



CAMPBELL
UNIVERSITY

Jerry M. Wallace
School of Osteopathic Medicine

Academic Bulletin

**Master of Health Professions
Education (MHPE)**

2020

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Welcome from the Master of Health Professions Education Program Director



Welcome to the Campbell University Jerry M. Wallace School of Osteopathic Medicine Master of Health Professions Education (CUSOM MHPE) Program. I am delighted that you are interested in our program and hope the information you find within this academic bulletin will provide a clear picture of what we have to offer.

The CUSOM MHPE degree is designed to prepare health professionals of all disciplines for leadership roles and/or academic careers. Coursework in educational theory, teaching skills, and curriculum design provides the foundational preparation to become skilled educators, prepared to meet the challenges of teaching in both clinical and classroom environments. Content on leadership, governance, and strategic planning enables students to develop their potential as innovators and change managers, while providing insight into new payment models and other challenges of the changing healthcare environment. The program is integrated and practically-based, to enable graduates to quickly apply their learning in academic and clinical settings.

Completing the CUSOM MHPE curriculum in a two-year period will be challenging, especially for those in clinical practice. The program is flexible, and project work is designed to be of immediate benefit to your current environment. You will be guided through the process by experienced faculty with practical expertise. As a fellowship-trained family physician educator with over 30 years' experience in academic medicine, I interact with students and faculty weekly, and am available to support you throughout the program.

The MHPE program is housed in the Leon Levine Hall of Medical Sciences located on the Campbell University Health Sciences Campus. The state-of-the-art Simulation Center, classrooms, and Medical Library facility there will ensure that you have access to ample resources for your learning. The library provides online access to a collection of over 195 databases, including 74 of direct relevance to the MHPE program. As a CUSOM MHPE student, you will also have access to Campbell University recreational facilities and events.

We look forward to working with you to advance your career in our program that supports and prepares clinicians to face new challenges within and beyond the delivery of healthcare. I look forward to meeting you.

Sincerely,

Victoria Kaprielian, MD, FAAFP
Program Director, Professor of Family Medicine
Associate Dean for Faculty Development & Medical Education

The Application of this Bulletin to CUSOM Students

The University reserves the right to rescind the admission of anyone if between the times of his or her letter of acceptance and the start of classes:

1. There is a change in the condition or status of any information provided by the applicant and would have been basis for denial of admission if known at the time of application.
2. Any information provided by an applicant proves to be untrue at the time of its submission on the application.

Changes in Bulletin

The University reserves the right to make changes to this Bulletin at any time. When students enter the University, the student file is "stamped" with a Bulletin year. Thus, students entering Campbell University in the fall semester 2020 are "stamped" with a 2020 starting term. The requirements for that starting term are reflected in the 2020-2021 CUSOM Academic Bulletin. Students are responsible for the degree for the academic year in which they enter the University. Any student whose continuous enrollment at the University is interrupted by a semester or more shall be subject to the graduation requirements in the Bulletin in effect at the time of readmission. The Dean, in consultation with the University Registrar, must approve any exception to this policy.

Academic Facilities

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although perhaps quite worthy in themselves and of benefit to the community, are not to interfere with that primary function.

Effective Date:

July 1, 2020
Date

DISCLAIMER:

This Bulletin is intended as a guideline for students and should not be construed as an offer or as a contract between CUSOM, and any student or a warranty of any entitlements, programs, regulations, or benefits set forth herein. CUSOM, its agents, officers, and employees may rescind or modify any benefit, program, regulation, or entitlement set forth herein at any time, for any reason, with or without notice. This Bulletin supersedes all previous editions of this Bulletin and will be revised and published as necessary and students will be notified of any changes.

1. Statements of Compliance

Campbell University maintains a continuing policy of nondiscrimination in employment as approved by the Trustees and issued by the President. It is our policy to provide equal opportunity in all phases of the employment process and in compliance with applicable federal, state, and local laws and regulations. Accordingly, the University is committed to administering all educational and employment activities without discrimination as to race, color, sex, sexual orientation, gender identity, age, ethnicity or national origin, religion, disability, genetic information, protected veteran status and any other characteristic protected by law, except where appropriate and authorized by law. This policy of nondiscrimination shall include, but not be limited to, the following employment decisions and practices: hiring; upgrading; promotions; demotions or transfers; layoffs; recalls; terminations; rates of pay or other forms of compensation; selection for training, including apprenticeship; and recruitment or recruitment advertising.

Inquiries regarding the University's equal opportunity policies may be directed to:

Campbell University
Human Resources (HR) Department
P. O. Box 595
Buies Creek, NC 27506

Applicants to, and students of, Campbell University will not be subjected to any form of harassment or discrimination for exercising rights protected by, or because of their participation in, an investigation or compliance review related to Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, or any other federal or state nondiscrimination law, rule, or regulation. If you believe that you have been discriminated against in any manner as described above, you should notify the Director of Student Affairs. Retaliation against anyone who complains of, or witnesses, behavior contrary to this policy is also prohibited.

Family Education Rights and Privacy Act of 1974

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and/or in compliance with federal law and regulation, and will use "Directory Information" in the best interests of the student. "Directory Information" at Campbell University is set forth in the University's FERPA policy found at:

www.campbell.edu/registrar/family-education-rights-and-privacy-act-ferpa/

Rehabilitation Act of 1973

In accordance with Section 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to or treatment or employment in its programs and activities.

Americans with Disabilities Act of 1990 (ADA) & ADA Amendment Act (ADAAA) of 2008

Campbell University complies fully with the provisions of this law. Inquiries may be directed to:

Laura Rich
Director of Disability Services
Student Services, Room 113
P.O. Box 4260
Buies Creek, NC 27506
Telephone: (910) 814-4364
Fax: (910) 814-5710
Email: richl@campbell.edu

See also:

<https://www.campbell.edu/students/student-success/disability-services/student-dss-guide/>

Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681, et seq)

Title IX, formally known as Title IX of the Education Amendments of 1972, mandates that no person shall be excluded from participation in or discriminated against on the basis of sex in programs or activities at educational institutions that receive federal financial assistance. Acts of sexual violence, harassment and/or misconduct are forms of sex discrimination and are in violation of Title IX. Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to:

Kellie Slappey Nothstine
Dean of Campus Life and Title IX Coordinator
Wallace Student Center, Room 237
P.O. Box 95
Buies Creek, NC, 27506
Telephone: (910) 893-2039
Fax: (910) 893-1534
Email: nothstine@campbell.edu

Inquiries may also be directed to:

United States Department of Education's Office for Civil Rights
District of Columbia Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-1475
Telephone: (202) 453-6020
Fax: (202) 453-6021
Email: OCR.DC@ed.gov

If you believe you have been the subject of sexual misconduct, harassment, or discrimination, this should be reported to the Title IX Coordinator. The procedures for Title IX complaints are outlined in the Undergraduate Student Handbook:

<https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/>

The process involves an immediate initial investigation to determine if there is reasonable cause to believe the conduct or discrimination as alleged has occurred. If so, the Title IX Coordinator will initiate a prompt, thorough, and impartial investigation. This investigation is designed to provide a fair and reliable determination about whether the University's Title IX policy has been violated. If so, the University will implement a prompt and effective remedy designed to end the discrimination, prevent its recurrence and address its effects.

Students, faculty, and staff who become aware of incidents which may be potential Title IX violations are required to report the incident to the Title IX Coordinator. Behavioral Health practitioners and Student Success are not included in this requirement.

2. General Information

2.1 History, Background and Mission of Campbell University

On January 5, 1887, James Archibald Campbell welcomed 16 students to the first day of classes, thus marking the founding of Buies Creek Academy. Over the years, the Academy evolved to become Campbell College, Incorporated (1927), and Campbell University, Incorporated (1979).

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction there is no conflict between the life of faith and the life of inquiry.

In 2013, Campbell launched the Jerry M. Wallace School of Osteopathic Medicine, North Carolina's first new medical school in over 35 years. In August 2016, the Catherine W. Wood School of Nursing—housed within the College of Pharmacy & Health Sciences—welcomed its first cohort. Simultaneously, Campbell opened its School of Engineering, which was only the second engineering school at a private university in North Carolina. They joined Campbell's other established colleges and schools: the College of Arts & Sciences, the Norman Adrian Wiggins School of Law (1976), the Lundy-Fetterman School of Business (1983), the School of Education (1985), the College of Pharmacy & Health Sciences (1985), and the Divinity School (1996).

In addition to its main campus in Buies Creek, Campbell University has off-campus instructional sites in Camp Lejeune (Jacksonville), Fort Bragg & Pope (Fayetteville), Raleigh (2009 relocation of the law school), Tunku Abdul Rahman University College (Kuala Lumpur, Malaysia), Sampson Correctional Institution (Clinton), and a vibrant online presence through Campbell Online.

Today, Campbell University enrolls approximately 7,000 students per year, including more than 5,000 undergraduate and graduate students on its main campus. The University employs over 900 full-time employees, which includes over 250 full-time faculty. Over 100 degree programs in the liberal arts, health sciences, fine arts, and professions are offered.

Campbell University, Incorporated, is a private, not-for-profit, academic institution governed by an independent and self-perpetuating Board of Trustees. The University enjoys an autonomous and voluntary relationship with the Baptist State Convention of North Carolina. Campbell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges as a Level VI institution to award

associate, baccalaureate, masters, and doctorate degrees and is classified as a Doctoral/Professional University (D/PU) by the Carnegie Classification of Institutions of Higher Education.

2.2 Campbell University Mission Statement

The Mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

To fulfill its Mission, the University:

1. Presents a worldview informed by Christian principles and perspectives;
2. Affirms that truth is revelatory and transcendent, as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
3. Influences development of moral courage, social sensitivity, and ethical responsibility;
4. Gathers a diverse community of learners;
5. Delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels through traditional, extended campus, and online programs;
6. Transfers to students the vast body of knowledge and values accumulated over the ages;
7. Encourages students to think critically and creatively;
8. Fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
9. Forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
10. Provides students opportunities for servant leadership and community engagement, with an emphasis on underserved communities;
11. Cooperates with other educational institutions to expand learning opportunities for students;
12. Offers service and other opportunities to the greater community through athletics, continuing education, and cultural enrichment programming.

2.3 CUSOM Mission Statement

Mission Statement of the School of Osteopathic Medicine

The Mission of the Campbell University Jerry M. Wallace School of Osteopathic Medicine (CUSOM) is to educate and prepare community-based osteopathic physicians in a Christian environment to care for the rural and underserved populations in North Carolina, the Southeastern United States, and the nation.

CUSOM faculty, staff, and students value teamwork, leadership, professionalism, integrity, diversity, and the ethical treatment of all humanity.

2.4 Master of Health Professions Education Program Mission and Goals

Mission Statement of Master of Health Professions Education Program

The mission of the Campbell University Jerry M. Wallace School of Osteopathic Medicine's Master of Health Professions Education program is to prepare healthcare professionals as teachers and leaders to help train the next generation of healthcare providers. By providing health professionals with essential skills to thrive as faculty and leaders in education in the country's expanding health professions schools, the program will assist in improving care delivery to address the needs of rural and underserved populations in North Carolina, the Southeast, and the nation.

CUSOM Master of Health Professions Education Program Goals

1. To train practicing clinicians as educators and leaders, to enable them to enhance their practices, improve population health, and increase capacity for training of more health professionals in areas of need.
2. To prepare interested healthcare professionals for academic careers in health professions education, to address the growing need in America's expanding health professions training programs.

2.5 Accreditation

Campbell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Campbell University. The Commission should be contacted only if there is evidence which appears to support the University's significant non-compliance with an accreditation requirement or standard.

Normal inquiries about Campbell University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the appropriate office of the University and not to the Commission's office.

3. Admission

3.1 Admissions Process

CUSOM MHPE is committed to selecting applicants who will be an asset to the health professions. The guiding principles of the admissions process are to:

- Understand each applicant as a whole person.
- Evaluate the potential for success in CUSOM MHPE program.
- Assess the candidate's commitment and aptitude as a future teacher and leader.
- Consider the applicant's interest in serving rural and underserved populations.

The MHPE program admissions personnel, under the direction of the Program Director, will consider the academic background, achievements, standardized test scores, current work and career goals of each applicant. In addition to academic performance, the MHPE program admissions personnel places emphasis on the ethical treatment of all humanity, the demonstration of personal merit, compassion, community involvement, communication skills, teamwork, leadership, professionalism, integrity, dedication to professional goals, and the promotion of diversity.

The MHPE program will maintain academic and demographic data for each matriculating class, as required for federal and SACSCOC reporting. Upon completion, the MHPE program will work in conjunction with the Campbell University, College of Pharmacy and Health Sciences (CPHS), and CUSOM Alumni Associations to track employment and career activities for each cohort of students. Through this process, the MHPE program will be able to evaluate and adjust recruitment practices and policies to ensure the mission and goals of the institution and program are being met.

3.2 Requirements for Admission

CUSOM MHPE application requirements include:

1. Earned baccalaureate degree from an accredited institution.
2. Earned degree (graduate or undergraduate) in a health-related clinical field. This specifically includes (but is not limited to) DO, MD, PA, DPT, PharmD, and public health degrees. Students actively enrolled in these programs may be considered for admission with documented permission of the primary program. Basic scientists in relevant fields (e.g., biochemistry, anatomy, immunology, pharmacology) who teach or are interested in teaching in health professions programs will also be considered.
3. There is no minimum GPA requirement for applicants with completed graduate degrees. Current students or baccalaureate applicants must meet a minimum GPA of 3.0.
4. Standardized Test Scores: Submission of GRE scores is highly recommended to enhance the application for baccalaureate applicants. SAT, ACT, MCAT, PCAT, or other pre-health exam scores may be submitted.
5. One completed Reference Form from a practice colleague or faculty member.

6. Current curriculum vitae.
7. All students are required to meet the Technical Standards for Admission. All students must affirm by signature that they have read and meet the standards. Any falsification or misinformation regarding the ability to meet technical standards is reason for dismissal.

Candidates will be considered according to the above criteria. Once the application is screened by program admission personnel, competitive candidates will be offered an opportunity to interview.

3.3 Technical Standards for Admission to CUSOM

The requirements to succeed in the MHPE program are those necessary to successfully complete the curriculum and serve as a health professions educator.

These are requirements for all students, regardless of cultural or religious beliefs. Students who have any concern regarding these requirements should discuss them with the Program Director prior to applying.

CUSOM will make reasonable accommodations as required by law for students whose disabilities will not prevent them from functioning as a health professions educator. Students, however, are required to function with independence and perform at all skill levels described below which CUSOM holds as mandatory for the safe and effective healthcare education and leadership. CUSOM is committed to patient safety and assuring a safe and effective environment that does not place patients, students, or others at risk.

Applicants who do not meet the Technical Standards should not apply to CUSOM MHPE.

Students/Applicants must possess the abilities and skills in the following five areas:

1. Observation

The student must be able to visually observe classroom and clinical activities, in order to be able to assess and provide instruction to health professions trainees. The use of a trained intermediary in such cases would compromise performance, as it would be mediated by another individual's power of selection, observation, and experience. Observation requires the functional use of vision and somatic sensations, and is often enhanced by the sense of smell.

2. Communication

The student must be able to communicate effectively in English, as the curriculum and clinical experiences are offered exclusively in English. Students are encouraged to learn other languages for medical communication; however, the entire curriculum and all assessment exercises are provided in English. CUSOM MHPE requires the functional ability to speak, hear, and observe

learners and patients in order to elicit accurate information. The student must be able to both describe changes in mood, activity, posture, and other physical characteristics and to perceive nonverbal communication.

The student must be able to communicate effectively and efficiently in verbal and written form. The student must be able to communicate effectively and efficiently with learners, patients, and other members of the healthcare team in order to successfully complete the curriculum.

3. Motor

The student must have sufficient motor function to carry out maneuvers to complete the curriculum and instruct learners.

4. Intellectual

The student must have the ability to reason, calculate, analyze, measure, and synthesize information delivered in a variety of formats, including, but not limited to, electronic/digital sources, medical images, and similar modalities. The student must be able to comprehend, learn, synthesize, and recall a large amount of information without assistance in order to successfully complete the curriculum.

The student must be able to acquire and synthesize knowledge through all types of learning materials and formats utilized in the MHPE curriculum. In addition, students must be able to perform pattern recognition, recall information, identify and discriminate important information, problem solve, calculate, and make decisions in timed situations and in the presence of noise and distractions.

The above intellectual abilities are essential, as students and graduates are expected and required to perform pattern recognition, immediate recall of learned material, discrimination to elicit important information, problem solving, and decision-making in classroom and clinical settings.

5. Behavioral and Social Attributes

The student must possess the emotional health needed for full use of his/her intellectual capabilities at all times. The emotional health required for effective communication and for professional, mature, sensitive, and compassionate clinician/student relationships must be present.

The ability to adapt to changing environments and stressful situations and to display compassion and integrity, while maintaining the necessary intellectual capacity to work with learners and patients, is one evaluated during the interview process and throughout the student's progress in the curriculum.

An ability to demonstrate the emotional health necessary for the delivery of quality and safe healthcare and instruction is mandatory throughout health professions programs. CUSOM MHPE considers drug and alcohol addiction or abuse a significant risk factor for provision of unsafe care and poor outcomes. As such, CUSOM has developed policies regarding alcohol and substance abuse.

An offer of acceptance may be rescinded should an accepted applicant be found to not be able to meet the Technical Standards.

For matriculated students, inability to maintain compliance with educational training Technical Standards may result in dismissal from the program.

If an applicant signs he/she meets the minimum health requirements, including required immunization standards, and Technical Standards for admission, but it is discovered after matriculation that the student signed knowing he/she did not meet these minimum standards, then the student may receive sanctions up to and including dismissal from the program.

3.4 Non-Discrimination Admission Policy

The MHPE program makes every effort to recruit students with diverse backgrounds to foster the cultural richness to meet its Mission and Goals. MHPE applicants will not be discriminated against on the basis of race, color, sex, sexual orientation, gender identity, age, ethnicity or national origin, religion, disability, genetic information, protected veteran status, or any other characteristic protected by law.

3.5 Americans with Disabilities Act

CUSOM operates in compliance with the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008 (ADAAA), both as amended, to assure its facilities, programs and student policies are accessible to individuals with disabilities. Applicants and students with specific needs should contact the Director of Student Affairs.

3.6 Application Deadline

Applications are accepted on a rolling basis. Applications received prior to November of each academic year will be considered for a January start, unless otherwise requested during the application process.

3.7 MHPE Selection Process

1. Once the applicant file is complete, MHPE program personnel will review files to select the most qualified applicants for interview.
2. Qualified candidates will be invited to interview. Interviews may be carried out on campus or electronically, based on the preference of the candidate.
3. After interviews, the MHPE Admissions Committee will evaluate candidates and make recommendations to the Dean regarding offers of admission.
4. Candidates will be notified of the decision via email from the program.
5. Candidates emailed an acceptance letter prior to December 1st will have thirty (30) days to respond. After December 1st, candidates will have fourteen (14) days to respond, for a January start.
6. To secure a spot in the program, candidates must sign the Acceptance of Admission AND pay the nonrefundable Commitment Fee deposit by the deadline. Seats are not guaranteed until this is completed.

3.8 International Student Applicants

CUSOM MHPE may accept students who are US-born citizens, naturalized citizens, and green card holders.

CUSOM MHPE does not accept transfer students from international medical schools.

3.9 CUSOM Matriculation and Enrollment Policies

All accepted students must meet the following requirements prior to matriculation:

3.9.1 Transcripts

All MHPE students are required to provide official transcripts from all colleges and universities attended.

All students must submit all required paperwork by the published deadlines. Failure to submit information could result in an offer of admission being rescinded. Falsification of any document or omission of any pertinent information may result in dismissal from the program if discovered after matriculation.

4. Student Expenses and Financial Aid

4.1 Cost of Attendance

4.1.1 Application Fee

A non-refundable fee of \$50.00 is payable upon submission of the MHPE Application for admission. CUSOM will waive this fee for Campbell employees and alumni.

4.1.2 Commitment Fee

Accepted students must submit a non-refundable fee of \$300.00 to CUSOM by the deadline designated in their offer of acceptance. Payment is credited toward tuition upon matriculation.

4.1.3 Tuition and Fees

Tuition is subject to change annually. Tuition for the 2020-2021 Academic Year is \$750 per credit, with additional fees of \$800 per year to cover technology and other needs. Campbell University's Board of Trustees reserves the right to change the schedule of tuition and fees without advance notice, and to make such changes applicable to present as well as future students of CUSOM. The Board of Trustees may also establish additional fees or charges for special services whenever, in the Board of Trustee's opinion, such actions are deemed advisable.

Students receiving federal aid or scholarships which have not arrived by the beginning of the academic year must have written assurance the funds are awarded. Students must pay any outstanding tuition and fees. When those funds are distributed, any funds which exceed tuition and fees will be refunded.

All inquiries concerning the above policies and all requests for refunds should be directed to CUSOM's Office of Financial Aid:

CUSOMFinancialAid@Campbell.edu

4.1.4 Refund Policy

Tuition and fees are refunded in accordance with the Campbell University Refund/Repayment Policy.

To officially withdraw from CUSOM MHPE, a student is required to complete an official withdrawal form available from the Office of Student Affairs. The official form must be completed with proper signatures obtained and turned in to the Director of Student Affairs. Once all signatures are obtained, the Director of Student Affairs provides a copy to the Registrar for placement in the student's permanent file. Failure to withdraw properly will result in a non-prorated reassessment of charges to the student account.

Upon the completion of the official withdrawal form and the receipt of said form in the CUSOM Office of the Registrar, class registration is updated as a withdrawal or separation from the University denoting the “Effective Date”.

The Campbell University Business Office verifies all classes have been updated accordingly and reassesses student tuition and fee charges. CUSOM students’ tuition refunds are issued for a University Withdrawal ("W" status). To be eligible for a University Withdrawal tuition refund, the student must withdraw from CUSOM and all classes are subsequently assigned a "W" status. Withdrawal tuition refunds will be based on the effective date of status change and calculated in accordance with the schedule as follows:

Graduate & First Professional Programs Full University Withdrawal ("W" status assigned) All Semesters	
Timeframe	Tuition Refund
Days 1-5	100%
Days 6 – End of Semester	No Refund

The Campbell University Business Office is responsible for the reassessment of student account charges; however, it is the responsibility of the CUSOM Office of Financial Aid to ensure financial aid awards have been evaluated and reassessed accordingly. The Campbell University Business Office reserves the right to hold refund of credit balances until the CUSOM Office of Financial Aid has evaluated and approved the release of funds awarded to students who withdraw from the University.

Any student account balance resulting from a University withdrawal or separation is the responsibility of the student and subject to the collections process. Students will not have grades entered on transcripts, or have transcripts available, if there is an outstanding balance owed the University.

4.2 Financial Aid

CUSOM’s Office of Financial Aid makes every effort to ensure no qualified applicant is denied the opportunity to study due to financial reasons. The financial aid program assists students in the form of institutional scholarships and student loans. The Office provides financial aid counseling to prospective applicants and to CUSOM graduates and beyond.

The CUSOM Office of Financial Aid is responsible for the administration of the student financial aid program. Financial aid counseling is offered to prospective students as part of the applicant interview process. Personal financial aid counseling is also available to students by appointment.

The Office of Financial Aid will email all accepted students information related to applying for financial aid. Students interested in applying for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA), and the Statement of Financial Responsibility. Students must also provide any other documentation required by federal, state, and private financial assistance programs to determine eligibility for student financial assistance.

Financial aid counseling is presented to incoming students at the Financial Aid Entrance Interview. Attendance at this financial aid presentation is mandatory for all students receiving federal financial aid. During the presentation, federal entrance counseling requirements are discussed including aid eligibility calculations, borrower rights and responsibilities, and loan information. A review of the financial aid application process, loan disbursements, billing process, deferments, record keeping, and debt management are also discussed. Students may meet individually with the financial aid counselor if they have specific questions regarding their financial aid package or if the counselor requests a special meeting.

The CUSOM Office of Financial Aid provides personal counseling with students receiving financial aid throughout each academic year. CUSOM MHPE students are offered periodic updates regarding changes in financial aid regulations and application procedures. Such information is provided to students through their CUSOM email. Students are encouraged to call, email, or stop by the Office of Financial Aid for further individual assistance.

The CUSOM Office of Financial Aid also provides Debt Management Counseling sessions for students. These sessions include budgeting tips, responsible borrowing strategies, loan terms and conditions, default prevention, student loan debt in relation to monthly payment amounts and average physician salaries, deferment, forbearance, repayment and consolidation options, record keeping, and helpful websites for additional financial aid resources. Satisfactory Academic Performance (SAP) is one of the factors which determine if a student will qualify for renewal of financial aid. The SAP at CUSOM currently is set at a minimum cumulative GPA of 2.0 on a 4.0 scale.

The CUSOM Office of Financial Aid conducts Exit Counseling sessions for any student receiving financial aid who withdraws or graduates from CUSOM MHPE. During these sessions, federal exit counseling requirements are discussed including borrower rights and responsibilities, instructions on how to access and interpret the National Student Loan Data System (SLDS), loan terms and conditions, default prevention, repayment options and strategies, consolidation, deferment, forbearance, record keeping and helpful websites for additional financial aid resources. Students may meet individually with the financial aid counselor if they have specific questions regarding their financial aid or if the counselor requests a special meeting. In compliance with federal government regulations for students who withdraw and do not meet with the financial aid counselor, the exit information is mailed to the student's address of record.

4.2.1 Financial Aid Renewal

Students receiving financial aid are expected to make reasonable and timely Satisfactory Academic Progress (SAP) towards their graduate degree during all periods of enrollment. Campbell University is consistent in applying the SAP policies to full- and part-time students. The cumulative GPA for achieving SAP for CUSOM MHPE is currently 2.0 on a 4.0 scale.

Additional information regarding financial aid can be found on the Campbell University Website:

<https://assets.campbell.edu/wp-content/uploads/2016/12/19113125/grad-sap-policy-revised-01132017.pdf>

In addition, should there be an outstanding balance at the end of the semester, students will be placed on a Business Office Hold and will not be registered for the following semester and are not eligible for financial aid until the Business Office Hold is cleared.

CUSOM and Campbell University advise students concerning financial aid requirements; however, final responsibility rests with each individual student to ensure all financial aid requirements and due dates are met and are up-to-date.

5. Curriculum

5.1 General Overview

5.1.1 Academic Calendar

Academic calendars are made available to all students.

5.2 Curriculum

The MHPE program is a 30-semester-credit-hour (six term) Master's degree program for health professionals interested in teaching or academic leadership. Courses are delivered in 16-week fall and spring semesters and 12-week summer terms.

The program can be completed in 24 months, or extended over a longer time frame. Open to clinicians of all disciplines, this program emphasizes skills in education, management, health systems, and quality improvement. Delivery is in traditional face-to-face format on the health sciences campus in 2020. Distance-based learning will be the primary mode of instruction for students entering in January 2021 and later.

The sequence of courses is flexible and can be arranged to best suit the individual's background, needs, and interests. The following outlines the standard course sequence. The program does not require continuous enrollment, and may be spread over more than two (2) years, as long as it is completed within a maximum of five (5) years. The MHPE program currently follows a calendar year model, beginning in January, with a December graduation.

5.2.1 Schedule of Course Offerings

Primary Care Champions (Practicing Clinicians)	Course Title and Topics (Credits)	Semester
One-year fellowship Clinical Leadership (13 credits)	The Successful Clinical Leader (4)	Spring
	Governance and Administrative Skills (3)	Summer
	Introduction to Teaching (4)	Fall
	Practice Transformation Project (2)	Year-long
Second year to complete Master's degree in Health Professions Education (17 credits)	Curriculum Design for the 21 st Century (4)	Spring
	Research Skills (3)	Summer
	Assessment and Strategic Planning (3)	Summer
	Applied Education Skills (4)	Fall
	Master's Project (3)	Year-long

5.2.2 Course Descriptions

MHPE 500 - The Successful Clinical Leader – 4.0 Credits

This course applies a foundation in personal and professional management to build leadership skills needed in today's fast-changed healthcare system. Clinicians learn new payment models, population health strategies, and methods to assess their applicability to their practice settings.

MHPE 505 - Governance and Administrative Skills – 3.0 Credits

This course addresses the structure and culture of clinical and educational institutions, with a focus on the unique aspects of healthcare education and its regulation. Special attention is given to diversity and management of people.

MHPE 510 - Introduction to Teaching – 4.0 Credits

This course addresses learning theory in an integrated approach with basic teaching skills. Participants learn fundamental teaching skills for individual, small, and large group teaching, along with theory underlying good educational practice.

MHPE 515 - Practice Transformation Project – 2.0 Credits

Students complete a year-long Quality Improvement project to actively apply learning from the classroom into practice. Students identify a need from their primary care site; develop a clearly defined plan for improvement; implement the plan; and evaluate form impact.

MHPE 525 - Curriculum Design for the 21st Century – 4.0 Credits

This course teaches the process and fundamental skills of curriculum design. New educational technology and delivery methods are integrated and applied as participants consider use in their specific setting.

MHPE 530 - Research Skills – 3.0 Credits

Assessment is a crucial component of all education, from measurement of learner achievement to program evaluation and continual improvement. Participants will learn key skills required for the Master's project and ongoing academic work.

MHPE 535 - Assessment and Strategic Planning – 3.0 Credits

Assessment is a crucial component of all education, from measurement of learner achievement to program evaluation and continual improvement. Participants will learn key skills required for the Master's project and ongoing academic work.

MHPE 540 - Applied Education Skills – 4.0 Credits

This course builds on the foundation established in *Introduction to Teaching*, applying skills in more advanced and challenging situations. Participants will learn several specific teaching models commonly used in health professions education, including PBL, TBL, and case-based teaching.

MHPE 545 - Master's project – 3.0 Credits

Master's degree students will complete a two-year project involving design and implementation of systems change to improve quality of clinical care, education, or administration.

6. Academic Policies and Procedures

6.1 Advising and Tutoring

6.1.1 Long-term, Consistent Mentorship from Academic Advisors

The academic Advisor-Advisee relationship is one of an institutional representative providing insight or direction to a student about academic, professional, scholarly, and career planning issues. The nature of this direction may be to inform, suggest, counsel, discipline, coach, mentor, and teach. The Advisor/Advisee relationship will ensure consistent feedback regarding academic performance and direct the student to additional resources within the institution as needed.

MHPE students are assigned a faculty advisor for the Practice Transformation Project who works with them throughout the first year of the program. Once the student identifies their project topic, a subject expert is identified to provide additional support and guidance.

Second-year MHPE students have a committee of three faculty to mentor them in the Master's degree project. This includes the Program Director and two other faculty with relevant expertise. Each student has an opportunity to provide input into the composition of their project Committee.

In addition to their role as specifically assigned academic advisors, faculty offer office hours individually and are available to students for any additional assistance. Scheduling may be done either directly with faculty, or through the appropriate administrative assistant.

6.1.2 Academic Freedom Policy

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return must be based upon an understanding with the authorities of the institution in advance of the acceptance of employment.

Faculty are entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

The University faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. His/her primary loyalty is to his/her institution, his/her profession, and his/her growth and development as a scholar, a person, and a teacher.

He/She possesses the right, as a citizen, to speak and write, subject to special obligations arising from his/her position as an employee of the University; to be accurate, to exercise proper restraint, to show respect for the opinions of others, and to make every effort to indicate that in his/her role as a citizen he/she is not an institutional spokesman. Moreover, he/she should allow for the fact that many members of the general public will find it difficult to disassociate his/her utterances as a citizen from his/her institutional identification. He/She should not use official university stationery, logos, watermarks or his/her institutional title in issuing public statements which he/she makes purely in his/her role as a citizen.

Students and faculty may not represent themselves verbally, in print, or electronically (including use of Campbell University or CUSOM logos, titles, letterhead, or stationery) as representing Campbell University or CUSOM without the express written permission of the Dean. Failure to comply may result in disciplinary action, up to and including dismissal.

6.2 Assessment

6.2.1 Credits, Grading, and Grade Point Average (GPA) Credit Assignment Process

The Office of Academic Affairs is charged with ensuring the appropriateness of credit assignments within the CUSOM curriculum. Corresponding credits are assigned to all courses in the Master of Health Professions Education (MHPE) curriculum based on contact hours.

Campbell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404)-679-4500 for questions about the accreditation of Campbell University.

Campbell University was awarded Level VI accreditation by the SACSCOC on May 29, 2013, at which time SACSCOC approved the Doctor of Osteopathic Medicine (DO) degree program of CUSOM. The SACSCOC approval reads:

“The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Doctor of Osteopathic Medicine degree program. It was the decision of the Board to approve the program and include it in the scope of the current accreditation and to advance the institution to Level VI.”

Campbell University is one of only four private universities in North Carolina to be awarded Level VI accreditation status by SACSCOC.

CUSOM MHPE Credit Calculation

The MHPE program assigns Pass or Fail grades to all credit-bearing courses, and credits for each course are determined based on contact hours utilizing 0.5 credit increments. A minimum number of contact hours per credit is delineated, and a course with contact hours not reaching the requirement for the next higher credit value is reported at the next lower credit value. For example, a 1.0 credit course requires 16 contact hours so a course of 10 contact hours would be assigned a value of 0.5 credit, not 1.0 credit. This credit hour calculation is consistent with US Department of Education standards.

Credit Review Process

CUSOM MHPE assigns the amount of credit awarded for student work, and the criteria utilized in this process conform to commonly accepted practices of higher education. CUSOM awards credits to course offerings based on delivery method and duration, utilizing standards endorsed by the American Association of Collegiate Registrar's and Admission Officers (AACRAO), as well as the minimum Federal Financial Aid regulations.

Review of the curriculum, including credits, is through the CUSOM Curriculum Committee, as well as the Campbell University Curriculum Council (UCC), as necessary.

To ensure appropriateness and consistency, CUSOM reviews credit assignments for the curriculum periodically as part of the curricular design review process. The process includes, but is not limited to, review of current standards of higher education, precedent established by other Colleges/Schools of Osteopathic Medicine, and consistency with the CUSOM MHPE Mission.

The records of review of the credit assignment as part of the overall curriculum review are maintained in the Office of Academic Affairs.

All proposed curricular changes, including minor and substantive changes, are brought to the Initial Review Committee (IRC), a subset of the Dean's Council, and the MHPE Curriculum Committee for review, consideration, discussion and approval. Minor changes include such matters as the addition/elimination of a course, modifications to an existing course, or minor changes to existing program requirements. Substantive changes are those that involve extensive new patterns of requirements for existing students, or those that have a significant impact on other programs within the University. Any proposed substantive changes are brought to the MHPE Curriculum Committee for consideration and approval before further review and consideration by the University Curriculum Council.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. As such, any proposed CUSOM MHPE substantive changes also would be reported to SACSCOC per their requirements and in a timely manner.

Grading

CUSOM MHPE uses a Pass-Fail grading system, in keeping with the CUSOM MHPE Program Mission, to assess the progress of each student toward acquiring the competencies essential to effective performance as a health professions educator.

Grade Point Average (GPA), Quality Points and Class Rank

A student's grade point average (GPA) is determined by dividing the total number of quality points earned by the total number of graded hours attempted. A grade of Pass receives four (4.0) quality points; a failing grade receives zero (0.0) quality points. Note that for purposes of GPA calculations, a grade of "W" is not included in "graded hours attempted".

No course grade will be changed unless the Program Office certifies to the Registrar, in writing, that an error occurred or remediation results in a grade change. A student may appeal to the Dean for consideration of a grade change only after the APPS Committee has convened and rendered their recommendation.

NOTE: "F" grades. A student who earned a grade of F initially and is eligible to remediate the course will have the grade reported as Incomplete (IC) on his/her transcript until the prescribed remediation is attempted and a new grade is issued. The Registrar will report current IC grades to the Program Director at the time the IC is assigned. Once an IC grade has been officially changed to a letter grade on the transcript, the Registrar will not retain a record of IC courses as part of the academic record. Students who fail to successfully remediate a grade of F will have failed the course and receive an F on the transcript. The highest grade that can be earned for a remediated course is 70%. The new grade, if remediated successfully, will have the letter grade P with an asterisk (P*) associated with the course to reflect a repeated course on the transcript. The grade of P* represents a successfully remediated passed Pass-Fail course.

Quality Points

Quality points are points assigned to grades in an academic “banking” system. CUSOM is on a four-point system. In this system, a "P" is worth four (4.0) points per hour, a "P*" is worth two (2.0) points per hour, and zero (0) points awarded for "F" or failing grades.

6.3 Educational Records

6.3.1 Policy Statement on Student Information and Educational Records

It is the policy of CUSOM to release certain directory information of CUSOM students in compliance with the Family Educational Rights and Privacy Act (FERPA; 42 USCA 1232g, as amended). Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," see:

www.campbell.edu/registrar/family-education-rights-and-privacy-act-ferpa/

Campbell University will release information only with the student’s written consent or in compliance with federal law and regulation.

The CUSOM Registrar’s Office will maintain a locked fireproof cabinet in a secure, locked room for the safekeeping of all CUSOM student academic records.

In addition, CUSOM has a secure, confidential, and onsite computerized record system with offsite secure network backup. All items entered into this system are retained as a part of the student’s permanent record. The student’s permanent record contains his/her transcript from CUSOM, transcripts and transcript evaluations from other educational agencies attended by the student, secondary school transcripts, Standardized test scores, the student’s application for admission, general correspondence with the student, and if applicable, letters concerning misconduct. Upon appointment with the Registrar, a student may examine their transcript and contents of their permanent record. University officials with access to the student’s educational records are the President, Provost, Academic Deans, Registrar, Director of Student Affairs, and designees of these University officials with a legitimate educational interest in the record.

Campbell University guarantees each student certain rights in compliance with FERPA. Please refer to the Annual Notification of Rights at:

<https://www.campbell.edu/registrar/family-education-rights-and-privacy-act-ferpa/annual-notification-of-rights-under-ferpa/>.

The health and safety emergency exception which states that the institution may disclose personally identifiable information from an education record to appropriate parties including parents in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

More information can be found at:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

6.4 Attendance

6.4.1 Attendance Policy

For seated courses, live in-person participation in at least 70% of class sessions is required. Telephonic participation is allowable when necessary, and preferable to post-hoc video review. In extraordinary circumstances, special arrangements for alternative educational strategies may be developed to satisfy this requirement.

For distance-based courses, active participation in at least 70% of synchronous class sessions is required, in addition to timely completion of asynchronous elements.

It is recognized there may be isolated instances when an individual must be absent; however, the student who misses a session is not excused from the subject material or duties of that particular period. Students may request an excused absence for religious holidays not included in the list of recognized University holidays.

Approval must be obtained from the MHPE Program Director in the event of any absence from a graded event or presentation. It is essential each student make every effort not to miss any graded elements or presentations. Students with approved absences must contact the Course Director(s) in a timely manner to 1) notify them of their absence and 2) arrange any necessary make-up requirements for missed course activities (e.g., presentations, peer review sessions, etc.). Violations of the attendance requirement policy may result in disciplinary action by the APPS Committee. In extreme cases, absenteeism or tardiness may result in dismissal from the program.

6.4.2 Severe Weather Policy

If inclement weather results in changes to class schedules a message will be posted via the website at www.campbell.edu and Facebook, Twitter, and through the Campbell University inclement weather line:

On campus: dial 5700

Local, but not on campus: dial (910) 814-5700

Long distance: 1-800-760-8980 then dial 5700

The MHPE program follows decisions as posted for the Campbell University Main Campus.

6.5 Dress Code Policy

Students must maintain a professional appearance and professional attire whenever on CUSOM grounds, including adjacent property at Campbell University and on all clinical campuses. Students may wear appropriate casual attire after the normal end of the school day, Monday through Friday, or on weekends.

A clean and well-cared-for appearance should be maintained. The apparel and appearance of faculty, staff, and students project, in part, the image the community has of the University. Faculty, staff, and students are expected to be neat, well-groomed, and appropriately dressed for the work and study they do. The clothing selected should not be distracting to faculty, staff, or students.

6.6 Academic Standing and Progress

6.6.1 Academic Standing and Academic Progress

Academic Standing is defined as a student's status at any time within a given academic term of the CUSOM MHPE curriculum. A student who is in good academic standing is one with a passing grade in all courses at any given point in time.

Academic Progress for students requires passing all courses in all terms and successfully completing all curricular requirements, including the projects. Students must also demonstrate adequate professionalism as determined by the faculty and administration.

Students who experience difficulty successfully completing elements of the CUSOM MHPE curriculum in a timely manner according to the academic calendar may be placed into a combination curriculum/remediation program (Modified Course of Study).

Students who do not follow the Modified Course of Study, or who do not make satisfactory academic progress while in a Modified Course of Study, may be referred to the APPS Committee for additional required remediation, or additional sanctions up to, and including, dismissal from the CUSOM MHPE program.

6.7 Academic Performance, Promotion and Standards (APPS) Committee

The APPS Committee, in conjunction with the Office of Academic Affairs, monitors the academic progress achieved by all students throughout the entire CUSOM academic program.

Additionally, the APPS Committee is responsible for the review of situations where students are involved in academic misconduct (i.e., cheating or plagiarism), violations of the Honor Code or Code of Misconduct, or unprofessional conduct. Additional information regarding these violations is found in Sections 6.10.2-6.10.4 of this Bulletin – “Honor Code, Code of Misconduct, and Grievance Procedures”.

The APPS Committee is appointed by the Dean, and membership may be subject to change at any time. The Registrar and Director of Student Affairs participate as voting members. A quorum is defined as a simple majority of the members. The committee Chair, with approval of the Dean, may invite non-voting members to attend. As APPS Committee meetings are considered academic proceedings and not legal hearings, neither attorneys nor other representatives are allowed.

6.7.1 Procedures for Calling and Conducting an APPS Committee Meeting Regarding Academic Performance

APPS Committee meetings are held at the end of each academic term, after the Program Director has determined all grades, or as needed. Reasons for an APPS Committee hearing include, **but are not limited to**, if a student has:

- Failed a course
- Attempted and failed to remediate a course
- Failed to pass any course while on Academic Probation
- Violated the CUSOM Honor Code
- Violated any CUSOM or Campbell University policy/procedure or provision of this Bulletin
- Failed to make academic progress, or follow directives set forth, in an assigned remediation plan, any Board preparation programs, or any Modified Course of Study
- Failed a controlled substance screening test
- Received findings on a criminal background check that would affect the student’s matriculation or a clinical rotation
- Failed to adhere to set timelines/due dates
- Failed to respond in timely manner to email and other forms of communication from CUSOM.

Upon initial review of a referral of a student to the APPS Committee, the Chair of the APPS Committee may determine an intermediary action, such as the student meeting with the appropriate Associate Dean or other designated individual, may be warranted in an effort to resolve the issue in lieu of an APPS Committee hearing.

6.7.2 APPS Committee Procedures for Academic Performance Matters

The Vice Dean for Academic Affairs, or designee, will Chair the APPS Committee. Members of the APPS Committee have the following roles:

- The appropriate Associate Dean for the academic year involved reports on the academic progress of student(s), as necessary.
- The Associate Dean may submit a written or oral report documenting assistance the student has received or been offered, including but not limited to tutoring or advising.
- The Course Director, Department Chair, or the student's Faculty Advisor may be invited to an APPS Committee meeting to comment on student performance and related topics, as necessary.
- The Director of Student Affairs may report on documentation the Office of Student Affairs has which may be relevant to the student's academic progress. The Registrar is available to discuss the student's academic record if needed.
- The APPS Committee Chair shall identify a secretary to record minutes and to ensure all communications occur in a timely manner.

Each student reviewed by the APPS Committee is provided the opportunity to make a maximum of a ten-minute presentation (no PowerPoints or handouts) relevant to any issues or considerations that the student wishes to make known to the APPS Committee. Members of the APPS Committee may then directly question the student. This is the only portion of the meeting at which the student may be physically present.

In lieu of an in-person presentation, the student may be allowed to phone in to the APPS Committee meeting, and has the option to submit a written document, no more than two pages, single-spaced. These options are only available upon approval by the Chair of the APPS Committee, pending a valid reason for not presenting in person.

All deliberations, minutes, findings, and recommendations of the APPS Committee functions remain confidential except where the student waives confidentiality or the release is required by law.

All aspects of the APPS Committee functions remain confidential in perpetuity.

For students failing to make satisfactory academic progress, the APPS Committee may impose a sanction including, **but not limited to**, any combination of the following:

- Award a satisfactory grade (P*) and promotion to the next academic term following satisfactory remediation
- Require remediation, further coursework, repeat of courses, or write a topic-specific paper

- Require the student to repeat multiple courses in which the student initially earned a failing grade
- Specify a timeline or manner in which any remediation must occur
- Place a student on a defined term of Academic Warning or Academic Probation
- Extend a student's term of Academic Warning or Academic Probation
- Require more frequent meetings with faculty advisors
- Request further assessment to verify the student has the ability to make satisfactory progress to become a health professions educator including, but not limited to, psychological evaluations, controlled substance or alcohol screening/testing, or other evaluations. Such testing will be at the student's expense.
- Require the student to attend targeted workshops or programs such as, but not limited to, North Carolina Physician's Health Program, sensitivity training, or anger management
- Assign a Modified Course of Study which may delay promotion and graduation until satisfactory progress through a directed remediation program has occurred

In addition to imposing the above sanctions for failure to make academic progress, the Committee may review student progress in order to remove students from Academic Warning, Academic Probation, or Suspension.

The APPS Committee may also recommend to the Dean Suspension or Dismissal of a student from the program when the APPS Committee determines the student is unable to make academic progress due to, **but not limited to**, any combination of the following:

- Failure of two or more courses
- Failure of any course while in a Modified Course of Study
- Failure of any course while on Academic Probation
- Any other issues deemed relevant.

The APPS Committee Chair will notify the student in writing of the outcome of the APPS Committee meeting and any applicable sanctions as soon as practical. Upon receipt of notification, the student must sign a Notice of Decision either accepting the terms of the decision, or signing the Notice of Decision to appeal the decision, within the timeframe defined in the Notice of Decision.

An appeal of the APPS Committee decision by the student must be made in writing to the Dean within seven (7) calendar days of receipt of notification and be based only upon new and relevant information not available to the APPS Committee at the time of the hearing. The Dean will reply within fourteen (14) calendar days of receiving the written appeal. If the student does not appeal within seven (7) calendar days of receipt of notification, the APPS Committee decision is final.

An appeal not received in the Office of the Dean by 5:00pm Eastern seven (7) calendar days after receipt of notification will not be considered, and the decision of the APPS Committee will be considered final.

The Dean does not meet with the student prior to receiving the required written appeal material, and the student must make no attempt to meet with the Dean immediately prior to the APPS Committee meeting or between the date of the APPS Committee meeting and the date of any potential appeal hearing.

The Dean's decision is final.

6.7.3 Procedures for Non-Academic Matters

Allegations of misconduct may arise from an individual student, group of students, faculty member, clinical preceptor or staff member. For issues arising from Honor Code, Code of Misconduct, or professionalism violations, the person(s) identifying the issue(s) should report the issue(s) to the Director of Student Affairs and the MHPE Program Director within seven (7) calendar days of the incident.

The Director of Student Affairs will collect documentation which may be relevant to the alleged violation. This may include, but is not limited to, a written report from the student(s), faculty or staff involved with the incident(s). In the case where students are reporting the suspected violation, unless required at a hearing, waived by the subject(s) of the alleged violation, or required by law, confidentiality of the reporting student is maintained, and the Director of Student Affairs will present the reporting student's testimony. Dated notes are taken to describe the discussion.

The Director of Student Affairs notifies the Associate Dean for Clinical Integration of the suspected misconduct or violation and provides him/her with a detailed summary of the reason for referral along with all supporting documentation. The Associate Dean for Clinical Integration then, (i) constitutes an *ad hoc* committee to investigate the suspected misconduct, who reports their findings in writing to the Vice Dean for Academic Affairs, or (ii) depending upon the severity of the allegations, refers the matter directly to the APPS Committee.

6.7.4 Rights of the Student / Respondent

With respect to a hearing regarding academic misconduct, an alleged violation of the student Honor Code, or the Code of Misconduct, and/or professionalism standards, the Student / Respondent(s) is guaranteed the right to:

- a timely hearing, if requested
- receive notice of the allegation(s) at least three (3) days prior to the hearing

- a presumption of innocence until proven guilty
- solicit advice
- expect the case to be adjudicated in a confidential manner
- appeal the decision to the Dean

6.7.5 *Ad hoc* Committee Procedures

If referred to an *ad hoc* Committee, the Chair of the *ad hoc* Committee will schedule a hearing with the *ad hoc* Committee and notify the accused student(s) (the “Respondent”) at least three (3) days prior to the hearing. This hearing typically is held as soon as practical following the referral of the case to the *ad hoc* Committee.

The Respondent(s) shall meet with the *ad hoc* Committee and be informed of the allegations and afforded an opportunity to explain him/herself and offer any mitigating factors. Although the hearing’s purpose is fact-finding, the Respondent(s) shall have the right to offer witnesses to support his/her position.

All sessions of the *ad hoc* Committee are closed to all individuals except those immediately concerned in the case. No legal counsel shall be present, as this is not a legal proceeding. All persons present at the proceedings shall be bound to disclose no more than the Committee does in its official report on the case.

The testimony of each witness is conducted in private while the other witnesses in the case are out of the room.

After the *ad hoc* committee concludes its investigation, they shall provide a written report to the Vice Dean for Academic Affairs in a timely manner, which shall include a recommended finding of facts, and if the finding of facts is that a violation occurred, a recommended sanction. If the recommendation is that:

1. No violation occurred, the Vice Dean for Academic Affairs may accept the finding, and so notify the Respondents(s);
2. No violation occurred, and,
 - a) the Vice Dean for Academic Affairs disagrees; he/she shall decide upon an appropriate sanction as set forth below and so notify the Respondents(s); or
 - b) the Vice Dean for Academic Affairs disagrees; he/she shall decide to forward the matter to the APPS Committee for further consideration;
3. A violation occurred, and the Vice Dean for Academic Affairs may accept the finding and the sanction proposed by the *ad hoc* committee, and so notify the Respondents(s);
4. A violation occurred, and,
 - a) the Vice Dean for Academic Affairs disagrees with the sanction proposed by the *ad hoc* committee, he/she shall decide upon an appropriate sanction as set forth below, and so notify the Respondents(s); or

- b) the Vice Dean for Academic Affairs disagrees with the sanction, he/she shall decide to forward the matter to the APPS Committee for further consideration on the sanction only.

The Vice Dean for Academic Affairs notifies the student in writing of his/her decision and:

1. If the decision of the Vice Dean for Academic Affairs is No. 2a, 3, or 4a above and the Respondent(s) accepts the decision, the decision of the Vice Dean for Academic Affairs shall be final; or
2. If the decision of Vice Dean for Academic Affairs is No. 2a, 3, or 4a above, and Respondent(s) do not accept the decision of the Vice Dean for Academic Affairs, the Respondent(s) has (have) the right to appeal the decision to the APPS Committee.
3. If the decision of Vice Dean for Academic Affairs is No. 2b, or 4b above, the matter will be forwarded to the APPS Committee for further consideration.

An appeal of the Vice Dean's decision to the APPS Committee by the student must be made in writing to the Vice Dean within seven (7) calendar days of receipt of notification and be based only upon new and relevant information not available to the Vice Dean at the time of the hearing. If the student does not appeal within seven (7) calendar days of receipt of notification, the Vice Dean's decision is final.

6.7.6 APPS Committee Procedures for Misconduct Matters

The recommendations of the *ad hoc* committee or the decision of the Vice Dean for Academic Affairs are presented to the APPS Committee at the hearing. The Respondent(s), shall meet with the APPS Committee and be informed of the allegations and afforded an opportunity to explain him/herself and offer any mitigating factors.

All sessions of the Committee are closed to all individuals except those immediately concerned in the case. No legal counsel shall be present, as this is not a legal proceeding. All persons present at the proceedings shall be bound to disclose no more than the Committee does in its official report on the case.

The testimony of each witness is provided while the other witnesses in the case are out of the room.

The Committee may allow introduction of evidence other than testimony of witnesses provided the evidence is relevant to the question before the Committee on any matter. The Committee shall set rules for the conduct of all cases and all arrangements connected with collecting evidence. Timeframes for investigation of hearings and proceedings may be altered if circumstances warrant.

6.7.7 APPS Committee Sanctions

Deliberation of the *ad hoc* Committee or the APPS Committee shall take place in private and remain confidential, and the standard for a decision shall be based on a preponderance of the evidence (whether a violation is more likely than not to have occurred). If, based upon a preponderance of the evidence, the *ad hoc* Committee recommends, or the APPS Committee determines, the student was in violation of the Honor Code, the Code of Misconduct, a CUSOM policy, or the professional standards of CUSOM, the *ad hoc* Committee may recommend or the APPS Committee may render an appropriate sanction including, **but not limited to**:

- **Admonition:** Student will receive a written warning. An Admonition will not become a part of the student's longitudinal record and is not reported in the Medical Student Performance Evaluation (MSPE). An Admonition may not be appealed by the student. In certain circumstances, the APPS Committee Chair may determine a referral to the Committee warrants an Admonition, and may directly assign that sanction if the student agrees to waive their meeting with the APPS Committee.
- **Academic Warning:** Students who fail any course will be placed on Academic Warning for a specified time period, or otherwise designated by the Dean. The record of each student on Academic Warning is reviewed at the end of the specified time period, to evaluate the student's academic progress and the APPS Committee makes any recommendations regarding the continuation or removal of Academic Warning. Academic Warning will not appear on the student's official transcript, and will not be reported in the MSPE.
- **Academic Probation:** Students who fail a course while on Academic Warning, or fail multiple courses, will be placed on Academic Probation for a specified time period or otherwise designated by the Dean. The record of each student on Academic Probation is reviewed at the end of the specified time period, to evaluate the student's academic progress and the APPS Committee makes any recommendations regarding the continuation or removal of Academic Probation. Academic Probation will appear on the student's official transcript, along with the date the Academic Probation was rectified. Academic Probation will be reported in the MSPE.
- **Conduct Probation:** Conduct Probation is levied for a specified time period, determined by the circumstances of the case. It carries with it a warning that any further violations of CUSOM regulations will result in more serious disciplinary action up to and including dismissal. Conduct Probation will be reported in the MSPE.
- **Suspension:** Suspension may be imposed for continued or flagrant violation of terms of an Academic or Conduct Probation, or it may be imposed directly in first-offense cases that warrant such action. In the case of Suspension, the student will be ineligible for financial aid and is

barred from all campus and non-campus activities. Suspension will appear on the student's transcript and be reported in the MSPE.

- Any student may be placed on Suspension pending an investigation into conduct violations, including Title IX violations.
- **Dismissal:** Dismissal from CUSOM is based upon recommendations made by the APPS Committee, with final approval for dismissal by the Dean.
- **Revocation of a Degree:** The revocation of the Master of Health Professions Education degree following graduation may occur for discovered misconduct of the student(s) during his/her enrollment which would be grounds for dismissal at the time of the misconduct. In the event of the discovery of such misconduct, the former student will be given notice of a hearing before the APPS Committee in accordance with the procedures set forth herein for a violation of the Code of Misconduct, provided that the former student may be entitled to legal representation at the hearing or any appeal.

Additional academic and professional sanctions may include, but are not limited to:

- Writing a paper;
- Receiving a grade reduction for an assignment or course;
- Repeating a course(s);
- Assigning additional coursework;
- Repeating an examination, coursework or even an entire academic term or year;
- Withholding official transcripts;
- Barring re-admission to CUSOM MHPE if dismissed;
- Prohibiting a student from enrolling for a specified period of time; or
- Restitution, whether monetary or by specific duties, or reimbursement for damages to or misappropriation of CUSOM, student, staff or faculty property.

Penalties or sanctions for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are also civil or criminal violations. Whenever disciplinary actions lead to the student leaving CUSOM MHPE, grades are assigned in accordance with the CUSOM MHPE grading policy.

In addition to the sanctions described above, the following actions may also be taken by the Dean in an appeal:

- Withdrawal is the administrative removal of a student from a class or from CUSOM MHPE and may be imposed in instances of unmet financial obligations to CUSOM MHPE. The withdrawn student may also be barred from re-enrollment until specific conditions have been met.
- Dismissal from the program without the option to return.

All APPS Committee meeting minutes and evidence are maintained in the Office of the Dean.

The decision of the APPS Committee shall be sent to the Respondent(s) in writing within seven (7) calendar days of the APPS decision. Upon receipt of notification, the student must sign a Notice of Decision either accepting the terms of the decision, or signing the Notice of Decision to appeal the decision.

An appeal to the Dean must be based only upon new and relevant information not available to the *ad hoc* Committee, the Vice Dean for Academic Affairs, or the APPS Committee at the time of the hearing and be made in writing to the Dean within seven (7) calendar days of receipt of notification. The Dean will reply within fourteen (14) calendar days of receiving the written appeal.

An appeal not received in the Office of the Dean by 5:00pm Eastern seven (7) calendar days after receipt of notification will not be considered, and the decision rendered by the APPS Committee is final.

The Dean does not meet with the student prior to receiving the required written appeal material, and the student must make no attempt to meet with the Dean from the date of the written appeal and the date of any potential appeal hearing.

The Dean's decision is final.

6.7.8 Special Meetings of the APPS Committee

The Dean may call a meeting of the APPS Committee to determine placement of a student who is returning from an approved extended leave or Suspension to determine where the student will resume the program and to determine if any additional action or supplementary educational curriculum is required.

6.8 Separation from the Program

6.8.1 Separation from CUSOM

Students choosing to leave during a semester or summer term must comply with the withdrawal/leave procedures below. **Completion of the program does not require consecutive semester attendance.** Students completing a semester may choose not to register for the next semester, and return at a later date, as long as the degree is completed within five (5) years.

There are four (4) categories of separation from CUSOM:

- Leave of Absence
- Withdrawal
- Suspension
- Dismissal

All current or former students returning from an approved period away from CUSOM, such as, but not limited to, a Leave of Absence minimally must submit a letter of intent to return to the program, no later than sixty (60) calendar days prior to the anticipated return date. Additional requirements may be placed on returning students as deemed appropriate.

The Vice Dean for Academic Affairs along with the MHPE Admissions Committee will determine whether or not the student is offered acceptance.

Students who do not return on the approved date, or otherwise do not fulfill all of the requirements for return, will need to re-apply and will not be guaranteed re-admission.

In order to return from any approved separation, the student must provide the Dean with documentation verifying completion of the terms of the approved separation.

Once approved for return, the APPS Committee will determine placement of a student who has taken an approved separation to determine where the student will resume the curriculum and if any additional action or supplementary educational curriculum is required. Recommendations will be based on the requisite knowledge skills and abilities required to resume a specific point in the curriculum coupled with a focus on ensuring the appropriate continuum of the curriculum.

6.8.2 Leave of Absence

A Leave of Absence is granted by the Dean. A leave of absence is a temporary separation from CUSOM which may not last longer than 180 calendar days. Reasons for a leave include, but are not limited to, academic, personal, medical, and maternity. If a leave exceeds beyond 180 calendar days, it will become a Withdrawal.

A Leave of Absence is requested in writing, addressed to the Dean and delivered to the Director of Student Affairs, who then provides it to the Dean. A Leave of Absence request must also include an anticipated date of return. The Dean in turn makes the final determination on the Leave of Absence request.

A Leave of Absence request requires completion of a Leave of Absence form and may or may not require the return of CUSOM issued items depending upon the specific circumstances of the Leave of Absence.

The date for a Leave of Absence is the date of the Dean's approval of the Leave of Absence request.

6.8.3 Academic Leave of Absence

An Academic Leave of Absence is a unique situation, usually of a one-year duration, which allows students to pursue a research opportunity or complete a one-year post-secondary degree. Upon completion of this additional educational, experiential activity or scholarly pursuit, the student minimally must submit a letter of intent to return to the program no later than sixty (60) calendar days prior to the anticipated return date.

In order to return from any approved Academic Leave of Absence, the student must provide documentation verifying completion of the terms of the approved Academic Leave of Absence and an anticipated date of return.

Once approved for return, the APPS Committee will determine placement of a student who has taken an approved Academic Leave of Absence to determine where the student will resume the curriculum and if any additional action or supplementary educational curriculum is required. Recommendations will be based on the requisite knowledge skills and abilities required to resume a specific point in the curriculum coupled with a focus on ensuring the appropriate continuum of the curriculum.

Students who do not return on the approved date, or otherwise do not fulfill all of the requirements for return, will need to re-apply and will not be guaranteed re-admission.

6.8.4 Personal Leave of Absence

A Personal Leave of Absence is granted by the Dean and may not last longer than 180 calendar days. A Personal Leave of Absence is available to address situations such as a death of a spouse, child, or such other circumstance that would interrupt a student's education.

In order to return from any approved Personal Leave of Absence, the student must provide the Dean with documentation verifying completion of the terms of the approved Personal Leave of Absence, including an anticipated date of return.

Once approved for return, the APPS Committee will determine placement of a student who has taken an approved separation to determine where the student will resume the curriculum and if any additional action or supplementary educational curriculum is required. Recommendations will be based on the requisite knowledge skills and abilities required to resume a specific point in the curriculum coupled with a focus on ensuring the appropriate continuum of the curriculum.

Students who do not return on the approved date, or otherwise do not fulfill all of the requirements for return, will need to re-apply and will not be guaranteed re-admission.

6.8.5 Medical Leave of Absence (Absence Less than 180 Calendar Days)

A Medical Leave of Absence may be granted to students who are in good academic standing, who provide acceptable supporting documentation indicating a valid medical reason requiring a leave of less than 180 calendar days and an anticipated date of return. Decisions regarding the granting of a medical leave are determined by the Dean. A Medical Leave of Absence may last no longer than 180 calendar days, if the leave extends beyond 180 calendar days it will automatically become a Medical Withdrawal as described below.

In order to return from an approved medical leave, the student must provide the Dean with documentation from a physician approving/releasing the student to return as a full-time student in the curriculum.

Once approved for return, the APPS Committee will determine placement of a student who has taken an approved medical leave to determine where the student will resume the curriculum and if any additional action or supplementary educational curriculum is required. Recommendations will be based on the requisite knowledge skills and abilities required to resume a specific point in the curriculum coupled with a focus on ensuring the appropriate continuum of the curriculum.

Students who do not return on the approved date, or otherwise do not fulfill all of the requirements for return, will need to re-apply and will not be guaranteed re-admission.

6.8.6 Student Maternity Leave of Absence

CUSOM adheres to, and follows, federal guidelines for granting leave for students who give birth while enrolled in the curriculum. A Student Maternity Leave of Absence may be granted to students who are in good academic standing, who provide acceptable supporting documentation indicating a clearance from her treating physician to return and an expected date of return to CUSOM on a full-time, unrestricted basis. Decisions regarding the granting of a maternity leave are determined by the Dean.

A Student Maternity Leave of Absence extending more than 180 calendar days will require the student to file for request a Medical Withdrawal.

The student will meet with the Program Director and the Director of Student Affairs at the earliest available time to discuss the anticipated maternity leave. The student will provide the Director of Student Affairs a proposed timeline of requested leave.

The student will provide a medical note from her medical provider with an anticipated return-to-school date. This date should be the date when the student

is medically cleared to resume all activities of the curriculum as a full-time student, with no restrictions. If the treating physician places an activity or time restriction on the student, the nature of the restriction(s) and the time frame for these restrictions must be well defined.

Based on the date of return to full-time student status, the Program Director will develop a proposed Modified Schedule.

The student will meet with the Program Director and the Director of Student Affairs to review and discuss the proposed Modified Schedule. The student will sign the Attestation section after any additional changes are made and agreed upon by all parties.

The student will provide medical documentation to the Director of Student Affairs from her medical provider documenting full medical clearance for return, including a definitive date of return.

6.8.7 Parental Leave of Absence

CUSOM adheres to, and follows, federal guidelines for granting leave for students whose significant other gives birth, while enrolled in the curriculum.

A Parental Leave of Absence may be granted on a case-by-case basis. Students requesting a parental leave of absence must be in good academic standing and provide appropriate documentation. A Parental Leave of Absence may be up to four (4) weeks for non-birth parents following the birth, or adoption, of a child.

The student will meet with the Program Director and the Director of Student Affairs at the earliest available time to discuss the anticipated Student Maternity/Paternity Leave.

The student provides the Director of Student Affairs a proposed timeline of the requested leave.

Once the anticipated dates of the leave are determined, the student will complete the CUSOM Leave of Absence Request and obtain the necessary signatures prior to the final signature from the Dean. The student must meet with the Registrar, the Assistant Director of Financial Aid, and the Campbell University Business Office.

The Office of Student Affairs will notify the entities listed below of the Leave of Absence and provide a copy of the approved signed Leave of Absence form.

- Registrar's Office
- Financial Aid Office

Following the birth or adoption, the non-birth parent will provide the Office of Student Affairs with an anticipated return-to-school date.

Once an anticipated return date is identified, the Program Director will develop a proposed Modified Schedule.

The student will meet with the Program Director and the Director of Student Affairs to review and discuss the proposed Modified Schedule.

6.8.8 Withdrawal

Withdrawal from CUSOM is granted by the Dean. A Withdrawal may be a temporary separation from CUSOM, which may last longer than 180 calendar days, or permanent separation from CUSOM. Reasons for a withdrawal include, but are not limited to, personal and medical.

Any request for Withdrawal must be completed prior to beginning the first final course assessment (e.g., exam) of an academic term. Failure to withdraw by this date may result in issuance of a grade of F for all courses in that term, which will be recorded on the student's transcript.

A student may not withdraw if a grade has been assigned or if a final examination or assessment event has been started. Withdrawal from a course after an examination has been administered, will result in the final grade being the grade of record. As such, a Withdrawal cannot remove a grade of F.

A Withdrawal is requested in writing, addressed to the Dean and delivered to the Director of Student Affairs, who then provides it to the Dean. The Dean in turn makes the final determination on the Withdrawal request.

The student must complete and return a Withdrawal Form and any designated CUSOM issued items to the Office of Student Affairs before the student will be considered Withdrawn in Good Standing.

The date for a Withdrawal is the date of the Dean's approval of the Withdrawal request.

The Dean makes the final decision regarding Withdrawals. Students who discontinue their education at CUSOM, for any reason, are required to complete a Withdrawal Form.

Upon receipt of the completed Withdrawal Form and CUSOM issued items, the student is Withdrawn in Good Standing from CUSOM and entitled to certain benefits, i.e., application for readmission or issuance of an official transcript if requested.

Students on Suspension may not withdraw.

Students eligible to return from a Withdrawal from CUSOM, minimally must submit a letter of intent to return to the Program no later than sixty (60) calendar days prior to the anticipated return date. Additional requirements, may be placed on returning students as deemed appropriate.

Students eligible to return from a Withdrawal may be required to provide the Dean with documentation verifying completion of the terms of the approved Withdrawal.

The Vice Dean for Academic Affairs along with the MHPE Admissions Committee will determine whether or not the student is offered acceptance.

Once approved for return, the APPS Committee will determine placement of the student in the curriculum and if any additional action or supplementary educational curriculum is required. Recommendations will be based on the requisite knowledge skills and abilities required to resume a specific point in the curriculum coupled with a focus on ensuring the appropriate continuum of the curriculum.

NOTE: Although different categories of Withdrawal are identified, the student transcript will reflect a "W" for any approved Withdrawal.

6.8.9 Personal Withdrawal

A Personal Withdrawal will be granted to students who wish to voluntarily leave CUSOM for personal reasons. Students withdrawing from CUSOM for personal reasons are not guaranteed re-admission. To be deemed Withdrawn in Good Standing, the student must have passed all classes and be in good academic standing, complete all required paperwork and follow all CUSOM procedures during the withdrawal process.

Students eligible to return from a Personal Withdrawal may be required to provide the Dean with documentation verifying completion of the terms of the approved withdrawal.

The Vice Dean for Academic Affairs along with the MHPE Admissions Committee will determine whether or not the student is offered acceptance.

Once approved for return, the APPS Committee will determine placement of the student in the curriculum and if any additional action or supplementary educational curriculum is required. Recommendations will be based on the requisite knowledge skills and abilities required to resume a specific point in the curriculum coupled with a focus on ensuring the appropriate continuum of the curriculum.

6.8.10 Medical Withdrawal (Absence Greater than 180 Calendar Days)

A Medical Withdrawal may be granted to students who are in good academic standing and who have an approved medical reason for a medical leave of absence that exceeds 180 calendar days.

A student returning from an approved Medical Withdrawal minimally must submit a letter of intent to return to the Program no later than sixty (60) calendar days prior to the anticipated return date. Additional requirements, may be placed on returning students as deemed appropriate.

In order to return from an approved Medical Withdrawal, the student must also provide the Dean with documentation from a physician approving/releasing the student to return as a full-time student in the curriculum.

Once approved for return, the APPS Committee will determine placement of a student who has taken an approved medical leave to determine where the student will resume the curriculum and if any additional action or supplementary educational curriculum is required. Recommendations will be based on the requisite knowledge skills and abilities required to resume a specific point in the curriculum coupled with a focus on ensuring the appropriate continuum of the curriculum.

Students who do not return on the approved date, or otherwise do not fulfill all of the requirements for return, will need to re-apply and will not be guaranteed re-admission.

6.8.11 Suspension

Suspension is defined as a temporary separation from the institution and during this period **students are enrolled, not registered and are not eligible for financial aid**. The duration of the Suspension will be determined by the Dean and may include recommendations from the APPS Committee.

While on Suspension, students must not represent themselves as CUSOM students. In addition, they may not be on the University campus or affiliated clinical campuses.

Students on Suspension are not eligible to Withdraw.

If the terms set out under the Suspension are not fulfilled, or the period of Suspension is greater than 180 calendar days, the student will be dismissed from CUSOM.

6.8.12 Dismissal

Dismissal from CUSOM is based upon recommendations made by the APPS Committee, with final approval for dismissal by the Dean.

6.9 Graduation

6.9.1 Graduation Requirements

The degree of Master of Health Professions Education is granted to, and conferred upon, candidates who:

- Have satisfied all academic requirements, and completed the total number of credits required for their class as calculated at the time of graduation;
- Have demonstrated good moral, professional, and ethical character;
- Completed all required exit paperwork and settled all financial obligations with CUSOM MHPE, Campbell University and affiliate and collaborative partners incurred during the academic program.

To become eligible for graduation, each student must successfully complete all the above requirements within five (5) years following matriculation as a degree-seeking student. This timeline allows for reduced course load and semesters off, as most program participants are working full-time.

The Dean may, in exceptional circumstances, grant an extension to this 5-year rule.

Professional and ethical competence is required for graduation. Students must demonstrate the ethical and professional qualities deemed necessary for success as a health professions educator.

In addition, revocation of the Master of Health Professions Education degree may occur following graduation for discovered misconduct of prior students. Allegations of misconduct, which may result in a revocation of a granted degree, are considered by the Dean.

A CUSOM MHPE student must complete to the satisfaction of the faculty, as determined by the individual course directors, Program Director, and through the APPS Committee, all prescribed courses and required projects to graduate. The Dean makes the determination on any student appeals of APPS Committee or Vice Dean recommendations, based solely upon new and meaningful information not available to the APPS Committee or Vice Dean at the time of the initial hearing and deliberation.

Students must meet with the Assistant Director of Financial Aid and Registrar to complete all required exit documentation in order to receive a diploma. CUSOM MHPE students must complete the exit process in order to receive a diploma and are encouraged to attend the commencement program.

Upon passage of all other requirements as delineated in this Academic Bulletin, the Faculty of CUSOM, through the Dean and President, recommends degree candidates to the Board of Trustees. Upon approval of the recommendation, the Board of Trustees confers the Master of Health Professions Education degree on students successfully completing all requirements for graduation.

6.9.2 Hooding Policy

This policy outlines the requirements for an individual to be allowed to hood CUSOM graduates conferred with the degree Master of Health Professions Education (MHPE).

The Dean designates the specific hooders to participate in each Commencement ceremony. This includes participating immediate family members who may be approved to serve as a hooder as discussed below.

All hooders of graduates receiving the Master of Health Professions Education (MHPE) degree must be CUSOM Faculty or hold either the DO or Doctor of Medicine (MD) degree from an accredited medical school.

Members of the graduation ceremony platform party who do not hold the DO or MD degree may be permitted to hood graduates upon approval by the Dean.

Immediate family members who hold either the DO or MD degree from an accredited medical school may be permitted to hood graduates upon approval by the Dean.

For the purposes of this Policy, an immediate family member is defined as a person who is connected to the graduate by blood or marriage -- spouse, parent(s), parent-in-law, brother, sister, son, daughter, grandparent(s), aunt, uncle, cousin, nephew, niece, or sibling-in-law.

Family hooders are required to wear appropriate academic regalia during the Commencement ceremony. Family hooders who do not own their own regalia are responsible for any costs associated with the rental/purchase of regalia for the ceremony.

Students who participate in Commencement ceremonies outside of the CUSOM Commencement Ceremony in May will not be able to designate specific hooders for their Commencement ceremony (i.e., no family hooders at any graduation other than the May ceremony).

6.10 Student Conduct

6.10.1 Student Conduct

All CUSOM MHPE students are expected to conduct themselves in a professional and ethical manner at all times. Establishing and maintaining the highest concepts of honor and personal integrity during your education is critical to the training of health professionals. It is the responsibility of the student to support the standards of student conduct and it is reasonable to expect this of all students attending CUSOM MHPE.

All CUSOM MHPE students have the rights and obligations of other citizens and measure the urgency of these obligations in the light of responsibilities to colleagues, to their profession, and to the institution. When CUSOM MHPE students speak or act as private citizens, they must avoid creating the impression of speaking or acting for their School or the University. As such, they should not identify themselves as CUSOM students when posting comments or material on websites, social media, or other forms of communication without the express permission of the Dean.

As citizens engaged in a profession which depends upon freedom for its health and integrity, students have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Student Statement of Professional Ethics

As a CUSOM student, I will...

- Be guided by a deep conviction of the worth and dignity of all human life;
- Pursue the advancement of knowledge and recognize the special responsibilities placed upon me;
- Adhere to the policies and procedures of CUSOM in all matters;
- Seek and communicate truth;
- Promote scholarly competence and integrity;
- Practice intellectual honesty;
- Uphold scholarly and ethical standards;
- Demonstrate respect for peers, faculty, staff, administration and the community in general;
- Foster honest academic conduct and ensure student evaluations reflect the student's true merit;
- Promote appropriate interaction between students and faculty, students and administration, and students and staff;
- Avoid any exploitation, harassment, or discriminatory treatment;
- Respect and defend the free inquiry of associates' exchange of ideas and show respect for the opinions of others;
- Give due regard to the paramount responsibilities within the institution in determining the amount and character of work done outside it.

Respect for Patients

CUSOM takes the utmost care to ensure patient respect and confidentiality. Students must demonstrate respect for patients through appropriate language and behavior, including that which is non-threatening and non-judgmental. This respect extends to interactions with standardized patients, including simulated patients, during all OSCE, clinical skills, OMM, and simulation experiences/labs.

In order to maintain professional relationships with patients and their families, patient privacy and modesty will be respected during history taking, physical examinations, and any other contact. It is critical for students to be truthful and not intentionally mislead or give false information.

Respect for Faculty, Staff, Colleagues, Hospital Personnel, and Community

Students will respect faculty, staff, colleagues, and others, including hospital personnel, guests, and members of the general public. This respect should be demonstrated by punctuality in relationships with patients and peers, prompt execution of reasonable instructions, and deference to those with superior knowledge, experience or capabilities. Students should express views in a calm and respectful manner when in disagreement with another individual, understanding that a mutual agreement will not always be reached.

Respect for Self

All students should uphold a high level of personal ethics, beliefs, and morals in their daily conduct.

Respect for Laws, Policies and Regulations

Students must respect and obey the laws, policies, and regulations at all levels of the University and the local community, state and federal government.

6.10.2 Honor Code

The Campbell University Jerry M. Wallace School of Osteopathic Medicine Honor Code of Conduct (CUSOM Honor Code) embodies a spirit of mutual trust, intellectual honesty, and professionalism between the School and the student body, and it is the highest expression of the values shared by the CUSOM and Campbell University communities. The CUSOM Honor Code is based on the fundamental belief that every student is worthy of trust and it is maintained to protect the right to participate in an academic environment free from injustice caused by dishonesty.

Further, CUSOM students are expected to conduct themselves in a professional and ethical manner befitting the honorable profession they are entering. Students have an obligation to maintain the highest standards of honesty and integrity. It is not possible to enumerate all examples of expected academic and professional behavior, nor is it possible to enumerate all behaviors considered inappropriate, unprofessional, unethical, or not in keeping with the standards of a CUSOM student. The following serves only as a guideline to students.

In general, the founding principles of the CUSOM Honor Code are the established rules and regulations of the CUSOM community. The CUSOM community includes CUSOM, affiliated hospitals, and any institution where CUSOM students pursue activities for academic credit. Violation of these rules and regulations may constitute a violation of the CUSOM Honor Code. In addition, specific examples of behavior which may constitute a violation of the CUSOM Honor Code include, but are not limited to, the following:

- **Cheating:** Providing, acquiring or receiving any unauthorized assistance or unfair advantage on any form of academic work, or attempt thereof. Sharing information from testing/exams is also considered a form of cheating.
- **Plagiarism:** Copying the language, structure, ideas, algorithms, or computer code of another and representing it as one's own work on any form of academic work or attempt thereof.
- **Falsification:** Fabrication of information on any form of academic work or attempt thereof; including, but not limited to, the following:
 - Records of past training, licensure, or privileges
 - Assignments and projects
- **Disruptive Behavior:** Any inappropriate etiquette or inappropriate disturbance either solely or repeated often enough often enough to establish a disrespectful trend. Inappropriate disturbances include but are not limited to the following:
 - Arriving late for class, lab, or clinical rotations
 - Disrupting class with cellular phones
 - Disrupting class with computers or computer games
 - Disrupting class with loud talking or other activities which create a distraction
 - Leaving trash in classrooms or academic areas, including student small group study rooms
 - Bringing food into unauthorized areas or hosting food functions without permission
 - Posting unapproved materials or approved materials in inappropriate areas
 - Parking in inappropriate or reserved spaces

- **Unacceptable use of technology:** Any violation of the acceptable use guidelines as published by the CUSOM IT department or as noted in the Campbell University Technology Usage Policy:

<https://www.campbell.edu/information-technology-services/acceptable-use-policy/>

In addition, unacceptable uses of technology include, but are not limited to, the following:

- Using computers for purposes which are considered unprofessional or immoral
 - Accessing pornographic material at any time while on any campus of the CUSOM community or using any equipment of the CUSOM community to access such material
 - Distributing, posting, or uploading materials to students or any other third party not authorized to receive them or to those outside CUSOM is an Honor Code violation. Lecture materials, including PowerPoint presentations, and videos contain confidential and proprietary information and material protected by intellectual property laws. Students do not have permission to share them.
- **Unprofessional or unethical behavior:** Behavior on or off the CUSOM campus that would or could cause a loss of respect or confidence in the offending student or in the CUSOM community by the public, faculty, staff, colleagues, or the-community-at-large.

Section 6.7.5 of this Bulletin, “Academic Performance, Promotion and Standards (APPS) Committee; *Ad hoc* Committee Procedures”, describes the process for addressing cases related to allegations of misconduct or professionalism and/or Honor Code violations. In such cases, the Director of Student Affairs or respective Associate Dean, notifies the Associate Dean for Clinical Integration of the suspected violation and provides him/her with a detailed summary of the reason for referral along with all supporting documentation. The Associate Dean for Clinical Integration then, (i) constitutes an *ad hoc* committee to investigate the suspected misconduct, who reports their findings in writing to the Vice Dean for Academic Affairs, or (ii) depending upon the severity of the allegations, refers the matter directly to the APPS Committee.

Unprofessional or unethical behavior may include, but is not limited to, the following:

- Entering or using the facilities of the CUSOM community without appropriate authorization or during inappropriate times.
- Knowingly and purposely disrupting teaching, research, administrative, or student functions of the CUSOM community.

- Abusive or disrespectful conduct toward members of the faculty, administrative or professional staff, employees, students, patients, or visitors of the CUSOM community. Medical simulators should be treated with the same level of respect and professionalism as standardized or actual patients
- Disclosure of privileged information from campus activities or patient care.
- Taking pictures or recording video in the anatomy lab, clinical lab, OSCE rooms, or in any rooms housing clinical simulators.
- Improper relationships or activities involving persons entrusted to a student as part of educational requirements, which extend beyond those educational requirements. Entrusted persons may include, but are not limited to, patients or other students under supervision.
- Controlled substance screening tests which show abnormalities including, but not limited, to excessively dilute urine, or screening tests which are positive (i.e., evidence of the substance or showing presence) for alcohol, prescription medications without a valid prescription, or substances which are illegal in the state of North Carolina. Controlled substance screening results are viewed in light of North Carolina and federal laws governing illegal substances. For example, although the use of marijuana is legal in some states, the US Federal Drug Enforcement Agency lists it as an illegal drug. Its use or abuse impairs the ability of a healthcare professional to provide optimal care to patients.
 - As such, the use of marijuana in any form is a violation of University policy. Another example is a breathalyzer result or a blood alcohol concentration sample identifying levels of alcohol above the legal limit in violation of law, such as in a Driving Under the Influence (DUI), Driving While Intoxicated (DWI), or a similar charge. The presence of these substances, regardless of any legal considerations or adjudication by the courts, is considered unprofessional or unethical behavior by CUSOM.
- Breach of Integrity: Any behavior at any time that is considered a severe lapse in judgment and has the potential to damage the professional, ethical or moral integrity of the CUSOM community.
- A violation of any policy of the University or CUSOM, including but not limited to the American Osteopathic Association Code of Ethics.

6.10.3 Code of Misconduct

Violations may include, but are not limited to:

- Harassment (other than a violation of the Title IX Policy), harm, abuse, or damage to any person or property in the CUSOM community. This includes knowingly or purposely causing damage to or vandalizing CUSOM community property.

- Arrest for a criminal offense other than a minor traffic offense.
- Participating in academic or clinical endeavors in the CUSOM community while under the influence of alcohol, or controlled substances.
- Use, possession, or distribution of alcohol, illicit substances, prescription medications without a valid prescription, or substances which are illegal in the state of North Carolina may result in disciplinary action up to and including dismissal. Controlled substances will be viewed in light of North Carolina and federal laws governing illegal substances. Please note this includes substances which are illegal in the state of North Carolina, but which may be legal in other states.
- Communicating or posting of information or images in a public arena, including written or electronic/Internet communications, which could result in a loss of respect by patients or other members of the public toward the offending student or toward CUSOM.

Release of Information

All documents and other information concerning student discipline, including written reprimands, are securely maintained in a confidential file. Such actions become a part of the student's permanent education record but are only released at the written discretion of the Dean. However, all disciplinary actions, with the exception of Admonitions and Academic Warnings, are required to be reported on the Medical Student Performance Evaluation (MSPE).

6.10.4 Grievance Processes

Resolution and Grievance Procedure

CUSOM recognizes the need for students to voice grievances and to seek resolution to problems, disagreements with faculty/administrators, or interpretations of institutional policy. CUSOM also recognizes the responsibility of the student to express their concerns in a professional and ethical manner. Concerns may involve course grades other than a grade reviewed by the APPS Committee, promotion, behavioral issues, financial concerns or issues related to external (e.g. COCA, SACSCOC) accreditation standards and procedures. This grievance process shall not be used to appeal or review violations of the Honor Code or an appeal from the APPS Committee final decision by the Dean or the APPS Committee. All grievances must be filed in writing to the CUSOM Office of the Dean. All grievance material is securely maintained in the Dean's Office in a specific student/employee/faculty file as appropriate to the grievance.

Each step of the Resolution and Grievance Procedure generally take fourteen (14) calendar days to complete, unless otherwise noted. Extensions or waivers to this timeframe may be granted on a case-by-case

basis. Notice of a request for an extension from a student must be submitted in writing to the Dean within ten (10) calendar days prior to the deadline.

Decisions regarding the request for an extension shall be communicated to the student via letter within two (2) business days of receipt of the request for an extension. Likewise, if CUSOM needs to extend a deadline, the Office of the Dean shall provide said notice ten (10) calendar days before the due date.

Grievance for Academic Resolutions and Appeals

An individual concern of an academic nature should be first discussed with the immediate instructor or preceptor and must be done in a professional manner. This concern generally includes those which arise from personal conflicts or actions taken against a student individually. For individual concerns, if resolution cannot be reached, the student may, within fourteen (14) calendar days of the failed resolution, appeal, in writing to the Program Director.

If resolution cannot be reached from the prior appeals, the student may, within fourteen (14) calendar days of the failed resolution, appeal in writing to the Dean whose decision will constitute the final resolution. The Dean may refuse to meet with a student if the appeal has not been presented in writing, in advance of the meeting.

Reminder: Course Assessment policies and test question challenges are not covered under student grievances. See course-specific syllabi for information regarding these issues.

A concern over CUSOM policies and procedures should be addressed through the Director of Student Affairs. If through the normal processes for an acceptable and reasonable request, a resolution cannot be reached, the student may, within fourteen (14) calendar days of the failed resolution, appeal in writing to the Dean whose decision will constitute the final resolution. The Dean may refuse to meet with the student if the appeal has not been presented in writing, in advance of the meeting.

If the concern is financial, or with other areas of CUSOM, the student should follow the appropriate chain of command as defined by the CUSOM Organizational Chart.

Grievance Procedure for Harassment* or Discrimination

Students who feel they are being discriminated against have the right to exercise the Grievance Procedure.

Retaliation against any individual who files a grievance or participates in the grievance process is strictly prohibited. In the event a student or anyone who participated in the grievance process believes they have been subjected to retaliation, that individual may use the Harassment Grievance procedures listed below.

Step One: The Resolution Process

Students who meet the Technical Standards for admission to CUSOM, as described in this Academic Bulletin, and feel they are being discriminated against shall first meet with the Director of Student Affairs to explain their grievance.

The student must schedule a meeting with the Director of Student Affairs within fourteen (14) calendar days from the date of the action being grieved or the date the student should have known about the action to initiate this discussion. The grievance complaint must be made in writing and signed by the person filing it. The Director of Student Affairs shall investigate the grievance within seven (7) calendar days. In the case where the discrimination is in any way threatening, the Director of Student Affairs shall investigate the complaint and bring it to the attention of the Dean immediately for intervention.

After the investigation period of seven (7) calendar days, the student filing the grievance, and the person against whom the grievance is filed shall meet with the Director of Student Affairs to discuss an informal resolution. This meeting shall be scheduled within fourteen (14) calendar days of the initial filing of the grievance.

A letter confirming the mutual decisions of the resolution shall be distributed, within ten (10) calendar days of the meeting, to all persons and kept within the permanent student and or employee files for possible future issues that may arise with the resolution.

If the Director of Student Affairs determines there is insufficient evidence to support the allegations, he/she may close the grievance and shall notify the student, within fourteen (14) calendar days, of his/her findings and inform the student of their to request a grievance hearing.

The Director of Student Affairs shall keep a record of the grievance investigation, including all supporting documentation and a report of the findings. All material shall be filed as previously stated in this procedure.

Step Two: The Grievance Hearing Process

If the student feels the informal resolution has not been successful, or disagrees with the informal resolution, he/she may request the Director of Student Affairs and the Dean to call a Grievance Hearing. The student has thirty (30) calendar days after receiving written notice of denial of the grievance to request such a hearing.

The request must be in writing, signed by the student, and include the following information:

- A clear and precise statement of the grievance;
- A statement explaining how the action is discriminatory or the decision unreasonable if it is a denial of a requested accommodation;
- The name the respondent parties (the person(s)) against whom the grievance is filed);
- An explanation of each respondent responsible for the action or decision;
- The requested remedy; and
- Any request to bring a non-participating observer to the hearing.

This information must be sent by certified mail or delivered with signature of receipt to both the Office of the Director of Student Affairs and the Office of the Dean. Upon receipt of the request for a Grievance Hearing, the following processes shall be followed:

- The Dean shall designate the Vice Dean for Academic Affairs to review the case within seven (7) calendar days to see if a peaceful and prompt resolution can be made between the parties. In cases where this cannot be accomplished, the Dean shall appoint a Grievance Hearing Board, including naming a Chair, at the end of the seven (7) days.
- The Grievance Hearing Board shall be appointed by the Dean who shall notify the Grievance Hearing Board in writing, of their appointment and inform them of the date of the hearing. The date of the hearing shall be within fourteen (14) calendar days of the notice. The Dean shall ensure that those participating on the Grievance Hearing Board are not a part of the alleged discrimination or the denial of accommodations. The Grievance Hearing Board shall consist of a Chair, two Associate Deans, two faculty members, one staff member, and one student.
- The person(s) against whom the grievance is alleged shall receive a written copy of the grievance at least seven (7) calendar days in advance of the hearing.
- The Grievance Hearing Board shall hear the grievance by the student. The person filing the grievance, as well as the person

against whom the grievance is alleged shall at this time bring all witnesses and/or evidence to the hearing for the Grievance Hearing Board to consider. The Grievance Hearing Board shall also review documentation, including the final report from the Director of Student Affairs relating to the grievance, and, as necessary, shall interview the Director of Student Affairs as a witness in the grievance.

Prior to convening the grievance hearing meeting, the Grievance Hearing Board shall be trained on the specific grievance hearing procedures relating to the individual grievance and will be provided with additional educational material as appropriate.

Following this initial hearing and presentation, if additional information is needed to render a decision, the Grievance Hearing Board may recess for a period of not greater than fourteen (14) calendar days. The Grievance Hearing Board, or the Director of Student Affairs at the request of the Grievance Hearing Board, shall conduct further investigation of the alleged grievances. The Grievance Hearing Board may, during this time, meet with CUSOM's legal counsel who has further expertise in the law regarding disability and discrimination.

The second meeting of the Grievance Hearing Board, which shall occur within fourteen (14) calendar days, shall be to further discuss the grievance, the investigation, the educational materials provided, and the advice of legal counsel. The Grievance Hearing Board may require second interviews with the person filing the grievance or with those whom the grievance is filed against. The Grievance Hearing Board shall make a final ruling at this meeting. Minutes will be taken of all Grievance Hearing Board meetings. A letter shall be sent to the student within fourteen (14) calendar days of the final determination by the Grievance Hearing Board.

Step Three: Final Appeal Procedure

The student has the right to appeal the decision of the Grievance Hearing Board to the Dean. The student has thirty (30) calendar days after receiving the Grievance Hearing Board decision letter to file for an appeal. All such requests must be in writing, signed by the student, and be sent via certified mail directly to the Office of the Dean. The Dean shall have a period of not greater than fourteen (14) calendar days to respond to the appeal. The Dean shall have the final determination as to the outcome.

6.10.5 Improper Relationships

Relationships between a student and a faculty/staff member entrusted to oversee the student, which extend beyond the educational requirements or beyond CUSOM activities, are not permitted. Relationships with patients (by a student or faculty member) which extend beyond their care requirements are strictly prohibited.

Inquiries should be directed to the University's Title IX Coordinator:

Kellie Slappey Nothstine
Dean of Campus Life and Title IX Coordinator
Wallace Student Center, Room 237
P.O. Box 95
Buies Creek, NC, 27506
Telephone: (910) 893-2039
Fax: (910) 893-1534
Email: nothstine@campbell.edu

Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, District of Columbia Office:

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-1475
Telephone: (202) 453-6020
Fax: (202) 453-6021
Email: OCR.DC@ed.gov

6.10.6 Complaints Regarding Non-compliance with Accreditation Standards

Formal Federal Agency Grievance Procedures

Students with grievances or complaints against CUSOM based upon violations of Section 504 or the ADA also have the right to file a complaint with the Office for Civil Rights by:

Mailing the grievance or complaint to:

U.S. Department of Education
Office of Civil Rights
400 Maryland Avenue SW
Washington, DC 20202-1100; or

Faxing it to the Director at (202) 453-6012; or

Filing it electronically at:

<http://www.ed.gov/about/offices/list/ocr/complaintprocess.html>

For more information, students can contact the Office for Civil Rights:

Telephone: 1-800-421-3481
Email: OCR@ed.gov

7. Student Policies and Services

7.1 Student Health

7.1.1 Student Health

CUSOM students are able to utilize the Campbell University Health Center for medical concerns; personal medical information is kept confidential, in compliance with all HIPAA regulations. Student Health Center office hours can be found on the health center website:

<https://www.campbell.edu/health-center/>

All students are required to maintain health insurance coverage from matriculation through graduation.

For medical emergencies and after-hours healthcare, students are encouraged to access appropriate care as warranted by their situation including local Urgent Care facilities, Emergency Departments and Emergency Medical Services. In an emergency, students should access EMS and the 911-dispatch system.

Further information may be found at:

<https://www.campbell.edu/health-center/>

7.1.2 Health Insurance

All CUSOM students are required to have health insurance coverage from matriculation through graduation. Campbell's student health insurance plan is optional except for international students who are required to carry the University healthcare plan and will be automatically enrolled. Before registration, all students must either provide proof of health insurance or purchase the health insurance made available through Campbell University.

Information on Campbell University Student Health Insurance can be found using the following link:

<https://www.campbell.edu/students/student-health-insurance/>

7.1.3 Medical Emergencies

The safety of students, faculty, staff and visitors to the Health Science Campus is of utmost concern and the utilization of a standard approach to medical emergencies will ensure the provision of the most timely, efficient, and appropriate care in a medical emergency. As a school of osteopathic medicine, CUSOM's focus and expertise is in the domain of medical education.

While many capable and compassionate health care providers are present on our campus on any given day, their role in this setting is as educators and administrators rather than as clinicians. While able to render immediate assistance in a life-threatening emergency, they should not be consulted to make treatment or disposition recommendations in non-emergent situations. Anyone suffering from a medical emergency must be evaluated by Emergency Medical Services (EMS) which is activated by dialing 9-1-1.



If anyone on the Health Science Campus suffers from a medical emergency, the person of first contact with the patient should dial 911 immediately to summon EMS assistance. Following activation of the EMS system, security must be notified of the situation and will also be responsible for contacting EMS to confirm the need for emergency response as well as to provide them with more detailed information regarding the location of the patient and instructions for appropriate access to the building. Security will complete, and maintain, an incident report form for any situation in which EMS is called to provide assistance, even if the patient ultimately refuses treatment and/or transport.

Incident Reporting

If a student suffers an accident resulting in an injury during a CUSOM activity while on campus, the student must complete an incident report, and call/go to the Campbell University’s Health Center for consultation and assistance. Incident reports can be obtained from Campbell University’s Health Center (910) 893-1560.

7.2 Behavioral Health

7.2.1 Counseling Services

Confidential counseling services are available 24-hours-a-day, seven-days-a-week in a confidential manner through a combination of resources which includes clinical services offered by the CUSOM Department of Behavioral Health (CUSOM BH) under the leadership of the Departmental Chair and Clinical Director (<https://medicine.campbell.edu/behavioral-health>), and StudentLinc, a student assistance program.

Working with Academic and Student Affairs, the Clinical Director for the Department of Behavioral Health, a licensed mental health professional, and other CUSOM Behavioral Health clinical staff are available during normal business hours for direct student contact. CUSOM Behavioral Health clinical staff are also available as a point-of-contact for after-hours issues in conjunction with StudentLinc described below.

CUSOM Behavioral Health clinical staff provide counseling for CUSOM students in two (2) on-campus locations based on student preference: Leon Levine Hall and the Campbell Health Center. In addition to publication in the

Academic Bulletin, students are advised of the location of this service and how to access behavioral health services during Orientation as well as periodically throughout the year. More information regarding Behavioral Health services may be found at:

<https://medicine.campbell.edu/behavioral-health>

Students on clinical rotations who are unable to travel to the on-campus locations can meet with a CUSOM Department of Behavioral Health counselor via WebEx, a secure videoconferencing system which meets HIPAA and FERPA standards. This approach makes communication with, and counseling for, CUSOM students on rotations much more accessible and convenient. Students may also utilize video, phone or web-based counseling through StudentLinc.

Counseling is encouraged for students experiencing anxiety, academic stress, relationship problems, loneliness, depression, alcohol or substance abuse, sexuality conflicts, test anxiety and concerns related to medical school adjustment. Students may self-refer or may be identified by, and referred to CUSOM Behavioral Health by others, all in a confidential manner.

For students found to have needs beyond those provided via CUSOM Behavioral Health, confidential referrals are made to appropriate community health providers by CUSOM Behavioral Health or StudentLinc.

In addition to Behavioral Health clinical staff, CUSOM utilizes the services of StudentLinc, a 24/7/365 student assistance program that offers wrap-around psychosocial support services. Services are accessed through StudentLinc's online web portal:

<https://www.mystudentlinc.com/> or via their mobile application.

StudentLinc Core Services include but are not limited to:

- Unlimited confidential tele-counseling with StudentLinc providers by phone, video or web-based chat
- Five (5) sessions at no cost with community providers for an unlimited number of unrelated issues
- Crisis counseling/management
- Case management and referral to community resources
- Financial counseling
- Access to online information and training repository

For emergency situations, students should call 9-1-1.

For non-emergency situations Monday through Friday 9am-5pm, student should call Campus Safety and ask for the Behavioral Health practitioner. After 5pm and on weekends and holidays, student should contact StudentLinc.

7.2.2 Campbell University Behavioral Intervention Team - School of Osteopathic Medicine (CUBIT-SOM)

Purpose

In order to ensure the safety and continued success of our medical student body, the Campbell University Behavioral Intervention Team for the School of Osteopathic Medicine (**CUBIT-SOM**), a sub-committee of the APPS Committee, serves osteopathic medical students by working with them and faculty to address or remediate any concerning event or pattern of personal behavior or professional interaction **which implies a student may be at risk of harming themselves or others.**

Committee Members

Ex officio (non-voting)

- Campbell University Vice President for Student Life
- Campbell University General Counsel
- Director of Campus Safety

Voting

- Chair, Department of Behavioral Health for CUSOM
 - Organizes and facilitates all aspects of the committee
- Vice Dean for Academic Affairs
- Associate Dean for Clinical Integration
- Associate Dean for Clinical Affairs
- Associate Dean for Biomedical Affairs
- Director of Student Affairs

Follow-Up / After-Care Members

Office of Student Affairs oversees all Follow-up

- Director of Student Affairs
 - Assistant Director of Student Affairs
- Director of MHPE Program

All other members will be *ad hoc* and contingent upon the faculty/staff who are pertinent to the case.

Initiation / Committee Process

Students, faculty, staff or others who may have concern about a student may contact the Director of Behavioral Health or fill out the case referral form on the Behavioral Health portion of the CUSOM webpage:

<https://medicine.campbell.edu/behavioral-health/behavioral-intervention/>

Upon receipt of a report, the concerned party/parties is/are contacted for follow-up regarding the situation, and a CUBIT meeting scheduled, typically within 1-2 business days. During the meeting, CUBIT members, as well as other individuals, who have interacted with the student may present pertinent information.

Upon conclusion, the CUBIT-SOM committee may choose one of the following options:

- a. Recommend the student's continued enrollment or dismissal
- b. Continue to gather information and meet again
- c. Monitor the situation for new, additional developments

The Vice Dean for Academic Affairs will send a formal letter detailing the team's decision to the student and appropriate Associate Dean as soon as practical. A decision reached by CUBIT-SOM and/or sanctions imposed by CUBIT-SOM may be appealed by the student within three (3) business days of notification of the decision. All appeals must be made in writing and delivered to the Office of the Dean. If the request is filed in a timely manner, the matter may be returned to CUBIT-SOM to allow reconsideration of the original decision and/or sanction. CUBIT-SOM would then reconvene within ten (10) business days to hear the appeal.

If the CUBIT-SOM decision is upheld or accepted by the student, the appropriate Associate Dean or designee will meet with the student (typically 1-2 business days) after the meeting to discuss the outcome and give the student a copy of the recommendation letter. Students have **24-48 hours or 1-2 business days** to sign and return the letter. The student receives a copy for their personal records.

Students will be asked to sign waivers for basic information related to their case to be discussed with the following personnel to maintain continuity of care and compliance with recommendations:

- a. Chair, Department of Behavioral Health
- b. Director, Office of Student Affairs

Students receive follow-up contact, outlined below, by appropriate after-care personnel.

Students receive notification of the committee's decision.

The CUBIT-SOM will use policies outlined in the Academic Bulletin as a framework for its recommendations; however, the team reserves the right to utilize creativity to find the most appropriate solution as long as it falls in line with the policies of Campbell University and the School of Osteopathic Medicine. All discussions and deliberations of the CUBIT-SOM shall be in compliance with the Family Educational Rights and Privacy Act.

After-Care Process

If the CUBIT-SOM decision is upheld or accepted by the student, the following procedures will occur:

- Given the Committee recommendations, Student Affairs will make contact **once or more** per month to ensure the student is in compliance
 - Depending on recommendations, if the student is not in compliance (e.g., missing required appointments), they are given one warning and attempt to comply with the recommendations
 - If the student is found in non-compliance again, the Committee will be notified and will re-examine the case prior to the end of the term
 - Each month, a report will be generated regarding progress and kept in a secure file storage system that all committee members will be able to access.

7.2.3 Accommodations Policy

Campbell University is committed to providing equal educational opportunity for persons with disabilities in accordance with the nondiscrimination policy of the University and in compliance with Section 504 of the Rehabilitation Act of 1973, with Title II of the Americans with Disabilities Act of 1990, and with the ADA Amendments Act of 2008.

The law states that a person with a “disability” is:

“Someone with a physical or mental impairment which substantially limits one or more of the major life activities of such individual; or a person with a record of such impairment; or a person who is regarded as having such an impairment.” (Section 504 of the Rehabilitation Act of 1973)

Equal educational opportunity means that a person with a disability who is qualified for admission must have access to the same university programs, services, and activities as all other students. If necessary to provide equal opportunity, Campbell will make reasonable modifications to its policies, practices and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.

Under the provisions of Section 504, universities may not discriminate in the recruitment, admission, educational process, or treatment of students. Students who have self-identified, provided documentation of disability, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them

to participate in and benefit from all educational programs and activities. Section 504 specifies that universities may not limit the number of students with disabilities admitted, make preadmissions inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measure the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified student with a disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

In support of its commitment to provide equal educational opportunity, Campbell provides a variety of services and accommodations to students with documented disabilities. Campbell University's [Student Guide for Accessing Disability Services](#) can be accessed [here](#). Questions or comments about this manual should be directed to:

Laura Rich
Director of Disability Services
Student Services, Room 113
Telephone: (910) 814-4364
Fax: (910) 814-5710
Email: richl@campbell.edu

Matriculating or Current CUSOM Students with Disabilities

Section I – Who to Contact

Students with documented disabilities who desire modifications or accommodations must contact the CUSOM Director of Student Affairs:

Jennifer Parrish O'Dell, MEd
CUSOM Director of Student Affairs
Leon Levine Hall of Medical Sciences, Room 115
Telephone: (910) 893-1846
Email: jparrish@campbell.edu

No accommodations will be made without approval through the University's process. A medical, psychological or other diagnosis may rise to the level of a disability if it substantially limits one or more major life functions, one of which is learning. A disability may be temporary or ongoing.

Section II: How to Obtain Services

General Procedure for Receiving Accommodations

Step 1: Incoming or current students are requested to contact the Director of Student Affairs to request services as soon as possible. The University is not responsible for identifying students with disabilities and is not required to provide services unless proper procedures have been followed in making a request.

- Step 2:** The student must schedule a meeting with the Director of Student Affairs, who consults with the Director of Disability Services to provide documentation of the disability and to complete the appropriate paperwork.
- Step 3:** The Director of Student Affairs reviews the student's request and supporting documentation, if needed. The process of review depends in part on the nature of the student's disability. Decisions regarding accommodations are made on a case-by-case basis. There is no standard accommodation for any particular disability. CUSOM will make reasonable modifications to its policies, practices and procedures, unless doing so would fundamentally alter the nature of the service, program, or activity or pose an undue administrative or financial burden.
- Step 4:** If the request for accommodations is approved, the Director of Student Affairs generates a Letter of Accommodation (LOA) documenting the student's individual, approved accommodations. The Office of Students Affairs coordinates dissemination of the LOA. Any student whose requested accommodations are not approved is encouraged to meet with the Director of Student Affairs to discuss the reasons for the denial. The Director may discuss the grievance procedure with the student at this time.

Additional Information Regarding Accommodations Documentation

For any student deemed eligible, CUSOM provides accommodations or modifications to policies and practices in order to ensure that all students have equal access to all CUSOM programs, services, and activities.

The purpose of accommodations is not to ensure success, but rather to provide access and equal educational opportunity.

Accommodations are not provided retroactively. Any student approved for accommodations is entitled to services and accommodations only from the date the approval is given. Even if the student can establish he/she had a disability at the time of the course in question, CUSOM will not expunge or re-examine coursework completed before the student was reviewed and approved for accommodation(s).

No student is required to disclose his or her disability to the University. However, as discussed above, any student who discloses and receives approved accommodations after he/she has begun study at CUSOM will not receive any retroactive accommodations on work completed before the approval for accommodations was made.

Documentation of a student's disability is only shared with relevant CUSOM faculty, staff or administration on a need-to-know basis with a release of information signed by the student.

Service Animal Information

According to the Americans with Disabilities Act (ADA), a service animal is defined as "any animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals to an impending seizure or protecting individuals during one, alerting individuals who are hearing impaired to intruders, pulling a wheelchair and fetching dropped items". Providing comfort or support does not qualify an animal as a service animal. If there are any questions as to whether an animal qualifies as a service animal, a determination is made by Director of Student Affairs with consultation with the Director of Disability Services.

In compliance with the ADA, service animals are welcome in all buildings on campus and may attend any class, meeting, or other event. Service animals are expected to exhibit reasonable behavior while on campus. The owners of disruptive and aggressive service animals may be asked to remove them from university facilities. If the improper behavior happens repeatedly, the owner may be told not to bring the service animal into any facility until they take significant steps to mitigate the behavior.

Emotional support animals are animals that provide comfort and relieve symptoms of mental health disorders. Emotional support animals are not allowed in campus buildings, including classrooms and dining facilities unless it is deemed as a reasonable accommodation and will be included in the student's Letter of Accommodation (LOA) from CUSOM. The CUSOM Director of Student Affairs can provide further information.

Cleanliness of any approved service or emotional support animal on campus is mandatory. Consideration of others must be taken into account when providing maintenance and hygiene of animals. The owner is expected to clean up and dispose of all animal waste. If the service or emotional support animal becomes a disruption to other students, the animal must be removed to a location that does not cause a disruption to the education of other students.

Confidentiality of Information

Information received from a student is governed under the provisions of the Family Education Rights and Privacy Act of 1974. Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records as defined by law. Other than for "Directory

Information”, Campbell University will release information only with the student’s written consent and will use “Directory Information” in the best interests of the student.

CUSOM is committed to ensuring all information compiled concerning a student remains confidential as required by applicable law. Any information monitored or collected is used for the benefit of the student.

Only those faculty and staff members of CUSOM have access to information collected for use in accomplishing necessary tasks for the student. Any information gathered is not released to third parties except in accordance with state and federal law.

A student must give written authorization to release information he/she wishes to share with others. The student must specify the information to be released, the purpose of the release, and to whom the information is to be forwarded. This release may be handwritten, or a form from CUSOM Office of Student Affairs may be used.

By matriculating at CUSOM, a student agrees that CUSOM may share their Match data. A student has the right to review his/her own file and as a courtesy to the individual, copies of documents and information obtained will be provided at no cost with limitations.

Section III: Student Responsibilities

General Student Responsibilities

1. Identify him/herself to the Director of Student Affairs to begin the process of requesting accommodations. CUSOM is not responsible for identifying students with disabilities or for contacting such students to begin the accommodation request process.
2. Provide documentation which conforms to the University’s guidelines. If the student’s documentation is insufficient for any reason, the student is responsible for pursuing whatever additional documentation is required and to pay any costs thereof. CUSOM reserves the right not to provide services or accommodations until all of the documentation specified in the guidelines is provided.
3. Any student approved for accommodations is responsible for retrieving his or her Letter of Accommodation (LOA) and Release of Information Form from the Director of Student Affairs or available at:

<https://cuweb.wufoo.com/forms/cusom-release-of-information/>

Responsibilities of a Student Approved for Testing Accommodations

Testing accommodations require frequent communication between the student and the Office of Assessment, Accreditation and Medical Education (Years 1 and 2) or Department of Clinical Affairs (Years 3 and 4). It is very important that testing information be shared with these offices in a timely manner.

At the beginning of the semester, and at least one week prior to the first scheduled test, the student should discuss with the Office of Assessment, Accreditation and Medical Education or the Department of Clinical Affairs all approved testing accommodations. This discussion should address the questions of how, when and where the Office of Assessment, Accreditation and Medical Education or the Department of Clinical Affairs will provide the testing accommodations. The student should make sure to have a calendar and a copy of the LOA with him/her at the time of this discussion. The student should also remind the Office of Assessment, Accreditation and Medical Education or the Department of Clinical Affairs of their need for accommodations at least one week prior to each test/exam.

If at any time you feel that the Office of Assessment, Accreditation and Medical Education, or the Department of Clinical Affairs is not adequately meeting your accommodations, discuss this with the Office of Assessment, Accreditation and Medical Education or Department of Clinical Affairs and the Director of Student Affairs immediately.

Remember, the Office of Assessment, Accreditation and Medical Education or the Department of Clinical Education is only required to provide accommodations specifically listed in the Letter of Accommodation.

Responsibilities of a Student Approved for Handicapped Parking

Students who use handicapped parking on campus must maintain state-issued handicap parking permits. The student is also required to purchase an appropriate parking sticker from the Campbell University Department of Campus Safety.

If a student has consistent problems finding necessary handicapped parking near his/her class buildings, notify the Director of Student Affairs and the Campbell University Department of Campus Safety immediately.

Section IV: Documenting a Disability

General Documentation Guidelines

To ensure reasonable and appropriate services and accommodations are provided to students with disabilities, students requesting such accommodations and services must provide current documentation of their disability. Such documentation generally must include the following:

- A clear diagnostic statement of the disability prepared by a licensed professional
- A description of the manner in which the disability limits the student in a specified major life activity and the severity of the limitation

It is the responsibility of the student requesting the accommodations and services to document the disability. As such, the cost of evaluations required pursuant to these guidelines is to be borne by the student. If there is a change in the student's condition, he/she may request modifications to previously approved accommodations.

The student will have to provide current supporting documentation for review at that time. An Individualized Education Plan (IEP) or a 504 plan may help to supplement documentation, but are generally insufficient documentation when presented alone.

Guidelines for Documenting a Learning Disability

Every report should be on letterhead, typed, dated, signed and otherwise legible, and be comprised of the following elements:

- **Evaluator Information:** The name, title, and credentials of the qualified professional who conducted the assessment should begin the report. Please note that members of the student's family are not considered appropriate evaluators.
- **Recent Assessment:** The report must provide adequate information about the student's current level of functioning. If such information is missing, the student may be asked to provide a more recent or complete assessment.
- **Testing:** There should be a discussion of all tests that were administered, observations of the student's behavior during testing, and a listing of all of his/her test scores (i.e. domain, cluster, subtest, index, etc.) represented in standard scores and/or percentile ranks.

Informal assessment, an Individualized Education Plan (IEP), or a 504 plan may help to supplement a more comprehensive test battery but are generally insufficient documentation when presented alone.

In addition, a clinical summary and a clearly stated diagnosis are helpful and should be included in the report. The summary should integrate the elements of the battery with background information, observations of the client during the testing situation, and the student's current academic situation. This summary should present evidence of a substantial limitation to learning and explain how the patterns of strength and weakness are sufficiently significant to substantiate a learning disability diagnosis. It should also demonstrate that the evaluator has ruled out alternative explanations for the learning problem. If social or emotional factors are found to be possible obstacles to learning, they should be discussed. This summary may include recommended accommodations, but these are in no way binding to the University. CUSOM reserves the right to evaluate all documentation and determine appropriate accommodations in each case.

Section V: Grievance Procedure

All requests for accommodations or special services should first be brought to the CUSOM Director of Student Affairs. Problems with approved accommodations or services should first be reported in writing to the CUSOM Director of Student Affairs.

If the student is unable to resolve the matter with the CUSOM Director of Student Affairs, the student and the CUSOM Director of Student Affairs should forward the complaint to the Director of Disability Services for an informal resolution. The Director of Disability Services will arrange a meeting with the student and CUSOM Director of Student Affairs within ten (10) business days of receiving the complaint.

In the event that the student is dissatisfied with the informal resolution, he/she may file a complaint with the Vice President for Student Life and Dean of Students. The Vice President for Student Life and Dean of Students will arrange a meeting with the student and Director of Disability Services within ten (10) business days of receiving the complaint.

If the student is unable to resolve the matter with the Director of Disability Services, the student and the Director of Disability Services should forward the complaint to the Vice President for Student Life and Dean of Students for an informal resolution. The VP will arrange a meeting with the student and Director of Disability Services within ten (10) business days of receiving the complaint.

In the event that the student is dissatisfied with the informal resolution, he/she may file complaint with the Vice President for Academic Affairs and Provost if the issue involves denial of an academic accommodation.

Students are also encouraged to exercise their rights of complaint through the Department of Education, Office of Civil Rights and other legal channels if needed.

8. Facilities and Campbell University Policies

8.1 General Information

8.1.1 Exercise and Fitness

CUSOM MHPE students have access to all Campbell University recreational facilities, including the Student Fitness Center, Aquatic Center, running and walking track, Keith Hills Golf Course, tennis courts, Carter Gym, cross country course, disc golf course and other recreational facilities. Additional opportunities include intramural and club sports.

8.1.2 Food and Dining

Java City Coffee Café is located on the first floor of the Leon Levine Hall of Medical Science. Offerings include sandwiches, wraps, sushi and salads, as well as fresh produce, bakery and coffee selections. Numerous other dining facilities are located on main campus. A complete list of dining options and locations can be found at:

<http://www.campbell.campusdish.com/>.

8.1.3 Banking

Full range banking services provided by First Citizens Bank are available on the main campus. Additional banking facilities are located in Lillington (3 miles), Erwin (5 miles), Coats (3 miles), Angier (10 miles), Dunn (10 miles) and Fuquay-Varina (15 miles).

8.1.4 Postal Services

A U.S. Post Office (Zip Code 27506) is located on the main campus of Campbell University and has sufficient postal boxes available to serve all students and residents of the community.

8.1.5 Student Union

CUSOM MHPE students have access to the Campbell University Student Union and other facilities on main campus.

8.1.6 Student Parking

The Department of Campus Safety is responsible for assigning parking lots on campus, enforcement of parking regulations and collecting parking fees/fines. Students are prohibited from parking in areas designated as Faculty/Staff (F/S).

Parking on the brick sidewalks or other areas not conducive to the aesthetics of Campbell University for the purpose of loading and unloading is prohibited unless it is deemed necessary and approved by the Director of Student Affairs.

Additional information on Campbell University Parking Policy can be found at:

<https://www.campbell.edu/campus-safety/parking/>

Any violations of the parking policy may result in disciplinary action.

A student may obtain a parking permit by visiting:

<https://www.campbell.edu/campus-safety/parking/vehicle-bicycle-registration/> and completing the vehicle registration.

8.1.7 Student Study Space

Study spaces are available to CUSOM MHPE students, and are located on all floors of Levine Hall on a first-come, first-serve basis. Designated and approved spaces include lecture halls, small group study rooms, the medical school library, and common spaces with cubicles. Conference rooms are not approved study spaces, and must be reserved within each appropriate CUSOM department for official, organized student meetings or events. Additional study space is available in Wiggins Memorial Library on main campus.

8.2 Health and Safety

8.2.1 Campus Safety and Emergency Services

The Campbell University Campus Safety Office is composed of both Harnett County Law Enforcement and University personnel. Through a contracted relationship with the Harnett County Sheriff's Office, a Sheriff's Department Captain currently serves as the Director of Campus Safety. A substation of the Harnett County Sheriff's Department is headquartered in the University's Campus Safety Office on Leslie Campbell Avenue.

Deputies are assigned for the purpose of providing 24-hour-a-day, seven-day-a-week police protection of the entire University campus including CUSOM. Campus Safety officers will provide coverage on the medical school property for lockup, unlocking and emergency response utilizing onsite personnel.

The Campus Safety Department maintains the safety and physical security of the campus through enforcement of local, state, and federal laws. It also conducts crime prevention awareness programs. Additionally, it establishes and enforces traffic and parking regulations.

There are four (4) emergency stations strategically located in the CUSOM parking lots. They are connected directly to Campus Safety.

Campus Safety may be reached at:

<http://www.campbell.edu/life/campus-safety/>

Campbell University recommends contacting extension 1-9-1-1 (on-campus) and 9-1-1 (off-campus) for emergencies.

Main Campus Safety phone numbers (for non-emergencies):

- On-Campus Extension 1375
- Off-Campus (910) 893-1375
- TDD (hearing impaired) (910) 893-1912

Additional services phone numbers:

- Leon Levine Hall of Medical Sciences (Security) (910) 893-1804
- Smith Hall of Nursing and Health Sciences (Security) (910) 893-4026
- Campbell University Parking (910) 893-1550
<https://www.campbell.edu/campus-safety/parking/>
- Campbell University Community Health Center (910) 893-1560
- Dr. Daniel Marlowe, Director of Behavioral Health (914) 814-4959
<https://www.campbell.edu/health-center/services/behavioral-health-services/>
- Dr. Jeffrey Krepps, Assistant Director of Behavioral Health (910) 893-1741
<https://www.campbell.edu/health-center/services/behavioral-health-services/>
- Samantha Turnipseed, Assistant Director of Clinical Services (910) 893-1780
<https://www.campbell.edu/health-center/services/behavioral-health-services/>
- Mrs. Teresa Butrum, Administrative Assistant (910) 893-7295
<https://www.campbell.edu/health-center/services/behavioral-health-services/>
- Mrs. Tracie Connor, Behavioral Health Clinician (910) 893-7830
<https://www.campbell.edu/health-center/services/behavioral-health-services/>
- StudentLine Counseling
<https://www.mystudentline.com/>
- Carolinas Poison Control Center (800) 222-1222
- Harnett Health System (910) 892-1000
 - Betsy Johnson Regional Hospital, Dunn
 - Central Harnett Hospital, Lillington
- Harnett County Sheriff's Department (910) 893-9111
- Sexual Assault Family Emergency-SAFE of Harnett County (910) 893-7233

8.2.3 Weapons

The use, possession, carrying, or discharging of any weapon as defined and prohibited by North Carolina Law (NCGS §14-269.2) on the campus of Campbell University, any of its extended campuses, or in conjunction with any curricular or extracurricular activity sponsored by the University is prohibited unless otherwise permitted by the Board of Trustees.

Firearms are prohibited on the campus or in any building owned and operated by Campbell University, except those carried by on-duty law enforcement personnel. Knives, bows and other weapons are also prohibited.

Students who violate this policy are subject to disciplinary action up to and including Suspension or Dismissal from the program.

8.2.4 Smoking Policy

Smoking or use of any tobacco product is prohibited in all University-owned buildings. There is to be no smoking or use of any tobacco products within fifty (50) feet of any building entrance, including doors, windows, and air-intake systems. There will be no smoking or use of any tobacco products in any University vehicle. Tobacco users will properly dispose of any waste products in the proper manner. The Health Sciences Campus is a tobacco-free campus.

8.2.5 Alcohol and Drugs

Alcoholic beverages may not be served or consumed on the CUSOM campus and the illegal use or abuse of drugs or alcohol will not be tolerated whether on or off campus.

Consistent with its Mission, CUSOM MHPE will utilize educational strategies as the primary approach to substance abuse regulations, prevention and treatment. However, any violation of local, state, or federal laws will be subject to prosecution to the fullest extent of the law and school policy. Students who violate this policy are subject to disciplinary action up to and including Suspension or Dismissal from the program.

8.3 Library

CUSOM MHPE students and faculty are served by two libraries: Wiggins Memorial Library and Campbell University Medical Library. Wiggins Memorial Library and Campbell University Medical Library work cooperatively to collect and curate an extensive electronic medical library. Thanks to this digital collaboration, CUSOM MHPE students enjoy access to an outstanding and constantly evolving electronic collection which includes thousands of full textbooks, journals, databases, videos, diagnostic decision support programs and other evidence-based resources.

Wiggins Memorial Library, which is located on Campbell's main campus, is a busy and important hub of campus life. Its extensive collection includes thousands of books, journals, multimedia resources, databases and microforms. In addition to full-service reference services, Wiggins provides computer access, copier/printers, and quiet study space and meeting rooms. When the CUSOM Medical Library is closed, Wiggins Memorial Library has an overnight study area available. Wiggins Memorial Library also houses the College of Pharmacy and Health Sciences' Drug Information Center and a full-service Starbucks.

The 2,190 square foot Campbell University Medical Library is conveniently located on the second floor of the Leon Levine Hall of Medical Sciences, adjacent to the lecture halls. The Medical Library provides CUSOM students and faculty individualized research training and assistance, and is staffed by medical librarians who work directly with the main campus library.

The print collection consists of authoritative textbooks and journals in major biomedical and medical disciplines as well as a small collection of newspapers and general interest magazines. The Medical Library also provides copier/printers, quiet study space and desktop computers for use by students and faculty.

The Medical Library integrates library and student computer lab functions and maintains sufficient computer technology to support electronic resources available through the digital library. The digital library includes access to licensed internet resources, including full-text e-journals, electronic textbooks, bibliographic databases, streaming videos, clinical simulations, diagnostic decision support programs and evidence-based clinical information systems, as well as access to selected Web resources by subject. The digital library is available to all students during all four years of training to allow for consistency and availability of the teaching resources on clinical campuses. Additional information concerning the CUSOM Medical Library may be found at:

<https://medicine.campbell.edu/student-experience/location-facilities/medical-library/>

8.4 Information Technology

8.4.1 CUSOM Information Technology and Educational Resources

The Acceptable Use Policy for Information Technology (IT) and Network Resources at CUSOM provides, promotes, and establishes the secure, ethical and legal use of data, devices, and electronic communications for all constituents of the institution. This includes staff, faculty, students, alumni, and guests. It is governed by institutional policies, as well as local, state, and federal laws relating to security, copyrights, and other statutes regarding electronic media. For full disclosure, please see the institutional policy on the Campbell University web site at:

<https://www.campbell.edu/student-services/computing-services/policy/>

8.4.2 Information Technology Resources and Computer Information CUSOM Helpdesk

The CUSOM Helpdesk is staffed by a technical support team which provides prompt, knowledgeable and courteous computing support services over the phone, in person, and via email to the CUSOM community. The Helpdesk aims to resolve 80% of all interactions on the first call. If this is not possible, the inquiry is either escalated to another staff member or staff provides alternative referrals or resources. If the problem or request concerns an unsupported operating system, hardware, software, or service, staff will do their best to suggest other avenues of support.

Student Responsibilities

When students contact the Helpdesk, they should:

- Be prepared to spend the time required to resolve the issue
- Be at the computer for which they are asking help
- Have their Campbell ID and phone number available
- Abide by the Helpdesk policies as stated by the Helpdesk Specialist

Helpdesk Contact Information

The Helpdesk may be contacted by calling (910) 893-7911 (or extension 7911 on campus), sending an e-mail to cusomhelpdesk@campbell.edu or stopping by the IT workroom (Room 171) in the South building of Levine Hall. The Helpdesk web page is available at:

<https://www.campbell.edu/information-technology-services/help-desk/>

Helpdesk Staff Availability and Response Time

The Helpdesk is staffed from 7:30 am - 5:30 pm Monday through Friday.

If a Helpdesk Specialist is not immediately available via telephone, the student may leave a voice mail message or access the Helpdesk via email or through the website. Voicemail received during normal business hours are generally responded to within two (2) hours. At times, there are University-wide issues which may cause heavy call volumes and prevent staff from responding within the standard timeframe.

The Helpdesk is available on a limited basis after hours. Support calls and emails received outside normal hours will be addressed as soon as possible.

Email and the Internet

Campbell University provides email and Internet access to faculty, staff, and students for educational and research purposes. The Campbell University Technology Usage Policy outlines the expectations for and restrictions of using these and other forms of electronic communication while on the Campbell University Network.

<https://www.campbell.edu/information-technology-services/acceptable-use-policy/>

Student email accounts and Internet system provided by Campbell University are the property of Campbell University, and use is by the permission of Campbell University.

Prohibited uses of the email and/or Internet system include: commercial (for-profit) activities; unauthorized acquisition, reproduction, or use of computer software; disruption or interference with network operations; or attempts to gain unauthorized access to network segments through “hacking.” Attempting to engage in software piracy, copyright infringement, email abuse, or for-profit ventures may be investigated by law enforcement officials.

The University monitors traffic on its email and Internet system and, at random, searches the Internet for references to Campbell University. The University employs programs to block the reception of sexually explicit and inflammatory material over the campus access network.

Vulgarity, obscenity and lewdness, profanity and threatening or abusive language are some examples of unprofessional behavior which may constitute a violation of the CUSOM Honor Code.

Students should avoid representing themselves in any way as agents of the University or using the University’s name in a manner that would imply an endorsement of their personal views or activities. University branding and/or the Campbell University name cannot be used for external or personal blogs or websites (i.e. any site which is outside of the campbell.edu domain) as this is a violation of University licensing, copyright, and trademark policies.

<https://www.campbell.edu/university-communications/>

CUSOM Intranet (MYCUSOM)

The CUSOM Intranet, **MYCUSOM**, is a portal for information and engagement for the CUSOM community located at the following address:

<https://cuhealth.campbell.edu/mycusom/>

This site contains useful tools and information, including, but not limited to calendars, policies, forms, links to resources, and many other tools to assist students, faculty and staff in optimizing daily activities.

Information Technology

The Internet connection is provided as a privilege, not a right. It is the student's responsibility to adhere to all University policies. The network facilities are for the use of Campbell University students, faculty and staff and are limited to educational, academic, research and business purposes of the University only. Campbell University reserves the right to alter access, and availability of access, at any time and for any reason.

Students may not use any software or hardware designed to disrupt the security of the campus network or any devices attached to the network. Likewise, students may not engage in any activities designed to interrupt or intercept the network traffic of other users.

Students may not:

- Use University resources to support personal business interest(s).
- Sell or provide access to Campbell University networks to outside sources.
- Use University connections to engage in software piracy, copyright infringement, email abuse, other illegal activities and/or for-profit ventures. Any violation of these regulations may be investigated by law enforcement officials.
- Activate any type of shared file service or access to their personal computer by anyone other than themselves.

Informational and Technology Guidelines:

- Students must respect the priority of academic use of the University network.
- Students are personally responsible for any activities originating from their network connection.
- Students are responsible for their personal computer's hardware and software.
- Students must maintain updated virus protection.
- Students are encouraged to contact the helpdesk if they need help choosing or installing a subscription-based antivirus program.
- All computers, regardless of OS, must be set to receive Automatic Updates from the OS manufacturer.

Campbell University assumes no liability for data loss or equipment damage pursuant to a student's use of a University data port. Precautions for natural disasters are the student's responsibility.

The use of the University's information resources on campus is governed by the policies and regulations as outlined in this document and those regarding student conduct found in the Academic Bulletin and as posted at:

<https://www.campbell.edu/information-technology-services/>

Violations of these regulations will be reported to the appropriate dean and/or department with appropriate disciplinary action to be taken.

If a student has reason to believe another user or group of users is interfering with access to the University network, he/she must report the problem to the Office of Student Affairs. Campbell University/CUSOM administrators will investigate and, if necessary, take corrective action.

Campbell University reserves the right to monitor traffic through any data connection for the purpose of checking compliance with this agreement.

Wireless broadcasting devices of any kind may not be used in any Campbell University building. Such devices including but not limited to wired or wireless routers and access points will be confiscated and the student may lose his/her network privileges if found in violation of this policy.

By connecting a computer, or other device, to the Campbell University network, students agree to abide by the terms and conditions set forth above. Students must signify that they have read and will abide by the terms of the Campbell University Acceptable Network Usage Policy and must accept this policy to use the Campbell University network. The Acceptable Use Policy is posted on the University's policy web page, and information concerning the University's Information Technology Services can be accessed at:

<https://www.campbell.edu/information-technology-services/>

Informational Technology assistance may be accessed through the CUSOM IT Department, or through the following:

cusomhelpdesk@campbell.edu

<https://www.campbell.edu/information-technology-services/help-desk/>

Extension 7911

Telephone: (910) 893-7911

Toll-Free: 1-(800) 334-4111 Ext: 7911

8.4.3 Information Access and User Privacy

Private Machines Connected to the University Network

Electronic mail (email) and other information passing over the University network, including information stored in user accounts and computers, are considered to be private and confidential. Although this type of information must be accessed by system personnel for the purpose of backups, network management, etc., the content of user files and network transmissions will not be viewed, monitored, or altered without the express permission of the user except in the following circumstances:

- The University has reason to believe that an account or system has been breached and is being used by someone other than the authorized user.
- The University has received a complaint that an account or system is being used to gain unauthorized access or to attempt to gain unauthorized access to another network site.
- The University has reason to believe that an account or system is being used in violation of University policy or federal or state law.

Under these circumstances the university may authorize system support personnel to monitor the activities of a specified account or computer system and to search electronic information stored in that account. The authority for this search must be requested on an account-by-account basis, and monitoring will be restricted to the specified account. If this search provides evidence of violation, the account will be disabled and action taken with appropriate authorities.

It will become increasingly possible for computer systems owned by students, staff, or faculty to be attached directly to the Campbell network via on-campus attachment or off-campus VPN services. The owner of a personal machine or device may use that machine at his or her discretion; however, the use of the University network is subject to all of the policies stated in this document.

- The owner of any device or machine connected to the Campbell network is responsible for the behavior of all users of that machine and for all network traffic to and from the machine. Campbell maintains no responsibility or liability for loss of data or hardware corruption on personal computer systems.
- A private machine or device connected to the University network may not be used to provide network access to individuals who would not otherwise have access through official Campbell channels. The private machine may not be used to redirect data to other networks, nor may it serve in any way as an electronic gateway to non-University affiliated systems.
- Private machines or devices may not use the University network for commercial gain or profit.

- Neither Campbell-owned, private computers, or electronic devices may be used to serve files through any protocol (http, ftp, email, IM, etc.) without application to Information Technology Services for an exception for scholarly use unless the computers are designated servers by Information Technology Services. Unless otherwise approved in writing, provisions for interactive login services for non-University affiliated users are prohibited.
- Should the University have reason to believe that a privately owned system is using the network inappropriately, network traffic to and from that system will be monitored and, if justified, the system will be disconnected, and appropriate punitive action will be taken.

Technology Usage

Computer systems and networks allow for a free exchange of scholarly ideas and information. This exchange serves to enhance learning, teaching, critical thinking, and research, as well as to promote the sharing of moral standards. While the constitutional right of free speech applies to communication in all forms, the Christian atmosphere of Campbell University prescribes only civil and respectful discourse.

Campbell University computer and network services are available as a privilege to all full- time and adjunct faculty, staff, and students at the main and extended campuses. The number of people in the Campbell community dependent upon the University's computer and network services is sizable. Therefore, a respect for the needs of others is expected among users. To ensure access and service for all, eligible users must refrain from any action which interferes with normal system operation, such as:

- Using computer or network services for commercial purposes or personal profit
- Sending excessive email locally or over the network such as chain letters, advertisements, or solicitations
- Knowingly installing or running a program that will damage or place an undue burden on the system
- Knowingly acting in a manner that will disrupt normal operations of computers or the network
- Using computer or network services in a way that violates copyrights, patent protections or license agreement
- Gaining unauthorized access to information that is private or protected, or attempting to do so
- Attempting to gain system and/or network privileges to which you are not entitled
- Using the University computer system to disseminate materials that are not in keeping with the purposes of the institution

The University reserves the right to monitor the use of institutionally owned resources. Alleged inappropriate use of technology resources will be investigated. In instances of misuse, appropriate disciplinary actions, to include legal action, will be taken.

Copies of the Acceptable Use Policy are included in official University publications including, but not limited to, the graduate and undergraduate catalogs, staff/faculty/student handbooks, and selected course syllabi. The Acceptable Use Policy is also posted on the University's policy web page:

<https://www.campbell.edu/information-technology-services/acceptable-use-policy/>

Eligible Users

Only the following properly authorized persons may access Campbell University computing facilities:

- Undergraduate, graduate, and professional students currently enrolled in Campbell University courses
- Non-degree seeking and special students currently enrolled in Campbell University courses
- Campbell University faculty (full and adjunct), staff, and administration
- Designated alumni
- Official guests of the President and the University
- Individuals formally associated with the University, upon verification of the appropriate dean and/or administrator

Original Work by Students Using Campbell University Technology Resources

Original works created by students using Campbell University technological resources are the property of the creator. With the notable exceptions of the processes normally associated with grading, critique, assessment, and lecture or classroom illustrations, no other student, faculty, or staff member may make any use of another's work without the expressed consent of the creator. However, the Department and the University retain the right to display, copy, replicate, or distribute any work created through the use of the Department's production facilities for the purposes of promotion, representation, artistic display, publication, illustration, and recruiting, on the condition that the creator is given full, appropriately disclosed credit. No one, including the creator, may use the Department's production facilities for any commercial purpose.

Pornographic or Obscene Material

Users are encouraged to use institutional resources in a responsible and respectful manner. Pornographic, obscene, or offensive material is prohibited on the Campbell University computers and network system.

The Campbell University Office of Information Technology Services is to be notified of the transmission of questionable or offensive materials via the institutional computer and network system. Treated as inappropriate use, these allegations will be investigated, and if warranted, appropriate disciplinary actions taken.

Electronic Communications

The University provides Internet access to all eligible users through campus computing facilities. Electronic mail (email) is also provided to all eligible users. These services are provided only for University-related purposes.

Class Recordings

Class materials (hereafter including PowerPoints, Handouts and Lecture Recordings) are distributed for the exclusive use of students in the Jerry M. Wallace School of Osteopathic Medicine. Student access to and use of materials are conditioned on agreement with the terms and conditions set out below. Any student who does not agree to them is prohibited from accessing or making any use of such materials.

Any student accessing class or other educational materials:

1. acknowledges the faculty members' intellectual property rights and that distribution of the materials violates the copyright policy;
2. recognizes the privacy rights of fellow students who speak in class;
3. accepts that distributing, posting, or uploading materials to students or any other third party not authorized to receive them or to those outside CUSOM is an Honor Code violation; and
4. agrees that the materials are to be accessed and used only as directed by the faculty member(s) teaching the course.

APPENDIX: COVID-19 Related Changes for 2020-2021 Academic Year

Introduction

In the event there is a resurgence of COVID-19 and there are local, state, or nation-wide restrictions, CUSOM will make the following adjustments to the listed components of the medical school program. This list is not all-inclusive and the changes outlined may further change as the situation dictates. Safety of CUSOM students, faculty and staff is paramount and is the driving force for these changes, which are only for the 2020-2021 Academic Year.

Curriculum Delivery Changes

For the curricular content identified below, CUSOM will implement the following changes in the delivery of the curricular content, but not the content itself in most instances:

The MHPE calendars remain the same, and when live videoconferencing or interactive sessions are utilized, they will be held at the same time the content is scheduled on the MHPE Calendar.

A critical component of our approach to transition to remote learning is the maintenance of regular and meaningful engagement of our faculty with students.

As part of Campbell University, CUSOM MHPE has access to several university-provided tools and applications to facilitate faculty-student engagement, including Blackboard Collaborate, the Blackboard Learning Management System, WebEx Videoconferencing, and Panopto video recording and capture.

Transcript Changes

In the event of a global pandemic or other disaster, courses may be delivered by remote learning, and students will be given the option to remain with the traditional grading scale, or to convert to an alternate Satisfactory (“S”) or Fail (“F”) grading scale for the affected time period. The alternate grading scale accrue zero quality points per hour, thereby having a neutral effect upon grade point average. The transcript will note the reasoning for the transition to remote learning.

Behavioral Health Department Service Changes

Clinical Service Policy

Until such time as social distancing requirements are lifted, CUSOM’s **Department of Behavioral Health** will continue to provide all clinical services remotely via phone or through the HIPAA/FERPA compliant WebEx application. This modality of service

delivery is to be maintained even if departmental clinicians are physically on campus while providing services.

Departmental Service Protocol

1. Students and other parties seeking counseling services can request an appointment via:
 - Email: CUSOMBH@campbell.edu
 - Website: <https://medicine.campbell.edu/behavioral-health/>
 - Phone: (855) 287-6613
2. Once requested, the departmental Administrative Assistant (Mrs. Teresa Butrum) will contact said party and have them complete the online intake form.
3. Once the intake form is completed, the party will be sent the available times for all clinicians within the department along with a request for their preference regarding the venue of service delivery (i.e., phone/WebEx).

Wrap-Around Services

In addition to Behavioral Health clinical staff, CUSOM utilizes the services of StudentLinc, a 24/7/365 student assistance program that offers wrap-around psychosocial support services. Services are accessed through StudentLinc's online web portal:

<https://www.mystudentlinc.com/> or via their mobile application.

StudentLinc Core Services include but are not limited to:

- Unlimited confidential tele-counseling with StudentLinc providers by phone, video or web-based chat
- Five (5) sessions at no cost with community providers for an unlimited number of unrelated issues
- Crisis counseling/management
- Case management and referral to community resources
- Financial counseling
- Access to online information and training repository

Students on clinical rotations may use StudentLinc or obtain information concerning Behavioral Health services within their local region through the CUSOM Office of Clinical Affairs or the local Regional Assistant Dean's office.

Clinical Emergency Policy

Until such time as social distancing guidelines are suspended, any client that expresses suicidal or homicidal ideation will be evaluated by their clinician, and if it is deemed that they are at emergent risk, 911 will be contacted and a sheriff's deputy will be sent to their location to conduct a well-check. Depending on the nature and severity of the event, the client may then be referred out to a community provider to better address their needs. Referrals will be made either by the clinician directly or through CUSOM's student assistance program (i.e., StudentLinc).

Departmental Service Protocol

1. The departmental clinician will conduct an evaluation to determine the nature and severity of the ideation.
2. If the clinician determines that the client is at emergent risk, 911 will be notified and a local sheriff's deputy will be sent to their current address for a well-check. Additionally, the clinician will remain in contact with the client until the sheriff arrives.
 - All clients seen by the department within the last three months will be sent a link to update their information within the HER.
 - Current and home addresses are required client information and must be filled out prior to scheduling an appointment.
3. The clinician will also inform the client's emergency contact of the situation.
 - The departmental service agreement has been amended to reflect this change in policy.
 - Emergency contact information is now also required before a client can schedule an appointment.
4. Once the client has been taken into custody, the clinician will inform their direct supervisor of the event.
5. The clinician will thoroughly document the incident in the client's chart within the departmental electronic health records system.
6. Depending on the nature and severity of the event, the client may then be referred out to a community provider for follow-up care.
 - Referrals will be made directly by the clinician or through the student assistance program (i.e., StudentLinc: www.mystudentlinc.com).

NOTES AND DEFINITIONS

- The word “student” in this Bulletin refers to any person who is enrolled in any course offered by CUSOM.
- The words “professor” or “instructor” in this manual refer to any person who is authorized by the University to hold and teach a class sponsored by the University or precept a student during an on-campus or off-campus clinical practice experience.
- The words “University” and “School” refer to Campbell University and the Campbell University School of Osteopathic Medicine (CUSOM), respectively.
- The word “day(s)” refers to official school days — not holidays or weekends. The exception to this is in regard to days identified in the policies regarding Leave of Absence, Withdrawal, and Suspension, in which case “days” refer to calendar days, not school days. This distinction is clarified in the corresponding sections by utilizing the term “calendar” days.

July 1, 2020