

Important Course Details

Course Information

- Course Number and Course Title: 22:010:688: 11 & 95, Audit Analytics
- Term and Year: FALL, 2025
- Office Building & Room Number: 1WP-204 and Online
- Class Building, Room Number, & Campus: 1WP, 204 and Online, Newark
- Class Meeting Times: Wednesdays, 12PM – 3PM

Instructor Information

- Title & Name of Instructor: Jim Littley, Buhe Li (Teaching Assistant)
- Office Hours: Wednesdays 11:30AM – 12PM, 3PM to 3:30PM; additional by appointment.
- Weekly Virtual Office Hours: ***Day of Week and Time TBD***
- Email: jim.littley@rutgers.edu
- Office Phone Number: N/A, Canvas email may be used also.

Experiential Learning

This course integrates experiential learning to connect academic concepts with real-world business applications. Learning methods deployed in this course include the use of leading practice low code/no code software tools and their related interactive learning assets, case-based analyses, simulation-based exercises, and project-based work. These approaches enable students to apply theories to realistic scenarios, develop practical skills, and address complex business challenges.

Learning Management System

Canvas will be the Learning Management System utilized for both sections of this course.

Course Description

Audit Analytics is the first course of the Audit Analytics Certificate Program. There are three main purposes for this course: (1) introduce the basic concepts surrounding audit analytic techniques, (2) discuss some of the modern audit analytic techniques, and related technology tools, that may be used by internal and external auditors, and (3) learn how these techniques, and related technology tools, can be used by organizations to provide better audits. The Audit Analytics Certificate Program is in conjunction with the Master of Accountancy in Financial Accounting (MACCY) Program. This program is designed to be a self-contained set of non-matriculated courses that can be taken by self-actualizing professionals that need to update their analytic skills and promote change in the profession towards an analytics-enabled audit. MACCY or other graduate students may take these courses as electives, while non-matriculated students may take the four-course certificate independently.

The emergence of low code & no code software tools has democratized data analytics, enabling auditors with little to no coding experience to efficiently and effectively analyze financial-related data, throughout the audit process. Tools such as Alteryx, Tableau, Celonis, and UiPath have placed sophisticated analytical capabilities at the fingertips of professionals, breaking down technological barriers and helping to transform the auditor's role. Within the scope of this course, students will explore the integration of analytics into the risk assessment process, the audit planning and scoping process, and the audit testing process. This includes the critical evaluation of an organization's internal controls, where analytics offers an opportunity to test control effectiveness with greater precision and depth. By merging traditional auditing principles with contemporary analytical techniques, this course aims to equip students with the skills and insights needed to navigate the complex data-driven landscape of today's audit environment. The understanding of how to harness organizational data, both internal and external, and the application of user-friendly tools will be paramount to fostering the next generation of auditors capable of delivering valuable, data-informed audits and related insights. This course is structured to help students develop knowledge of current audit analytics methods and techniques, as well as provide 'hands-on' experience applying those methods and techniques using leading practice software tools, to both internal and external audit processes.

This course is designed to help students develop (1) functional knowledge of key audit analytics-enabling technologies, and (2) hands-on skills in applying select, relevant methods and techniques taught using leading practice 'low code/no code' software tools to understand where and how to integrate analytics throughout internal and external audit processes.

The course will be structured to focus on the following areas and will cover both theory and practical applications for each of these areas:

- Foundations of Data/File Sources, Structures and Types
- Data Cleansing & Transformation
- Analytics Types, Methods and Applications for Auditing and other Audit-Related Areas (e.g., Regulatory Compliance) (*Class Demonstration, Quiz and Case Studies*)
- Text Mining & Analytics in Auditing Theory
- Visualization – Visual Analytics for Risk Assessment / Audit Scoping (*Class Demonstration and Quiz*)
- Artificial Intelligence, Generative AI, and Prompt Engineering (*Class Demonstration and Student Exercises*)
- Intelligent Automation including Robotic Process Automation and Agentic AI
- Predictive Analytics in Auditing
- Fraud Risk Analytic Models – M-Score, F-Score
- Benford's Law
- Earnings Management & Manual Journal Entry Testing
- *Final Exam covering all topics covered in the course*

Course Delivery Mode

There are two sections for this course as described below:

- **Section 11** will be delivered using a Hybrid Delivery Mode. **Attendance for ALL class sessions is required for students in Section 11.** There will be a number of **mandatory** In-Person class sessions and a number of **mandatory** Synchronous Remote (SR) class sessions. **Note that Section 11 students must attend all In-Person class sessions in person.** That is, attending an In-Person class session remotely via Zoom will be considered an absence unless excused. Please notify me via Canvas email at least 12 hours (i.e., by midnight the night before) before our scheduled class session if you are requesting an excused absence from class.
- Please consult the Attendance section of this Course Syllabus for course grade point deductions for Section 11 students missing or arriving late to class because of unexcused absences.
- **Section 95** is 100% Asynchronous Remote (AR). All class sessions are recorded and available for viewing by all Section 95 students according to the Course Schedule.
- **NOTE: SECTIONS 11 AND 95 HAVE BEEN COMBINED IN CANVAS AS A SINGLE SECTION**
- **Important Reminder: Please be sure that your Canvas settings are set for you to receive course announcements in an email account that you check frequently.**

Live Sessions

- For Section 95, Asynchronous section, attendance of any live, scheduled events for the course are optional.
- For Section 11, Hybrid Delivery Mode section, attendance for all 14 class sessions is mandatory. **Note that Section 11 students must attend all In-Person class sessions in person.** That is, attending an In-Person class session remotely via Zoom will be considered an absence unless excused. Please consult the Attendance section of this Course Syllabus for course grade point deductions for Section 11 students missing or arriving late to class because of unexcused absences.
- When attending any Synchronous Remote class sessions (scheduled in Canvas Zoom), my expectation is that you keep your webcams on and I encourage you to use virtual backgrounds when doing so—[Download RBS-branded virtual backgrounds from the RBS Zoom Information Folder.](#)

Course Materials

- There are no required textbooks or software to be purchased by students for this course. We will rely extensively on Canvas to share course materials and communicate assignment guidance and related deadlines. Course materials such as slide presentations, assignment templates, and PDF files of selected articles and publications will be posted to Canvas.
- Additional Course Materials (e.g., software-specific interactive lessons) relating to the technology tools will be used during the course. The following software and related learning assets are available to students to access for free as part of this course:

- Tableau Desktop
 - Tableau Desktop Student Edition
- Alteryx Designer (Requires Windows PC or use of Rutgers Virtual Computer Lab)
 - Alteryx Designer Student License
 - SparkED Education Program – Alteryx Community Learning Assets
- Alteryx Designer requires a Windows operating system for installation and running. If you do not have a Windows PC, Alteryx Designer is available to students using the Rutgers Virtual Computer Lab.
- Tableau Desktop can be installed on macOS OR Windows operating systems. You may also access Tableau Desktop using the Rutgers Virtual Computer Lab.
- **Check [Canvas at Rutgers](#) and your official Rutgers email account regularly for course updates and announcements.**

Learning Goals and Objectives

- This course is designed to help students develop skills and knowledge in the following area(s):
 - Critical Thinking Skills – Students graduating with a Master of Accountancy in Accounting and Analytics degree will be able to understand complex business issues and provide solutions to improve current business practices.
 - Communication Skills – Students graduating with a Master of Accountancy in Accounting and Analytics degree will be able to effectively communicate in a way that demonstrates sensitivity to an audience’s needs.
 - Information Technology Knowledge and Skills – Students graduating with a Master of Accountancy in Accounting and Analytics degree will be able to demonstrate knowledge and skills in effectively using data and analytics, and related technology tools and techniques within the context of performing financial statement audits, forensic audits, regulatory compliance audits, and internal audit projects.
- Students who complete this course will demonstrate the following:
 - Ability to identify and critically evaluate financial statement audit, and other audit-related issues, and formulate an approach to using data and analytics, and related technology tools, to help analyze and solve these financial statement audit and audit-related issues.
 - Ability to convert data to information and information to actionable insights using analytics tools, and related technologies, and techniques.
 - Ability to effectively communicate an approach to, and results of analyses performed relating to audit, and audit-related issues.
 - Ability to identify opportunities for artificial intelligence, text mining and analytics, and robotics process automation and apply an effective automation process, and related technology tools to automate elements of business processes and/or related activities.

- Students develop these skills and knowledge through the following course activities and assignments:
 - Class lectures
 - Assigned readings and recommended optional readings.
 - Use of interactive learning assets and time spent developing technical proficiency in the technology tools used in class.
 - Case studies and quizzes
 - Comprehensive final exam

Prerequisites

There are no prerequisites for this course however students will benefit from basic knowledge of auditing and using data and analytics tools and techniques.

Course Schedule on Following Pages (Tentative – Subject to Change)

Due to the state-of-the-art nature of this course, course materials and slides may be updated during the semester. In addition, please note that this is a tentative course schedule. The contents of the lectures may be slightly adjusted during the semester based on the progress of the course.

Class #	Date	Audit Analytics Topics	Alteryx Designer Learning	Assignments Due (by 11:59PM on Date)
1	9/3/25 Synchronous Remote	<ul style="list-style-type: none"> - Course Overview - Audit Analytics Programming Languages and Low Code / No Code Tools Landscape - Introduction to Tableau, Alteryx, UiPath - Alteryx Interactive Lessons – <i>Getting Started</i> - Installation and Setup of Qwickly Attendance Mobile App (available in Google and Apple App stores) 	- Alteryx <i>Getting Started</i> Learning Path	<ul style="list-style-type: none"> - Read Syllabus & Course Schedule - Education License Request for Alteryx Designer Student Licenses - Install Alteryx Designer
2	9/10/25 In-Person	<ul style="list-style-type: none"> - Foundations of Data/File Sources, Structures, and Types relevant to audit analytics. - Alteryx Interactive Lessons – <i>Getting Started</i> (continued) 	- Alteryx <i>Getting Started</i> Learning Path (Continued)	<ul style="list-style-type: none"> - Education License Requests for Tableau Desktop Student Licenses - Install Tableau Desktop
3	9/17/25 Synchronous Remote	<ul style="list-style-type: none"> - Applying Analytics Across the Audit Process – <i>Converting data to information, converting information to actionable insights</i> - Audit Analytics for Substantive Testing - Applying Rules-Based Analytics, Anomaly Detection Analytics, and Statistical Analysis 	- Alteryx <i>Getting Started</i> Learning Path (Continued)	
4	9/24/25 Asynchronous	– Guest Speaker – Scott Petzinger, Senior Manager and Jennifer Korman, Senior Manager with EY – <i>“The Future of Auditing”</i> (Fall 2024)	- Alteryx <i>Getting Started</i> Learning Path (Continued)	
5	10/1/25 In-Person	<ul style="list-style-type: none"> - Visual Analytics and Overall Audit Risk Assessment, Individual Audit Scoping - Continuous Risk Assessment (CRA) – <i>Repeatable & Sustainable</i> Risk Assessment Process - Introduction of Alteryx Case Study #1 – IT System Login Audit 	<ul style="list-style-type: none"> - Alteryx <i>Getting Started</i> Learning Path (continued, if necessary) - Alteryx Case Study #1 	- Alteryx Getting Started Learning Path Canvas Quiz (10/4/25)
6	10/8/25 In-Person	<ul style="list-style-type: none"> - Applying Analytics to Other Audit-Related Areas – Regulatory Compliance (FCPA, Pharma Off-Label Promotion) - Introduction of Alteryx Case Study #2 – Suspect Vendors 	- Alteryx Case Studies #1 and #2	- Alteryx Case Study #1
7	10/15/25 In-Person	<ul style="list-style-type: none"> - Use of Analytical Procedures Across the Financial Statement Audit Process - Introduction of Alteryx Case Study #3 – Large Order Alert 	- Alteryx Case Studies #2 and #3	- Alteryx Case Study #2

8	10/22/25 In-Person	- Generative AI & ChatGPT in Auditing (including 'Audit Co-Pilot', 'Prompt Engineering') - Introduction of Alteryx Case Study #4 – T&E Expense Compliance	- Alteryx Case Studies #3 and #4	- Alteryx Case Study #3
9	10/29/25 In-Person	- Text Mining & Analytics in Auditing Theory - Rutgers Research – “ <i>The Incremental Informativeness of the Sentiment of Conference Calls for Internal Control Material Weakness</i> ”	- Alteryx Case Study #4	- Visual Analytics Exercise – Use of Tableau Desktop Data Guide Function, Canvas Quiz (11/1/25)
10	11/5/25 In-Person	- Predictive Analytics in Auditing - Introduction of Alteryx Case Study #5 – Medical Purchase Order Comparison	- Alteryx Case Studies #4 and #5	- Alteryx Case Study #4
11	11/12/25 In-Person	- Fraud Risk Analytic Models – M-Score, F-Score - Benford’s Law - Introduction of Alteryx Case Study #6 – Purchase Order Splitting	- Alteryx Case Studies #5 and #6	- Alteryx Case Study #5
12	11/19/25 In-Person	- Guest Speaker – Scott Petzinger, Senior Manager with EY – “ <i>The Future of Auditing</i> ” - Fraud Topic – Earnings Management Scenarios, Manual Journal Entry Analytics	- Alteryx Case Study #6	
	11/26/25	- Thanksgiving Break – No Classes		
13	12/3/25 In-Person	- Intelligent Automation - Robotic Process Automation	- Alteryx Case Study #6	- Alteryx Case Study #6
14	12/10/25 In-Person	- Agentic AI - Final Exam Q&A		
FINAL EXAM WEEK	12/15/25 - 12/22/25	Comprehensive Final Exam (<i>Audit Analytics Theory and Practice, Tableau Skills, Alteryx Skills</i>)		Comprehensive Final Exam (Exact Dates TBD)

Course Expectations

Feedback and Response Expectations

- Email Response Times: I will do my best to return your emails within one day. Please remind me if you do not hear back from me within two days. Please use Canvas email for all correspondence.
- Included above is a tentative Course Schedule that describes the class sessions, by date, along with due dates for course assignments.
- Graded Materials Return Times: Buhe Li and I will strive to grade your Alteryx case study assignments within five days of the submission deadline. All course quizzes and exams

will be graded automatically in Canvas, and grades will be published in Canvas within 24 hours of the submission deadline.

- In this course you will be expected to complete several tasks including:
 - downloading and uploading documents to Canvas, the course LMS
 - accessing documents online
 - viewing online videos
 - completing Alteryx Designer and Tableau Desktop Learning Assets online
 - completing case studies, exercises, and quizzes/proctored exams online

Attendance and Preparation – For Section 11 Students Only

- Expect me to attend all class sessions. I expect the same of you. If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you need to miss class, please report your absence in advance using the [Student Self-Reporting Absence System](#) (SSRA). If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death and you seek makeup work, also send to me and Buhe Li, our course teaching assistant, a Canvas email with full details and supporting documentation as soon as possible before the class session.
- Expect me to arrive on time for each class session. I expect the same of you. If you are going to be tardy, then please notify me as soon as possible prior to class.
- Expect me to remain for the entirety of each class session. I expect the same of you. If you need to leave a class session early, please let me as soon as possible before the class session.
- Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared. The minimum expectation is that for each three-hour class session, you have prepared by studying for at least twice as many hours.
- Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention.
- **Note that Section 11 students must attend all In-Person class sessions in person. That is, attending an In-Person class session remotely via Zoom will be considered an absence unless excused.**
- **Please notify me via Canvas email at least 12 hours (i.e., by midnight the night before) before our scheduled class session if you are requesting an excused absence from, or delayed arrival for class.**
- I am required to take attendance for Section 11 students. **Attendance will be taken each class session using Qwickly Attendance. Unexcused absences from class will result in a one grade point deduction from your final course point grade for each class session missed.**
- I also request that all students arrive to class on time by 12PM. It is not fair to the rest of the students who arrive on time to have to wait for class to begin because of late arriving students. **Any late arrivals (i.e., more than 10 minutes after the scheduled start of the class session) to our In-Person or Synchronous Remote class sessions due**

to an unexcused delay will result in a 1/2 grade point deduction from your final course point grade for unexcused each late arrival.

Classroom Conduct

Only class-relevant mobile technologies will be permitted for use during class. Please mute any additional mobile technologies during class. While live online during class and breakout group sessions, please mute your microphone to help minimize background noise which may be distracting to your fellow students.

Course Policies

Exam Dates and Policies

There will be a comprehensive final exam including all topics covered during this course. The format of the final exam will be true/false, matching, multiple choice, and multiple answer and will cover the lecture notes presented in class, selected presentations and articles as identified during class, and Tableau and Alteryx software skills developed through the Tableau and Alteryx interactive lessons and exercises.

In addition, there will be one Visual Analytics quiz based on use of a Tableau Desktop Data Guide exercise, an Alteryx Designer Getting Started Learning Path quiz, and six Alteryx case studies.

Due Dates of the Quizzes, Case Studies, and Comprehensive Final Exam:

- Visual Analytics Exercise quiz, using Tableau Data Guide – See Canvas Assignments and Course Schedule for specific due date
- Alteryx Getting Started Learning Path quiz – See Canvas Assignments and Course Schedule for specific due date
- Alteryx Case Studies – See Canvas Assignments and Course Schedule for specific due dates, case studies need to be uploaded to Canvas by 11:59PM on the due date
- Comprehensive Final Exam – To be scheduled during the Fall Semester Exam Period December 15, 2025, to December 22, 2025 (administered through Canvas using Lockdown Browser and a Webcam)

Details of the structure, content, instructions and requirements of the Visual Analytics Exercise and quiz; the Alteryx Designer Getting Started Learning Path quiz; the six Alteryx case studies; and the Comprehensive Final Exam will be described in the Course Schedule, discussed during class, and subsequently posted to Canvas as Assignments and/or Quizzes.

All quizzes and exams will be online, administered through Canvas, using Lockdown Browser & a Webcam. During exams, the following rules apply:

- If you have a disability that influences testing procedures, provide me an official letter from the Office of Disability Services at the start of the semester.
- No cell phones are allowed in the testing area.

- **Use of Artificial Intelligence (AI) and Generative AI tools (such as ChatGPT, Google GenAI for RBS, Google Gemini, Microsoft Copilot, etc.), is NOT PERMITTED for use on ANY course quizzes or the Final Exam.**

Grading Policy

Course grades are based on the following components (grading elements):

- **25%** - Visual Analytics Exercise quiz, using Tableau Desktop's Data Guide function (100 points)
- **15%** - Alteryx Getting Started Learning Path quiz (100 points)
- **30%** - Alteryx Designer Case Studies (based on Alteryx Getting Started Learning Path and other Alteryx Interactive Lessons) - Each case study will be worth between 0 and 16.67 points, based upon the completeness and accuracy of the solution submission for a total of 100 points for the six case studies.
- **30%** - Comprehensive Final Exam (100 points)

Note: Assignments not submitted will result in a grade of zero (0) for the missed assignment. Canvas will automatically calculate and apply a five-point deduction to the assignment grade for any assignment submitted late. Repeated late submitted assignments may also result in a reduction of your overall course grade points, which may also reduce your course letter grade.

All exams and assignments will be graded on a 0-to-100-point scale. To calculate your final grade, the scores for each of the grading elements will be used to calculate a course weighted average point grade according to the above weights, and that course weighted average point grade will be converted to a letter grade for the course.

Letter grades will be determined using the following weighted average point grade conversion scale:

- A = 93.5% to 100%
- A- = 89.5% to <93.5%
- B+ = 85.5% to <89.5%
- B = 81.5% to <85.5%
- B- = 77.5% to <81.5%
- C+ = 74.5% to <77.5%
- C = 70.5% to <74.5%
- C- = 67.5% to <70.5%
- D = 59.5% to <67.5%
- F = 0% to <59.5%

Your final grade is not subject to negotiation. If you feel I have made an error, please submit your written comment(s) to me within one week of receiving your final grade. Clarify the precise error I made and provide any relevant supporting documentation. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost tuition reimbursement,

lost job opportunities, or dismissals. Do not ask me to do so. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn, and it will not work.

Artificial Intelligence Use

- Use of Artificial Intelligence (AI) including Generative AI (Gen AI) tools (e.g., ChatGPT, Google's GenAI for Rutgers Business School, Microsoft Copilot, Google Gemini, etc.) is fully permitted in this course for use as a study aid only. However, **the use of Gen AI tools for course quizzes and the Final Exam is STRICTLY PROHIBITED.**

Academic Integrity

I do **not** tolerate cheating or academic dishonesty of any kind. Students are responsible for understanding and adhering to the [Rutgers Academic Integrity Policy](#). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must adhere to the RU Honor Pledge, which states, "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment." Don't let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See the [RBS Artificial Intelligence Resource Page](#) for more details.

Student Code of Professional Conduct

Rutgers Business School is recognized for its high-quality education. Maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors that are expected in professional career environments. These include the following principles outlined in the [RBS Student Code of Professional Conduct](#).

Support Services

Technology Support and Information

- Learning Management System: [Canvas at Rutgers University](#)
- Hardware and software requirements: Windows or macOS PCs are required to use Canvas and the software technologies covered in this course. Students with macOS PCs may also use the Rutgers Virtual Computer Lab for Alteryx Designer. Respondus Lockdown Browser and a Webcam are required for all course quizzes and exams.
- Below are the minimum hardware requirements recommended by OTIS. These specs will allow student systems to capably support a full Windows or macOS environment with Office 365, RBS course-specific applications, and virtual computing environments:
 - Intel® Core™ i5 processor (10th generation or newer) or Apple M1 (or newer) processor
 - Windows 11 Professional, or macOS 11 (Big Sur) or newer
 - 8 GB of RAM (16 GB recommended)
 - 256 GB solid-state drive (SSD) or larger
 - 720p HD webcam (1080p recommended)
 - Internal microphone
 - Reliable internet connection (broadband, 10 Mbps download or higher)

- Students can download most required software from the [Rutgers University Software Portal](#)
- Zoom: Students should use their RU Zoom accounts when logging into this course. Below are the instructions for students who have not activated/used their RU Zoom account in the past. If any student already has a Zoom account and has trouble removing it before signing up for an RU Zoom account, you can reach out to OTIS for assistance.
 - [Instructions for Activating Your Rutgers Zoom Account](#)
 - [Instructions for Signing into Your Rutgers Zoom Account](#)
- Technology Support
 - If you experience any technology issues, please contact [Rutgers Business School Office of Technology and Instructional Services](#) (OTIS), which offers extensive support coverage from 8:00 a.m. to 8:00 p.m., Monday through Friday
 - You can reach OTIS by emailing helpdesk@business.rutgers.edu

Financial Support Resources

- RBS Newark students in need of financial assistance may [submit a request through the CARE Team form](#)
- Students can also benefit from reviewing the [Learning Remotely resource page](#)

Disability Policy and Resources

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information is available on the [Rutgers Office of Disability Services website](#).

- Rutgers University–Newark: Call (973) 353-5375 or email ods@newark.rutgers.edu

If you are experiencing a temporary condition or injury that is affecting your ability to fully participate in class, you should [submit a request for support through the Rutgers Temporary Conditions website](#).

Title IX Resources

If you are pregnant, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

- Rutgers University–Newark: Contact the Office of Title IX and ADA Compliance by phone at (973) 353-1906 or email TitleIX@newark.rutgers.edu

Religious Accommodations

If you seek religious accommodations, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

- Rutgers University–Newark: Contact the Dean of Students Office at (973) 353-5063 or email deanofStudents@newark.rutgers.edu

VPVA and Harassment

If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information is available on the [Rutgers Office for Violence Prevention and Victim Assistance website](#) (VPVA).

- Rutgers University–Newark: To report an incident, use the [Rutgers Newark Incident Reporting Form](#). For support, you may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or email TitleIX@newark.rutgers.edu. If you wish to speak with a confidential staff member who does not have a reporting responsibility, you may contact the Newark Office for Violence Prevention and Victim Assistance at (973) 353-1918 or email run.vpva@rutgers.edu

Bias Incidents

An act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

- [Report a Newark Bias Incident](#)

Veteran and Military Services

If you are a military veteran or currently on active duty, you can obtain support through the [Rutgers Office of Veteran and Military Programs and Services](#).

Mental and Physical Health Services

If you are in need of mental health services, please use our readily available services.

- [Rutgers University–Newark Counseling Center](#)

If you are in need of physical health services, please use our readily available services.

- [Rutgers Health Services – Newark](#)

Legal Support

If you are in need of legal assistance, please visit the Rutgers University Student Legal Services website to access support and resources.

Academic Support Services

Students experiencing difficulty in courses due to English as a second language (ESL) should contact the Program in American Language Studies for supports.

- Rutgers–Newark: PALS@newark.rutgers.edu

If you are in need of additional academic assistance, please use our readily available services.

- [Rutgers University–Newark Learning Center](#)
- [Rutgers University–Newark Writing Center](#)

Digital Accessibility Statement

Rutgers University is committed to ensuring that all digital course materials and technologies are accessible to every student. If you experience any difficulty accessing content used in this course, please contact me by email at jim.little@rutgers.edu so that the necessary support can be provided.