regarding university policies on graduate programs. Students are responsible for being informed regarding all academic and clinical requirements of the graduate program; some of the information provided in the handbook also is available on the Genetic Counseling, MS program [webpage](#) and in Department and Office of Graduate Education publications. Additional questions and concerns may arise that are not formally addressed in these sources.

The program leadership for the Genetic Counseling, MS program will be a valuable asset as you progress through the program and will be discussed in more detail throughout the handbook. Academic and clinical faculty members also are available for advice, guidance, and consultation regarding all academic and clinical requirements, policies, and procedures.

Vision and mission

The mission of the ASU Genetic Counseling program is: prepare genetic counselors to work in the field of genetics where they will apply their knowledge and unique skill set to help advance the understanding of genetics and genomics-related conditions in order to improve health outcomes within the communities where they work and live.

Program overview

The training model for our program is to integrate didactic coursework in genetics and genomics with research training and fieldwork participatory experiences which cover a broad spectrum of clinical specialties and practice environments. Throughout your training, you will also have opportunities to participate in supplemental curricular activities and community experiences related to genetics and genomics. The entire program is built around the Practice-Based Competencies for Genetic Counselors PBCs (a requirement from the [Accreditation Council for Genetic Counseling](#)), which will prepare you to pass the American Board of Genetic Counseling® certification examination and thrive in your career as a genetic counselor.

The objectives of the program are the following:

- Instill a sense of personal, professional and societal responsibility to respect, honor and value each other, professional colleagues, clients and members of our communities
- Ensure new graduates meet the Practice-Based Competencies for Genetic Counselors
- Prepare new graduates to pass the American Board of Genetic Counseling certification examination

- Equip new graduates to be able to secure a job in the healthcare field, a laboratory setting or other position relevant to their expertise in genetics and genetic counseling
- Provide new graduates with the skills to be able to conduct research, read and write manuscripts related to the field of genetics/genomics and genetic counseling

Program contacts

Program director: Katherine Hunt Brendish, PhD, MS, CGC, khuntbrendish@asu.edu

Graduate support coordinator: Laura Kaufman, chsgrad@asu.edu

Additional contacts:

- Associate director II: Kimberly Brussow, MS, CGC, kbrussow@asu.edu
- Research coordinator: Sarah Cox, MS, CGC, srcox3@asu.edu
- Medical director: Radhika Dhamija, MBBS, dhamija.radhika@mayo.edu
- Fieldwork coordinator: Rebecca Carr, MS, CGC, rcarr@asu.edu
- Associate director I: Jennifer Siettmann, MS, CGC, jennifer.siettmann@asu.edu

Program faculty: see [Appendix A](#)

Admission

Admission to the Genetic Counseling, MS is available for Fall terms. Deadlines to apply can be found [here](#). Applicants must register with [National Matching Services, Inc.](#) (Match) prior to applying to ASU in order to be considered for this program. The Genetic Counseling, MS program at ASU has an ID code of **15710**. Applications will be reviewed by the admissions committee only once all materials have been received and the applicant has registered with Match. Admission decisions will be communicated through Match.

Quick Facts:

- Location: Downtown Phoenix campus*
- Start terms: Fall
- Time to completion: two years

Note: Downtown Phoenix is the program's home campus. Most courses will be in-person at the [Health Futures Center](#) (6161 E. Mayo Blvd, Phoenix, AZ 85054).

Graduate admission requirements

ASU maintains minimum standards for consideration for admission to graduate programs. The program may establish requirements in excess of those established by the university.

- An earned bachelor's degree or higher from a regionally accredited institution in the U.S., or the equivalent of a U.S. bachelor's degree from an international institution officially recognized by that country.
- A minimum grade point average of 3.00 (scale is 4.00 = "A") in the last 60 semester hours or 90 quarter hours of undergraduate coursework is required to be considered for admission to an ASU graduate degree program.
- International applicants must provide proof of English proficiency. The following are accepted to meet his requirement
 - Test of English as a Foreign Language (TOEFL): score of at least 550 (PBT) or 80 (iBT). ASU's institutional code is 4007. Only electronic copies of scores are accepted.
 - International English Language Testing System (IELTS): overall band score of at least 6.5. No institutional code is needed.
 - Pearson Test of English (PTE): score of at least 60.
 - Individual academic units or programs may have higher requirements for English proficiency

Academic program requirements

In addition to the graduate admission requirements, the program requires the following as part of the application:

Undergraduate or graduate degrees – bachelor's or master's degree in a related field, from a regionally accredited institution.

Letter of intent – include experience and knowledge in the field of genetic counseling; articulate what makes the applicant a good candidate for this program.

Three letters of recommendation – at least one letter should be from a genetic counselor or other genetics professional; academic and professional recommendations are encouraged.

Professional resume – include relevant personal, professional, educational and community activities (one to two pages); include any informational interviews and shadowing/ work experience with genetic counselors.

All applicants are strongly encouraged to interview genetic counselors and observe genetic counseling sessions when possible. Experience working in the health care setting, volunteering or working with individuals who have special needs and advocacy experience or experience providing crisis counseling is also highly recommended.

Provisional acceptance guidelines

In some instances, a student may be admitted provisionally and/or with a deficiency. Students should refer to the official admission letter sent by the Graduate College via MyASU to determine if they have been admitted with a provision and/or deficiency.

A provisional admission requires a student to maintain a 3.0 or higher GPA within a specified timeframe. If the 3.0 is not achieved by the end of the timeframe specified on the official admission letter, the student will be automatically dismissed from the degree program.

A deficiency requires a student to fulfill a competency area within a given timeframe. The academic program will monitor students with deficiencies. If a deficiency is not completed within the timeframe indicated on the official admission letter, the student may be recommended for dismissal from the academic program.

Admission deferral

Due to the competitive nature of the admission process, the program does **not** grant admission deferral. Applicants unable to begin coursework in the term in which they applied and were admitted are encouraged to reapply in a future cycle. Exceptions to this policy will be considered for unexpected medical issues on a case-by-case basis.

Pre-admission credit policy

Credits earned prior to admission to the Genetic Counseling, MS program cannot be used toward program requirements, even if a similar course was complete prior to admission. This policy is required by the program's accrediting body (Accreditation Council for Genetic Counseling) and may not be exempted. Students must complete all courses as prescribed in the program requirements.

Tuition and assistance

Tuition and fees

Tuition is set by ASU and the Arizona Board of Regents each year. View the general [Tuition and Fees Schedule](#), or calculate a more specific estimate of charges using the [ASU Tuition Estimator](#). Information on residency requirements can be found at [Residency for Tuition Purposes](#).

The Genetic Counseling, MS has a program fee of \$333 per credit (max \$3,000 per semester).

In addition to tuition and program fees, there are several expenses related to software management and training programs. The costs listed below include the total amount for both years of the program.

- My Clinical Exchange – an onboarding orientation and health requirement required by most medical facilities in Arizona: \$100.00 *estimated*
- Other variable costs associated drug screening and background checks: \$300.00 *estimated*
- Textbooks: \$700.00 *estimated*
- Parking [fees](#)

Further information about these expenses will be available during orientation.

Financial assistance

Financial assistance is available through a variety of sources, including:

- College of Health Solutions [scholarships](#)
- Graduate College [fellowships](#)
- Traditional financial aid (loans and grants). Visit the [Financial Aid website](#).

Curriculum and graduation requirements

Program requirements

The Genetic Counseling, MS is comprised of 71 credits, including a thesis or an applied project. The program will consist of a range of didactic, clinical, research and supplemental experiences. The specific academic courses, fieldwork experiences and research to be completed during the program will be determined by ASU requirements, and ACGC Accreditation Standards which are based on the Practice-Based Competencies for Genetic Counselors.

Required Core (46 credits)

- GCO 510 Fieldwork Preparatory (1)
- GCO 530 Genetic Counseling Fundamentals (3)
- GCO 540 Foundations of Medical Genetics (3)
- GCO 560 Practice of Genetic Counseling (3)
- GCO 570 Clinical Genetics (3)
- GCO 610 Laboratory Fundamentals & Population Screening (3)
- GCO 620 Genetic Counseling Techniques (3)
- GCO 625 Cultural, Ethical & Legal Aspects of Genetics (3)
- GCO 630 Advanced Genetic Counseling Techniques (3)
- GCO 650 Cancer, Cardiac Genomics and Precision Medicine (3)
- GCO 659 Embryology and Genetics (3)
- GCO 660 Professional Issues for Genetic Counselors (3)
- HCD 501 Biostatistics and Data Management (3)
- HCD 520 Population Health (3)
- HCD 562 Emerging Bioethical Issues in Translational Biomedical Research (3)
- IBC 640 Family and Couples in Primary Care (3)

Fieldwork (15 credits)

- GCO 583 or GCO 683 Fieldwork (15)

Other Requirements (4 credits)

- GCO 691 Topic: Journal Club I (1)
- GCO 691 Topic: Journal Club II (1)
- GCO 691 Topic: Journal Club III (1)
- GCO 691 Topic: Journal Club IV (1)

Culminating Experience (6 credits)

- GCO 593 Applied Project (6), or
- GCO 599 Thesis (6)

Note: Minimum grades of B- or higher are required for coursework in the required core, other requirements, and culminating experience areas.

No 400-level coursework may be used toward the requirements of this program.

Mentor approach

During new student orientation, a faculty mentor will be assigned to each student. The faculty mentor is a genetic counselor from program leadership (including the program director) who will serve as the student's faculty advisor for the duration of the program. The faculty mentor will be expected to reach out to their assigned student at least twice during every semester to find out how they are doing.

The faculty mentor and the program director are available to work with students if any problems arise to due medical, academic, or clinical issues during the program. Students should meet with their faculty mentor on a quarterly basis during both years of the program. These meetings are an opportunity to discuss the progress being made in the program as well as concerns or issues that arise. Three months prior to graduation, students will meet with their faculty mentor to review all graduation requirements and discuss the graduation check-out protocols for the program. Along with the faculty mentor, the program director can provide support throughout training with concerns related to coursework as well as clinical and academic performance. The program director will receive a copy of the information reviewed during quarterly meetings with the faculty mentor. A copy must also be provided to the graduate support coordinator for inclusion in the student's file.

Journal club

Journal Club (I-IV) is to be taken for 1 credit hour each semester. This course is designed to introduce students to the process of identifying relevant and current peer-reviewed articles on a topic pertaining to the field of genetics. Students are expected to present the article (review, discuss and critique the article) to their fellow students (first and second year-students take this course together).

Fieldwork training

There are two types of fieldwork training experiences offered during the Genetic Counseling program: participatory and supplemental experiences.

Participatory fieldwork experiences

A participatory fieldwork experience involves participation (where you are actively involved in multiple components of a genetic counseling encounter) with an individual who is being evaluated for risk of or affected by diverse genetic conditions across the lifespan. To meet graduation requirements for the program, you must have a minimum of 50 participatory cases with individuals who are being evaluated in the specialty areas of prenatal, pediatric, cancer and other adult conditions, with no one specialty dominating. 40 of these required 50 cases must involve individuals who are non-simulated patients and not a research participant. You are encouraged to obtain more than 50 participatory cases throughout your training experience, but only 50 are necessary to meet requirements for graduation.

All 50 participatory cases must be supervised by an experienced ABGC®/ABMG(G)/CAGC certified genetic counselor. The fieldwork experiences will be distributed in a variety of settings including clinical, laboratory, and/or other environments. In addition, the fieldwork participatory cases must represent more than one service delivery mode, such as telephone, group, in-person and/or telemedicine. The fieldwork coordinator for the program will be responsible for placing all students at their fieldwork sites and will work with the sites to ensure students are exposed to the necessary types and numbers of cases to meet the requirements for graduation. The time requirement for each fieldwork experience will vary by site and are summarized below.

Participatory fieldwork experiences will begin in the spring semester of year one. The spring semester fieldwork experience consists of two seven-week (4-5 hours/day) experiences at different clinical sites. The purpose of the first participatory experience is to begin to apply your knowledge and participate in genetic counseling cases, as is deemed appropriate based on your clinical supervisor's observations of your skills and your own level of comfort with your skill set at this point in your training.

The summer fieldwork experience is an eight-week, full time (five days a week for 8 hours/day) experience. Students will be placed by the fieldwork coordinator at a training site where they are supervised by an experienced ABGC/ABMG(G)/CAGC certified genetic counselor. The specialties offered during the summer include prenatal, pediatrics and adult genetics. During the summer semester, students will have the opportunity to build upon the genetic counseling skills learned in the spring semester.

During the fall semester of the second year, students will have the opportunity to interact with individuals/families affected by adult genetic conditions: cancer, cardiology and general adult genetics. As your genetic counseling skill set advances, so too will the time requirements for the fieldwork experiences. In the spring semester of the second year, students will have an opportunity to participate in supplemental fieldwork experiences (described below) such as industry, and research, as well as supplemental experiences (adult genetics, pediatric or prenatal), if the student requires additional time in any of these settings. Fall and spring semester fieldwork experiences will be two full days a week for seven weeks (2 different sites each semester).

Possible fieldwork sites with their respective specialty areas are listed below.

- Arizona Oncology- Adult Genetics; Cancer
- Banner/MD Anderson Cancer Clinic- Adult Genetics; Cancer
- Banner University Medical Center Phoenix- Adult Genetics; Cancer
- Dignity Health- Adult Genetics; Cancer, Neurogenetics & Cardiogenetics
- Dignity Health- Prenatal Genetics
- Honor Health- Adult Genetics; Cancer
- Integrated Genetics- Prenatal Genetics
- Mayo Clinic- Adult Genetic; General & Cancer
- Fetal Diagnostic Center- Prenatal Genetics
- Phoenix Children's Hospital: Pediatrics and Adult Genetics
- Genome Medical- Prenatal, Pediatrics and Adult Genetics

Supplemental fieldwork experiences

A supplemental fieldwork experience includes interactions with clients who are being evaluated for risk of or affected by diverse genetic conditions across the lifespan by: a genetics professional who is not certified by ABGC/CAGC or by the ABMG(G), Royal College of Physicians and Surgeons of Canada (RCPSC) in Medical Genetics and Genomics, or the Canadian College of Medical Geneticists (CCMG-CCGM) in Clinical (Medical) Genetics; a non-genetics provider (physician, nurse practitioners, etc.); observational experiences; international fieldwork experiences; public health genetics-related activities and settings; experiences with genetic counselor who are not ABGC/ABMGC/CAGC certified; and involvement with support groups and other advocacy organizations.

Supplemental experiences will be offered throughout the first year, summer semester and second year of the program. Possible supplemental experiences are listed below.

- Mayo Clinic- Observation of genetic consults performed by physicians, nurse practitioners and medical geneticists. Adult genetics clinics: cancer and general.)
- Phoenix Children's Hospital- Observations of genetic consults performed by medical geneticists, physicians and nurse practitioners. Observation of consults with metabolic nutritionists. Pediatric specialty clinics: craniofacial clinic, lysosomal storage disorders and inborn errors of metabolism.
- Mayo Clinic Laboratory- Observations of the role of a genetic counselor working at a large international genetic testing laboratory. Variant interpretation and utilization management.
- TGen- An Arizona-based, nonprofit medical research institute working to understand the genetic components of common and complex diseases. Research experience.
- Myriad Genetics- A genetic testing laboratory based in Salt Lake Utah providing genetic testing services for a variety of genetic disorders. Industry, utilization management.
- Sharing with Down Syndrome Arizona- An Arizona support group for individuals with Down syndrome and their families.
- BRCAteers Support Group- A support group for individuals with a BRCA mutation.
- Minkoff Center for Jewish Genetics- A nonprofit organization providing awareness, education and screening for Jewish genetic diseases.
- Huntington Disease Society of America Support Group Meeting
- Camp Knot a Phe-PKU Camp in Arizona- A family camp for individuals with metabolic disorders requiring a low protein diet.
- Gompers- A nonprofit organization serving and empowering people with disabilities.

Typhon

Typhon is a secure, cloud-based student tracking platform where students will log client encounters. Supervisors at each practicum setting will use the Typhon evaluation form to evaluate you on the competencies that you have demonstrated during your rotation with them.

These evaluations will contribute to your grade for participatory fieldwork experiences. Clinical supervisors and program faculty will use Typhon to sign off on cases and track and manage student progress with fieldwork experiences.

Typhon has a one-time registration fee for each student. During orientation, students will receive an email on your ASU email account from Typhon prompting you to register and pay the required fee. You will receive a training in Typhon at the beginning of the program.

Clinical competencies and case log for fieldwork experiences

To document the development of the Practice-Based Competencies during your participatory fieldwork experiences, you will be evaluated at the conclusion of each fieldwork experience by your primary clinical supervisor. At the beginning of each fieldwork participatory experience, you will outline your goals for that experience with your supervisor and review the learning objective of the fieldwork experience (the learning objectives can also be identified in the class catalogue for course GCO 583/683 Fieldwork Experience). A mid-point evaluation will occur with your clinical supervisor. At this point in the experience, you can adjust your goals for the remainder of the experience as necessary. A final comprehensive evaluation will be completed by your clinical supervisor(s) at the conclusion of your fieldwork experience and reviewed with you. The evaluation will be shared with the fieldwork coordinator and the program director as well as maintained in your student record.

All participatory cases will be logged into Typhon and co-signed by your clinical supervisor. It is critical that your cases be logged in a timely manner and signed by your clinical supervisor. This is the primary mechanism for the program to track your 50 required participatory cases required for graduation.

At the conclusion of the fieldwork participatory experience, you will be asked to evaluate the fieldwork site and your clinical supervisor. These evaluations will be kept confidential and sent to you by the fieldwork coordinator. Your evaluation will not be shared with the clinical supervisors until after you have received a final grade in the course. Further, the data is aggregated prior to sharing with the clinical supervisors.

If there are any issues that arise either with your clinical supervisor or anything related to the fieldwork site during your experience, you should contact the fieldwork coordinator or the program director immediately.

Supplemental Fieldwork Experiences: While you will not be formally evaluated on your supplemental fieldwork experiences, you will be asked to complete a summative assignment at the conclusion of the experience to reflect on how the experience contributed to your development as a genetic counselor.

Grading and evaluation policies for fieldwork experiences

During fieldwork experiences, students will receive feedback on their genetic counseling skills at the conclusion of every genetic counseling session. Students will undergo a more formal evaluation mid-experience, as well as at the conclusion of their fieldwork experience. The final grade for each fieldwork experience will be based on your fieldwork final evaluation completed by your clinical supervisor and your overall score will be: “Y” (satisfactory) grade.

If a student receives an unsatisfactory performance on their Fieldwork Experience, despite extra time spent by the student’s faculty mentor, the fieldwork coordinator and/or the program director working with the student, the student will be expected to repeat the same specialty of Fieldwork Experience (but not necessarily at the same clinical site or with the same clinical supervisor). The student will receive a “Z” grade for the Fieldwork Experience that needs to be repeated. A “Z” grade represents students who do not satisfactorily complete a course and are expected to work until they achieve a satisfactory grade. Once the Fieldwork Experience has been repeated satisfactorily, the student’s grade will be reassigned to the appropriate grade (in this case a satisfactory, “Y”). Because the “Z” grade designates a course is still in-process, the student will not be charged tuition to complete the extra Fieldwork Experience.

Repeating the Fieldwork Experience will not delay the student’s graduation due to the fact that the program will identify an alternative experience for the student immediately after failing the original experience. This will fit into the student’s schedule so that the student will remain with their cohort. This could mean the student does an intense fieldwork experience (five days a week for two weeks) at the new clinical site. This could also mean that the student will need to “fit in” an extra fieldwork experience before they start their summer fieldwork experiences. This will all depend on when they fail their experience. The academic schedule at ASU does allow for flexibility given the staggered summer schedule available for students. Students can register for the first five weeks of the summer (session A), the last five weeks (session B) or the full summer semester at seven weeks (session C). There are also several weeks off between the fall and spring semesters and summer and fall semester starting when they could complete this extra fieldwork experience. If the student receives a “Z” on a Fieldwork Experience in their second year, close to graduation, the program will make every effort to fit in a more condensed version of the fieldwork experience for the student so they can graduate with their cohort. The student will be required to earn a satisfactory on the repeated Fieldwork Experience before graduating.

Clinical expectations and professionalism

Enrollment in Fieldwork Experiences place significant time demands on students during the workweek. Students registered for fieldwork experiences should be prepared to devote approximately 10-20 hours per week to the preparation, work in the clinic, and follow-up activities. All students enrolled in fieldwork experiences are expected to abide by the [NSGC Code of Ethics](#). Violations of the Code of Ethics may result in permanent dismissal from practicum placement opportunities and may additionally subject the student to dismissal from the academic degree program. Additionally, strict adherence to [HIPAA guidelines](#) is also essential to protect the confidentiality of patients served in our campus clinics and in off-campus internship facilities. It is important to understand that the welfare of the patient is just as important as the training needs of the student. Participation in clinic should be seen as a privilege, rather than a right. Client abandonment is unprofessional conduct. Withdrawing from clinic to avoid receiving a failing grade constitutes client abandonment and is not acceptable. While working in the clinical setting, students are expected to maintain professional attire and demeanor. Unprofessional conduct, or any conduct that compromises the quality of services to clients, may result in dismissal from clinical practicum placements and from the academic degree program. See [Student code of conduct and academic integrity](#) for additional information on governing policies.

Health and training requirements

Student must provide documentation of various health and training requirements prior to the initiation of clinic. Some affiliation sites require additional documentation prior to accepting students on site. Students who are unable to provide the necessary documentation will be unable to provide services and run the risk of delaying their clinical training until the subsequent semester. Students may not be integrated into the training program after our clinical sessions have begun. You need to update relevant health training, and TB testing annually and show proof of the flu virus at most clinical locations. Also, you must make sure you supply your internship sites with necessary verifications prior to your internship placement. You may need to order additional Background checks or drug testing depending on the requirements of the site. The clinical supervisor has the right, and likely the obligation, to terminate a student's placement if these requirements are not met.

COVID vaccination policies

Students who participate in an internship, rotation, observation, applied project, or other experiential learning opportunity with a clinical partner are required to comply with the site's policies related to vaccinations for common communicable diseases. The majority of ASU's clinical community partners require proof of COVID-19 vaccination.

Students who are unable to be vaccinated for medical or religious reasons may be able to make arrangements for a reasonable accommodation, depending on the policies of the clinical site. Accommodations may be limited in number and may require additional safeguards such as testing, personal protective equipment, or alternative/limited duties.

Students who are concerned about their ability to complete a course or program requirement with a clinical partner due to their vaccination status should contact their instructor or program director to discuss the possibility of placement at another site or the process to apply for a reasonable accommodation. Alternative placements and reasonable accommodations are dependent on the availability and policies of clinical partners. Students who anticipate needs relating to vaccination requirements should contact their instructor or program director as soon as possible.

Confidentiality and HIPAA policy

It is our professional duty to preserve confidentiality of our clients at all times. Moreover, the Health Insurance Portability & Accountability Act of 1996 (HIPAA) requires all health care records and other individually identifiable health information (protected health information) used or disclosed to us in any form, whether electronically, on paper, or orally, be kept confidential. This federal law gives the patient significant new rights to understand and control how health information is used. HIPAA provides penalties for covered entities that misuse personal health information. The ASU Genetic Counseling Program and the PCC@asu comply with HIPAA. All student clinicians receive HIPAA training annually and are required to sign a workforce confidentiality agreement prior to starting clinical practicum. Note that violations of HIPAA require us to file a report and present an action plan to remediate the violation. Students who violate HIPAA guidelines will be subject to disciplinary action, up to and including a failing grade for the clinic rotation and/or dismissal from the Master's in Genetic Counseling Program. Please take this seriously. You must NEVER have patient information on your personal data devices. Do not take-home protocols or other records that contain client data.

Thesis

Students will enroll in a total of 6 credits for the thesis through GCO 599 Thesis. Preparation work for the thesis will be included in Journal Club I, Journal Club II, and HCD 501. Students will learn about the research process in the fall semester of year one during HCD 501 Biostatistics and Data Management. Throughout the Journal Club courses and the Thesis courses, students will be asked to achieve the following benchmarks to track progress towards completing the thesis.

Fall semester-year 1

- Learn about the research process (including how to develop a research question) HCD 501
- Identify a research project/question and choose a thesis committee chair. This is discussed and accomplished during GCO 691 Journal Club.

Spring semester-year 1 (GCO 691 Journal Club)

- Compile a thesis committee
- Complete a written prospectus of your thesis project
- Submit for IRB approval (if applicable)

Summer (students will work independently with their thesis committee)

- Data collection
- Analysis of data/findings
- Description of research findings

Fall semester- year 2 (GCO 599 Thesis)

- Complete analysis of data/findings and description of research findings
- Submit a first draft of thesis to committee members
- Revise draft and prepare for oral defense

Spring semester-year 2 (GCO 599 Thesis)

- Schedule oral defense
- Conduct oral defense
- Submit final draft of written thesis

- Submit student abstract to NSGC or local genetics conferences (such as Arizona Genetics Alliance)

Thesis committee

During the first semester of your first year (fall semester), you need to select a thesis committee chair whose expertise corresponds to the area in which you would like to complete your thesis research. The research coordinator for the program will assist you with selecting a thesis chair who shares your interests. Once you identify a faculty member, you will need to meet with the faculty member individually to discuss your mutual interests. Only those listed as academic faculty are eligible to serve as a thesis chair.

The thesis committee consists of your thesis chair and at least two additional committee members. Your thesis chair will help you select these individuals. As with the thesis chair, the other members of your committee should have an expertise/interest that corresponds to your thesis research topic. At least one of the remaining two committee members must be selected from the academic faculty. The third committee member may also be drawn from those listed as clinical faculty, adjunct faculty, or from faculty in other departments at ASU. You will work with your thesis chair to finalize your Program of Study. Graduate committees of students pursuing the MS thesis option will approve the thesis prospectus, direct and approve the thesis, and administer the oral defense of this research.

Thesis oral defense

A requirement for the thesis is a final examination that is comprised of the oral defense of the thesis and the completion of the written thesis. To schedule the thesis defense students must:

- Minimum 3.0 GPA (iPOS and graduate GPA).
- Have an approved iPOS including committee composition, on file in the Graduate College.
- Be enrolled for at least one credit hour of appropriate graduate level credit during the semester in which you defend.
- Make certain all committee members will be in attendance (required). If you have members that cannot be physically present at the defense because of extenuating circumstances, please refer to the [Absent Committee Member Procedures](#).
- You must have a completed, defense-ready document for format evaluation. Please refer to [Formatting your Thesis](#) for more information on this process.
- Apply for graduation through your MyASU.
- Please refer to [Graduation Deadlines](#) to ensure you meet all deadlines and requirements.

The student's thesis chair will be responsible for submitting final approval forms to the Graduate College. More information regarding the defense can be found [here](#).

Applied Project

Students who choose the applied project as their culminating experience will work under the supervision of the research coordinator and a selected faculty member (clinical or academic faculty members qualify) to identify and complete a project in a related area of study. Students will prepare for the project through Journal Club I and Journal Club II. Credit for the project will be earned through GCO 593 Applied Project. The topic and scope of the project will be determined by the students, the research coordinator and faculty member who has expertise in the area covered in the applied project.

Students electing to complete an applied project will be asked to achieve the following benchmarks to track progress towards completing the applied project.

Fall semester-year 1

- Learn about the research process (including how to develop a research question) HCD 501
- Identify a topic for your project and choose a faculty member to serve as your project mentor. This is discussed and accomplished during GCO 691 Journal Club.

Spring semester-year 1 (GCO 691 Journal Club)

- Draft and outline of your project including the following information: goal(s) of project; methods for completing project; timeline for completion and; format of final product (paper, presentation, digital portfolio, etc.)
- Obtain feedback on your outline from your fellow students and submit outline for approval by your faculty member and the research coordinator. Note: approval for your project must occur this semester.

Summer (students will work independently on their projects)

- Execute the project
- Provide bi-monthly updates to your faculty member and the research coordinator

Fall semester- year 2 (GCO 593 Applied Project)

- Submit a first draft of your project for review by your fellow classmates
- Submit revised draft of your project to your faculty member and the research coordinator

Spring semester-year 2 (GCO 593 Applied Project)

- Incorporate the feedback from your faculty member and the research coordinator into the project and prepare final draft
- Present your project to your fellow students
- Include your project in your online portfolio (if applicable)

Grading and evaluation policies for thesis and applied project

Provided students attend class (GCO 691 Journal Club and GCO 599 Thesis/GCO 593 Applied Project) and demonstrate acquisition of the learning objectives described for this course, they will earn a satisfactory “Y” at the completion of each semester.

Tracking student progress on the thesis and applied project is a priority for the program leadership. Each semester, the students will be required to demonstrate important benchmarks towards completion of their thesis or applied projects. These benchmarks are summarized in the previous two sections.

To ensure that students are progressing on their culminating experience, students will discuss their projects and present the required documentation that identifies meeting a specific benchmark during GCO 691 Journal Club in year one and GCO 599 Thesis/GCO 593 Applied Project in year two. The research coordinator will utilize class time for students to ask questions, present relevant and interesting findings on their projects and provide feedback to fellow students. Both first and second-year students will take this class together, however the course requirements for demonstrating progress towards thesis completion will be based on their year in the program. This is a seminar course and therefore, combining

first and second year students will allow the students to learn from each other and provide an opportunity for students to learn and practice mentoring skills.

If, at mid-point in the semester, the student is not making the necessary progress to meet the required benchmarks in the thesis/applied projects course, the research coordinator will meet with the student outside of class time (such as during office hours held by the research coordinator). During this meeting, the research coordinator will talk with the student to identify reasons the student is not meeting the benchmarks. If necessary, the research coordinator will provide the student with extra resources to help them catch up. Together they will write tangible goals for what the student should be accomplishing with deadlines for when each goal needs to be completed as well as the method the student will use to demonstrate they have completed their goals. As long as a student is progressing with their benchmarks for completion of their project, the research coordinator will give the student the grade of satisfactory or “Y” at the conclusion of every semester.

Application to graduate

Students should [apply for graduation](#) during the semester of planned graduation and must apply no later than the [dates specified](#) on the University Registrar Services website. Students can apply for graduation online through MyASU or in-person through the ASU Graduation Office, located in the [university registrar services locations](#). Students must have an approved iPOS on file before applying for graduation, including receipt of all final evaluations for fieldwork experiences in Typhon.

Students can participate in graduation ceremonies if all degree requirements are met prior to the ceremony. Students who need an extra semester to complete coursework must defer their graduation to the next term but can participate in the May or December ceremony (i.e. a summer graduate would apply for summer graduation and can choose to walk in May or December).

Plan of study

To graduate in a timely manner, students should follow a recommended plan of study. Deviation from a plan of study should be discussed with the graduate support coordinator and program director. Failure to follow a plan of study may result in delayed graduation.

The curriculum was designed to develop new learning skills, analytical skills, and clinical skills that are compatible with the Practice-Based Competencies (PBC). Students are expected to earn a grade of B- or better for each of the academic courses. Fieldwork and supplemental experiences are also integrated into the curriculum to promote the development of the skills and activities necessary to demonstrate mastery of the PBC.

Note: Courses for this program will be offered mainly at the Health Futures Center. HCD 501 and HCD 520 are expected to be in-person at the Downtown Phoenix campus. HCD 562 is expected to be offered online. Check the [Class Search](#) for the most up-to-date information.

Plan of Study, Fall Start

Term/ Session	Course	Credits
Year 1 - Fall C	GCO 510 Fieldwork Preparatory	1
	GCO 530 Genetic Counseling Fundamentals	3
	GCO 540 Foundations of Medical Genetics	3
	GCO 659 Embryology and Genetics	3
	GCO 691 Topic: Journal Club I	1
Year 1 - Fall B	HCD 501 Biostatistics and Data Management	3

	<i>Supplemental experience</i>	0
Year 1 - Spring C	GCO 560 Practice of Genetic Counseling	3
	GCO 570 Clinical Genetics	3
	GCO 583 or GCO 683 Fieldwork	1
	GCO 620 Genetic Counseling Techniques	3
	GCO 650 Cancer, Cardiac Genomics and Precision Medicine	3
	GCO 691 Topic: Journal Club II	1
Year 1 - Spring A	<i>Supplemental experience</i>	0
Year 1 - Spring B	IBC 640 Family and Couples in Primary Care	3
Year 1 - Summer	GCO 583 or GCO 683 Fieldwork	10
	<i>Supplemental experience</i>	0
Year 2 - Fall C	GCO 583 or GCO 683 Fieldwork	2
	GCO 593 Applied Project or GCO 599 Thesis	3
	GCO 610 Laboratory Fundamentals & Population Screening	3
	GCO 625 Cultural, Ethical & Legal Aspects of Genetics	3
	GCO 630 Advanced Genetic Counseling Techniques	3
	GCO 691 Topic: Journal Club III	1
Year 2 - Fall A	HCD 562 Emerging Bioethical Issues in Translational Biomedical Research	3
Year 2 - Fall B	<i>Supplemental experience</i>	0
Year 2 - Spring C	GCO 583 or GCO 683 Fieldwork	2
	GCO 593 Applied Project or GCO 599 Thesis	3
	GCO 660 Professional Issues for Genetic Counselors	3
	GCO 691 Topic: Journal Club IV	1
	HCD 520 Population Health	3
Year 2 - Spring A	<i>Supplemental experience</i>	0

Interactive plan of study (iPOS)

The Interactive Plan of Study, or iPOS, is an agreement between the student, the academic unit, and the Graduate College. The iPOS must be submitted by the time the student has enrolled in 50 percent of the minimum credit hours required for the degree program (i.e. 35 credits), and before completing comprehensive exams, thesis/dissertation. Students are encouraged to submit their iPOS at the beginning of their program. More information on iPOS can be found [here](#).

Faculty advisor/chair: chair and committee (thesis) or faculty mentor (applied project)

Change of coursework: If a change of coursework is needed, the student must update the courses listed in the iPOS and submit a course change for review. This process is required if you projected a course you did not complete, or if you need to change courses listed. The iPOS will be routed electronically to the graduate support coordinator for review and approval, and then for auditing by the Graduate College.

Specializations and certifications

The College of Health Solutions prepares graduates for excellence upon entering the workplace. Since certification and licensure requirements vary by profession and from state-to-state, we recommend that you visit the [ASU licensure website](#) to determine if your program meets the requirements of individual

state licensures or national certifications, as applicable. If you have specific questions, please contact your program director or degree coordinator.

Satisfactory academic progress

All graduate students are expected to make systematic progress toward completion of their graduate program. This progress includes satisfying the conditions listed below, and achieving the benchmarks and requirements set by the individual graduate programs as well as the Graduate College. If a student fails to satisfy the requirements of their program and/or the benchmarks outlined below, the student may be dismissed from their program based on the academic unit's recommendation to the Graduate College at which time the dean of the Graduate College makes the final determination.

Satisfactory academic progress includes:

1. Maintain a minimum 3.00 for all GPAs.
2. Satisfy all requirements of the graduate program.
3. Satisfy the maximum time limit for graduation for the student's graduate program (six years for masters and certificates, ten years for doctoral)
4. Successfully pass comprehensive exams, qualifying exams, foreign language exams, and the oral defense of the proposal/prospectus for the thesis or dissertation.
5. Successfully complete the culminating experience.
6. Graduate students must remain continuously enrolled in their graduate program. Failing to do so without a Graduate College approved Leave of Absence is considered to be lack of academic progress and may result in the Graduate College withdrawing the student from their program.

Additional program requirements:

- Earn no more than one unsatisfactory grade during their entire program (i.e., a grade below a B- in an academic course or a fieldwork experience.)
 - A single instance of a grade below B- in an academic course may be permissible, but that grade may not be included on the Program of Study (iPOS). For that course to be included, the student must demonstrate understanding of the course material by earning a B- or better on assessments written by the course instructor.
- Receive no more than one incomplete in a given semester.
- Pass the thesis/applied project requirements.

GPA and grades

Graduate students must maintain a minimum 3.00 (scale is 4.00 = "A") grade point average (GPA) to maintain satisfactory academic progress and to graduate. The minimum 3.00 GPA must be maintained on all GPA's (Plan of Study (iPOS) GPA, Overall Graduate GPA and Cumulative GPA):

1. The iPOS GPA is calculated on all courses that appear on the student's approved iPOS
2. Cumulative GPA represents all courses completed at ASU during the graduate career.
3. The Overall Graduate GPA is based on all courses numbered 500 or higher that appear on the transcript after admission to a graduate program or graduate non-degree. This includes shared coursework if in an approved accelerated bachelor's/master's program.

Transfer credits and some courses taken in the Sandra Day O'Connor College of Law are not calculated on in the iPOS GPA or the Graduate GPA. Courses lower than a "C" cannot appear on the iPOS but will

be included when calculating the Graduate GPA. Courses with an “I” grade (incomplete) or “X” grade (audit) cannot appear on the iPOS.

University grade definitions and policies can be found [here](#).

Program grading and evaluation policies for courses

The Genetic Counseling, MS program requires minimum grades of B- or higher in the required core, other requirements, and culminating experience. Students who earn below B- grades in those areas will need to retake the affected courses.

Once students begin their coursework in the fall semester of year one, they are monitored and evaluated by the course instructor throughout each course with assessments/assignments. These assessments are positioned throughout each course (and not just mid-semester or at the end of the course) to help the instructor gauge how well students are grasping new knowledge, concepts and skills. If a student is struggling in a specific area, the course instructor is expected to notify the student of concerns regarding their academic performance and recommend mediation steps, including attending office hours and reviewing material, in an effort to help the student grasp course content and complete the course on time.

If the course instructor has dedicated time outside of the class room to work with the student and the student is still unable to meet the grade expectation of B- or higher, the course instructor is required to notify the student’s faculty mentor and the program director to inform them of the nature of the particular concern with a student before the end of the semester.

In some cases, students may seek an Incomplete “I” grade (see [Incomplete grade requests](#) section for request process and eligibility information). If an incomplete grade is approved, students will be expected to continue with the prescribed program course plan (including fieldwork experiences) in addition to completing courses for the incomplete course. In a situation of remediation, the program will encourage the student to complete the remediation no later than one semester after the course was completed. This is so they can stay on track with their cohort. For this reason, students are highly encouraged to complete remediation work during breaks between the terms. As the course attempt is still in progress, no additional tuition/fees are assessed for incomplete grades. If the student is struggling to maintain a B- in only one course, the student will continue to work with their course instructor, faculty mentor, and the program director on a continued learning plan for that course. If the student is failing to maintain a B- for multiple courses, the student is at risk for academic probation and will be instructed to follow a remediation plan set by program leadership. Students who fail to follow a remediation plan may be subject to dismissal from the program.

Incomplete grade requests

An incomplete grade request may be considered when the following factors are present:

- The student has been completing acceptable work (grade of “C” or better) and has completed 80% of the course.
- The student is unable to complete the course due to illness or conditions beyond the student’s control.
- The student can complete the unfinished work with the same instructor.

Students have up to one calendar year to finish incomplete work. If a student does not complete the missing coursework by the date that is agreed upon on the incomplete request form, the instructor may

change the grade to what was earned based on the work completed in the class. If the coursework is not completed after a calendar year, the incomplete becomes permanent. Repeating a class in which an incomplete is awarded will not replace the “I” on the student’s transcript. Students must complete the [incomplete request form](#) and submit it to their instructor for review and processing.

Academic probation and dismissal

Failure to maintain a minimum 3.0 GPA or failure to satisfactorily progress in the program as referenced in this handbook will result in the student being placed on academic probation. Students will be notified of probationary status and expectations for improvement by the program director or graduate support coordinator. Time limits for probationary status may vary. Typically, students have 9 credit hours or one year, whichever comes first, to raise their GPA.

Following the first, single instance of unsatisfactory performance (unsatisfactory grade or more than one incomplete in a given semester), the student must:

- Meet with their faculty mentor and the course instructor to develop an academic improvement plan and schedule time for additional course instruction.
- Meet with their faculty mentor each semester thereafter to review progress.
- Repeat the Fieldwork Experience where the student failed to earn a “Y” grade and achieve a satisfactory grade.
- Earn an “S” in the Fieldwork Experience in which an unsatisfactory grade was earned based on the course evaluation written by the clinical supervisor.
- Must earn a B- or better in the academic course in which the incomplete was obtained based on the assessments written by the course instructor.

Students may be dismissed from the program:

- If students are unable to raise the GPA to a 3.00 within one year, the program leadership may recommend the student for dismissal from the program.
- Following two instances of unsatisfactory academic performance, regardless of the semester in which the poor performance occurred.
- For a single violation of academic integrity.
- For seriously compromising the relations of the program with the public.
- For breaches of ethical judgment or professional responsibility.
- For serious instances of personality or character traits inappropriate for the professional roles for which the student is attempting to prepare.
- Failing to satisfactorily complete the thesis/applied project requirement, according to consensus of the thesis committee members.

The program policy allows for students to take up to three years to complete the program and this will allow for flexibility for students who require an extra year to complete their Fieldwork Experiences or retake a course. Students who fail to meet requirements will be recommended for dismissal from the program. Notice will be provided by the program director and will include procedures for appeal.

Time to completion limit

All work toward a master’s degree must be completed within six consecutive years. Graduate courses taken prior to admission that are included on the Interactive Plan of Study must have been completed

within three years of the semester and year of admission to the program. The six-year period begins with the term of admission to the program OR the earliest term of applied pre-admission credit.

Any exception to the time limit policy must be approved by the program director, the College of Health Solutions, the dean of the Graduate College. The Graduate College may withdraw students who are unable to complete all degree requirements and graduate within the allowed maximum time limits.

Appeal and grievance processes

Grade appeal

The final grade appeal process may only be initiated by a student once the course has concluded and a final course grade has been posted to the student's transcript. Per university policy, grade appeals must be processed in the regular semester immediately following the issuance of the final grade in dispute (by commencement for fall or spring) regardless of whether the student is enrolled at the university.

The process begins with a discussion about the matter between the student and the course instructor. If the matter is unresolved, the student should submit a Grade Appeal Form for further review. If this review does not adequately settle the matter, the student should begin the formal procedure of appealing to the College of Health Solutions Academic Standards and Grievance Committee. More information on all steps of this process can be found [here](#).

Student grievance

Students who wish to file a grievance about a non-grade-related matter may use the established procedure (more information can be found [here](#)). Non-grade-related grievances may include dissatisfaction with an instructor, problems with a classmate or other unresolved situations.

Discrimination, harassment, and retaliation

Title IX of the Education Amendments of 1972 is a federal law which provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy [ACD 401](#) make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. For information on resources, visit the sexual violence awareness, prevention, and response [website](#).

Discrimination, harassment, and retaliation can be reported to the Office of University Rights and Responsibilities (URR). This unit reviews and investigates concerns and allegations regarding discrimination or harassment based on one or more protected characteristics. The Office of University Rights and Responsibilities also reviews and investigates allegations of retaliation, for raising a concern of perceived discrimination or harassment, or for participating in a discrimination or harassment investigation. For more information, visit the URR [website](#).

Accreditation concerns

If a student has a concern about the program meeting the standards of the Council of Academic Accreditation, they should contact the CAA office to obtain a copy of their complaint procedures, or refer to the Procedures for Complaints against Graduate Education Programs on ACGC's [website](#).

Complaints about the master's degree in Genetic Counseling may also be addressed in writing to:

Ms. Reese Teasley, CGMS; Executive Director; Accreditation Council for Genetic Counseling
Address: 7918 Jones Branch Drive, Suite 300, McLean, VA 22102
Phone: (703) 506-2892
Email: info@gceducation.org

The information regarding how complaints are reported and handled can be found on the ACGC [website](#).

Appealing recommendation for dismissal

1. Students may appeal a decision for dismissal from the program by submitting a letter to the program director.
 - a. The appeal letter must be received within 10 business days of the date of the letter of dismissal. The letter should state the reasons justifying a reversal of the original decision and provide substantive evidence in support of the request.
 - b. Letters received after the 10 business-day interval will not be reviewed and the dismissal will be final.
 - c. The program committee will review all letters of appeal that are received within the 10 business-day time frame. The committee will submit their decision to the program director within 10 business days of receipt of the student's letter.
2. The program director will then notify the Student Success Hub of the decision. The Student Success Hub will inform the student of the decision.
3. If the appeal is denied, the student may appeal to the CHS Academic Standards and Grievances Committee within 10 business days of receiving the denial of the appeal. The CHS Academic Standards and Grievances Committee will review the dismissal and appeal materials and make a recommendation to the dean of the College of Health Solutions. The dean will have 20 calendar days to make a final decision.
4. If at any stage, a timely appeal is not submitted by the student, the program director will recommend dismissal to the Graduate College via the Student Success Hub. The Graduate College will then inform the student of the dismissal by letter.

Student code of conduct and academic integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [ASU Student Code of Conduct and Student Disciplinary Procedures](#), the [ABOR Code of Conduct](#), the [Computer, Internet, and Electronic Communications Policy](#), the [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Violations of a Graduate College, College of Health Solutions, or Arizona State University policy will result in academic review and may consequently result in student disciplinary procedures.

Academic integrity

The [ASU Student Academic Integrity Policy](#) lists violations in detail. These violations fall into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Information on the Academic Integrity procedure within the College of Health Solutions can be found at <https://catalog.asu.edu/policies/chs>.

Newly admitted graduate students will receive a "priority task" on their MyASU directing them to complete a canvas module on academic integrity. The module consists of a PowerPoint that outlines academic integrity and students must take a quiz and pass with an 80% or higher.

Student code of conduct

Violations of the ASU Student Code of Conduct, other than the provision concerning academic dishonesty, are more generally considered inappropriate behavior. The [Office of Student Rights and Responsibilities](#) reviews and sanctions these matters. If a student violates both the academic integrity provision and additional provisions of the Student Code of Conduct, both the college and the Office of Student Rights and Responsibilities will review the matter. Each independently makes determinations concerning violations and appropriate sanctions.

Professional conduct

ASU is a community and a professional work environment. Graduate students are expected to treat their peers, teachers, students, staff, and members of the ASU community with respect and work with them in a professional manner. Graduate students are representatives of their program, the College of Health Solutions, and ASU. Students must demonstrate the requisite qualifications for successful professional performance, including interpersonal skills, basic communication skills, appropriate professional conduct, and satisfactory performance in field experiences.

Graduate students who demonstrate behaviors or characteristics which make success in their related fields questionable will be reviewed by the program committee. The committee's review may result in a recommendation for dismissal from the program or implementation of probational conditions for continued participation. Students may appeal a recommendation for dismissal by following [established procedures](#).

College and university procedures and policies

All policies and procedures outlined in this handbook are in accordance with policy set by the [Graduate College](#) and [Office of the University Provost](#). In some cases, program policies may be more restrictive than those set by Graduate College and Provost.

Continuous enrollment policy

Students must be registered for a minimum of one credit hour during all phases of their graduate education, including the term in which they graduate. This includes periods when students are engaged in research, conducting a doctoral prospectus, working on or defending theses or dissertations, taking comprehensive examinations, taking Graduate Foreign Language Examinations, or in any other way using university resources, facilities or faculty time.

Registration for every fall semester and spring semester is required. Summer registration is required for students taking examinations, completing culminating experiences, conducting a doctoral prospectus, defending theses or dissertations, or graduating from the degree program. More information on this policy can be found [here](#).

Requesting a leave of absence

Graduate students planning to discontinue registration for a semester or more must submit a leave of absence request via their Interactive Plan of Study (iPOS). This request must be submitted and approved **before** the anticipated semester of non-registration. Students may request a maximum of two semesters of leave during their entire program. Students with a Graduate College-approved leave of absence are not required to pay tuition or fees, but in turn are not permitted to place any demands on university faculty or use any university resources. These resources include university libraries, laboratories, recreation facilities or faculty and staff time. More information on this policy can be found [here](#).

Registration policies

Students are strongly encouraged to enroll in courses well in advance of the start of the term. Enrollment must be complete by the Add/Drop deadline for the session in which the class is offered. Note that a late fee may apply if you do not register approximately two weeks prior to the start of the session. Courses that are dropped by the Add/Drop deadline will not appear on a student's transcript. If a course is removed from a student's schedule after this deadline, it will be considered a withdrawal and a grade of "W" will be recorded. Term dates and deadlines, including the Add/Drop, Tuition Refund, Course Withdrawal, and Session Withdrawal deadlines, can be found on the [Academic Calendar](#).

Voluntary withdrawal

Students who wish to transition from one graduate program to another graduate program should complete and submit a [Voluntary Withdrawal form](#). Students should not take this action until they have been admitted to the other graduate degree program.

Other types of withdrawal

There are appropriate circumstances when students may need to withdraw from the university (i.e. medical or compassionate withdrawal, military activation). The policies for such withdrawals are the

same for both undergraduate and graduate students. Types of withdrawals and procedures can be found [here](#).

Student support resources

Academic program support

Prior to orientation, students will be notified via email of the classes to be taken during the first Fall term. Refer to the [Registration policies](#) section for information on enrollment, withdrawal, and deadlines.

Students are encouraged to keep regular contact with the program director, their faculty mentor, and the graduate support coordinator regarding their progress in the program and selection of courses. Students are expected to meet with their faculty mentor twice per term.

Graduate students in the College Health Solutions have access to the [Graduate Student website](#), which houses college resources and advising information.

University resources

- [Graduate College](#)
- [Office of the University Provost](#)

Academic and career support

- [ASU Libraries](#)
- [Graduate Writing Center](#)
- [Career and Professional Development Services](#)
- [Handshake](#)
- [Graduate and Professional Student Association](#)
- [Student Clubs and Organizations](#)

Business and finance services

- [Financial Aid and Scholarship Services](#) (financial aid)
- [Student Business Services](#) (tuition, fees, and payments)
- [Parking and Transit Services](#) (permits, shuttles, public transit)
- [Sun Devil Card Services](#) (ID cards)
- [University Technology Office](#) (technology assistance)
- [Sun Devil Dining](#) (meal plans, M&G, hours)

Counseling services

ASU Counseling Services provides confidential, time-limited counseling and crisis services for students experiencing emotional concerns or other factors that affect their ability to achieve their goals. Support is available 24/7.

In-person counseling: Monday-Friday 8 a.m. – 5 p.m.

ASU Counseling Services, Student Services Building 234 Tempe, AZ 85287

480-965-6146

After-hours/weekends

Call EMPACT's 24-hour ASU-dedicated crisis hotline:

480-921-1006

For life threatening emergencies

Call 911

Disability accommodations

Reasonable accommodations are determined on a case-by-case, course-by-course basis to mitigate barriers experienced due to a disability ([SSM 701-02](#)). Students with disabilities who require accommodations must register with the [Student Accessibility and Inclusive Learning Services](#) and submit appropriate documentation. It is recommended students complete this process at the beginning of the term and communicate as appropriate with their instructor.

- Email: Student.Accessibility@asu.edu
- Phone: (480) 965-1234
- FAX: (480) 965-0441

Pregnancy: Students requesting services due to pregnancy ([SSM 701-10](#)) should be prepared to submit documentation regarding the pregnancy, any complications and clearance to return to school related activities. Student Accessibility can work with students to foster continued participation in a program, whether that be with academic accommodations such as absences or assistance requesting a leave, or through other requested accommodations.

Health and fitness

All ASU students enrolled in in-person programs have access to Sun Devil Fitness facilities on all campuses. For more information about facilities, membership and group fitness classes, please visit: <https://fitness.asu.edu>

For information about health insurance and appointments with care providers, please see the ASU Health Services website: <https://eoss.asu.edu/health>

International students

ASU's International Student and Scholars Center can provide support and answers to questions about visas, employment, scholarships and travel. To find more information or schedule an appointment with an ISSC adviser, visit the website: <https://issc.asu.edu/>

Veterans and military

The Pat Tillman Veterans Center provides guidance and support for students who are veterans, active-duty military or military dependents. For more information, please call the office at 602 496-0152 or visit: <https://veterans.asu.edu/>

Appendix

A: Program faculty

The following list is for Faculty directly associated with the M.S in Genetic Counseling Program. Note there are many other [faculty](#) in the College of Health Solutions and from clinical sites across Phoenix who are also involved in aspects of the program.

Clinical Faculty

Kimberly Brussow (profile)	kbrussow@asu.edu
Rebecca Carr (profile)	rlcarr@asu.edu
Sarah Cox (profile)	srcox3@asu.edu
Radhika Dhamija	Dhamija.radhika@mayo.edu
Katherine Hunt Brendish (profile)	khuntbrendish@asu.edu
Elyse Mitchell	Mitchell.Elyse@mayo.edu
Brianna Pruniski	bpruniski@phoenixchildrens.com
Jennifer Siettmann (profile)	jennifer.siettmann@asu.edu

Academic Faculty

Gro Amdam (profile)	Gro.amdam@asu.edu
Ben Hurlbut (profile)	bhurlbut@asu.edu
C.R. Macchi (profile)	crmacchi@asu.edu
Mac McCullough (profile)	mccullough@asu.edu
Beate Peter (profile)	Beate.Peter@asu.edu
Swapna Reddy (profile)	Swapna.reddy@asu.edu
Jason Robert (profile)	Jason.robert@asu.edu
Dorothy Sears (profile)	Dorothy.sears@asu.edu
Melissa A. Wilson (profile)	mwilsons@asu.edu
Michael Yudell (profile)	Michael.yudell@asu.edu