



CAMPBELL
UNIVERSITY

Jerry M. Wallace
School of Osteopathic Medicine

Academic Bulletin

Doctor of Behavioral Health
(DBH)

2025-2026

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Welcome from the Doctor of Behavioral Health Program Director



Welcome to Campbell University's Jerry M. Wallace School of Osteopathic Medicine, Doctor of Behavioral Health (CUSOM DBH) Program. I am delighted that you are interested in our innovative program and hope the information you find within this Academic Bulletin will answer questions and provide a clear understanding of what you will experience as a student in the DBH program.

The CUSOM DBH degree is a practical/professional doctorate and is designed for professionals seeking to advance their expertise in the integration of behavioral health into primary and specialty care medical settings, as well as hospital settings. The program provides a comprehensive curriculum and delivers the foundational knowledge and practical skills necessary to develop and lead effective integrated behavioral health programs, as well as develop and implement programs that facilitate healthcare provider wellness. The program is committed to providing students with the best possible preparation to take the knowledge and skills earned in the DBH program into the workforce and make a positive impact through creative and innovative problem-solving, expert professional practice, and effective leadership in the organizations and environments where they work.

The CUSOM DBH program was developed to be completed full-time in two years. The program is offered online, with asynchronous and synchronous components, to provide you with the flexibility to successfully complete the program, while meeting your work and family obligations. Upon matriculation into the program, you will be assigned a faculty mentor. The faculty mentor/student mentee relationship will serve as a foundation for guidance, support, and professional development during your time in the DBH program.

As a student in the DBH program, you will have remote access to the Campbell University libraries, including the CUSOM Medical Library, ensuring that you have access to ample resources to enhance your learning. The library system provides online access to a collection of over 195 databases. The CUSOM DBH program is the only one of its kind situated within a medical school. As a result, you will benefit from the expertise of a multidisciplinary faculty from Campbell University's School of Osteopathic Medicine, including behavioral health, physicians, basic scientists, and other healthcare faculty.

We look forward to working with you to advance your career! Our aim is to support and prepare advanced clinicians to develop and lead integrated behavioral health programs, increasing access to behavioral health services for rural and underserved populations, and to positively impact the mental health and wellbeing of healthcare providers so that they can thrive and provide the best possible care for the patients they seek to serve. I look forward to meeting you!

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey Krepps".

Jeffrey Krepps, PhD
Director of Doctor of Behavioral Health Program
Associate Professor of Behavioral Health
Director of Behavioral Health Education & Research

The Application of this Bulletin to CUSOM DBH Students

The University reserves the right to rescind the admission of anyone if between the times of their 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 word “student” in this Bulletin refers to any person who is enrolled in any course offered by CUSOM.
- The words “professor”, “faculty”, or “instructor” in this Bulletin 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.
- Direct links to websites are denoted with underlined [blue text](#) - simply clicking on the text will open the related website in a new browser.

Changes in Bulletin

The University reserves the right to make changes to this Bulletin at any time. When students enter the University, the student file is "stamped" with a Bulletin year. Thus, students entering Campbell University in the fall semester 2025 are "stamped" with a 2025 starting term. The requirements for that starting term are reflected in the 2025-2026 DBH Academic Bulletin. Students are responsible for the degree requirements 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 of CUSOM, 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 this primary function.

Effective Date:

August 6, 2025
Date

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.

Inquiries regarding discrimination, harassment and the University's equal opportunity policies may be directed to the [Title IX Coordinator](#). Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the University. 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 the [Title IX Coordinator](#). Additional information, including the complete text of the policy and complaint procedure for such misconduct, may be found by clicking this link: [Title IX at Campbell University](#).

Faculty and staff inquiries also may be directed to the [Human Resources Department](#). 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](#).

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: [Campbell University Employment Opportunities](#).

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 503 and 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 [Human Resources Department](#); student inquiries may be directed to [Disability Services](#).

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 [Disability Services](#); faculty and staff inquiries may be directed to the [Human Resources Department](#).

Click the following link to file a Disabilities complaint: [Disability Complaint](#)

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, 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 the Campbell University [Title IX Coordinator](#).

Click the following link to file a Title IX complaint: [Title IX Complaint](#)

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
Fax: (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, Danielle Evans at 910-893-1217 or titleix@campbell.edu. 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. Over the years, the Academy evolved to become Campbell Junior College (1926), Campbell College (1961), and Campbell University (1979).

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction 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 Liberty & Pope (Fayetteville), Raleigh (2009 relocation of the law school), Sampson Correctional Institution (Clinton), Anson Correctional Institution (Polkton), and a vibrant online presence through Campbell Online.

Today, Campbell University enrolls approximately 5,000 students per year, including over 3,700 undergraduate and graduate students on its main campus. The University employs over 800 full-time employees, which includes over 250 full-time faculty. Over 150 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 Doctor of Behavioral Health Program Mission

Mission Statement of Doctor of Behavioral Health Program

The mission of the Doctor of Behavioral Health Program, Campbell University School of Osteopathic Medicine, is to educate and prepare behavioral health and other healthcare professionals to practice within, develop and lead behavioral health programs in integrated primary care and specialty healthcare settings in North Carolina, the Southeastern United States, and the nation.

CUSOM Doctor of Behavioral Health Program Goals

1. To prepare mental/behavioral health and other healthcare professionals to provide coordinated and team-based comprehensive healthcare in primary and specialty care medical settings.
2. To develop the knowledge and professional skills necessary for successful integration of behavioral health services into primary and specialty care medical settings.
3. To provide mental/behavioral health and other healthcare professionals with the knowledge base and skills to develop, implement and lead programs that facilitate health provider wellness.

2.4 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.

Individuals may submit complaints to the Southern Association of Colleges and Schools Commission on Colleges, the University's regional accrediting body. In most cases, SACSCOC complaint procedures require that the complainant exhaust all other avenues to address the complaint. Prior to filing a complaint, please carefully review the SACSCOC Complaint Procedures Policy Statement.

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
Telephone: (404) 679-4500

The links below provide information on the SACSCOC complaint policy and process.

Website: <http://www.sacscoc.org>
[SACSCOC Complaint Procedures and Form](#)

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](#).

At its April 11, 2024 meeting, the COCA granted the Campbell University Jerry M. Wallace School of Osteopathic Medicine (CUSOM) Accreditation with Exceptional Outcome status, with the next accreditation review scheduled for 2034. Accreditation with Exceptional Outcome status is the highest level of accreditation awarded by the COCA at this 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 DBH 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 DBH 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 DBH program Admissions Committee, under the direction of the Program Director, will consider the academic background, achievements, current work and career goals of each applicant. In addition to academic performance, the DBH 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 DBH program will maintain academic and demographic data for each matriculating class, as required for federal and SACSCOC reporting. Upon graduation, the DBH 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 DBH 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

The minimum application requirements for admission to the DBH program include:

1. Applicants must have earned a graduate degree from an accredited program within their respective field.
 - a. Clinical Track applicants must have earned a master's degree from an accredited mental health counseling program, marriage and family therapy program, or clinical social work program, and must be licensed or license-eligible within their respective profession.
 - b. Administrative Track applicants must have earned an accredited graduate degree in a healthcare or mental health related discipline.
2. Three professional letters of recommendation
 - a. Professional letters of recommendation should be written by individuals who can speak to your character, clinical skills, potential for leadership, and ability to succeed as a doctoral student (e.g., current/former professor, current/former clinical supervisor, manager, professional colleague).
 - b. Only one recommendation can be written by a professional colleague.

3. Personal statement (500-1000 words) outlining career goals, reasons for pursuing the Doctor of Behavioral Health Degree, and how the program aligns with professional aspirations.
4. Cumulative minimum undergraduate and graduate GPA of 3.0 on a 4.0 scale.
 - a. Official undergraduate and graduate transcripts required.
 - b. Applicants can submit unofficial transcripts to begin the application process; however, the DBH program must have official transcripts on file prior to matriculation into the program.

The Program Director and program faculty will review all applications to confirm that minimum admission requirements have been met and will review letters of recommendation and personal statements. Selected candidates will be invited for an online/virtual interview. Following the interview process, the DBH Program Director will notify applicants of an admission decision via email and an official decision letter via the U.S. Postal Service.

3.3 Technical Standards for Admission to CUSOM DBH

The requirements to succeed in the DBH 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 DBH 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 DBH.

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 DBH 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 DBH 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 DBH 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 DBH, 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 DBH Program makes every effort to recruit students with diverse backgrounds to foster the cultural richness to meet its Mission and Goals. CUSOM 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

The application period will begin on December 1 of each year, ending on March 31 of the following year. All applications received during the application period will be considered for admission for an August program start date.

3.7 DBH Selection Process

1. Once the applicant file is complete, DBH program personnel will review files to select qualified applicants for an interview.
2. Qualified candidates will be invited to interview. Interviews will be conducted online using Zoom or another video conferencing platform.
3. After interviews, the DBH Admissions Committee will evaluate candidates and make recommendations to the Dean regarding an offer of admission.
4. The DBH Program Director will notify candidates of an admission decision via email and official letter via U.S. postal service.
5. 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 DBH 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 DBH Matriculation and Enrollment Policies

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

3.9.1 Transcripts

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

All students must submit all required documentation 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.

3.9.2 National Background Checks

If an applicant has been convicted of a misdemeanor or felony prior to admission or matriculation, it is their responsibility to inform CUSOM immediately. Failure to disclose and provide accurate information about prior convictions may result in rescinding of acceptance offers, program Dismissal, or other sanctions.

Applicants must be aware of the potential impact on program acceptance and contact the CUSOM Office of Student Affairs for guidance if they have a felony conviction or a criminal record. If an applicant is uncertain of the status of a charge versus a conviction on their record, or if they are uncertain as to whether the offense was an infraction, misdemeanor, or a felony, they should contact the city, county, or state jurisdiction where the incident occurred, and they should contact the CUSOM Office of Student Affairs.

CUSOM applicants are required to self-disclose any charges, arrests or convictions including misdemeanors, felonies, a prayer for judgment continued, deferred adjudications, traffic violations, military non-judicial punishment, court-martial, and general or less-than-honorable discharge from the military, (all hereinafter “Offenses”) with the understanding that non-disclosure/falsification of any previous or pending Offenses may result in the revocation of the offer of admission. This includes, but is not limited to, the following:

- Any instance in which they were arrested but which did not result in a conviction;
- Any instance in which they were convicted of a crime but the conviction was overturned on appeal;
- Any instance in which they were convicted of a crime but received a pardon;
- Any instance in which they were tried as a juvenile or in which the conviction was entered via a court process specific to juvenile defendants; or
- Any instance in which they were convicted of a crime but the conviction has since been expunged or sealed by a court under applicable law

If a student has any Offenses pending final adjudication at any time during the application process, at the time of matriculation, or following matriculation, it is the student’s responsibility to immediately inform the CUSOM Office of Student Affairs.

Should any Offenses occur after matriculation, (1) the student must report the Offenses to the CUSOM Office of Student Affairs within thirty (30) days of the incident, or (2) if Offenses occurring prior to matriculation are not reported to CUSOM at the time of application but are subsequently discovered following matriculation, the Offense will, pursuant to Section 6.7.5 of this Bulletin, be reviewed by the Academic Performance, Promotion and Standards (APPS) Committee and may result in possible sanctions, up to, and including, Dismissal from the program.

National background checks may be required at any time deemed appropriate by CUSOM. Discovery of any previously non-reported Offense(s) may lead to referral to the Academic Performance, Promotion and Standards (APPS) Committee and possible sanctions, up to, and including, Dismissal from the program.

CUSOM has no control over the content of third-party background checks. Even expunged records may appear on these background checks. Background checks revealing prior Offenses, even charges which may have been dismissed by the courts, could still result in consequences affecting employment opportunities.

All current or former students returning from an approved extended period away from CUSOM, such as a Leave of Absence or an offer to repeat an academic year, must notify the Office of Student Affairs in writing of any Offenses, including any conduct which may be considered a violation of the Standards of Professional Conduct (Section 5.6.3 of this Bulletin), Student Professionalism and Ethics Standards (Section 6.7.2 of this Bulletin), Honor Code (Section 6.7.3 of this Bulletin), or the Code of Conduct (Section 6.7.4 of this Bulletin) **no earlier than thirty (30) calendar days prior to the anticipated return date.**

For example, a student returning from a Medical Withdrawal on August 1, the Background Check must be completed, and results provided to CUSOM, within a timeframe designated by CUSOM. An Offense occurring less than thirty (30) days prior to the anticipated return date must be reported to the Office of Student Affairs within 24 hours of the Offense. Non-disclosure or falsification of any information related to an Offense may result in the revocation of the offer to return to CUSOM, or if already returned to CUSOM, referral to the APPS Committee for possible sanctions up to, and including, Dismissal from the program.

CUSOM retains the right to relinquish the seat of any current or former student returning from an extended absence if they have been criminally charged or convicted of a misdemeanor, felony, or traffic violation. Students who have already resumed classes following an extended absence, who have been or are criminally charged or convicted of a misdemeanor, felony, or traffic violation will be referred to the APPS Committee for sanctions up to, and including, Dismissal from the program.

All current or former students returning from an approved period away from CUSOM including, but not limited to, a Leave of Absence or an offer to repeat an academic year, minimally must submit a completed Supplemental Application, and national background check within a timeframe designated by CUSOM. Additional requirements, such as a psychiatric or medical evaluation, may be placed on returning students as deemed appropriate.

Students who do not return on the approved date, or otherwise do not fulfill all the requirements for return yet still wish to attend CUSOM, will have to re-apply and will not be guaranteed re-admission.

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 DBH Application for admission. CUSOM will waive this fee for Campbell employees and alumni.

4.1.2 Commitment Fee

Accepted applicants must submit a non-refundable fee of \$200.00 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. Current tuition and fees are posted by the University Bursar at:

<https://www.campbell.edu/bursars-office/tuition-fees/graduate-professional-education/medicine/>

Tuition for the 2025-2026 academic year is \$975 USD per credit, with additional fees of \$515 USD per academic semester 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 Office of Student Affairs. Once all signatures are obtained, the 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.

The Office of Financial Aid is responsible for the administration of the student financial aid program. Financial aid counseling is provided to all prospective students as part of the applicant selection process.

Students interested in applying for financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). In addition, each student must complete the Bursar's Student Financial Responsibility Agreement as a part of obtaining bill clearance. Students must also provide any other documentation required by federal, state, and private financial assistance programs to determine eligibility for student financial assistance.

The Office of Financial Aid provides personal counseling upon request with students receiving financial aid throughout each academic year. CUSOM 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.

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 DBH 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 DBH program is a 57 credit hour doctoral degree program. Courses are delivered in an 8-week format including Fall I and Fall II semesters, Spring I and Spring II semesters, and a single 8-week Summer semester.

The program is designed to be completed in 2-years/24-months (full-time) and up to 4-years/48-months (part-time). Students may apply for a 1-year extension to complete the program if not completed in 4-years. If the extension is accepted, the student will have 1- additional year for a maximum duration of 5-years/60 months to complete the program.

Courses are delivered in an online format, with a combination of asynchronous and synchronous components. Synchronous components may include online class meetings/discussions at a designated time, mentoring sessions with faculty, group projects/assignments, and other course/learning related activities. Content is delivered through:

- Blackboard Learning Management system and linked resources
- Online learning modules
- Textbooks/e-texts/academic articles/other literature
- Class meetings and interaction through a technology platform at designated times
- Discussion boards
- Email and Internet resources

In order to successfully complete the DBH 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), and ExamSoft and ExamMonitor.
- 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

All students begin the program in the Fall. The sequence of courses is designed for students to get the most out of the program. Courses are arranged so that students are obtaining knowledge and skills necessary for later courses. The following outlines the 2-year course sequence for full-time students.

Schedule of Course Offerings

Course #	Course Name	Term
DBEH 600	Models of Behavioral Health Integration & Service Delivery	Year 1 Fall I
DBEH 602	Theories of Health Behavior & Health Promotion	Year 1 Fall I
DBEH 604	Advanced Systems Thinking	Year 1 Fall II
DBEH 610	Multidimensional Wellness	Year 1 Fall II
DBEH 614	Collaborative and Team-Based Healthcare	Year 1 Spring I
DBEH 616	Developing Comprehensive Workplace Wellness Programs	Year 1 Spring I
DBEH 624	Integrated Behavior Health in Primary Care	Year 1 Spring II
DBEH 632	Physician and Healthcare Professional Wellness	Year 1 Summer
DBEH 640	Working with Specific Populations in Integrated Behavioral Health	Year 1 Summer
DBEH 700	Families, Systems and Health	Year 2 Fall I
DBEH 702	Mind, Body, & Behavior	Year 2 Fall II
DBEH 705	Teaching and Supervision	Year 2 Spring I
DBEH 710	Behavioral Health Program Development and Evaluation	Year 2 Spring II
DBEH 712	Leadership and Administration of Behavioral Health Programs	Year 2 Spring II

Clinical Track		
DBEH 620	Psychopharmacology for Behavioral Health Providers	Year 1 Spring II
DBEH 720	Behavioral Health Intervention in Integrated Medical Settings I	Year 2 Fall I
DBEH 722	Body Systems and Medical Terminology for Behavioral Health Providers	Year 2 Fall II
DBEH 724	Behavioral Health Intervention in Integrated Medical Settings II	Year 2 Spring I
DBEH 726	Clinical Track Capstone Project	Year 2 Summer

Administrative Track*		
DBEH 630	Healthcare Systems & Healthcare Policy	Year 1 Spring II
DBEH 730	Financial Management of Behavioral Health	Year 2 Fall I
DBEH 732	Behavioral Healthcare Technology and Information Management	Year 2 Fall II
DBEH 734	Program Funding & Grant Writing	Year 2 Spring I
DBEH 736	Administration Track Capstone Project	Year 2 Summer

*** The Administrative Track will be offered beginning in the Fall Semester of 2027.**

5.2.2 Course Descriptions

DBEH 600: Models of Behavioral Health Integration and Service Delivery – 3.0 Credits

This course provides an overview of behavioral health integration in primary care. Students will be introduced to the history and development of integration in primary care, the development of the patient centered medical home, levels of collaboration, and current models of integrated behavioral health in primary care, including the collaborative care model and the primary care behavioral health model. Through a review of literature and research, students will develop an understanding of current practices in integrated behavioral health, interprofessional collaboration and patient care, the research on patient outcomes, the impact of integration on provider satisfaction, fiscal and ethical issues, and consider the future development of integrated behavioral health.

DBEH 602: Theories of Health Behavior and Health Promotion – 3.0 Credits

This course provides an overview of individual and population-based theories of health behavior and health behavior change and addresses barriers and facilitators of lifestyle change and disease management. Throughout the course, students will be introduced to a variety of interventions focused on lifestyle and disease prevention, as well as chronic disease management. Interventions to help support health behavior change across systems will also be explored

DBEH 604: Advanced Systems Thinking – 3.0 Credits

This course is an exploration of systems theories and systems thinking. Students will be introduced to general systems theory, cybernetics, family systems theories, organizational systems, and the biopsychosocial systems approach. Throughout the course, systems theories/systems thinking will be considered from the perspectives of the individual as system, the individual in relationship to the environment, and human relationship systems. The application of systems theories/thinking will be considered within the context of primary and specialty care medical settings, with an emphasis on implementation of integrated behavioral health interventions, barriers to and facilitators of implementation, team dynamics/communication, collaboration and care coordination, and provider/patient relationships and patient care.

DBEH 610: Multidimensional Wellness – 3.0 Credits

In this course, students will be introduced to the concept of Wellness. The course provides an in-depth exploration of multidimensional wellness, providing an understanding of the interplay between various aspects of health and well-being. Students will be introduced to wellness assessment and intervention and explore the role of wellness in individual functioning, illness/disease prevention, and the management of chronic illness. The application of multidimensional wellness concepts and practices with healthcare professionals and patients in integrated medical settings will be a primary focus of this course. As part of the course, students will assess their own level of wellness across multiple dimensions and develop a personal wellness plan.

DBEH 614: Collaborative and Team-Based Healthcare – 3.0 Credits

In this course, students will explore literature on collaboration and teamwork, with an emphasis on interprofessional collaboration in healthcare settings. Students will consider the importance of organizational and systems support, administration and leadership, practice culture, team structure and roles, skills and attitudes on the effectiveness and success of collaborative and team-oriented healthcare.

DBEH 616: Developing Comprehensive Workplace Wellness Programs – 3.0 Credits

In today's dynamic work environment, organizations recognize the importance of employee well-being. In this course, students will engage in a comprehensive exploration of workplace wellness programs, equipping students with the knowledge and skills needed to design, implement, and evaluate effective wellness initiatives. By integrating evidence-based practices, students will learn how to foster a holistic approach to employee health and wellness, enhance productivity, and create a positive workplace culture.

DBEH 620: Psychopharmacology for Behavioral Health Providers (Clinical Track) – 3.0 Credits

This course provides an in-depth exploration of psychopharmacology within the context of behavioral health treatment. Designed for behavioral health professionals, it delves into the history, mechanisms of action, and clinical applications of psychotropic medications. By the end of this course, students will be prepared to navigate the complex landscape of psychopharmacology in an integrated behavioral health medical setting.

DBEH 624: Integrated Behavioral Health in Primary Care – 3.0 Credits

This course is an introduction to integrated BH in a primary care setting. The course will focus on collaboration with primary care providers, workflow, behavioral health consultant core competencies, interprofessional education core competencies, practice management skills, initial and follow-up consultations, screening and assessment, an introduction to common interventions, and common behavioral health concerns in primary care.

DBEH 630: Healthcare Systems and Healthcare Policy (Administrative Track) – 3.0 Credits

In this course, students explore the complex landscape of healthcare delivery, financing, and policy. Students will examine the interplay between healthcare systems, government regulations, and public policy. Key topics include access to care, cost containment, quality improvement, and ethical considerations. The course aims to equip students with an understanding of healthcare systems, policy development, and the role of various stakeholders in shaping the future of healthcare. Through case studies, analysis of real-world policies, and critical discussions, students will gain the knowledge and skills needed to navigate the dynamic healthcare environment.

DBEH 632: Physician and Healthcare Professional Wellness – 3.0 Credits

In this course focused on Physician and Healthcare Professional Wellness, students are prepared to address the unique well-being needs of physicians, nurses, and other healthcare professionals. As the demands of the healthcare industry continue to evolve, it is essential to equip professionals with strategies to maintain their physical, mental, and emotional health. This course aims to equip participants with the knowledge and skills necessary to support the well-being of physicians and other healthcare professionals. Through evidence-based techniques, participants will learn how to enhance personal resilience, prevent burnout, and promote wellness within the demanding healthcare environment.

DBEH 640: Working with Specific Populations in Integrated Behavioral Health – 3.0 Credits

In this course, students are equipped with specialized knowledge and skills to address the unique needs of specific populations within integrated behavioral health settings. Students will explore evidence-based interventions, population-specific epidemiology, interdisciplinary collaboration, and populations with specific needs to enhance patient outcomes. By understanding the nuances of working with diverse groups and specified populations, students will be prepared to lead and innovate in integrated care environments.

DBEH 700: Families, Systems, and Health – 3.0 Credits

This course provides a deeper dive into family systems therapies and interventions in integrated behavioral health settings. The influence of family organization, communication, interaction, emotional process, beliefs, and other systemic processes will be explored and the impact on health behaviors, treatment adherence, and overall engagement with the healthcare system will be considered. Students will be introduced to the use of family medical genograms, family mapping, and other systems-oriented assessments and interventions. The role of larger systems on health and wellness will also be analyzed.

DBEH 702: Mind, Body, and Behavior – 3.0 Credits

This course will investigate contemporary theories of mind, body, and behavior. Students will be introduced to mind-body medicine and mind-body psychology as the connections between mind-body are examined. Students will also explore contemporary neuroscience informed theories and concepts, such as the predictive brain, predictive coding, predictive processing, active inference, belief propagation, interoception, and allostasis. The relationships between prediction, affect, and behavior will be discussed. Students will compare and contrast contemporary neuroscience informed theories and traditional stimulus-response behavioral theories. Finally, psychophysiological disorders (PPD) and interventions will be introduced and discussed.

DBEH 705: Teaching and Supervision – 3.0 Credits

In this course, students will explore the intersection of teaching and supervision within the context of behavioral health professions and integrated care. As future educators, supervisors, and leaders, students will explore theoretical foundations, practical strategies, and ethical considerations related to effective teaching and supervision. By the end of this course, students will be well-prepared to excel as educators, mentors, and supervisors in behavioral health and educational settings. They will have the knowledge and skills necessary to foster growth, promote best practices, and contribute to the development of future professionals.

DBEH 710: Behavioral Health Program Development and Evaluation – 3.0 Credits

In this course, students are equipped with the knowledge and skills necessary to develop, implement, and evaluate effective behavioral health and quality improvement programs. Participants will explore theoretical foundations, practical strategies, and ethical considerations related to program development and evaluation of integrated behavioral health programs and quality improvement projects. During the course, students will go through the process of developing a behavioral health program or quality improvement project, implementation plan, and related evaluation tools. By the end of this course, students will be well-prepared to contribute to the advancement of integrated behavioral health/healthcare practice through evidence-based program development and evaluation.

DBEH 712: Leadership and Administration of Behavioral Health Programs – 3.0 Credits

In this course, students are equipped with advanced knowledge and skills in the leadership and administration of behavioral health programs in integrated healthcare settings. The course prepares students by providing the knowledge and skills necessary to navigate the complex landscape of behavioral health and healthcare services administration. Upon successful completion of this course, students will be well-prepared to function effectively within the organizational and financial structures of the local system of healthcare and assume leadership and administrative roles in behavioral health organizations and integrated behavioral health programs, develop shared vision and innovation, contribute to policy development, and drive positive change in behavioral health services and collaborative and team-based healthcare.

DBEH 720: Behavioral Health Intervention in Integrated Medical Settings I (Clinical Track) – 3.0 Credits

This course provides an in-depth exploration into brief behavioral change models as applied in integrated medical settings (e.g. solution focused models, focused acceptance and commitment therapy (FACT), brief therapy approaches, motivational interviewing, behavioral activation, others). In this course, students will learn basic theory and concepts, develop assessment skills, and practice intervention skills.

DBEH 722: Body Systems and Medical Terminology for Behavioral Health Providers (Clinical Track) – 3.0 Credits

This course examines essential medical terminology and vocabulary relevant to behavioral health providers working in integrated healthcare settings. The focus is on understanding terminology related to human anatomy, physiology, body systems, and medical diagnoses. By the end of the course, students will be proficient in the following areas: Medical Terminology Foundations, Body Systems (major body systems and their associated terminology), Diagnostic and Symptomatic Terms (recognize and define terms commonly used in diagnoses and symptoms), and commonly used medical abbreviations and acronyms. This course provides a solid foundation for effective communication, collaboration, and documentation within integrated healthcare settings and will enhance the behavioral health professional's ability to provide quality care and navigate the complexities of healthcare terminology.

DBEH 724: Behavioral Health Intervention in Integrated Medical Settings II (Clinical Track) – 3.0 Credits

Building on the knowledge gained in DBEH 614 and DBEH 720, this course will focus on behavioral health intervention as part of whole healthcare in integrated settings. The role of the behavioral health clinician as a member of an interprofessional healthcare team will be explored, and students will engage in activities focused on interprofessional care planning and care coordination. Students will also expand their practical interventions skills through exploration and practice of contemporary mind-body therapy interventions, assessment and intervention of psychophysiological disorders, trauma-informed approaches to intervention, and assessment of adverse childhood events (ACE's). By the end of this course, students will be well prepared to provide behavioral health assessments and interventions in integrated settings and collaborate with other members of the healthcare team to plan and coordinate comprehensive healthcare.

DBEH 726: Clinical Track Capstone Project (Clinical Track) – 3.0 Credits

The final capstone project is a demonstration of advanced knowledge and skills in the field of behavioral health and healthcare integration and aims to prepare doctoral-level practitioners and leaders who can effectively address complex behavioral health challenges. Students will investigate an area of interest relevant to their intended career path and incrementally develop a project through literature reviews and other assignments throughout the program. During the final capstone project, students will implement and evaluate the project culminating in a final presentation of the project and outcomes to faculty. At the conclusion of this course, students will be well prepared to develop and evaluate behavioral health programs, wellness programs and quality improvement projects relevant to patients, healthcare providers, and the ever-evolving healthcare system.

DBEH 730: Financial Management of Behavioral Health Programs (Administrative Track) – 3.0 Credits

This course focuses on the financial management aspects of behavioral health programs within integrated healthcare settings. Students will explore strategies to optimize financial resources, enhance cost-effectiveness, and improve the overall financial health of behavioral health initiatives. By integrating financial principles with behavioral health practices, students will gain the skills necessary to lead and manage programs that address mental/behavioral health, substance use, and wellness in a holistic manner.

DBEH 732: Behavioral Healthcare Technology and Information Management (Administrative Track) – 3.0 Credits

This course equips integrated care professionals with the expertise needed to navigate the intersection of behavioral health and technology. Through an interdisciplinary lens, students delve into patient-centered care, evidence-based practices, and quality improvement approaches. They explore the utilization of informatics in primary care and other medical settings, preparing them to drive innovation and improve access to quality healthcare for diverse communities.

DBEH 734: Program Funding and Grant Writing (Administrative Track) – 3.0 Credits

In this course, students are equipped with the knowledge and skills necessary for program administrators to secure funding for behavioral health programs and initiatives. An in-depth course on program funding and grant writing, students will explore various funding sources, learn effective grant writing techniques, and understand the intricacies of proposal development within the context of behavioral health. By the end of this course, students will be prepared to write competitive grant proposals and secure funding for behavioral health initiatives.

DBEH 736: Administrative Track Capstone Project (Administrative Track) – 3.0 Credits

The final capstone project is a demonstration of advanced knowledge and skills in the field of behavioral health and healthcare integration and aims to prepare doctoral-level practitioners and leaders who can effectively address complex behavioral health challenges. Students will investigate an area of interest relevant to their intended career path and incrementally develop a project through literature reviews and other assignments throughout the program. During the final capstone project, students will implement and evaluate the project culminating in a final presentation of the project and outcomes to faculty. At the conclusion of this course, students will be well prepared to develop and evaluate behavioral health programs, wellness programs and quality improvement projects relevant to patients, healthcare providers, and the ever-evolving healthcare system.

6. Academic Policies and Procedures

6.1 Advising and Tutoring

6.1.1 Long-term, Consistent Mentorship from Faculty Mentors

In the Doctor of Behavioral Health program, the faculty mentor/student mentee relationship is a cornerstone of academic and professional development. This partnership is designed to foster growth, support, and excellence. All DBH students are assigned a faculty mentor upon matriculation into the program. The faculty mentor will work with student mentees throughout the DBH program, guiding students all the way through the completion of their final capstone project. Here's a detailed description of the mentor/mentee relationship:

Mentor's Role:

1. **Guidance and Support:** Mentors provide academic and professional guidance, helping mentees navigate the complexities of their doctoral program.
2. **Expertise Sharing:** They share their extensive knowledge and experience in the field, offering insights that are not readily available in textbooks.
3. **Networking:** Mentors introduce mentees to professional networks, facilitating connections that can be crucial for career advancement.
4. **Feedback and Evaluation:** They offer constructive feedback on research, writing, and presentations, helping mentees refine their skills and work.
5. **Emotional Support:** Mentors also provide emotional support, helping mentees manage stress and maintain motivation throughout their studies.

Mentee's Role:

1. **Active Engagement:** Mentees are expected to actively engage with their mentors, seeking advice and feedback regularly.
2. **Openness to Learning:** They should be open to learning and willing to accept constructive criticism to improve their work.
3. **Professionalism:** Mentees must demonstrate professionalism in their interactions, respecting their mentor's time and expertise.
4. **Goal Setting:** They should set clear academic and professional goals and work collaboratively with their mentor to achieve them.
5. **Initiative:** Mentees are encouraged to take initiative in their research and professional development, showing independence and drive.

Benefits of the Relationship:

- **Enhanced Learning:** The mentor/mentee relationship enhances the learning experience, providing personalized guidance and support.

- Career Development: It aids in the professional development of the mentee, preparing them for future career opportunities.
- Knowledge and Skills Development: This relationship fosters the development of essential knowledge and skills, as mentees benefit from their mentor's expertise and feedback.
- Personal and Professional Growth: Both mentors and mentees experience personal and professional growth, as mentors refine their leadership skills and mentees develop confidence and competence in their field.

This relationship is built on mutual respect, trust, and a shared commitment to academic and professional excellence, forming a foundation for success in the DBH program.

6.1.2 Academic Freedom Policy

As delineated in the full [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 Doctor of Behavioral Health (DBH) 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.

6.2.1.1 CUSOM DBH Credit Calculation

The DBH program assigns letter 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.

6.2.1.2 Credit Review Process

CUSOM DBH 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 DBH 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 DBH 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 DBH 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 DBH 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 DBH substantive changes also would be reported to SACSCOC per their requirements and in a timely manner.

6.2.1.3 Grading

CUSOM DBH uses the following grading system to assess the progress of each student toward acquiring the competencies essential to a professional in the integrated behavioral health field.

Throughout both years of the CUSOM DBH curriculum, students must complete all required coursework with passing grades as published in this Bulletin. Students who fail any part of the curriculum will be referred to the Academic Performance, Promotion and Standards (APPS) Committee for review (See Section 6.7.1 of this Bulletin).

CUSOM DBH has adopted the following scale for determining letter grades and grade point averages:

Grading Scale				
DBH-1 and DBH-2 Courses		Quality Points	Other Grades	
A	90-100	4.0	IC	Incomplete
B	80-89	3.0	W	Withdraw
C	70-79	2.0		
C* ^a	70	2.0		
F	< 70	0.0		
^a Denotes course was passed after successful remediation of an initial failing grade.				
Incomplete (IC) and Withdraw (W) do not carry any quality points.				

6.2.1.4 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 credit hours attempted. Note that for purposes of GPA calculations, a grade of "W" is not included in "graded credit hours attempted". If a student has earned 227 quality points on 61 graded credit hours attempted, the grade point average would be $227/61 = 3.721$.

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 appropriate Associate Dean at the time the IC is assigned. Once an IC grade has been officially changed to a letter grade on the transcript, the Registrar will not retain a record of IC courses as part of the academic record. Students who fail to successfully remediate a grade of F will have failed the course and receive an F on the transcript. The highest grade that can be earned for a remediated course is 70%. The new grade, if remediated successfully, will have the letter grade C with an asterisk (C*) associated with the course to reflect a successfully remediated course on the transcript.

6.2.1.5 Quality Points

Quality points are points assigned to grades in an academic "banking" system. CUSOM DBH is on a four-point system. In this system, an "A" is worth four (4.0) points per hour, a "B" is worth three (3.0) points per hour, a "C" is worth two (2.0) points per hour, a "C*" is worth two (2.0) points per hour, and zero (0) points awarded for "F" or failing grades. A student who earns an "A" in a three-hour course has $4.0 \text{ points per hour} \times 3 \text{ hours} = 12$ total quality points. Incomplete (IC) and Withdraw (W), grades do not carry any quality points.

6.2.2 Faculty Recusal from Assigning Student Grades

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.

For the purposes of this policy, a “therapeutic relationship” occurs when a licensed clinician assumes the responsibility for the evaluation, diagnosis, or management of a student’s medical or behavioral health condition.

Recusal Policy

If a CUSOM faculty member is a health professional with a previous or ongoing therapeutic relationship with a CUSOM student in any CUSOM program, they must recuse themselves as described below.

Committee Meetings

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 committee member(s) identifying a potential conflict 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.

This policy also applies to any faculty member on the DBH Admissions Committee or Endowed and Annual Scholarship Committee involved in the discussion of an applicant with whom the faculty member has a previous or ongoing therapeutic relationship. In such a case, the faculty member must recuse themselves from any discussion or vote regarding the student’s candidacy or admission decisions.

Summative Skills Assessments

Any faculty member assigned to assess or grade the performance of a current CUSOM DBH student with whom they have a previous or ongoing established therapeutic relationship must identify the conflict of interest to the Course Director. The Course Director will either assign the student assessment and/or grading to a different faculty member or perform it themselves.

If the Course Director also has a potential conflict, then the Program Director will perform the assessment (or designate another qualified faculty member) and assign the grade.

Final Course Grades

During all first- and second-year courses, a Course Director who has a previous or ongoing therapeutic relationship with a CUSOM student is prohibited from making any decisions regarding final course grade determinations for that student. In these cases, the Course Director must report the potential conflict of interest to the Program Director who will

then assign the Co-Course Director to make the student's summative assessment or final grade determination. In cases in which there is no Co-Course Director, the Program Director will assume these responsibilities.

Activities Not Prohibited by This Policy

CUSOM faculty who have previous or ongoing therapeutic relationships with a CUSOM DBH student are permitted to provide student instruction through lectures or small group sessions. In addition, they may provide academic advising or letters of recommendation at the student's request.

Policy Implementation

Adherence

All faculty are notified of this policy and, by signing an acknowledgement, they have read and accept the policies and procedures delineated in the CUSOM DBH Academic Bulletin and Faculty Handbook and are attesting to agreement with abiding by this policy.

Each faculty member is expected to acknowledge their review of the Faculty Handbook annually. New faculty will acknowledge reviewing the Faculty Handbook upon signing their contract, and thereafter review on an annual basis as cited previously.

As noted above, this policy will be reviewed at the beginning of any committee meeting regarding student academic performance in which a conflict of interest may exist. Reminders of the policy are also made at one or more scheduled Faculty and Staff Meetings annually. The CUSOM Professional Development Program also includes discussions related to this topic.

Assessment of Compliance

In the DBH curriculum, the DBH faculty manage the assessment process and recording of grades in all courses. In the CUSOM model, one of the Course Directors serves as the instructor of record and is responsible for the assigning of grades for their particular course. In this capacity, each Course Director is asked during every Semester if they have a therapeutic relationship with any of the students in their course. If the Course Director identifies any conflicts, then feedback would be provided to the Program Director and in that instance a Co-Course Director or other designee would be appointed by the Vice Dean for Academic Affairs assign the grades and act as the instructor of record.

6.2.3 Remediation

Throughout all two years of the CUSOM DBH curriculum, students must complete all required coursework with passing grades as published in this Academic Bulletin. Students who fail any part of the curriculum are brought before the Academic Performance, Promotion and Standards (APPS) Committee for review and possible disciplinary action. The APPS Committee may offer students who fail any part of the curriculum an opportunity for remediation (See Section 6.7).

A student in the first or second year of study, who fails any course, will appear before the APPS Committee. If the Committee grants the student the opportunity to remediate, the student will receive a grade of Incomplete (IC) until remediation is complete. The student will receive a grade of C* for a passed graded course after the successful remediation of the failed course. The C* will remain on the transcript with the notation that the student passed after remediation. A student will earn a grade of F if not allowed remediation or if the student fails the remediation (See Section 6.2.3.4).

PLEASE NOTE THAT THE OPPORTUNITY TO REMEDIATE IS NOT GUARANTEED AND IS A DECISION MADE BY THE APPS COMMITTEE ON AN INDIVIDUAL BASIS. A STUDENT MUST NOT ASSUME THEY WILL BE GRANTED REMEDIATION.

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 the 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, 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

The DBH program is a practical/professional doctoral program and professionalism is an expectation in all course related activities, including attendance. Participation in synchronous components of all DBH courses is an essential part of student learning and regular attendance is highly encouraged. Active participation in at least 75% of synchronous class sessions/class discussions is required, in addition to timely completion of asynchronous elements. Synchronous sessions are generally teleconferences with audio and video communication via Zoom or similar platforms. Telephonic participation is allowable when “necessary,” and preferable to post-hoc video review. The DBH program courses will include group assignments and projects and may require synchronous meetings with group members. In order to contribute effectively to group assignments and projects, students may need to coordinate schedules to accomplish assignment and project goals and complete group work on time.

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 DBH 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. If/After the DBH program director approves an absence, students with approved absences must then 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 cases of extreme absenteeism or tardiness from the program may result.

If a student arrives late for an assessment, they will be allowed to sit for that assessment, but they will forfeit the amount of time they were late. The DBH program will provide definitive start and end times for the assessment in the email they send out the day before the assessment, and these will be hard start and end times. If a student shows up ten (10) minutes late for an assessment, they will have ten (10) minutes less time to complete the assessment, and the proctor will strictly enforce the assessment end time.

6.4.2 Severe Weather Policy

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

On campus: dial 5700

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

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

It is recommended students visit the Campbell University Emergency Preparedness [website](#) to sign up to receive campus alerts through the CU Notify 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.

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.

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; this includes on-site and virtual sessions. For virtual sessions it also important to ensure your background is clean and free from distractions. Virtual backgrounds are acceptable if they are professional and not distracting. Choose a quiet location to minimize background noise and interruptions.

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 DBH 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 with an IC designation due to a non-academic issue such as a medical or personal issue, which prevents them from meeting the minimum academic standards for a specific course is considered to be in good academic standing at that time.

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.

- A student with an IC designation due to failing to meet the minimum academic standards for a specific course is considered not to be in good academic standing at that time.

Academic Standing is also 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.

If a student is a recipient of a North Carolina Department of Health and Human Services tuition scholarship, they must remain in good academic standing with a grade point average of 3.0 or higher. If a scholarship recipient's grade point average falls below 3.0, the student will work with the course director and program director to develop a plan to improve academic performance. If the student's grade point average does not improve above 3.0 within a designated timeframe, the student will become ineligible for the NC DHHS scholarship and lose scholarship funding.

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.

At the end of the designated Academic Warning period, the APPS Committee reviews each student's academic record to assess progress and determine whether the Academic Warning should be continued or removed. Academic Warning will not appear on the student's official transcript.

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, or participate in CUSOM-sponsored research, such as the Summer Research Scholars program.

NOTE: Students placed on Academic Warning who are recipients of a North Carolina Department of Health and Human Services tuition scholarship will work with their faculty mentor to develop a plan to improve their academic standing and be removed from Academic Warning. If a student is placed on Academic Warning, or their grade point average falls below 3.0, and is unable to improve their academic standing within a designated timeframe agreed upon by the faculty mentor and student, and approved by the DBH program Director, the student may be in danger of losing the North Carolina Department of Health and Human Services tuition scholarship.

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, DBH faculty mentors.

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.

At the end of the designated Academic Probation period, the APPS Committee reviews each student's academic record to assess progress and determine whether the Academic Probation should be continued or removed.

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, 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 while on Academic Probation 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 DBH 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 DBH 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 or illness. In the case of illness, students must present documentation from a health care provider.

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

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 (Section 6.2.2 of this Bulletin), 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 as needed to assess student academic progress in the CUSOM DBH curriculum.

Any student who has failed a course must be available to meet with the APPS Committee.

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 for any reason including to challenge or appeal an APPS Committee decision; appealable sanctions are handled through the Dean as outlined in Section 6.7.8 or through the Grievance procedures outlined in Section 10.3 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.

APPS Committee meetings will be led by the Chair or Vice Chair as appointed by the Dean. Members of the APPS Committee, depending on the academic program the student is in have the following roles:

- The DBH Program Director may be invited to an APPS Committee meeting to comment 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, Peer Learning Partnering or advising.
- The Course Director, Department Chair, or the student's Faculty Mentor 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 participate via phone or videoconference (e.g., Zoom) 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, 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 documents 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 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 DBH program is critical to the training of future professionals. It is the responsibility of each student to demonstrate and support these standards of professional behavior and conduct including, but not limited to, the expectations of the policies and procedures outlined in this Bulletin.

All CUSOM 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 students speak or act as private citizens, they must avoid creating the impression of speaking or acting for their Program, School, or the University. As such, they should not identify themselves as CUSOM DBH 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 DBH 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.

6.7.2.1 Use of Generative Artificial Intelligence (AI) Policy

This Policy provides guidance on the ethical, responsible, and academically appropriate use of generative artificial intelligence (AI) tools and technologies in support of student learning. It aims to foster academic integrity, digital professionalism, and a culture of responsible innovation while preparing students for a future where AI is integrated across disciplines and professions.

Assistance in editing and formatting this Policy was provided by Microsoft Copilot (GPT-4), an AI-powered writing assistant.

Definition of Artificial Intelligence (AI)

For the purposes of this policy, Artificial Intelligence (AI) refers to the simulation of human intelligence and processes by machines, especially computer systems. This includes, but is not limited to:

- Artificial Narrow Intelligence (ANI);
- Artificial General Intelligence (AGI);
- Artificial Super Intelligence (ASI);
- Large Language Models (LLMs);
- Natural Language Processing (NLP);
- Speech Recognition; or
- Machine Vision.

Academic Use of AI: Principles and Expectations

Students are encouraged to use AI tools as a supplement—not a substitute—for critical thinking, original work, and active learning. All use of AI must comply with Campbell University and CUSOM policies and uphold the CUSOM Honor Code. Misuse of AI will be treated as a violation of academic integrity.

When using generative AI to support academic work, students must:

Disclose AI Use Transparently

- Clearly state when and how AI tools were used in academic work, including the specific tool (e.g., Microsoft Copilot, Grammarly).
- Use proper citation formats as outlined by recognized style guides (e.g., AMA, APA, MLA).
- Failure to disclose AI use may be considered plagiarism under the CUSOM Code of Conduct.

Critically Evaluate AI-Generated Content

- Verify the accuracy of AI-generated information using credible, secondary sources.
- Students are fully responsible for any inaccurate, biased, or inappropriate content, regardless of its origin.

Follow Course-Specific Guidelines

- Adhere to any additional AI-related instructions or restrictions provided by faculty for specific courses or assignments.

Defer to Authoritative Sources

- AI is a tool, not an authority. It is essential to verify the accuracy and relevance of AI-generated information against established clinical guidelines and peer-reviewed research. In cases of conflict, students must prioritize course materials, instructor guidance, and peer-reviewed literature.

Use Only Approved AI Platforms for Course Materials

- Students may upload course content (e.g., lecture slides, outlines) only into Microsoft Copilot, accessed through Campbell University credentials.
- This closed system ensures protection of intellectual property and compliance with data privacy standards.
- Uploading course content into open AI systems (e.g., ChatGPT, Google Gemini, DeepSeek) is strictly prohibited.

⚠ Important: Uploading any course-related or copyrighted materials into open AI systems is a violation of the CUSOM Honor Code.

Limit AI Use in Clinical Settings

- AI use in clinical environments is restricted to tools integrated into Electronic Health Records (EHRs), such as dot phrases or smart phrases.
- Protected Health Information (PHI) must never be entered into any AI tool outside of an institutionally approved EHR system.

Comply with Scholarly Publication Standards

- When submitting work for publication or presentation, students must follow the AI use policies of the relevant journal or organization, including proper citation of AI assistance.

Examples of Appropriate AI Use for Learning

Students may use AI tools to:

- Brainstorm or generate ideas during early stages of assignments;
- Improve grammar, clarity, or structure in writing;
- Explore alternative explanations of complex concepts;
- Generate practice questions or clinical vignettes aligned with learning objectives;
- Create study guides, summaries, or review materials using original content;
- Develop visual aids such as flowcharts or diagrams for presentations; or
- Assist with writing or debugging code.

Examples of Unacceptable AI Use

The following uses are prohibited and may result in disciplinary action:

- i. Submitting AI-generated content as original work without disclosure;
 - ii. Using AI to complete assessments or generate responses for exams, quizzes, or assignments meant to assess individual knowledge;
 - iii. Misrepresenting AI-assisted content as human-authored in reflective or analytical assignments;
 - iv. Fabricating false data, sources, or citations;
 - v. Using AI to generate clinical documentation outside of approved EHR systems;
 - vi. Drafting communications (e.g., emails, applications) that misrepresent identity or intent;
 - vii. Creating content that is offensive, discriminatory, or violates University values or policies;
 - viii. Simulating peer feedback or participation in group work without meaningful contribution; or
 - ix. Uploading any course-related content into unapproved, open AI platforms.
- o **The use of artificial intelligence (AI) glasses, smart glasses, or similar devices are strictly prohibited in any testing, laboratory or clinical setting.**
- i. AI glasses and similar devices are generally characterized by having advanced sensors, cameras, microphones, and/or displays that allow them to interact with the user and their surroundings.

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 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 conduct standards of a CUSOM DBH 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 DBH 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:
 - 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:

- o Entering or using the facilities of the CUSOM community without appropriate authorization or during inappropriate times;
- o Knowingly and purposely disrupting teaching, research, administrative, or student functions of the CUSOM community;
- o 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;
- o Disclosure of privileged information from campus activities or patient care;
- o Taking pictures or recording video in the anatomy lab, clinical lab, OSCE rooms, or in any rooms housing clinical simulators;
- o 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;
- o **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
- o 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 CUSOM DBH 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, 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, 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 scheduled synchronous classes;
 - Disrupting class with cellular phones;
 - Disrupting class with computers or computer games;
 - Disrupting class with loud talking or other activities which create a distraction;
 - Eating during synchronous class discussions.
 - Posting unapproved materials or approved materials in inappropriate areas; or
- **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
 - Capturing or recording of synchronous course meetings or discussions by students.

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;
- 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 DBH 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 DBH 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 DBH 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 DBH Program Director notifies one of the Vice Deans 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 Vice Dean then, (i) constitutes an *ad hoc* committee to investigate the suspected misconduct, who reports their findings in writing to the Vice Dean, 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 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 (Section 6.2.2 of this Bulletin), 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

The Dean shall appoint *ad hoc* committees on an as needed basis.

If a student is 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 themselves 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 their 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 a Vice Dean 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 may accept the finding, and so notify the Respondents(s);
2. No violation occurred, and the Vice Dean 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 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 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 notifies the student in writing of his/her decision and if the decision of the Vice Dean is:

1. No. 2a, 3, or 4a above and the Respondents(s) accepts the decision, the decision of the Vice Dean shall be final; or
2. No. 2a, 3, or 4a above, and Respondent(s) do not accept the decision of the Vice Dean, 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.**

A student may appeal the decision of the Vice Dean by submitting an appeal request to the Office of Student Affairs for referral to the APPS Committee. A written appeal must be submitted within five (5) business days of receipt of notification of the Vice Dean’s decision 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, 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, 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, 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, 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 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 DBH Program, 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 Doctor of Behavioral Health 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

CUSOM has a secure, confidential, onsite computerized record system with an offsite secure network backup. 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 and only in accordance with CUSOM and university policies.

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. Once a final decision has been rendered by the Dean, no further appeal is available.

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), may be required to submit a completed Supplemental Application, and background check, which typically follows these timelines and associated requirements:

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

- Supplemental Application may be required
- Background Check 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 1 must submit the required documentation between June 15 and June 23.

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

- Supplemental Application may be required
- Background Check may be required
- Supplemental Application, and Background Check 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 1 must submit the required documentation between June 1 and June 23.

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 DBH 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 DBH Admissions Committee will determine whether or not the student met the requirements to return from a Separation from CUSOM.

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 7.2.2 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 DBH 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 Vice Dean for Academic Affairs along with the DBH Admissions Committee will review all relevant documentation and determine whether or not the student has met the requirements to return.
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.

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 the DBH 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.

CUSOM DBH is a full-time program and does not allow part-time enrollment. If a student takes one course during a fall or spring semester, the student will be charged full tuition for that semester, per University policy.

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 or assignment) of a semester. This would include courses ending earlier than other courses in a Semester. Failure to withdraw by this timeframe may result in the issuance of a grade of F for all courses in that Semester 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 final examination or assessment event has been started, 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 must be requested in writing, addressed to the Dean and delivered to the Office of Student Affairs, who then provides it to the Dean. In addition, a Withdrawal request requires completion of a Withdrawal Form available from the Office of Student Affairs.

The student requesting a Withdrawal must meet with the Office of Financial Aid and the Bursar's Office and obtain their signatures on the Withdrawal form. This ensures clarity regarding the potential impact of the Withdrawal on the student's financial aid and repayment requirements. 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 and national background check 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 and national background check 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 and national background check 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 and national background check 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 not enrolled, registered and are not eligible for financial aid. Students must be aware that this status may affect other aspects of their academic and professional progression.**

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 Doctor of Behavioral Health 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 DBH, Campbell University, and affiliate and collaborative partners incurred during the academic program.

The DBH program is designed to be completed in two years full-time, or three to four years part-time. If a student is unable to complete the program in four years, they can submit an application to the DBH Program Director requesting a one-year extension for a total of five (5) years. Students must complete all program requirements within five (5) years.

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 an integrated healthcare/integrated behavioral healthcare professional.

In addition, revocation of the Doctor of Behavioral Health 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 DBH 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 DBH 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 Doctor of Behavioral Health 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 Doctor of Behavioral Health (DBH).

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 Doctor of Behavioral Health (DBH) degree must be CUSOM Faculty.

Members of the graduation ceremony platform party who are not CUSOM faculty may be permitted to hood graduates upon approval by the Dean.

Immediate family members 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).

7. Student Policies and Services

7.1 Student Health

The safety and well-being of all students, faculty, and staff—including those participating in distance learning—remain a top priority of the Campbell University School of Osteopathic Medicine (CUSOM). Although remote learners and instructors are not physically present on the Health Science Campus, a standard protocol must be followed in the event of a medical emergency.

7.1.1 Medical Emergencies During Distance Learning Activities (Synchronous or Asynchronous)

The safety and well-being of all students, faculty, and staff—including those participating in distance learning—remain a top priority of the Campbell University School of Osteopathic Medicine (CUSOM). Although remote learners and instructors are not physically present on the Health Science Campus, a standard protocol must be followed in the event of a medical emergency.

7.1.1.1. Immediate Response and Emergency Medical Services (EMS) Activation

If a medical emergency occurs while a student, faculty member, or staff member is engaged in **synchronous (live) or asynchronous (self-paced) online activities**:

- **Call 9-1-1 immediately** or the equivalent emergency service number in the individual's location.
- The individual (or witness/bystander if available) should be prepared to provide:
 - o Name
 - o Current location
 - o Contact phone number
 - o Nature and description of the medical emergency
- **Stay on the phone with the dispatcher** and follow instructions until EMS arrives.

If the emergency occurs **during a live synchronous session (e.g., Zoom or Teams)**:

- The faculty member or host should:
 - o Pause the session if appropriate.
 - o Encourage the individual to call 9-1-1 or have someone nearby do so.
 - o Stay online to provide support and document the incident.
 - o Notify the appropriate CUSOM administrator or support staff as soon as possible.

7.1.1.2 Incident Reporting and Follow-Up

Students or faculty experiencing or witnessing a medical emergency during an online activity are encouraged to report the incident to CUSOM administration for documentation and support.

- Remote students or faculty should contact **CUSOM Office of Student Affairs** or the **DBH Program Director**.

7.1.1.3 Responsibilities of Remote Instructors and Course Leaders

While CUSOM faculty and staff may be qualified healthcare professionals, their role in distance learning is educational, not clinical. Therefore, they should not:

- Offer medical treatment recommendations beyond basic first aid guidance.
 - Provide clinical diagnoses or emergency medical advice.
 - Be expected to monitor the health status of remote learners during asynchronous sessions.
- Instead, they are responsible for:
- Ensuring students are aware of emergency protocols.
 - Supporting affected students post-incident, including academic accommodations, if needed.
 - Reporting the incident through proper administrative channels.

7.1.1.4 Prevention and Preparation

Remote learners are encouraged to:

- Know their local emergency numbers and have a plan for emergency situations.
- Share their learning schedules with a trusted person who can assist in case of emergency.
- Keep personal health information accessible and updated, particularly if engaging in any physical activities as part of the course.

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 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 [CUSOM BH](#).

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 this 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 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](#) 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 MYgroup 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 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 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 [Disability Services](#).

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 curriculum and graduating as an osteopathic physician (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 the safe and effective practice of osteopathic medicine.

CUSOM is committed to patient safety and assuring a safe and effective environment that does not place patients, students, or others at unnecessary risk. Each Technical Standard has been chosen from standards osteopathic physicians deem necessary for the safe and effective practice of osteopathic medicine.

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

Matriculating or Current CUSOM Students with Disabilities

7.2.2.1 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.

7.2.2.2 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 they 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 their disability to the University. However, as discussed above, any student who discloses and receives approved accommodations after they have 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 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 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 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 Office of Student Affairs generates a Letter of Accommodation (LOA) documenting the student's individual, approved accommodations. The Office of Student Affairs coordinates dissemination of the LOA. Any student whose requested accommodations are not approved is encouraged to meet with the Office of Student Affairs to discuss the reasons for the denial. The 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.

7.2.2.3 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 DBH 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 DBH program all approved accommodations. This discussion should address the questions of how, when and where the Director of the DBH 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 DBH 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 DBH 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.

7.2.2.4 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 students have access to all Campbell University recreational facilities, including the Oscar N. Harris Student Union and Wellness Center, Student Fitness Center, Aquatic Center, running and walking track, Keith Hills Golf Course, tennis courts, cross country 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 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 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 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 DBH 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 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 [links](#) and phone numbers:

- Leon Levine Hall of Medical Sciences (Security) (910) 893-1804
- Campbell University [Parking](#) (910) 893-1550
- Campbell University [Health Center](#) (910) 893-1560
- CUSOM [Behavioral Health](#) Department (910)-893-7203
- [Dr. Daniel Marlowe](#), Associate Dean for Behavioral Health (914) 814-4959
- [Dr. Jeffrey Krepps](#), DBH Program Director,
Associate Professor of Behavioral Health (910) 893-1741
- [Samantha Turnipseed](#), Assistant Director of Clinical Services (910) 893-1780
- [Mrs. Teresa Butrum](#), Administrative Assistant (910) 893-7295
- [Constanza “Coty” Calabro](#), Behavioral Health Clinician (910) 893-1780
- [Mrs. Tracie Connor](#), Behavioral Health Clinician (910) 893-7830
- [Erin Suwattana](#), Behavioral Health Clinician (910) 893-7296
- [MYgroup](#) Counseling (800)-633-3353
- [NC Poison Control Center](#) (800) 222-1222

- Harnett Health System (910) 892-1000
 - [Betsy Johnson Regional Hospital](#), Dunn
 - [Central Harnett Hospital](#), Lillington
- [Good Hope Hospital](#), Erwin 910-897-6151
- [Harnett County Sheriff's Department](#), Lillington (910) 893-9111
- Sexual Assault Family Emergency-[SAFE of Harnett County](#) (910) 893-7233
- [National Suicide Prevention Lifeline](#) 1-800-273-TALK (8255)
- [Title IX Coordinator](#) 910-814-5707

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 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 also subject to disciplinary action up to and including Suspension or Dismissal from the program.

8.3 Library

CUSOM DBH 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 that 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 for 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 either: 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 7:30am - 5:30pm Monday through Friday for CUSOM and 8:30am - 5:00pm 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 systems 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 Campbell University 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, they 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 their 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 private and confidential. Although this information must be accessed by system personnel for the purpose of backups, network management, etc., the content of user files and network transmissions are not 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 a violation, the account will be disabled, and action taken with the 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 including, but not limited to the following:

- 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. A private machine may not be used to redirect data to other networks, nor may it serve in any way as an electronic gateway to non-University affiliated systems.
- Private machines or devices may not use the University network for commercial gain or profit.
- Neither Campbell-owned, private computers, nor 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, respect for the needs of others is expected among users. To ensure access and service for all, eligible users must refrain from any action that interferes with normal system operation, such as:

- Using computer or network services for commercial purposes or personal profit
- Sending excessive emails 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, including 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
- Nondegree-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 required 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.

9. Concerns and Issues

9.1 File a Student Complaint

The Vice President for Student Life and Christian Mission serves as an ombudsman for students and parents seeking to resolve complaints. In many cases, especially when student services are involved, the Student Life Office will deal directly with the issue. In other cases, when the complaint is beyond the purview of the Vice President for Student Life, students and/or parents will be assisted in determining the appropriate channel in which to obtain a timely response.

9.2 Ways to File a Complaint at Campbell University

9.2.1 Office of the Vice President for Student Life

A student may file a complaint with the Office of the Vice President for Student Life and Christian Mission.

Please click this [link](#) to access the online form to file a complaint regarding any area of the campus.

The Vice President for Student Life and Christian Mission may be contacted at:

Vice President for Student Life and Christian Mission
PO Box 95
Buies Creek, NC 27506
Telephone: (800) 334-4111

9.2.2 SARA-NC Complaint Process

Campbell University is a member of the [State Authorization Reciprocity Agreement – North Carolina \(SARA-NC\)](#). Students may also file a complaint through SARA-NC. SARA-NC is the portal for North Carolina. Students should follow the [SARA-NC Complaint Process](#) and use the [SARA-NC Complaint Form \(.pdf\)](#).

The contact information for SARA-NC is:

North Carolina State Education Assistance Authority
c/o SARA North Carolina
P.O. Box 41349
Raleigh, NC 27629
Telephone: (855) SAR-A1NC (727-2162)
Telephone: (919) 549-8614, ext. 4667
Email: information@saranc.org
Website: www.saranc.org

9.2.3 Consumer Protection Division, North Carolina Department of Justice

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at:

<http://www.ncdoj.gov/complaint>.

North Carolina residents may call (877) 566-7226
Outside of North Carolina, please call (919) 716-6000
En Español (919) 716-0058

The online complaint form can be accessed at:

<https://ncdoj.gov/file-a-complaint/consumer-complaint/>.

The mail-in form can be downloaded at:

<https://ncdoj.gov/download/16/general-information/15716/consumer-complaint-form-sh>

If you choose to mail-in a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

9.2.4 State Authorization Liaisons Per State

Students also have the option of filing a complaint with the State Authorization Portal in their state.

- [Student Complaint Information by State and Agency](#)
- [NC-SARA Portal Contacts](#)

9.2.5 Professional Licensure Disclosures

Students considering a program leading to professional licensure should contact the program director to discuss enrollment options prior to beginning the program. Contact information for each program is listed below. If you are considering a program at Campbell University that leads to professional licensure and you do not live in North Carolina, please contact the respective licensing board in the state where you reside before beginning the program.

- [General Disclosures](#)
- [Academic Program Contacts](#)
- [State-by-State Licensing Board Information](#)

9.2.6 Adult & Online Education

Online Education students having complaints or grievances should make every effort to resolve the matter by following the guidelines in the most current Campbell University [Student Handbook](#)).

In the event that your concern has not been addressed to your satisfaction at the institution, you may choose to file a complaint with:

- North Carolina Post-Secondary Education using the [North Carolina Post-Secondary Education Student Complaint Form](#) or visiting the [State Agency Complaints](#) Web Page
- State Authorization Reciprocity Agreement North Carolina (SARA-NC) by visiting the [SARA-NC Complaint Process](#) or using the [SARA-NC Complaint Form \(pdf\)](#).

For more information, see the [Student Complaint Process for Adult & Online Education Students](#).

9.3 Grievance Processes

9.3.1 Resolution and Grievance Procedure

CUSOM recognizes the need for students to voice grievances and to seek resolutions 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 an APPS Committee final decision, or a final decision by the Dean.**

All grievances must be filed in writing to the CUSOM Office of the Dean. All grievance material is securely maintained in the Office of the Dean.

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 specified date.

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

9.3.2.1 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.

A concern over general course procedures or grading policies should be addressed to either the Program Director. If a resolution cannot be reached through the normal processes for an acceptable and reasonable request, the student may, within fourteen (14) calendar days of the failed resolution, appeal in writing to the Vice Dean for Academic Affairs.

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

9.3.2.2 CUSOM Policies and Procedures

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

9.3.3 Grievance Procedure for Harassment or Discrimination

Students who believe they have been the subject of illegal harassment or discrimination should contact the Title IX Coordinator, Danielle Evans at 910-893-1217 or titleix@campbell.edu. The Title IX Office supports students who believe they have been subject of sexual harassment, as well as other forms of harassment and discrimination based on race, color, national origin and ethnicity. Retaliation against a student who files a complaint with the Title IX Office or participates in an investigation through the Title IX Office is strictly prohibited.

9.4 Improper Relationships

Relationships between a student and a faculty/staff member, including clinical preceptors, entrusted to oversee the student, which extend beyond the educational requirements or 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](#).

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
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.

9.5 Complaints Regarding Non-compliance with American Osteopathic Association (AOA) Accreditation Standards

CUSOM is committed to meeting and exceeding the standards for Accreditation of Colleges of Osteopathic Medicine: COM Accreditation Standards and Procedures as described by the Commission on Osteopathic College Accreditation (COCA). A copy of the standards is available upon request from the Office of the Dean or at the AOA [COCA Accreditation Standards website](#).

Students in the osteopathic medicine program who believe that CUSOM may not be in compliance with a standard of accreditation have the right to file a complaint through the following procedure:

- A written, dated, and signed complaint must be filed with the Office of Student Affairs.
- The Office of Student Affairs will consult with a Vice Dean and form an *ad hoc* committee of administration and student government representatives to investigate the complaint.
- The results of the investigation will include findings of fact, a determination of standard compliance or non-compliance, and recommended corrective actions if indicated. The results will be communicated in writing to the Vice Dean, the Office of Student Affairs, and the student complainant.
- If corrective action is indicated, the Vice Dean will develop a description/plan for such action within thirty (30) calendar days of receipt of the *ad hoc* committee results and deliver such plan to the Dean with a copy to the *ad hoc* committee. If corrective action is not indicated, the *ad hoc* committee will inform the complainant of their results.
- Records of all proceedings regarding complaints will be maintained by the Office of Student Affairs in accordance with CUSOM Confidentiality and Records Retention Policies.
- In the event the student complainant is not satisfied with the *ad hoc* committee determination or correction action, the student may appeal the decision to the Dean.
- In the event the student complainant is not satisfied with the *ad hoc* committee determination or corrective action, the student may communicate the complaint to:

COCA Assistant Secretary
Commission on Osteopathic College Accreditation
American Osteopathic Association
142 East Ontario Street
Chicago, IL 60611-2864
Telephone: (312) 202-8124
Fax: (312) 202-8397
Email: predoc@osteopathic.org

CUSOM recognizes the right of students to express complaints regarding COCA Accreditation Standards and procedures directly to the immediate accrediting body, the COCA.

9.6 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 by following this [link](#).

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

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