



CAMPBELL
UNIVERSITY

Jerry M. Wallace
School of Osteopathic Medicine

Academic Bulletin

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

2023

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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 but feasible for those in full-time 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 at least weekly, and am available to support you throughout the program.

Students in the MHPE program have remote access to the Campbell University libraries, including the CUSOM Medical Library, ensuring that you have access to ample resources for your learning. The library system provides online access to a collection of over 195 databases, including 74 of direct relevance to the MHPE program. You will also interact with a broad range of faculty from Campbell University's Schools of Osteopathic Medicine, Education, and Business, as well as the College of Pharmacy and Health Sciences. The North Carolina Medical Society's Kanof Institute for Physician Leadership provides additional expertise.

We look forward to working with you to advance your career. Our aim is to support and prepare clinicians of all disciplines to face new challenges within and beyond the delivery of healthcare. I look forward to meeting you.

Sincerely,

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

The Application of this Bulletin to CUSOM MHPE 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, which would have been the 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.

Policy on Student Response to CUSOM Request for Information

Whenever this Academic Bulletin requires the student to provide a written response to be received by CUSOM on or before a certain date, CUSOM will not grant exceptions to the stated deadline except in the case of a medical emergency, and in that case, the student must provide the response as soon as medically feasible.

Notes and Definitions

- The words “professor”, “faculty”, 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.
- As used in this Bulletin, the term “University” shall mean “Campbell University”.
- The term “School” refers to the Campbell University School of Osteopathic Medicine (CUSOM).
- The word “day(s)” refers to official school/business days — not holidays or weekends. The exception to this is in regard to days identified in the policies regarding Leave of Absence, Withdrawal, Suspension, and Grievance in which case “days” refer to calendar days, not school/business days. This distinction is clarified in the corresponding sections by utilizing the term “calendar” days.

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 spring semester 2023 are "stamped" with a 2023 starting term. The requirements for that starting term are reflected in the 2023 MHPE 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:	<u>December 7, 2022</u> Date
Revised Date:	<u>June 5, 2023</u>
Revised Date:	<u>August 3, 2023</u>
Revised Date	<u>October 2, 2023</u>

DISCLAIMER: This Bulletin is intended as a guideline for students and should not be construed as an offer or as a contract between Campbell University, and any student or a warranty of any entitlements, programs, regulations, or benefits set forth herein. Campbell University, its agents, officers, and employees may rescind or modify any policy, 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 does not discriminate on the basis of race, color, sex, sexual orientation, gender, gender identity or expression, age, ethnicity or national origin, religion, disability, genetic information, protected veteran or military status and any other characteristic protected by law, except where exemption is appropriate and allowed by law in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs.

Student inquiries regarding discrimination, harassment and the University's equal opportunity policies may be directed to the Associate Vice President for Campus Life, nothstine@campbell.edu; faculty and staff inquiries should be directed to the HR Department, P. O. Box 595, Buies Creek, NC 27506 or the Director of Human Resources, telmore@campbell.edu. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the University. Campbell University has appointed Kellie Nothstine as its Title IX Coordinator, and she may be contacted at nothstine@campbell.edu.

Additional information, including the complete text of the discrimination and harassment policy and appropriate complaint procedures, may be found by contacting the Human Resources Department or visiting its website at <https://www.campbell.edu/faculty-staff/human-resources/>. Questions or comments about sex-based and sexual harassment and misconduct, domestic violence, dating violence, and stalking committed by a student may also be directed to Kellie Nothstine, Associate Vice President for Campus Life and Title IX Coordinator, at (910) 893-2039 or nothstine@campbell.edu. Additional information, including the complete text of the policy and complaint procedure for such misconduct, may be found at <https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/>.

Employees and applicants 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, Title IX of the Education Amendments Act of 1972, or any other federal or state nondiscrimination law, rule, or regulation. For further information go to: <http://www.campbell.edu/about/employment/>.

Campbell University also maintains affirmative action programs to implement our equal employment opportunity policy. Employees or applicants who wish to review appropriate portions of these affirmative action programs may schedule an appointment to do so by contacting the Director of Human Resources at the Buies Creek campus, during normal business hours.

1.1 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 in compliance with federal law (20 USC 1232g) and regulation, (39 CFR 99) and will use "Directory Information" in the best interests of the student. For more information please visit the [Campbell University Family Education Rights and Privacy Act \(FERPA\) website](#).

1.2 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. Faculty and staff inquiries may be directed to the Director of Human Resources, Main Campus, Buies Creek, NC 27506, telmore@campbell.edu; student inquiries may be directed to the Director of Disability Services, Main Campus, Buies Creek, NC 27506, richl@campbell.edu.

1.3 Americans with Disabilities Act of 1990 (ADA) as Amended (ADAAA)

Campbell University does not discriminate on the basis of disability and will provide reasonable accommodation to qualified individuals with disability, except as provided by law. Student inquiries may be directed to Ms. Laura Rich, Student Counseling Center, Main Campus, Buies Creek, North Carolina 27506 or richl@campbell.edu; faculty and staff inquiries may be directed to Mr. Trent Elmore, Director of Human Resources, Main Campus, Buies Creek, North Carolina 27506 or telmore@campbell.edu.

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

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not tolerate discrimination or harassment on the basis of sex, gender, sexual orientation, or gender identity or expression, nor does it allow discrimination in the administration of educational programs, activities, and policies. Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to: Mrs. Kellie Slappey Nothstine, Title IX Coordinator, P.O. Box 95 (Wallace Student Center, Room 237), Buies Creek, NC, 27506, (910) 893-2039/FAX (910) 893-1534, 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, S.W. Washington, DC 20202-1475. Telephone: (202) 453-6020; Facsimile: (202) 453-6021; Email: OCR.DC@ed.gov.

Campbell University's Title IX policy applies to students, faculty and staff, as well as third parties. If you believe you have been subjected to discrimination or harassment in violation of Title IX, or you have been the victim of sexual assault, domestic

violence, or stalking, follow the procedure outlined in the [University's Title IX policy](#). You may also contact the Title IX Coordinator. Please refer to the Title IX policy and procedures for additional details.

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. Buies Creek Academy was incorporated in 1911. Over the years, the Academy evolved to become Campbell Junior College (1926), Campbell College, and Campbell University. Campbell University is a non-profit IRS 501 (c)(3) corporation.

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.

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), 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 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, master, and doctorate degrees.

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.

Campbell University is one of five private universities in North Carolina to achieve Level VI accreditation.

For information regarding Campbell University accreditations, please visit:

<http://www.campbell.edu/accreditation>

Contact information for the SACSCOC is as follows:

Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
Phone: (404) 679-4500
www.sacscoc.org

The American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA) accredits osteopathic medical education programs leading to the Doctor of Osteopathic Medicine (DO) degree in the United States (programmatic accreditation).

To achieve and maintain accreditation, an osteopathic medical education program leading to the DO degree must meet the standards delineated in the COCA COM Continuing Accreditation Standards provided on [the COCA Accreditation Standards webpage](#). COMs beginning the process towards accreditation must follow the guidelines detailed in the COCA COM *New and Developing Accreditation Standards* provided on the [COCA Accreditation Standards webpage](#).

The COCA granted the Campbell University Jerry M. Wallace School of Osteopathic Medicine (CUSOM) Accreditation status in 2017, with the next accreditation review scheduled for 2024. Accreditation status was the highest level of accreditation awarded at that time.

Contact information for the COCA is as follows:

Commission on Osteopathic College Accreditation
142 East Ontario Street
Chicago, IL 60611-2864
Toll-free phone: (800) 621-1773
Department of Accreditation: (312) 202-8124
Department of Accreditation Fax: (312) 202-8424

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 educator and leader; and
- Consider the applicant's interest in serving rural and underserved populations.

The MHPE program Admissions Committee, 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 graduation, 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 cumulative 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 MHPE

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, except where required by law. Students who have any concern regarding these requirements should discuss them with the MHPE 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 (See Section 3.5 of this Bulletin). Students, however, are required to function with independence and perform at all skill levels described below which CUSOM holds as mandatory for 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 unnecessary risk.

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

Students/Applicants must possess the requisite 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 and Sensory

The student must have sufficient motor and sensory 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.

Applicants must identify to the CUSOM Office of Student Affairs all areas where there is any question regarding their ability to meet these Technical Standards. If an applicant has a question about his/her ability to meet the minimal Technical Standards, the applicant is required to notify the CUSOM Office of Student Affairs in advance of applying.

An offer of acceptance may be rescinded should an accepted applicant NOT meet the Technical Standards Requirements for Admission to CUSOM MHPE, or be found to not be able to meet these Technical Standards Requirements.

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

If an applicant signs that 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;
- gender identity or expression;
- age;
- ethnicity or national origin;
- religion;
- disability;
- genetic information;
- protected veteran or military status; and
- any other characteristic protected by law, except where exemption is appropriate and allowed by law.

3.5 Americans with Disabilities Act and Section 504 of the Rehabilitation 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, and Section 504 of the Rehabilitation Act of 1973 to assure its facilities, programs and student policies are accessible to individuals with disabilities. Applicants and students with specific needs who request or are planning to request accommodation under the ADA should contact the Office of Student Affairs following the process described in Section 7.2.3 of this Bulletin.

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. Applications received prior to June of each academic year will be considered for an August start, unless otherwise requested.

3.7 MHPE Selection Process

1. Once the applicant file is complete, MHPE program personnel will review files to select 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. For a January start, candidates emailed an acceptance letter prior to November 1st will have thirty (30) days to respond. After November 1st, candidates will have fourteen (14) days to respond.
6. For an August start, candidates emailed an acceptance letter prior to June 15th will have thirty (30) days to respond. After June 15th, candidates will have fourteen (14) days to respond.
7. 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 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 2023 Academic Year is \$790 per credit, with additional fees of \$855 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 Trustees' 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 for Graduate and Professional Programs](#).

To officially withdraw from CUSOM, a student is required to complete an official withdrawal form available from CUSOM's Office of Student Affairs. The official form must be completed with proper signatures obtained and turned in to the CUSOM Office of Student Affairs. Once all signatures are obtained, the CUSOM Office of Student Affairs provides a copy to the Registrar for placement in the student's permanent file.

Upon the completion of the official withdrawal form and the receipt of said form in the CUSOM Office of the Registrar, the student's class registration is updated as a withdrawal from the University denoting the "Effective Date".

The Campbell University Bursar's 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) in accordance with the schedule for Campbell University Refund/Repayment Policy for Graduate and Professional Programs set forth in the link above. 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.

The Campbell University Bursar's Office is responsible for the reassessment of student account charges and ensuring financial aid awards have been evaluated and reassessed accordingly. The Campbell University Bursar's Office reserves the right to hold refund of credit balances until they have evaluated and approved the release of funds awarded to students who withdraw from the University.

Any student account balance resulting from a University withdrawal 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

Campbell University's Office of Financial Aid (Office of Financial Aid) makes every effort to ensure no qualified applicant is denied the opportunity to study medicine 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.

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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 Presentation during Orientation. Attendance at this financial aid presentation is mandatory for all students. 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 Office of Financial Aid provides personal counseling upon request 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 Office of Financial Aid also provides Debt Management Counseling sessions for medical 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 3.0 on a 4.0 scale.

The Office of Financial Aid coordinates Exit Counseling sessions for any student who withdraws or graduates from CUSOM. 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 (NSLDS), 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 3.0 on a 4.0 scale.

Additional information regarding SAP and financial aid can be found on the [Campbell University Financial Aid Policies website](#).

In addition, should there be an outstanding balance at the end of the semester, students will be placed on a Bursar's Office Hold and will not be registered for the following semester and are not eligible for financial aid until the Bursar's 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 via Blackboard and can also be viewed online at <https://medicine.campbell.edu/academics/academic-calendars/>

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.

Courses are delivered in distance-based format, with a combination of asynchronous online activities and weekly videoconferences. Synchronous courses are not self-paced courses; they require that students meet remotely at a designated time and follow a structured assignment calendar. Content is delivered through:

- Class meetings and interaction through a technology platform at a designated time and place
- Blackboard Learning Management system and linked resources
- Online interactive modules
- Textbooks/e-texts
- Email and Internet resources

In order to successfully complete the MHPE distance-based curriculum, students must have:

- Access to a Windows-based system or macOS system (tablet or phone not sufficient)
- Ability to download, install, and use programs, including but not limited to the Chrome browser, a webcam and audio system (incoming and outgoing audio).
- High-speed internet access via DSL, cable, or fiber-optic connection. Some classes require simulations that may incur excessive charges if cell phone or mobile wireless internet is used.

5.2.1 Schedule of Course Offerings

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.

Spring start: Calendar year model

Most suitable for experienced clinicians

	Course ID and Title (Credits)	Semester
Year 1 (13 credits)	MHPE 500 The Successful Clinical Leader (4)	Spring
	MHPE 505 Governance and Administrative Skills (3)	Summer
	MHPE 510 Introduction to Teaching (4)	Fall
	MHPE 515 Practice Transformation Project (2)	Year-long
Year 2 (17 credits)	MHPE 525 Curriculum Design for the 21 st Century (4)	Spring
	MHPE 530 Research Skills* (3)	Summer
	MHPE 535 Assessment and Strategic Planning (3)	Summer
	MHPE 540 Applied Education Skills (4)	Fall
	MHPE 545 Master's Project (3)	Year-long

- * Trainees may be able to transfer credit from other courses to meet this requirement (e.g., CUSOM FMP course series).

Fall start: Academic year model

Students choosing to start in the fall semester begin with the Introduction to Teaching. They then work with an advisor to determine a sequence for the remaining courses that best fits the individual student's interests and priorities. Unless transfer credit is accepted, it is necessary to complete two courses during one summer to finish the program in 24 months. In most cases, the degree will be completed at the end of the second summer term.

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-changing 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, with emphasis on teaching and learning in clinical settings.

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 practice site; develop a clearly defined plan for improvement; implement the plan; and evaluate for 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

This course addresses design and integration of research into clinical and educational practice. The ethical conduct of research and regulatory requirements around human subjects are emphasized.

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 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 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 complete a second year-long 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 ensures 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 matter expert is identified to provide additional support and guidance.

Second-year MHPE students have a committee of three faculty to mentor them through 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 additional assistance. Scheduling may be done through communication directly with faculty, or through the appropriate administrative assistant.

6.1.2 Academic Freedom Policy

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 five 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 MHPE 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

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 (P) receives four (4.0) quality points; a failing grade (F) 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 Director 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 P or F 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 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

For general information related to FERPA see Section 1.1 of this Bulletin. Also, Campbell University guarantees each student certain rights in compliance with FERPA. Please refer to [Campbell University's Annual Notification of Rights Under FERPA](#).

CUSOM has a secure, confidential, onsite computerized record system with an offsite secure network backup. All items entered into this system are retained as a part of a student's permanent record. A 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 or other documentation concerning misconduct.

Upon appointment with the Registrar, a student may examine their transcript and contents of their permanent record. University officials with access to a student's educational records are the President, Provost, Academic Deans, Registrar, CUSOM Office of Student Affairs, and designees of these University officials with a legitimate educational interest in the record.

There is a health and safety emergency exception to FERPA which states 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 the [U.S. Department of Education Family Educational Rights and Privacy Act \(FERPA\) website](#).

All documents and other information concerning student academic records, student disciplinary issues, including written reprimands, are securely maintained in a confidential file. Such actions become a part of a student's permanent education record.

6.4 Attendance

6.4.1 Attendance Policy

Active participation in at least 70% of synchronous class sessions is required, in addition to timely completion of asynchronous elements. Synchronous sessions are generally teleconferences with audio and video communication via Zoom or similar platform. Telephonic participation is allowable when necessary, and preferable to post-hoc video review

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 on Blackboard and an email announcement sent to enrolled students. Given the online nature of the program, travel issues will not generally interfere, but large-scale power outages may. The MHPE program follows decisions as posted for the Campbell University Adult and Online programs. Weather-related announcements are posted on the University website, <https://www.campbell.edu/>, and accessible by phone at:

On campus: dial 5700

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

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

It is recommended students visit the Campbell University Emergency Preparedness [website](#) to sign up to receive campus alerts through the CU Notify (Omnilert) system. In the event of a campus-wide emergency, a text message with information about the emergency and actions to take will be sent to all enrollees.

In the event of a campus-wide emergency, individuals receive a text message with information about the emergency and actions to take.

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 must be professionally dressed for all lectures and workshops; this includes all on-site and virtual sessions.

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. All students are expected to wear business casual attire appropriate for a professional setting.

6.6 Academic Standing and Academic Progress

6.6.1 Academic Standing

Academic Standing is defined as a student's academic status at any time within the MHPE curriculum.

A student who is considered in Good Academic Standing is one with officially recorded, passing grades in all completed courses attempted at any given point in time. This includes all students who have successfully remediated a failed course.

A student Not in Good Academic Standing is one with any unresolved (e.g., non-remediated or failed) course failing grade at any given point in time.

Academic Standing is used, in part, to determine student eligibility to participate in CUSOM-approved activities, such as conferences, student organizations, etc. Academic Standing and GPA requirements for student eligibility to serve as an SGA or club officer, participate in CUSOM-sponsored research, serve on a CUSOM Committee, and receive an approved absence to attend any off-campus conference or meeting are delineated in Sections 6.4.2, 6.4.3.4, and 7.3.1 of this Bulletin.

6.6.1.1 Academic Warning

The APPS Committee will place a student on Academic Warning for a defined term if the student fails a course.

The APPS Committee reviews the record of each student on Academic Warning at the end of the defined term of the Academic Warning to evaluate the student's academic progress, and makes recommendations regarding the continuation or removal of Academic Warning.

Students on Academic Warning are not eligible to serve as a Student Government, club or organization officer, serve on a CUSOM committee, receive an approved absence to attend an off-campus conference or meeting, serve as a Teaching Assistant, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program.

Students on Academic Warning generally require modifications to their study strategies in order to succeed academically and as such are encouraged to utilize opportunities afforded by the CUSOM Academic Center for Excellence (ACE), Student Affairs, Behavioral Health, faculty, and peer-tutors.

6.6.1.2 Academic Probation

The APPS Committee will place a student on Academic Probation for a defined term if the student fails multiple courses or fails to make satisfactory academic progress while on Academic Warning; or other academic issues as deemed relevant to warrant the sanction of Academic Probation.

The APPS Committee reviews the record of each student on Academic Probation at the end of the defined term to evaluate the student's academic progress, and makes 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 instituted, and rectified.

Students on Academic Probation are not eligible to serve as a Student Government, club or organization officer, serve on a CUSOM committee, receive an approved absence to attend an off-campus conference or meeting, serve as a Teaching Assistant, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program.

Academic Probation is a more significant sanction than Academic Warning, and any additional course failures may result in Dismissal from the program.

6.6.2 Academic Progress

Academic Progress for students requires passing all courses in all terms and successfully completing all curricular requirements, including the projects; meeting the requirements as set forth by the Academic Performance, Promotion and Standards (APPS) Committee for students, including those in a Modified Course of Study. 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.

6.6.3 Modified Course of Study

A Modified Course of Study (MCOS) is a credit-bearing, individualized study plan for students who require an alternative educational pathway for reasons such as required remediation, illness, Leave of Absence, or Withdrawal.

The MCOS will be individually designed based upon the student's performance and needs by the Program Director and approved by the APPS Committee.

Students in a MCOS must agree to, and comply with, the conditions and schedule of the MCOS. Students not following the individualized plan will be referred to the APPS Committee for review and may be subject to additional sanctions up to and including Suspension or dismissal from the program.

A student in a MCOS who does not adhere to the requirements and parameters of the MCOS may be referred to the APPS Committee for further review and may be subject to additional sanctions up to and including Suspension or dismissal from the 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), non-academic violations of the Honor Code or Code of Conduct, unprofessional conduct, or grievances. Additional information regarding these violations and procedures is found in this Bulletin at Sections 6.7.3 Honor Code, 6.7.4 Code of Conduct, and 6.10 Grievance Processes.

The APPS Committee is appointed by the Dean, and membership may be subject to change at any time. The Registrar and CUSOM Office 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. APPS Committee meetings are not legal hearings, and as such, neither attorneys nor other representatives (e.g., healthcare providers) are allowed to participate.

Faculty Recusal from APPS Committee Hearings

Per the CUSOM Faculty Recusal Policy, any CUSOM faculty member who is a healthcare professional with a previous or ongoing therapeutic relationship with a CUSOM student, in any CUSOM program, must recuse themselves from all activities involving the summative assessment, grading, and promotion of that student. In the case of committee meetings, including, but not limited to, the Academic Performance, Progress and Standards (APPS) Committee, the committee Chair (or designee) will call for a declaration of any conflict of interest from committee members prior to student case discussions.

Any APPS Committee member(s) identifying a potential conflict, including a previous or ongoing therapeutic relationship with a student, will be required to recuse themselves and exit the meeting until that student's case is concluded.

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

The APPS Committee meets at the end of any semester after the Program Director has determined all grades: (i) to review students who have achieved a failing course grade, or failed to successfully remediate a failed course, (ii) when a delay in a student's academic progress is identified, or (iii) when deemed necessary.

The Chair of the APPS Committee may also call a meeting of the APPS Committee in cases where the academic progress of a student is affected by a leave of absence or other factors.

Students cannot request a meeting of the APPS Committee to challenge or appeal an APPS Committee decision; appeals are handled through the Dean as outlined in Section 6.7.8 of this Bulletin, or through the Grievance procedures outlined in Section 6.10 of this Bulletin.

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;
- Failed to complete any degree or program requirements; or
- Failed to make academic progress, or follow directives set forth, in an assigned remediation plan or any Modified Course of Study.

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

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

- The MHPE Program Director reports on the academic progress of student(s), as necessary.
- The Program Director 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 CUSOM Office 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 oral presentation (no PowerPoint presentations or handouts except for written reports from a medical provider) relevant to any issues or considerations 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 oral presentation, the student may be allowed to phone or videoconference (e.g., Zoom or WebEx) into the APPS Committee meeting and has the option to submit a written document prior to the meeting, 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.

Students who fail to appear at a scheduled meeting or provide a written document may be reviewed in absentia by the APPS Committee.

Students are prohibited from recording (in audio or video format) any APPS or *ad hoc* Committee meetings or proceedings, including those held via phone or videoconference.

The APPS Committee will not accept or consider any additional information from the student, or on behalf of the student, after the student has exited the APPS Committee meeting, except where the information (a) was not available at the time of the meeting and before deliberation, or (b) is deemed relevant by the committee during deliberation.

All sessions of the APPS Committee are closed to all individuals except those immediately concerned in the case. APPS Committee meetings are not considered legal hearings, therefore neither attorneys nor other representatives (e.g., healthcare providers) are allowed to attend. All persons present at the proceedings shall be bound to disclose no more than the Committee does in its official report on the case.

As mentioned previously, any APPS Committee member(s) identifying a potential conflict of interest, including a previous or ongoing therapeutic relationship with a student, will be required to recuse themselves from both the discussion phase of the meeting as well as the decision-making process for matters in which a potential conflict exists.

Subject to FERPA, 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 APPS Committee meeting minutes and evidence are maintained in the Office of the Dean.

The APPS Committee Chair will notify the student in writing of the decision of the APPS Committee meeting as soon as practical. Upon receipt of notification, the student must sign and return the Notice of Decision within the timeframe defined in the letter.

Policy on Student Response to CUSOM Request for Information

Whenever this Academic Bulletin requires the student to provide a written response to be received by CUSOM on or before a certain date, CUSOM will not grant exceptions to the stated deadline except in the case of a medical emergency, and in that case, the student must provide the response as soon as medically feasible.

If the APPS Committee renders a decision which is considered appealable as delineated in Section 6.7.7.2 of this Bulletin, the student shall have the right to submit a written appeal of the APPS Committee decision to the Dean within five (5) business days of receipt of notification in accordance with Section 6.7.8 of this Bulletin.

Note: Students are not permitted to appeal sanctions denoted as “Non-appealable” as presented in Section 6.7.7.1 of this Bulletin.

6.7.2 Student Professionalism and Ethics Standards

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 the MHPE program is critical to the training of future healthcare 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.

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 MHPE 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 MHPE 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; and
- Give due regard to the paramount responsibilities within the institution in determining the amount and character of work done outside it.

Respect for Faculty, Staff, Colleagues, and Community

Students will respect faculty, staff, colleagues, and others, including, 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.

6.7.3 Honor Code

The Campbell University Jerry M. Wallace School of Osteopathic Medicine Honor Code (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 MHPE students are expected to conduct themselves in a professional and ethical manner. 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 MHPE student.

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 (“Affiliated Sites”) where CUSOM students pursue activities for academic credit. Violation of the policies, rules, and regulations of these Affiliated Sites 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:
 - Clinical and community service requirements; or
 - Assignments, projects, and presentations.
- **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.

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;
- **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;** or
- A violation of any policy of the University or CUSOM.

6.7.3.1 Professional Standing

Professional Standing is defined as a student's professional status at any time within the MHPE curriculum.

A student is considered in Good Professional Standing if they are not currently on Conduct Probation.

A student is Not in Good Professional Standing if they are currently on Conduct Probation.

Professional Standing is used, part, in determining eligibility for students to participate in CUSOM approved activities, such as conferences, student organizations, etc. Professional Standing and GPA requirements for student eligibility to serve as an SGA or club officer, participate in CUSOM-sponsored research, serve on a CUSOM Committee, and receive an approved absence to attend any off-campus conference or meeting are delineated in Sections 6.4.2, 6.4.3.4, and 7.3.1 of this Bulletin.

6.7.3.2 Conduct Warning

The APPS Committee may place a student on Conduct Warning for a defined term if the student violates the CUSOM Honor Code or Code of Conduct.

The APPS Committee reviews the record of each student on Conduct Warning at the end of the defined term to evaluate the student's professional progress and makes recommendations regarding the continuation or removal of Conduct Warning. Conduct Warning will not appear on the student's official transcript.

Students on Conduct Warning are not eligible to serve as a Student Government, club or organization officer, serve on a CUSOM committee, receive an approved absence to attend an off-campus conference or meeting, serve as a Teaching Assistant, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program.

6.7.3.3 Conduct Probation

The APPS Committee may place a student on Conduct Probation for a defined term if the student violates the CUSOM Honor Code or Code of Conduct.

The APPS Committee reviews the record of each student on Conduct Probation at the end of the defined term to evaluate the student's professional progress and makes recommendations regarding the continuation or removal of Conduct Probation.

Conduct Probation will not appear on the student's official transcript.

Students on Conduct Probation are not eligible to serve as a Student Government, club or organization officer, serve on a CUSOM committee, receive an approved absence to attend an off-campus conference/meeting, serve as a Teaching Assistant, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program.

Conduct Probation is a more significant sanction than Conduct Warning, and any additional professionalism issues, which arise while on Conduct Probation, may result in Dismissal from the program.

Section 6.7.5 of this Bulletin, "Procedures for Calling and Conducting an APPS Committee Meeting Regarding Non-Academic Matters", describes the process for addressing cases related to allegations of misconduct, professionalism, or Honor Code violations.

6.7.4 Code of Conduct

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 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;
- 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.**
- 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.
- **Disruptive Behavior:** Any inappropriate etiquette or inappropriate disturbance either solely or repeated 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; or
 - Parking in inappropriate or reserved spaces.
- **Unacceptable use of technology:**
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.; or
 - Any device capable of capturing still or video images or audio recordings, including cell phones, are not permitted in any laboratory (anatomy, clinical skills, OMM, Simulation), or in any clinical setting, including and not limited to OSCE, standardized patients, simulation activities, clinical rotations, and the student health clinic.

6.7.5 Procedures for Calling and Conducting an APPS Committee Meeting Regarding Non-Academic Matters

Reasons for an APPS/*ad hoc* Committee hearing/meeting for non-academic matters include, but are not limited to, allegations that the student has:

- Violated the CUSOM Honor Code or Code of Misconduct;
- Violated any CUSOM or Campbell University policy/procedure or provision of this Bulletin;
- Failed a controlled substance screening test;
- Failed to maintain required immunizations as scheduled;

- 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 update contact information; or
- Failed to respond in timely manner to email and other forms of communication from CUSOM.

Allegations of misconduct may arise from an individual student, group of students, faculty member, clinical preceptor, staff member, or member of the community. For issues arising from Honor Code, Code of Misconduct, or professionalism or ethics violations, the person(s) identifying the issue(s) should report the issue(s) to the CUSOM Office of Student Affairs or the MHPE Program Director within five (5) business days of the issue(s) or becoming aware of the issue(s).

The CUSOM Office of Student Affairs or MHPE Program Director 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, not waived by the subject(s) of the alleged violation, or required by law, confidentiality of the reporting student is maintained to the maximum extent possible, and the CUSOM Office of Student Affairs or MHPE Program Director will present the reporting student(s)'s testimony. Dated notes are typically taken to describe the discussion.

The CUSOM Office of Student Affairs or MHPE Program Director 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.

If forwarded to the APPS Committee pursuant to Section 6.7.6 of this Bulletin, 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 student(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. APPS Committee meetings are not considered legal hearings, therefore neither attorneys nor other representatives (e.g., healthcare providers) are allowed to attend.

Faculty Recusal from APPS Committee Hearings

Per the CUSOM Faculty Recusal Policy, any CUSOM faculty member who is a healthcare professional with a previous or ongoing therapeutic relationship with a CUSOM student, in any CUSOM program, must recuse themselves from all activities involving the summative assessment, grading, and promotion of that student. In the case of committee meetings, including, but not limited to, the Academic Performance, Progress and Standards (APPS) Committee, the committee Chair (or designee) will call for a declaration of any conflict of interest, from committee members prior to student case discussions.

Any APPS Committee member(s) identifying a potential conflict, including a previous or ongoing therapeutic relationship with a student, will be required to recuse themselves and exit the meeting until that student's case is concluded.

APPS Committee Proceedings

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 (for example, documentary evidence) 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.

The Committee will not accept or consider any additional evidence from the student, or on behalf of the student, after the student has exited the Committee meeting **except where the information (a) was not available at the time of the meeting and before deliberation, or (b) is deemed relevant by the committee during deliberation.**

Deliberation of either the *ad hoc* Committee or the APPS Committee shall take place in private and remain confidential, and the standard for a decision in a hearing involving misconduct or honor code violations shall be based on a preponderance of the evidence (whether a violation is more likely than not to have occurred).

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

The APPS Committee Chair will notify the student, in writing, of the decision of the APPS Committee meeting as soon as practical. Upon receipt of notification, the student must sign and return the Notice of Decision within the timeframe defined in the letter.

If the APPS committee renders a decision that is considered appealable as delineated in Section 6.7.7.2 of this Bulletin, the student shall have the right to submit a written appeal of the APPS Committee decision to the Dean within five (5) business days of receipt of notification in accordance with Section 6.7.8 of this Bulletin.

6.7.5.1 Rights of the Student

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; and
- appeal the decision to the Dean in accordance with the provisions of Section 6.7.8 of this Bulletin.
- **Note: Students are not permitted to appeal sanctions denoted as “Non-appealable” as presented in Section 6.7.7.1 of this Bulletin.**

6.7.6 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) business 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.

The *ad hoc* committee will not accept or consider any additional information from the student, or on behalf of the student, after the student has exited the *ad hoc* committee meeting.

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.

Ad hoc Committee Decisions and Recommendations

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 the Vice Dean for Academic Affairs disagrees, he/she may decide:
 - a) Upon an appropriate sanction as set forth below and so notify the Respondents(s); or
 - b) 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 the Vice Dean for Academic Affairs disagrees with the sanction proposed by the *ad hoc* committee, he/she may decide:
 - a) Upon an appropriate sanction as set forth below, and so notify the Respondents(s); or
 - b) 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 if the decision of the Vice Dean for Academic Affairs is:

1. No. 2a, 3, or 4a above and the Respondents(s) accepts the decision, the decision of the Vice Dean for Academic Affairs shall be final; or
2. 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; or
3. No. 2b, or 4b above, the matter will be forwarded to the APPS Committee for further consideration.

***Note: Students are not permitted to appeal sanctions denoted as “Non-appealable” as presented in Section 6.7.7.1 of this Bulletin.**

An appeal of the Vice Dean for Academic Affairs' decision to the APPS Committee by the student must be made in writing to the Vice Dean for Academic Affairs within five (5) business days of receipt of notification and be based only upon new and relevant information not available to the student at the time of the hearing. If the student does not appeal within five (5) business days of receipt of notification, the Vice Dean's decision is final.

6.7.7 APPS Committee Sanctions

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, grades are assigned in accordance with the CUSOM grading policy.

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

Depending on the nature of the hearing, the following is a non-exclusive list of sanctions the APPS Committee may recommend to the Dean or require to be imposed:

6.7.7.1. Non-appealable APPS Committee Sanctions

The APPS Committee may impose a sanction, which is not appealable to the Dean, for students failing to make academic progress due to the following:

- Failure of two or more courses in any academic term;
- Failure to successfully remediate a failed course is considered an additional course/rotation failure;
- Failure of three or more total courses in one year of the curriculum;
- Failure of any course while in a Modified Course of Study;
- Failure of any course while on Academic Probation;
- Failure to successfully complete any curricular requirements; or
- Any other issues similar to the foregoing and deemed relevant.

In addition to imposing 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.

A **non-appealable** APPS Committee, *ad hoc* Committee**, or the Vice Dean for Academic Affairs** sanction may include, **but is not limited to**, any of the following decision by the APPS Committee:

** *Ad hoc* Committee and Vice Dean for Academic Affairs sanctions only address non-academic matters

- Award a satisfactory grade (C*, or P*) and promotion to the next academic term following satisfactory remediation;
- Require remediation, further coursework, repeat of courses, or write a topic-specific paper**;
- Repeat an examination, or coursework;
- 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 or Modified Schedule must occur;
- Place a student on a defined term of Academic Warning or Academic Probation. Placement of a student on Academic Probation is mandatory if the student has failed multiple courses;
- Extend a student's term of Academic Warning or Academic Probation;
- Place a student on a defined term of Conduct Warning or Conduct Probation**;
- Extend a student's term of Conduct Warning or Conduct Probation**;
- Declare the student ineligible for election to, or require removal from, student office or organizational office for a specified term**;
- Require more frequent meetings with CUSOM's Academic Center for Excellence or faculty advisors**;
- Request further assessment to verify the student has the ability to make satisfactory progress to become an osteopathic physician, 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;
- Assign an **Admonition**: Student will receive a written warning. An Admonition will not become a part of the student's longitudinal record. 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**;

- Assign an **Academic Warning**: A student who fails any course will be placed on Academic Warning for a defined term. While on Academic Warning, a student is not eligible to serve as a Student Government, club or organization officer, serve on a CUSOM committee, receive an approved absence to attend an off-campus conference or meeting, serve as a Teaching Assistant, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program. The record of each student on Academic Warning is reviewed at the end of the defined term 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;
- Assign an **Academic Probation**: A student who fails a course while on Academic Warning, fail multiple courses, fails to make satisfactory academic progress, or exhibit any other issue identified by the APPS Committee will be placed on Academic Probation for a defined term. While on Academic Probation a student is not eligible to serve as a Student Government, club or organization officer, serve on a CUSOM committee, receive an approved absence to attend an off-campus conference or meeting, serve as a Teaching Assistant, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program. The record of each student on Academic Probation is reviewed at the end of the defined term 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 state licensing boards where required;**
- Assign a **Conduct Warning**: Students who violate the Honor Code or display unprofessional behavior may receive a Conduct Warning for a defined term. While on Conduct Warning a student is not eligible to serve as a Student Government, club or organization officer, serve on a CUSOM committee, receive an approved absence to attend an off-campus conference or meeting, serve as a Teaching Assistant, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program. The record

of each student on Conduct Warning is reviewed at the end of the defined term to evaluate the student's progress, and the APPS Committee makes any recommendations regarding the continuation or removal of Conduct Warning. Conduct Warning will not appear on the student's official transcript; or

- Assign a **Conduct Probation**: Students who violate the Honor Code or display unprofessional behavior may be placed on Conduct Probation for a defined term as determined by the circumstances of the case. While on Conduct Probation a student is not eligible to serve as a Student Government, club or organization officer, serve on a CUSOM committee, receive an approved absence to attend an off-campus conference or meeting, serve as a Teaching Assistant, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program. Additional sanctions may be instituted based on the severity of the circumstance(s) leading to the Probation. Conduct Probation 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 not appear on the student's official transcript but will be reported in state licensing boards where required.****

6.7.7.2. Appealable APPS Committee Sanctions

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 of the following:

- Failure of two or more courses in any one term of the curriculum;
- Failure of three or more total courses in Years 1 and 2 of the curriculum;
- Failure of any course while in a Modified Course of Study;
- Failure of any course while on Academic Probation;
- Failure to successfully remediate a failed course is considered an additional course/rotation failure; or
- Any other issues deemed relevant.

The APPS Committee may impose a sanction, which is appealable to the Dean, which may include, **but is not limited to**, any combination of the following:

- Assign a grade reduction for an examination, assignment, or course;
- Repeat an entire academic semester or year;
- Assign a **Suspension**: Suspension may be imposed for violation of terms of an Academic or Conduct Probation, or it may be imposed directly in first-offense cases which warrant such action. In the case of Suspension, the student will be ineligible for financial aid, is not considered an active student, and is barred from all campus and non-campus activities. **Suspension will appear on the student's transcript**; or
 - Any student may be placed on Suspension pending an investigation into conduct violations, including Title IX violations.
- **Dismissal**: The Dean bases Dismissal from CUSOM upon recommendations made by the APPS Committee with final approval for dismissal.

6.7.7.3. Non-appealable Dean-assigned Sanctions

In addition to the above sanctions, the Dean has the authority to apply additional academic and professional sanctions, which may not be appealed, and include, **but are not limited to**:

- Withholding official transcripts;
- Barring re-admission to CUSOM, if dismissed;
- Prohibiting a student from enrolling for a specified period of time;
- Assessing monetary or specific duties restitution, or reimbursement for damages to or misappropriation of CUSOM, student, staff, or faculty property;
- Dismissal from the program.

Revocation of a Degree: The Dean may recommend to the University the revocation of the Master of Health Professions Education degree following graduation for discovered misconduct.

6.7.8 Appeal of an APPS Committee Decision

The APPS Committee Chair will notify the student, in writing, of the decision of the APPS Committee meeting as soon as practical. Upon receipt of notification, the student must sign and return the Notice of Decision within the timeframe defined in the letter.

An appeal of an appealable APPS Committee decision by the student must be based only upon new and relevant information not available to the student at the time of the hearing with the APPS Committee. Any documentary evidence relating to information available at the time of the hearing, but dated after the hearing, shall not be deemed new evidence. Any medical, psychological, or personal information, known to the student at the time of the APPS Committee meeting must be divulged at the time of the APPS meeting in order to be considered and, if not divulged at that time, cannot be used by the student later as the basis of any appeal.

Dean's Review of an Appeal

The Dean will reply within ten (10) business days of receiving the written appeal. An appeal not received in the Office of the Dean by 5:00pm Eastern five (5) business days after receipt of notification will not be considered, and the decision rendered by the APPS Committee is final.

While not required, the Dean may request a meeting with the student as part of the appeal process.

The student must make no attempt to meet with the Dean to appeal an APPS Committee recommendation unless the Dean requests a meeting prior to making a decision on the student's written appeal.

No legal counsel shall be present at an appeal meeting with the Dean as these meetings are not legal proceedings.

The Dean's decision is final.

6.7.9 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.

Additional information regarding Educational Records is provided in Section 6.3 of this Bulletin.

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

The Dean makes all final decisions regarding any separation from CUSOM.

All current or former students returning from an approved period away from CUSOM (such as, but not limited to, a Leave of Absence or an offer to repeat an academic year), must submit a completed Supplemental Application, Background Check, and Controlled Substance Screen which typically follows these timelines and associated requirements:

Separation from CUSOM (excluding Dismissal) less than 45 days:

- Supplemental Application may be required
- Background Check and Controlled Substance Screen may be required
- All required documents must be received **no earlier than fifteen (15) calendar days and no later than seven (7) calendar days prior to the anticipated return date**
- For example, a student returning from a 30-day Leave of Absence on July 1st must submit the required documentation between June 15th and June 23rd.

Separation from CUSOM (excluding Dismissal) greater than 44 days:

- Supplemental Application may be required
- Background Check and Controlled Substance Screen may be required
- Supplemental Application, Background Check, and Controlled Substance Screen must be received **no earlier than thirty (30) calendar days and no later than seven (7) calendar days prior to the anticipated return date**
- For example, a student returning from a 60-day Leave of Absence on July 1st must submit the required documentation between June 1st and June 23rd.

Additional requirements, such as a medical or mental health evaluation, may be required of returning students as deemed appropriate.

All current or former students returning from an approved period away from the CUSOM MHPE program (such as, but not limited to, a Leave of Absence) minimally must submit a letter of intent to return to the program **thirty (30) calendar days prior to the anticipated return date**. For example, a student returning from a Medical Withdrawal on August 1, the letter of intent to return to CUSOM must be submitted by July 2. 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 Executive Committee of the APPS Committee consisting of the Chair, two Vice-Chairs and at least two other members, will 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 at a specific point in the curriculum coupled with a focus on ensuring the appropriate continuum of the curriculum.

6.8.1.1 Accommodation Requests following return from a Separation

All students, including those returning from any Separation from CUSOM lasting more than 180 days (including but not limited to Withdrawal, Academic Leave of Absence, Suspension, or return to repeat an academic year) requesting accommodations must follow the process as outlined in Section 7.2.3 of this Bulletin.

Students returning from a Separation from CUSOM, who are requesting accommodations, must contact the CUSOM Office of Student Affairs to request services as soon as possible and **identify their request in the “Request for Accommodations” section of the CUSOM Supplemental Application.**

This applies to a request to receive the same accommodations that were previously granted by CUSOM or a request to receive new accommodations upon return from a Separation from CUSOM.

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. As noted above, accommodations are not provided retroactively.

6.8.1.2 Modified Schedule

In rare instances, a student may need to enter a Modified Schedule, which does not require a Leave of Absence, usually due to a brief acute illness, or personal emergency.

In such cases, the MHPE Program Director will develop a proposed Modified Schedule with the student, which is subsequently approved by the Executive Committee of the APPS Committee.

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 180 calendar days, it will become a Withdrawal.**

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

In addition, a Leave of Absence request requires completion of a Leave of Absence form available from the Office of Student Affairs, and may or may not require the return of CUSOM issued items depending upon the specific circumstances of the Leave of Absence.

Students requesting a Leave of Absence must schedule meetings and acquire signatures from the Office of Financial Aid and the Bursar's Office as part of their leave process to avoid any ambiguity with the effect the leave may have on a student's financial aid.

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

Process for Returning from an Approved Leave from CUSOM of less than 180 days:

1. The Executive Committee of the MHPE Admissions Committee consisting of the Chair, two Vice-Chairs and at least two other members, review all relevant documentation and determine whether or not the student has met the requirements to return. In cases in which there is a potential conflict of interest or two of the above members are not available, the Dean may designate another member of the full Admissions Committee to participate.
2. Once approved for return, the Executive Committee of the APPS Committee consisting of the Chair, two Vice-Chairs and at least two other members will determine placement of a student who has taken an approved Leave of Absence to determine where the student will resume the curriculum and if any additional action or supplementary educational curriculum is required.

In cases in which there is a potential conflict of interest or two of the above members are not available, the Dean may designate another member of the full APPS Committee to participate. 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 medical education curriculum and training required to be successful, perform well on licensing exams, and provide competent and compassionate patient care.

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

6.8.2.1 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 request within a timeframe designated by CUSOM, as described in Section 6.8.1 of this Bulletin.

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 as described in Section 6.8.1 of this Bulletin.

The letter from the Dean approving an Academic Leave of Absence will delineate any specific outcomes required upon return from the

leave, such as a list of abstracts, publications, grants submitted, letter from the supervising research mentor, or other tangible evidence of productivity resulting from the leave.

6.8.2.2 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. A Personal Leave of Absence lasting longer than 180 days will automatically become a Personal Withdrawal.

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, as described in Section 6.8.1 of this Bulletin.

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

A Medical Leave of Absence may be granted to students 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 healthcare provider approving/releasing the student to return as a full-time student in the curriculum as described in Section 6.8.1 in this Bulletin.

6.8.2.4 Student Maternity Leave of Absence

A Student Maternity Leave of Absence may be granted to students who provide acceptable supporting documentation indicating a need to take a leave of absence because of their pregnancy.

The required period of leave may include time before the delivery, after delivery, or both. This documentation must include an estimated date of delivery or, if a leave must be continued beyond delivery, the date delivery occurred.

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 a request for a Medical Withdrawal.

Return from a Maternity Leave of Absence

In order to return from a Maternity Leave of Absence, a student must provide a medical note from her healthcare provider indicating the definitive date of return the student is medically cleared to resume all activities of the curriculum as a full-time student, with no restrictions.

If the treating healthcare provider 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.

Returning students must also complete and submit any additional requirements as delineated in Section 6.8.1 of this Bulletin.

6.8.2.5 Parental Leave of Absence

CUSOM may grant leave for students whose significant other gives birth or adopts a child 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 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.

Following the birth or adoption, the non-birth parent will provide the Office of Student Affairs with an anticipated return-to-school date, not to exceed 4-weeks from the beginning of the leave. Students unable to return from a Parental Leave of Absence within four (4) weeks following the birth, or adoption, of a child will be required to request a Personal Leave of Absence, which may last up to a total of 180 days. A Personal Leave of Absence extending more than 180 calendar days will require the student to file a request for a Personal Withdrawal.

Students requesting a Parental Leave of Absence must complete the following requirements:

- Meet with either the MHPE Program Director and the Office of Student Affairs at the earliest available time to discuss the anticipated Parental Leave.
- Provide the Office of Student Affairs a proposed timeline of the requested leave.

6.8.3 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 a permanent separation from CUSOM. Reasons for a Withdrawal include, but are not limited to, personal, academic, and medical.

In order to avoid a final grade being recorded on a student's transcript, any request for Withdrawal must be completed prior to beginning the first final course assessment (e.g., exam) of a semester. Unless the student timely takes the exam, failure to withdraw by this date may result in issuance of a grade of F for all courses in that Block, or for that rotation, for the reasons described below, which will be recorded on the student's transcript and adversely affect the student's GPA.

Withdrawal requests made after a grade has been assigned, a course or clinical final examination or assessment event has been started, or after a clinical rotation completed, even if approved by the dean, 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 Office of Student Affairs, who then provides it to the Dean. The student must schedule meetings and acquire signatures from the Office of Financial Aid and the Bursar's Office as part of their leave process to avoid any ambiguity with the effect the leave may have on a student's financial aid. The Dean in turn makes the final determination on the Withdrawal request.

The student must complete and return a Withdrawal Form and if approved, return 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.

Students eligible to return from a Withdrawal from CUSOM, minimally must submit a completed Supplemental Application, Background Check, and Controlled Substance Screen within a timeframe designated by CUSOM, as described in Section 6.8.1 of this Bulletin. Additional requirements, such as a medical or mental health evaluation, may be placed on returning students as deemed appropriate.

Students eligible to return from a Withdrawal are required to provide the Dean with documentation verifying completion of the terms of the approved Withdrawal as described in Section 6.8.1 of this Bulletin.

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

6.8.3.1 Personal Withdrawal

Subject to Section 6.8.3 of this Bulletin, a Personal Withdrawal may 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.

Students eligible to return from a Personal Withdrawal minimally must submit a completed Supplemental Application, Background Check, and Controlled Substance Screen within a timeframe designated by CUSOM as delineated in Section 6.8.1 of this Bulletin.

The student may also be required to provide the Dean with additional documentation verifying completion of the terms of the approved Withdrawal as described in Section 6.8.1 of this Bulletin.

6.8.3.2 Academic Withdrawal

An Academic Withdrawal may be granted to students who wish to voluntarily leave CUSOM after encountering academic difficulties, including a failed course(s). Students withdrawing from CUSOM for academic reasons are not guaranteed re-admission.

Students eligible to return from an Academic Withdrawal minimally must submit a completed Supplemental Application, Background Check, and Controlled Substance Screen within a timeframe designated by CUSOM as delineated in Section 6.8.1 of this Bulletin.

The student may also be required to provide the Dean with additional documentation verifying completion of the terms of the approved Withdrawal as described in Section 6.8.1 of this Bulletin.

6.8.3.3 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 completed Supplemental Application, Background Check, and Controlled Substance Screen within a timeframe designated by CUSOM as delineated in Section 6.8.1 of this Bulletin. Additional requirements, such as a medical or mental health evaluation, 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 healthcare provider approving/releasing the student to return as a full-time student in the curriculum as described in Section 6.8.1 of this Bulletin.

The student may also be required to provide the Dean with additional documentation verifying completion of the terms of the approved Withdrawal as described in Section 6.8.1 of this Bulletin.

6.8.4 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 Leave of Absence, Withdrawal, or Suspension to determine where the student will resume the program and to determine if any additional action or supplementary educational curriculum is required.

Recommendations will be based on the requisite knowledge skills and abilities required to resume at a specific point in the curriculum.

6.8.5 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.

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.

6.8.6 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;
- 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 Financial Aid and 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 Doctor of Osteopathic Medicine (DO) degree or the 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 Grievance Processes

6.10.1 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 takes 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.

These Grievance procedures have numerous instances where appeals must be made in writing by a certain date.

6.10.2 Grievance for Academic Resolutions, Course Procedures, Grading Policies, and CUSOM Policies and Procedures

6.10.2.1 Academic Issues

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 upon appeal to the Program Director, 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.

6.10.2.2 CUSOM Policies and Procedures

A concern over CUSOM policies and procedures should be addressed through the CUSOM Office 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.

6.10.3 Grievance Procedure for Harassment or Discrimination

Students who believe they have been the subject of illegal harassment or discrimination (hereinafter a “Grievance”) shall use the Grievance Procedure as hereinafter set forth.

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 CUSOM Office of Student Affairs to explain their grievance.

The student must schedule a meeting with the CUSOM Office 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 CUSOM Office of Student Affairs shall investigate the grievance within seven (7) calendar days. In the case where the discrimination is in any way threatening, the CUSOM Office 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 CUSOM Office 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 CUSOM Office 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 right to request a grievance hearing.

The CUSOM Office 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 CUSOM Office 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;
- 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.

The request for an appeal shall not be based upon any evidence that the grievant had or was aware of at the time of the meeting with the CUSOM Office of Student Affairs.

This information must be sent by certified mail or delivered with signature of receipt to both the Office of the CUSOM Office 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. 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 CUSOM Office of Student Affairs relating to the grievance, and, as necessary, shall interview the CUSOM Office of Student Affairs as a witness in the Grievance. Neither party shall be entitled to have an attorney represent them at the hearing. Only the Chair shall be entitled to question any witness and decide upon the relevancy of any evidence presented.
- 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 CUSOM Office 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.

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 parties have 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 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.

6.11 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
Associate Vice President 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

Consensual Relationships

Consensual relationships between students and faculty, or students and staff members are prohibited. Sexual activity is not permitted in any CUSOM setting.

6.12 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 confidential diagnostic, preventive and therapeutic medical services, and personal health concerns. All personal medical information is kept confidential in compliance with HIPAA regulations.

The Campbell University Health Center office hours can be found on the [Health Center website](#).

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.

Students needing health services while on Clinical Rotations away from CUSOM, should refer to Section 5.7.2 of this Bulletin.

Further information may be found on the [Health Center website](#).

7.1.2 Health Insurance

All students are required to have health insurance at the time of matriculation and maintain health insurance coverage through graduation. Students are required to either enroll in [Campbell University's health insurance plan](#) or provide proof of active health insurance coverage obtained through another company.

Information on Campbell University's health insurance plan is available on the [Student Health Insurance website](#).

7.1.3 Medical Emergencies

The safety of students, faculty, staff, and visitors to the Health Science Campus is of utmost concern. 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 healthcare 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, these individuals 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 9-1-1 immediately to summon EMS assistance.

- Provide the dispatcher with your name, location, number of people sick/injured and a description of the emergency.
- Stay on the phone for further instructions.
- Do not move the person unless there is an immediate threat at that location.

Following activation of the EMS system, security must be notified of the situation and is 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 or transport.

The **Campbell University Emergency Guidebook**, which delineates important actions to take during specific Emergency incidents, is available at <https://www.campbell.edu/campus-safety/emergency-preparedness/>.

Additional campus safety information is available on Campbell University's [Emergency Preparedness website](#).

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 or go to the Campbell University Health Center for consultation and assistance. Incident reports can be obtained from the Campbell University Health Center (910) 893-1560.

7.2 Behavioral Health

Confidential counseling services and mental health care, including access to a mental health representative, 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 MYgroup, a 24/7/365 student

assistance program offering wrap-around psychosocial support services. All requests for information or assistance through the MYgroup program are free of charge and completely confidential.

CUSOM encourages students to seek assistance for themselves if they experience any personal behavioral health concerns or notify the Office of Student Affairs if they suspect a fellow classmate may be experiencing behavioral health issues.

7.2.1 Counseling Services

CUSOM's Department of Behavioral Health provides support and counseling services to students for concerns including, but not limited to burnout, fatigue mitigation, anxiety, depression, academic difficulty and performance, study strategies, relationship/family difficulties, stress and anger management, and adjustment to illness and lifestyle changes. Additional information may be found at:

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

Working with Academic and Student Affairs, the Associate Dean for Behavioral Health, a licensed mental health professional, and other CUSOM Behavioral Health clinical staff are available during normal business hours for direct student consultation. CUSOM Behavioral Health clinical staff are also available as a point-of-contact for after-hours issues in addition to the Student Assistance Program (SAP) services through McLaughlin Young ([MYgroup](#)) as described below.

Students may either self-refer or may be identified by and referred to CUSOM BH by others, all in a confidential manner. Appointment requests can be made by either email (CUSOMBH@campbell.edu) or by calling the departmental phone number (910-893-7203). All requests are answered as quickly as possible. Students are then sent a link to the department's secure server where they are asked to complete all required intake forms prior to scheduling their appointment. Once the forms are completed, the departmental Administrative Assistant will then schedule them with one of the departmental clinicians. For students found to have needs beyond those provided by CUSOM BH, confidential referrals are made to appropriate community health providers. After 5pm, and on weekends and holidays, students should contact the [MYgroup](#) according to the instructions provided below.

CUSOM Behavioral Health clinical staff provide counseling for CUSOM students in Leon Levine Hall. Students who are unable to travel to the on-campus location can meet with a counselor via a secure videoconferencing system, which meets HIPAA and FERPA standards.

In addition to behavioral health clinical staff, CUSOM utilizes the Student Assistance Program (SAP) provided through McLaughlin Young ([MYgroup](#)).

This SAP provides free, confidential, short-term counseling and personal consultation services 24 hours a day, seven days a week, 365 days of the year. All requests for information or assistance through the SAP are completely confidential and there is no cost to students for phone consultations or virtual visits with a licensed, experienced clinician. The program also provides students with no-cost face-to-face visits with a licensed, experienced clinician in their area for up to 5 sessions for a specific issue for an unlimited number of issues.

The MYgroup Student Assistance Plan Core Services include, but are not limited to:

- Free, confidential, short-term counseling and personal consultation for concerns related to family and relationship issues, resiliency and coping skills, grief and loss, stress, depression and anxiety, work-related issues, alcohol or drug use, and legal and financial issues;
- Unlimited confidential tele-counseling with MYgroup 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;
- Work life resources such as legal and financial consultations; and
- Access to monthly online seminars, resource links, and learning resources related to a range of health topics.

Services are accessed through the MYgroup online web portal (<https://www.mygroup.com/>) or via the MYgroup mobile application. To access services online, students will navigate to the above link and then enter the CUSOM username and password information. Students may also call the service directly utilizing a toll-free number (1-800-633-3353) to speak with a counselor and/or case manager.

The Student Assistance Program services are also provided at no cost to student household family members.

For emergency situations, including thoughts of self-harm or harming others, students should call 911.

For non-emergency situations Monday through Friday 9am-5pm, students should call campus safety and ask for the Behavioral Health practitioner. After 5pm, and on weekends and holidays, students should contact the SAP following the instructions provided above.

In addition to publication in the Academic Bulletin, students are advised how to access behavioral health services during Orientation as well as periodically throughout the year.

More information regarding Behavioral Health services may be found on the [CUSOM Behavioral Health website](#).

7.2.2 Campbell University Behavioral Intervention Team

In order to ensure the safety and continued success of our medical student body, the Campbell University Behavioral Intervention Team (CUBIT), 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, or who may reasonably pose a threat to the safety and well-being of the campus community.**

Anyone with concerns regarding a student's potential risk of harming themselves or someone else should contact CUSOM's Director or Assistant of Student Affairs or Campbell University's Associate Vice President for Campus Life to initiate the CUBIT process.

911 Emergency Medical Services should be contacted immediately if there is a concern regarding an imminent threat to the safety of the student or others.

The CUBIT process is outlined in this Bulletin and the "Institutional Policies" section of the [Campbell University Main Campus Undergraduate Student Handbook](#).

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 ADA 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."

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 law, 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. The law specifies 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

Technical Standards

CUSOM will make reasonable accommodations as required by law for students whose disabilities will not prevent them from successfully completing the entire CUSOM MHPE curriculum.

CUSOM is committed to patient safety and assuring a safe and effective environment that does not place patients, students, or others at unnecessary risk.

Applicants who do not meet the Technical Standards and Vaccination Requirements should not apply to CUSOM.

Matriculating or Current CUSOM Students with Disabilities

7.2.3.1 Section I: Who to Contact

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

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.

7.2.3.2 Section II: How to Obtain Services

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 to provide access and equal educational opportunity for all students.

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/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 granted.

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.

General Procedure for Receiving Accommodations

Step 1: Incoming or current students are required to contact the CUSOM Office 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 CUSOM Office 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 CUSOM Office of Student Affairs reviews the student's request and supporting documentation with the Director of Disability Services to determine, through an interactive process consistent with policy and the requirements for granting accommodations, what reasonable accommodations may be indicated and available for a student's specific situation, and based 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.

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 provide documentation of 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, they may request modifications to previously approved accommodations.

The student will have to provide current supporting documentation for review at that time.

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 and CUSOM faculty and staff 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 test scores (i.e., domain, cluster, subtest, index, etc.) represented in standard scores 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 must 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 possible obstacles to learning, they should be addressed in the summary. This summary may include recommended accommodations, but these are in no way binding to the University. CUSOM reserves the right to evaluate all documentation with the Director of Disability Services to determine, through an interactive process consistent with policy and the requirements for granting accommodations, what

reasonable accommodations may be indicated and available for a student's specific situation, and based in part on the nature of the student's disability.

Step 4: If the request for accommodations is approved, the CUSOM Office 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 CUSOM Office of Student Affairs to discuss the reasons for the denial. The CUSOM Office of Student Affairs may discuss the Grievance procedure with the student at this time.

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". "This includes, but is 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, the CUSOM Office of Student Affairs with consultation with the Director of Disability Services will make this determination.

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 will be asked to remove them from university facilities. If the improper behavior happens repeatedly, the owner will 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 Office 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 which 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 (FERPA) 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.

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 has the right to review their own file and as a courtesy to the individual, copies of documents and information obtained will be provided at no cost with limitations.

7.2.3.3 Section III: Student Responsibilities

General Student Responsibilities

1. Identify him/herself to the CUSOM Office 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. Documentation which conforms to the University's guidelines must be provided by the student. If the student's documentation is insufficient for any reason, the student is responsible for acquiring any additional required documentation and to pay any costs thereof. CUSOM reserves the right not to provide services or accommodations until all 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 Office of Student Affairs.

Responsibilities of a Student Approved for Testing Accommodations

Testing accommodations require frequent communication between the student and the Director of the MHPE program. It is very important that testing information be shared in a timely manner.

At the beginning of the semester, and at least one week prior to the first scheduled timed assessment, the student should discuss with the Director of the MHPE program all approved accommodations. This discussion should address the questions of how, when and where the Director of the MHPE program will provide the 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.

If at any time a student believes the Director of the MHPE program is not adequately meeting his/her accommodations, the student should discuss this concern with the CUSOM Office of Student Affairs immediately.

The Director of the MHPE program 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 obtain 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, he/she should notify the CUSOM Office of Student Affairs and the Campbell University Department of Campus Safety immediately.

7.2.3.4 Section IV: Grievance Procedure for Accommodations

All requests and grievances related to accommodations or special services must be brought to the CUSOM Office of Student Affairs in writing first.

If the student is unable to resolve the matter with the CUSOM Office of Student Affairs, the student and the CUSOM Office 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 Office of Student Affairs 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 for an informal resolution. The Vice President 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 Sciences. Numerous other dining facilities are located on main campus. A complete list of dining options and locations can be found on the [Campbell University Dining Services website](#).

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 Oscar N. Harris 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 CUSOM Office of Student Affairs.

Additional information on Campbell University Parking Policy can be found on [the Parking Administration website](#).

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

A student may obtain a parking permit by completing the vehicle registration form available on the Parking Administration's [Vehicle & Bicycle Registration website](#).

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 provide coverage on the medical school property for locking, unlocking and emergency responses 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.

The **Campbell University Emergency Guidebook**, which delineates important actions to take during specific Emergency incidents, is available at <https://www.campbell.edu/campus-safety/emergency-preparedness/>.

Additional campus safety information is available on Campbell University's [Emergency Preparedness website](#).

How to Access Help in an Emergency

In an emergency, immediately dial extension 1911 (on-campus) or 911 (off-campus).

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

It is recommended students visit the Campbell University Emergency Preparedness [website](#) to sign up to receive campus alerts through the CU Notify (Omnalert) system. In the event of a campus-wide emergency, a text message with information about the emergency and actions to take will be sent to all enrollees.

Important Emergency Preparedness and Safety Resources

Emergency Response: On-Campus dial Ext. 1911
Off Campus dial 911

Campbell University Emergency Preparedness Website

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

Campbell University Emergency Alerts Website

www.campbell.edu/alerts

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
- Campbell University Parking (910) 893-1550
<https://www.campbell.edu/campus-safety/parking/>
- Campbell University Health Center (910) 893-1560
<https://www.campbell.edu/health-center/>
- CUSOM Behavioral Health Department (910)-893-7203
<https://medicine.campbell.edu/behavioral-health/>
- Dr. Daniel Marlowe, Associate Dean for 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/>

- Erin Suwattana, Behavioral Health Clinician (910) 893-7296
<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/>
- MYgroup Counseling (800)-633-3353
<https://www.mygroup.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
- National Suicide Prevention Hotline 1-800-273-8255 (TALK)
- Title IX Coordinator 910-893-1217 (ext. 1217)

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 students enjoy access to an outstanding and constantly evolving electronic collection which includes thousands of full textbooks, journals, databases, videos, diagnostic decision support products 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, quiet study space, meeting rooms, and an overnight study area. 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 and trained student assistants who work collaboratively 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 desktop computers for use by students and faculty.

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 on their [website](#).

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. Institutional policies, as well as local, state, and federal laws relating to security, copyrights, and other statutes regarding electronic media govern acceptable use. A full disclosure of the policy is available on the Information Technology Services [Acceptable Use Policy website](#).

8.4.2 Information Technology Resources and Computer Information CUSOM Helpdesk

The Campbell University IT Services, Health Sciences 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.

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 Health Sciences Helpdesk may be contacted by the following methods: submitting an online support ticket [here](#), sending an e-mail to cusomhelpdesk@campbell.edu, calling (910) 893-7911 (or extension 7911 on campus), or stopping by the IT workroom (Room 171) in the South building of Levine Hall. Additional information is available on the [IT Service Desk website](#).

Helpdesk Staff Availability and Response Time

The Helpdesk is typically available from 7:30 am - 5:30 pm Monday through Friday for CUSOM and 8:30 am - 5:00 pm Monday through Friday for Campbell University main campus.

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. At times, there are University-wide issues which may cause heavy call volumes and prevent staff from responding within the standard timeframe.

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. A full disclosure of the policy is available on the Information Technology Services [Acceptable Use Policy website](#).

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 are prohibited from 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 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. A comprehensive description of these policies is available on the [University Communications & Marketing website](#).

Information Technology

The Internet connection provided is 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 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 Bulletin and those regarding student conduct found in this Bulletin.

Violations of these regulations are reported to the appropriate Dean 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.

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

The use of personal wireless broadcasting devices of any kind is prohibited 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 additional information concerning the University's Information Technology Services is available on their [website](#).

Information Technology assistance may be accessed through the Campbell University IT Services Health Sciences Support Team, or through [email](#), the [Service Desk website](#), or directly at one of the following phone numbers:

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, nor 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](#).

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.

In a distance-learning environment, the Family Educational Rights and Privacy Act (FERPA), a federal privacy law, continues to remain in effect and students need to understand their role in supporting the privacy of fellow students. In courses which incorporate remote interactions, students must be cognizant that shared pictures, written assignments, audio, videos, emails, blog posts, discussion boards, etc. remain part of the content of the course, just as they would if they were shared in the face-to-face classroom setting. The expectation is that each member of the class treats those materials with care and does not reshare or post beyond the course.

Accordingly, any student accessing class or other educational materials on Blackboard or any other electronic media:

1. Acknowledges the faculty members' intellectual property rights and that distribution of the materials outside the course participants violates the copyright policy; and
2. Recognizes the privacy rights of fellow students who speak or appear on video in class; and
3. Accepts that recording, distributing, posting, or uploading materials to students or any other third party not authorized to receive them or to those outside the classroom 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.