



# LAKE ERIE

COLLEGE

## 2023 - 2024

## GRADUATE ACADEMIC CATALOG & STUDENT HANDBOOK



**MBA**  
MASTER OF BUSINESS  
ADMINISTRATION

**MED**  
MASTER OF EDUCATION



**MPS**  
MASTER OF PROFESSIONAL STUDIES

391 WEST WASHINGTON STREET | PAINESVILLE, OHIO 44077 | LEC.EDU | 1.855.GO.STORM

## 2023-2024 ACADEMIC CALENDAR

### SUMMER 2023

Summer Term Billing Due	May 1 (M)
Session A (6 weeks)	May 15-June 27
Classes Begin	May 15 (M)
Drop-Add period ends	May 15 (M)
Memorial Day (no classes)	May 29 (M)
Last Day to Withdraw "W"	June 1 (R)
Juneteenth (no classes)	June 19 (M)
Last Day of Class	June 27 (T)
Grades Due	July 3 (M), 8:00 am
Session B (6 weeks)	June 28-August 9
Classes Begin	June 28 (W)
Drop-Add period ends	June 28 (W)
Last Day to Withdraw "W"	July 25 (T)
Last Day of Class	August 9 (W)
Grades Due	August 14 (M), 8:00 am
Session E (13 weeks)	May 8-August 9
Classes Begin	May 8 (M)
Drop-Add period ends	May 8 (M)
Memorial Day (no classes)	May 29 (M)
Juneteenth (no classes)	June 19 (M)
Fourth of July (no classes)	July 4 (T)
Last Day to Withdraw "W"	July 5 (W)
Last Day of Class	August 9 (W)
Grades Due	August 14 (M), 8:00 am

### FALL 2023

Fall Semester Billing Due	August 1 (M)
First Day of Classes	August 21 (M)
Add/Drop period ends	August 25 (F)
Labor Day (no classes)	September 4 (M)
Last Day "W" from 1 <sup>st</sup> 7-week course	September 18 (M)
Homecoming	September 29-October 1 (F-Su)
Fall Break (no classes)	October 5-6 (R/F)
Midterm Grades Due	October 9 (M), 8:00 am
Last Day of 1 <sup>st</sup> 7-week courses	October 10 (T)
Second 7-week courses begin	October 11 (W)
1 <sup>st</sup> 7-week Grades Due	October 16 (M), 8:00 am
Last Day to "W"	October 23 (M)
Spring '24 Registration Begins	November 1 (W)
Founder's Day	November 2 (R)
Last Day "W" from 2 <sup>nd</sup> 7-week course	November 8 (W)
Thanksgiving Break (no classes)	November 22-24 (W/R/F)

## CAMPUS INFORMATION

Last Day of 2 <sup>nd</sup> 7-week courses	December 1 (F)
Last Day of Class	December 1 (F)
Finals Week	December 4-8 (M-F)
All Grades due	December 12 (T), 8:00 am

### SPRING 2024

Spring Semester Billing Due	December 1 (R)
Martin Luther King Day (no classes)	January 15 (M)
First Day of Classes	January 16 (T)
Add/Drop period ends	January 22 (M)
Last Day “W” from 1 <sup>st</sup> 7-week course	February 12 (M)
Last Day of 1 <sup>st</sup> 7-week courses	March 4 (M)
Second 7-week courses begin	March 5 (T)
1 <sup>st</sup> 7-week Grades Due	March 8 (F), 8:00 am
Spring Break (no classes)	March 11-15 (M-F)
Fall ‘24 Registration Begins	March 20 (W)
Last Day to “W”	March 25 (M)
Spring Holiday (no classes)	March 29 (F)
Last Day “W” from 2 <sup>nd</sup> 7-week course	April 2 (T)
Last Day of Class	April 26 (F)
Last Day of 2 <sup>nd</sup> 7-week course	April 29 (M)
Finals Week	April 29-May 3 (M-F)
Graduating Students Grades Due	May 6 (M), 8:00 am
All Grades due	May 10 (F), 8:00 am
Commencement	May 11 (Sat) Time TBD

### MSPAS CLINICAL CALENDAR

#### FALL 2023

Fall Semester Billing Due	August 1 (T)
Clinical Orientation	August 14 – August 18
Clinical Seminar	August 21 – September 1
Clinical Rotations, Sessions P1/P2/P3	
P1 (1 <sup>st</sup> 4 weeks)	September 4 – September 28
Last Day to Withdraw “W”	September 20 (W)
P2 (2 <sup>nd</sup> 4 weeks)	October 2 – October 26
Last Day to Withdraw “W”	October 11 (W)
P3 (3 <sup>rd</sup> 4 weeks)	October 30 – November 30
Last Day to Withdraw “W”	November 8 (W)
All Grades Due	December 12 (T), 8:00 a.m.

## CAMPUS INFORMATION

### SPRING 2024

Spring Semester Billing Due	December 1 (F)
Commencement	May 11 (Sat), Time TBD
Clinical Rotations, Sessions P1/P2/P3/P4	
P1 (1 <sup>st</sup> 4 weeks)	January 2 – January 25
Last Day to Withdraw “W”	January 10 (W)
P2 (2 <sup>nd</sup> 4 weeks)	January 29 – February 22
Last Day to Withdraw “W”	February 7 (W)
P3 (3 <sup>rd</sup> 4 weeks)	February 26 – March 21
Last Day to Withdraw “W”	March 6 (W)
Spring Break	March 23 – March 31
P4 (4 <sup>th</sup> 4 weeks)	April 1 – April 24
Last Day to Withdraw “W”	April 10 (W)
All Grades Due	May 10 (F), 8:00 a.m.

### SUMMER 2024

Summer Term Billing Due	May 1 (W)
Clinical Rotations, Sessions P1/P2/P3	
P1 (1 <sup>st</sup> 4 weeks)	April 29 – May 30
Last Day to Withdraw “W”	May 8 (W)
P2 (2 <sup>nd</sup> 4 weeks)	June 6 – June 27
Last Day to Withdraw “W”	June 12 (W)
P3 (3 <sup>rd</sup> 4 weeks)	July 1 – July 25
Last Day to Withdraw “W”	July 10 (W)
Required Programmatic Specific Activities	July 29 – August 9
All Grades Due	August 9 (F)
Degree Conferral Date	August 9 (F)

## CAMPUS INFORMATION

### ACCREDITATION

Lake Erie College is a private, not-for-profit institution, accredited by The Ohio Department of Higher Education and the Higher Learning Commission ([www.ncahlc.org](http://www.ncahlc.org)). The College does not discriminate on the basis of race, sex, color, creed, national origin or disability in admissions or access to its programs and activities. Graduate and undergraduate academic programs provided through Lake Erie College's Department of Business are accredited by the International Assembly for Collegiate Business Education (IACBE). Education licensure programs and the M.Ed. degree are authorized by The Ohio Department of Higher Education, approved by The Ohio Department of Education, and have TEAC accreditation status by the Council for the Accreditation of Educator Preparation (CAEP).

The Master of Science in Physician Assistant Studies program is accredited by the Higher Learning Commission. Higher Learning Commission accreditation approval occurred in March 2014. The program has also been accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) It has granted Accreditation-Continued status to the Lake Erie College Physician Assistant Program sponsored by Lake Erie College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2028. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

This Catalog reflects the curriculum, policies, personnel, and expenses at Lake Erie College at the time of printing. It is intended for the guidance of current and prospective students and the College's faculty and staff. The catalog is not intended and should not be regarded as a contract between the College and any student currently enrolled or applying for admission, or any other person. The College reserves the right to depart without notice from the terms of this Catalog. To the extent possible, a student who has been continuously enrolled full time and who has continuously made satisfactory progress towards a degree will be allowed to graduate according to policies and requirements in effect during the first semester in which the student is enrolled at Lake Erie College.

### INSTITUTIONAL OVERVIEW AND MISSION STATEMENT

#### Institutional Overview

Founded in 1856, Lake Erie College is an independent, coeducational institution located thirty miles east of Cleveland, Ohio, offering instruction at the baccalaureate and master's degree levels. Programs of study are founded in the liberal arts and are offered through the Schools of Arts, Humanities & Social Sciences; Natural Sciences and Mathematics; Business; Equine Studies; and Education and Professional Studies. The College seeks to accommodate traditional and nontraditional age students on both a full-time and part-time basis.

The College is located in Painesville, the seat of Lake County, in the heart of the Western Reserve. The small-town setting and historic homes surrounding the campus provide a traditional academic environment, while the proximity to Cleveland offers the cultural advantages of a major metropolitan area.

The campus consists of 18 buildings of both traditional and contemporary styles. Five miles south of the campus is Morley Farm, whose eighty-six acres are home to the George M. Humphrey Equestrian Center and Victor Manor House, residence of the College President and site of a variety of College and community activities.

## CAMPUS INFORMATION

### Mission Statement

Lake Erie College provides an excellent, inclusive, and highly personalized education grounded in the liberal arts tradition. Guided by hope and care, our students are empowered to lead lives of personal significance and professional success as global citizens.

With an emphasis on applicable skills such as communication, critical and intellectual inquiry, and designing solutions for real-world problems in specific disciplines, faculty in the program guide students to aspire to the highest levels of personal and professional fulfillment.

### Vision Statement

Lake Erie College will empower students by successfully integrating the following elements into the learning experience: Self-discovery, The development of strong personal attributes, Creative problem solving, and the balance of personal and professional goals with the needs of others.

The College is committed to being mission-driven, fostering strong partnerships and collaboration in the region, service to the community, embracing diversity and inclusion, and helping students successfully reach their academic goals.

All graduate programs at Lake Erie College are committed to the College Mission and Learning Outcomes in a manner appropriate for graduate education. Intellectual goals reflect the disciplinary focus and greater depth of post-baccalaureate education. Self-discovery, and cultural awareness are developed and shaped through emphasis on globalism and diversity. Creative problem solving is the results of ongoing complex analysis and interpretation of disciplinary theory, application and innovation.

### Graduate Learning Outcomes

Graduates of Lake Erie College graduate programs will:

- Develop content mastery, independent thought in subjects of increased complexity and critical understanding of research
- Communicate effectively, both orally and in writing, about theories, arguments, methods and concepts related to the specific area of study
- Demonstrate proficiency in the professional skills needed to participate in the intellectual and organizational aspects of chosen career field

### Graduate Council Defined

The Graduate Council at Lake Erie College has several purposes: (1) to communicate with the faculty senate on policy discussions and proposals, program review, and to make recommendations regarding graduate studies and resources affecting graduate programs; (2) to study and review both new and existing graduate programs and to provide institutional guidance regarding the exploration of new graduate programs (3) to act as a board of appeals on matters of academic petitions as they pertain to graduate studies.

The Graduate Council at Lake Erie College is composed of The Director of Graduate Studies, Deans of the schools with graduate programs, A faculty representative from each graduate program, and the Dean of the College (ex officio)

## CAMPUS INFORMATION

### DIVERSITY AND INCLUSION STATEMENT

Lake Erie College seeks to be an institution where individuals of all backgrounds feel welcomed. We also strive to ensure that all within the campus community hold themselves accountable for contributing positively to a culture of inclusion and empowerment. We are committed to an institution that respects the breadth of diversity, which includes, but is not limited to, race, gender, age, disability, background, sexual orientation, or socioeconomic status. With the understanding that diversity must align with inclusiveness, the College seeks to support an environment that is welcoming, supportive, and dignified with regard to programming, support, and services. We recognize that we must have an environment where stakeholders may express opinions, thoughts, or ideas freely and openly, and in such a way, that embraces differences with acceptance and respect as part of our growth and sustainability strategy.

Lake Erie College seeks to emblemize a culture that projects our diversity and inclusion values into the communities that surround us. We recognize that inclusion should be a campus ideology. Without diversity and inclusion, in its broadest sense, our ability to accomplish our mission fully is hindered.

*[Developed and Approved by the Diversity and Inclusion Committee – May 2021]*

### Special Information Regarding DACA and Undocumented Students

Lake Erie College welcomes students and scholars from around the world who contribute to our mission of inclusiveness and ethic of hope and care. In alignment with our institutional commitment to diversity and inclusion (our Diversity and Inclusion Statement may be found here: <https://www.lec.edu/about-us#dis>, Lake Erie College is proud to affirm our commitment to undocumented and Deferred Action for Childhood Arrivals (DACA) students in keeping with our policies on non-discrimination, privacy, and public safety. We continue to admit, enroll, and support all students without regard to their immigration status.

### OPEN CAMPUS

Lake Erie College has an open campus. Open Campus means that the physical property of the college is not surrounded by a fence and that Faculty, Staff and students may come and go as they please. It also means that visitors to the campus also can freely come on campus. The open campus concept does not mean that individuals or groups can come on campus and not follow the rules set forth.

As an open campus, students have access to all campus buildings. Buildings and rooms are secured at certain hours of the day. Faculty, Staff and Students are permitted access to secured buildings or rooms that are secured for purposes of study, projects and other college related activities. After-hours access does require that all Faculty, Staff and Students carry a form of identification with them in case the person from whom they are requesting access does not know or recognize them. Students should always carry their Lake Erie College identification card to be presented for access to secured buildings or rooms. Access may not be granted if the Faculty, Staff or Student isn't able to present proper identification or if they are unable to explain the college related activity for which they are requesting access.

## CAMPUS INFORMATION

### ADMISSION TO LAKE ERIE COLLEGE

#### GRADUATE ADMISSIONS

##### General Admissions/Application Information

Admission to a graduate program is determined on the basis of demonstrated professionalism, intellectual capability for successful completion of the program and potential for leadership. Students may be admitted to and begin a graduate program during the Spring (January) semester, the Summer (May) session, or the Fall (August) semester. The Office of Admission processes applications to graduate education programs. To obtain application information, contact the admission office at:

Lake Erie College Admission  
391 W. Washington Street  
Painesville, OH 44077  
440.375.7050 or 1.800.916.0904  
Email: [admission@lec.edu](mailto:admission@lec.edu)

To be considered for graduate admission, students are required to:

- Completed the appropriate Graduate application admission at [www.lec.edu/graduate](http://www.lec.edu/graduate)
- Master of Science in Physician Assistant Studies applicants should follow the M.S.P.A.S. program admissions process as outlined in the specific program admissions criteria section. [www.lec.edu/pa-admission](http://www.lec.edu/pa-admission)
- Hold an earned bachelor's degree from an accredited four-year college or university.
- Submit official transcripts from the student's undergraduate degree-granting institution and transcripts for all graduate work previously completed. Graduate transfer credit must be requested at the time of admission to Lake Erie College. An official transcript is one that is sent directly to Lake Erie College from another institution.
- Have achieved an undergraduate cumulative grade point average of 2.75 on a 4.00 scale. Conditional acceptance may be given at the discretion of each individual program. Previous graduate work may be taken into consideration for acceptance into a graduate program.
- Please see specific program for additional admission requirements.

##### International Students

Prospective students who are not citizens of the United States nor have "Permanent Resident" status are considered to be international students and are not eligible for federal financial aid. Prior to the submission of application materials, the student must submit an "Affidavit of Financial Support" officially demonstrating that the student, the student's family, or sponsor is able to provide the sufficient funding to cover the cost of attendance for one year of study at Lake Erie College. This amount will cover the educational expenses, housing, transportation, record maintenance and any associated costs for one year of study at Lake Erie College.

Students must demonstrate support in varying amounts depending on the Graduate Program in which they enroll, according to the following guidelines:

Master of Business Administration (M.B.A.): \$27,358/year  
Master of Education (M.Ed.): \$22,840/year



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Master of Professional Studies (M.P.S.): \$27,358/year

Master of Science in Physician Assistant Studies (M.S.P.A.S.): \$54,975/year

Prospective students should work with admission to determine the proper documentation that is required in each circumstance to prove the requisite amount.

Students whose first language is not English must achieve:

TOEFL: a paper score of 600, a computer score of 250, or an internet score of 100 is required.

- IELTS: a score of 6.0 is required.
- STEP: passing grades at the first and pre-first levels.

International students whose native language is not English, but who have completed an undergraduate degree at a U.S. institution with an overall GPA of 3.0 or higher, are waived from the English-proficiency requirement when applying to Lake Erie College's graduate programs.

Graduate international student applicants follow the graduate admission requirements and the international student requirements. All documents, transcripts, letters of recommendation and essays must be accompanied by an official English language translation from WES (World Education Services, Inc.) [www.wes.org](http://www.wes.org), ECE (Education Credential Evaluators, Inc.) [www.ece.org](http://www.ece.org), or SpanTran [www.spantran.com](http://www.spantran.com).

### Entry Information

Students apply for acceptance to a graduate program through the Office of Admission at Lake Erie College unless otherwise stated in the admission process of the specific program. Acceptance to graduate study will remain valid up to one calendar year from the time of the original acceptance. Requests to defer enrollment must be made in writing and sent to the Office of Admission.

### Non-Degree Seeking Graduate Status

Non-degree seeking students are those wishing to enroll in graduate courses for professional development only and who are not interested in a degree program of study; [www.lec.edu/professional-ed](http://www.lec.edu/professional-ed).

- Applicant must have earned a bachelor's degree from an accredited institution of higher education.
- Student enrollment in each term will be limited to those courses which have been authorized by the appropriate dean.
- The prospective student must complete a Life Long Learner Application in the Registrar's Office.
- Students who want to be considered for regular degree-seeking graduate status are required to submit an application for graduate admission. Coursework taken prior to the application to the program will be considered for credit on a course-by-course basis.

### Appeal Information

Appeals of graduate admissions decisions must first be made to the applicant's intended department. After the department has rendered a decision, the student has 30 days to initiate their appeal at the Department of Graduate Studies. Decisions made

## CAMPUS INFORMATION

by the Graduate Appeals Committee regarding admissions decisions are final. There is no higher level the applicant can submit an appeal.

If the Applicant receives a score greater than 1.5 on the Evaluation Rubric, they will be conditionally admitted to their graduate program. They will be required to maintain a GPA of 3.0 or better in the first two courses they take in their program in order to be fully admitted into that program.

### **Dual M.S.P.A.S. and M.B.A. Opportunity**

Students successfully graduating from the Lake Erie College PA Program can elect to pursue their M.B.A.. This will allow Lake Erie College PA graduates additional opportunities to pursue careers in healthcare administration. Interested graduates will need to request this opportunity by written communication to the Director of the M.B.A. Program and Director of the PA Program. Upon PA Program Director confirmation of graduation, individuals will be granted direct admission into the M.B.A. Program. Three courses from the PA Program will count as elective courses toward their M.B.A.: “PAM 501 Introduction to the PA Profession”, “PAM 503 Research Methods and Evidence-Based Practice”, “PAM 504 Business Practice for the PA Profession.” This credit will reduce the time and expense to achieve an M.B.A. Upon graduating from the PA Program, individuals have up to ten years to initiate a request the Dual PA and M.B.A. opportunity.

### **Dual M.S.P.A.S. and M.P.S. Opportunity**

Students successfully graduating from the Lake Erie College PA Program can elect to pursue their M.P.S. This will allow Lake Erie College PA graduates additional opportunities to pursue careers in healthcare administration. Interested graduates will need to request this opportunity by written communication to the Director of the M.P.S. Program and Director of the PA Program. Upon PA Program Director confirmation, two courses from the PA Program will count as core courses toward their M.P.S.: “PAM 501 Introduction to the PA Profession” for "MPS 502 Business Ethics, Diversity and Social Issues" and “PAM 503 Research Methods and Evidence-Based Practice” for "MPS 565 Research Methods". This credit will reduce the time and expense to achieve an MPS Upon graduating from the PA Program, individuals have up to ten years to initiate a request the Dual PA and M.P.S. opportunity.

## FINANCIAL INFORMATION

### FINANCIAL POLICIES

#### Tuition and Fee Policy

Degree seeking students enrolled at least half-time (three credits/semester) may be eligible for Federal direct Loans. Contact the Office of Financial Aid at 440.375.7100 for more information.

Fees may be calculated by referring to the tuition and fee schedule listed on the website for each semester. Financial refund schedules are published there as well. Be sure to reference this information when making decisions to add or drop classes after the semester begins.

Due to federal regulations, all international students entering the United States on an F-1 Visa are required to prepay their tuition before registering for classes. International students are not eligible for time-payment plans.

Students who do not meet financial obligations on a timely basis may be removed from their educational program.

Re-entry into the program will require payment of a re-matriculation fee equal to the current late registration fee in addition to the regular tuition and fee charges assessed.

The College reserves the right to withdraw a student from his or her academic program, to withhold diplomas and transcripts, to deny entry to the residence halls and to deny participation in graduation exercises if tuition and fees are not paid on a timely basis. The student may apply for re-admission to the program for following semesters; re-admission will be dependent on proof of financial stability.

Late fees will be charged on all accounts 30 days past due. Charges that remain unpaid will be sent to a third party collection service. At that time, the collection fees, interest charges and legal fees will be added to the balance on the student's account and these accounts will also be reported to the credit bureau.

Master of Education	\$499 per credit hour
Reading Endorsement	\$499 per credit hour
Mild to Moderate Intervention Specialist Licensure (Post Baccalaureate online program)	\$600 per credit hour
Master of Business Administration	\$750 per credit hour
Master of Professional. Studies	\$750 per credit hour
Master of Science in Physician Assistant Studies	\$805 per credit hour
General Fee	\$51 per credit hour (MEd only)
Graduation Fee	\$150
Late Registration Fee	\$165
Late Payment Fee	\$50 per month, max of \$200 (applies to each semester)
Returned Check Fee	\$30
Employer Payment Plan Fee	\$30 each semester
Transcript Fee	\$5

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Tuition Payment Plan Fee	\$55
Alumni Audits	\$51 per credit hour
Audits	Prevailing Tuition and Fees per credit hour
Independent Study Fee	\$100 per credit hour
Senior Citizen Audit (Age 62)	\$10 per class
International Student Fee	\$200
Continuing International Student Fee	\$150 per semester

### Methods of Payment

Four options are available for paying education expenses:

- Pay each semester's expenses in full. The amount, less financial aid and loans, is due on May 1–summer, August 1–fall, December 1–spring.
- Apply for the Federal Direct Unsubsidized Loan Program at [www.fafsa.gov](http://www.fafsa.gov). Graduate students can borrow up to \$20,500 per academic year with this program.
- Apply for a private student loan and/or GRAD PLUS loan, The Lake Erie College Financial Aid website has more information on how to apply. Proof of loan funds approval and disbursement date information is due on the semester due dates as indicated in option one.
- Enroll in the Time-Payment Plan, pay the enrollment fee and begin making the monthly payments prior to the semester due date as indicated in option one. This plan is interest free.  
Note: All of the above options may be combined to make a financial plan that is suitable for budgeting needs, making sure they are in place on or before the semester due dates as indicated above.
- Tuition Reimbursement: Students eligible for employer reimbursement have two options:  
For an employer who reimburses 100% of tuition and fees, students will supply a letter each semester verifying their employment and their eligibility for reimbursement of tuition and fees. Tuition will be deferred up to four weeks after the semester ends.  
For an employer who reimburses less than 100% or requires certain grade achievement, students will pay 50% of tuition and fees by the semester due date, and the remaining 50% may be deferred up to four weeks after the semester ends.
- There is a fee of \$30 per semester for either of these plans. Plans are available for graduate level studies only. Tuition payment due dates are: May 1–summer, August 1–fall, December 1–spring.

For more information, please contact: Lake Erie College Bursar 440.375.7022 or 800.533.4996 email: [bursar@lec.edu](mailto:bursar@lec.edu)

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### Veterans Benefits

Lake Erie College is approved by the State Approving Agency for Veterans' Training. Veterans who are eligible for educational benefits should contact the VETS Office. Veterans receive the educational benefits from the Veteran Administration (VA) and eligibility and amounts are determined by the VA. Lake Erie College School Certifying Official is located in the Financial Aid Office. Students receiving veteran's benefits will not be assessed any College late fees due to a delay in processing from the Veteran Administration.

### Refund Policy

If registration is canceled prior to the start of classes, a full refund will be made with the exception of the admissions deposit. The student's account will be credited only after the proper withdrawal forms have been filed with the Registrar's office and the exit interview is completed. Students must contact the Registrar's Office to officially withdraw from the school.

Refund dates are found on the website each semester. Refer to this information for the financial impact of dropping/withdrawing from classes. Students withdrawing and/or changing status between full-time and part-time should speak with both the Financial Aid and Bursar Offices to be sure they understand the full impact of their decision.

Students who discontinue class attendance without officially completing the withdrawal procedure will be responsible for the full amount of applicable tuition and fees. A student receiving Title IV financial aid who does not officially complete the withdrawal procedure will be required to return 50% of the Title IV funds.

Refunds for withdrawals after the official dates will not be made in cases of inability to attend classes due to changes in business or personal affairs. If extraordinary circumstances require a student to withdraw from classes after the refund period, the student will need to file an Exceptions Petition. Forms are available in the Registrar's Office.

Refunds due to overpayment of tuition and fees will be processed in accordance with Title IV guidelines.

### Refund Schedule

Tuition will be refunded according to the following schedules:

**Summer Semester 2023- 2024** - Tuition will be refunded according to the following schedule:

**Session A** May 15 - 100% May 16 - 80% May 17 - 0%

**Session B** June 28 - 100% June 29 - 80% June 30 - 0%

**Session E** May 15 - 100% May 22 - 80% May 29 - 60%\*

**\*\*\*\*After May 29th no refunds will be issued.**

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**Fall Semester 2023 - 2024** - Tuition will be refunded according to the following schedule:

**Z - Schedule (Full Semester)**

During the first week of the semester Aug. 21 through Aug. 27	100%
During the second week of the semester Aug. 28 through Sept. 3	80%
During the third week of the semester Sept. 4 through Sept. 10	60%

**\*\*\*\*After Sept 10th no refunds will be issued**

**X - Schedule (7 week courses)**

During the first week: Aug. 21 through Aug. 27	100%
During the second week: Aug. 28 through Sept. 3	80%

**\*\*\*\*After Sept 3rd no refunds will be issued**

**Y - Schedule (7 week courses)**

During the first week: Oct. 11 through Oct. 15	100%
During the second week: Oct. 16 through Oct. 22	80%

**\*\*\*\*After Oct. 22nd no refunds will be issued**

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**Spring Semester 2023 – 2024** - Tuition will be refunded according to the following schedule:

**Z - Schedule (Full Semester)**

During the first week of the semester Jan. 16 through Jan. 21	100%
During the second week of the semester Jan. 22 through Jan. 28	80%
During the third week of the semester Jan. 29 through Feb. 3	60%

**\*\*\*\*After Feb. 3rd no refunds will be issued**

**X - Schedule (7 week courses)**

During the first week: Jan. 16 through Jan. 21	100%
During the second week: Jan. 22 through Jan. 28	80%

**\*\*\*\*After Jan. 28th no refunds will be issued**

**Y - Schedule (7 week courses)**

During the first week: Mar. 5 through Mar. 10	100%
During the second week: Mar. 11 through Mar. 17	80%

**\*\*\*\*After Mar. 17th no refunds will be issued**

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## **FINANCIAL AID**

### **Satisfactory Academic Progress Policy (SAP)**

Federal regulations require that schools monitor academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress (SAP) toward earning his or her degree. To be eligible to receive financial aid from federal, state and institutional sources at Lake Erie College, students must make satisfactory academic progress in their degree program. This rule applies to all students applying for aid, whether or not financial aid has been previously received. The purpose of measuring and enforcing this regulation is to ensure financial aid recipients' progress toward graduation. The policy and terms described in this SAP policy is for financial aid purposes and is separate from academic probation policies for academic standing with the college.

Not meeting these requirements for SAP may result in loss of all financial aid.

### **Requirements**

The measure of SAP is threefold:

1. GPA
2. Percentage Completion Rate
3. Maximum Timeframe

Students who fail to meet the any of the SAP requirements become ineligible to receive financial aid until compliance with these requirements are met.

The Financial Aid Office evaluates SAP after the completion of each semester or term. All terms of enrollment, including summer, will be considered in the determination of SAP including periods in which the student did not receive federal student aid funds.

Students academically dismissed from their academic program will be recognized as failing to meet SAP standards.

### **Requirement Definitions**

Grade Point Average: A graduate student must maintain a cumulative GPA of 3.0

Percentage Completion Rate: Pace of progression

To ensure a student is making progress in progression toward their degree, a student must earn 67% of hours attempted. This is calculated by dividing cumulative hours earned by cumulative hours attempted.

Attempted credit hours. Courses with grades and with marks of "W" withdrawn, "I" incomplete or "F" failure are counted as courses attempted. Course repetitions and remedial coursework count as credit hours attempted and count toward the maximum time frame. Overall transfer hours accepted are included in attempted credit hours. Hours enrolled are counted after the add/drop period of the semester.

## FINANCIAL INFORMATION

Earned credit hours are the credit hours recorded as earned on the student's academic transcript at the end of each semester for which a student received a passing grade. All other grades, including "F" failing, "W" withdrawal, "I" incomplete or no credit will not be counted as a successful completion or earned. Credits excluded from the credit completion calculation include audit credits and CLEP credits.

Transfer credit hours are included in cumulative number of hours attempted and earned

Example: Joe Freshman was enrolled for 18 hours fall semester. He withdrew from a 4 credit hour course, receiving a "W" and failed another 4 credit hour course. At the end of the semester, his transcript showed he earned 10 credit hours. He has a 2.52 cumulative GPA. His percentage of credit hours earned based on his attempted is 55.5% (10/18). He did not make SAP for the fall semester based upon his earned hours. He must have had at least 67% earned hours from those attempted.

### Maximum timeframe

Students are required to complete their degree requirements within a specific time frame. Federal regulations require that students complete their degree program by the time they have attempted 150% of the hours normally required for the completion of the degree. Students who have reached the maximum timeframe limit and who have completed coursework to graduate but have not yet received their degree cannot continue to receive further financial aid.

A student cannot exceed 150% of the published length of time of the program measured in credit hours attempted. Students are normally expected to complete a graduate degree by the end of 2 years of full time enrollment.

Periods of enrollment when a student does not receive federal aid are counted toward the maximum timeframe.

A graduate student cannot exceed 150% of the published length of time of the program measured in credit hours attempted.

MBA program: published length 33 credit hours, maximum timeframe 50 credit hours

MPS program: published length 33 credit hours, maximum timeframe 50 credit hours

MED program: published length 33 credit hours, maximum timeframe 50 credit hours

MSPAS program: published length 112 credit hours, maximum timeframe 168 credit hours

Transfer students are awarded aid without regard to probation status at their prior post-secondary school. Transfer credit hours accepted for the both undergraduate and graduate student's academic degree are counted when measuring the maximum time frame to complete the degree or program.

### Change of Major or Second Major:

All hours attempted and earned are counted, even if a student adds a second major or changes major and needs additional coursework to complete their degree due to the change or addition. Students who need to remain enrolled beyond their maximum time frame due to a change of major or a second major will be required to submit an appeal. This appeal must include documentation from their academic advisor indicating the number of credit hours needed to complete their degree or second major.



## FINANCIAL INFORMATION

### **Outcomes: SAP Warning, Financial Aid Suspension, SAP Probation**

Student's progress is monitored after grades are finalized each semester, summer, fall and spring, to determine if a student is eligible to receive financial aid for subsequent enrollment periods. The Lake Erie College Financial Aid Office will notify student's not meeting SAP at the end of each semester via their LEC email. Notification will include why SAP is not met, if an academic plan is required and the timeframe to appeal. It is the student's responsibility to know whether or not these requirements are met. It is possible that a subsequent term may be in progress at the time of SAP notification from the Financial Aid office. (For example: summer term begins within days of spring term ending). Students with concerns should contact the Financial Aid Office.

#### **SAP Warning**

The first time a student does not meet the SAP requirement the student will receive a SAP Warning. The student will be eligible to receive financial aid for the next semester. This warning period lasts one semester. No other action is required by the student. The SAP Policy will be delivered to the student for review.

Exception: Any student dismissed by Academic Standards after one semester, (GPA is zero and no hours are earned) will be automatically placed into SAP Financial Aid Suspension.

#### **Financial Aid Suspension**

Financial Aid Suspension occurs when any of three SAP requirements was not met and no appeal was provided and approved. The student will not be eligible for financial aid in subsequent terms. Students in this status may enroll at their own expense. Personal resources, an LEC payment plan or private loan resources may be payment options during enrollment period(s) while attempting to regain eligibility.

Neither paying for classes out-of-pocket nor sitting out for an enrollment period is sufficient for students to re-establish eligibility for financial aid.

#### **SAP Probation and the Appeal Process**

Students who fail to make SAP after one semester on SAP Warning will lose all eligibility for financial aid and be placed on Financial Aid Suspension. If extenuating circumstances contributed to the student not meeting SAP requirements, the student may appeal the denial for financial aid by submitting a Satisfactory Academic Progress (SAP) Appeal to the Financial Aid Office. The purpose of the appeal is to show there were extenuating circumstances that occurred during that semester that led to requirements not being met. The student must submit a letter of appeal to petition reconsideration for financial aid eligibility for the next term. The appeal must include a dated and signed statement with:

- The reason for failing to make SAP including any extenuating circumstances that caused failure to meet the SAP standards
- A description of how circumstances have changed to be in a better position to be academically successful
- Specific steps that will be taken during subsequent enrollment to ensure academic success. This can be the same plan delivered by Academic Standards Committee
- Statement or documentation from a third party sources that can support your circumstance and clearly indicate your situation has been rectified to ensure successful future enrollment

## FINANCIAL INFORMATION

- If Maximum Timeframe has been exceeded, a signed statement from an academic advisor indicating the hours remaining for degree completion

An appeal must be based on significant extenuating circumstances that seriously impacted academic performance. Examples of extenuating circumstances include serious illness or injury, death of a family member or other extreme hardship or personal situation. The appeal letter must be submitted to the Financial Aid Office within 14 days of receiving notification. Include supporting documentation if indicated.

An appeal will be approved if the Financial Aid Office can determine the student will be able to make SAP standards by the end of the next term. The student with an approved appeal will be on SAP Probation and regains eligibility for financial aid for the next term.

### **Academic Plan**

If the Financial Aid office determines that SAP cannot be made during the next term, for example, even with a 4.0 GPA earned in the next semester, the SAP GPA requirement of 2.0 cannot be obtained, the student must include an Academic Plan of action from the Academic Standards Committee or meet with their academic advisor to devise a plan to restore their SAP standards by a specific point in time. The academic plan must be submitted as part of the appeal. The student must adhere to the requirements specified in their academic plan to be eligible for financial aid.

### **Requirements to Re-Qualify for Financial aid**

Students who are placed on Financial Aid Suspension for any reason may appeal their case to the Financial Aid Office. If the appeal is approved, the student regains financial aid eligibility for the next semester. The student is considered to be on SAP Probation.

Students can regain full eligibility for financial aid by successfully completing coursework that will raise their GPA (2.0 undergrad, 3.0 graduate) to meet or exceed the minimum requirement, raise their Percentage Completion Rate for all coursework attempted to 67% or more or have submitted an academic appeal for maximum timeframe that has been approved.

### **Return of Title IV Policy**

#### **Refund of Student Account Credit Balances**

Federal law requires the college to automatically refund any credit balance from a student account that was created by Federal Title IV financial aid. Title IV aid, as defined by the Higher Education Act of 1965, includes the following programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal TEACH Grant
- Federal Direct Subsidized and Unsubsidized Loans
- Federal PLUS Loans
- Federal GRAD PLUS Loan
- Federal Iraq and Afghanistan Service Grant

## FINANCIAL INFORMATION

Any credit balance created by federal funds will be refunded to the student (or parent for PLUS loan if indicated on their application) within 14 days.

A credit may remain on a student account to be applied to next semester charges if the student indicates so in writing to the Bursar's office. However, this credit can only be held on the account during the academic year in which the aid was awarded. A student may withdraw this authorization at any time. Upon receipt of such notice in writing, the college will refund any excess within 14 days.

### **Return of Federal Title IV Funds for Withdrawal**

A student who withdraws from the college and is a recipient of Federal Title IV financial aid is subject to the following policy regarding refund and repayment of federal funds to the Department of Education. A return of Title IV calculation must be determined when a student withdraws from the College. This policy does not apply to students who cancel their registration prior to the first day of classes or to students who drop some, but not all of their classes. However, students who make changes to their enrollment status should notify the Financial Aid Office because their aid eligibility may be affected.

When a student withdraws, the Financial Aid Office must calculate the amount of aid you have earned prior to withdrawing. Any Federal aid received in excess of the earned amount is considered unearned. Unearned aid must be returned back to the respective Federal Aid program within 45 days. If the student is a Federal Work-Study employee, the student is no longer eligible to receive payment from the Federal work-study employment.

Other financial aid funds, such as state grants and institutional grants are not a part of this calculation; however they may be subject to a reduction in case of withdrawal.

### **Calculating Earned Funds**

The amount of Federal Title IV aid earned is based upon the percentage of the semester completed. This is calculated by dividing the number of days the student attended classes by the number of days in the semester.

Any student who withdraws on or before the 60% point in the semester will have to return or repay unearned Federal Title IV financial aid funds. Unearned aid percentage is calculated by subtracting the earned percentage from 100%

A student who withdraws at the 60% point of the semester is considered to have earned 100% of their aid and will not have to return funds to the Federal Title IV programs. Unless it is later determined that the student stopped attending classes and unofficially withdrew before the 60% point of the term.

Students who withdraw from the College once classes begin must file a Withdrawal Form. This form can be obtained from the Registrar's office.

A student's withdrawal date is determined by Lake Erie College to be:

1. The date the student began the withdrawal process (as outlined in this catalog) or notified the school of the intent to withdraw.
2. A student who does not notify the College of withdrawing and walks away and no date can be determined, the Financial Aid Office will recalculate financial aid eligibility at the midpoint of the term and consider it an unofficial withdrawal.

## FINANCIAL INFORMATION

3. The student's last date of attendance at a documented academically-related activity.
4. Student's whose registration is canceled prior to the beginning of the semester will not be considered a student for that semester. No enrollment means no aid eligibility for that semester. Any prior awarded aid will be canceled.
5. Retroactive withdrawals after completion of a term. If a student is granted a late action that allows a retroactive withdrawal after the end of the semester and the official withdrawal date is past the 60% point of the term, the student's financial aid status will not change. If the date of the late action allows an official withdrawal date prior to the 60% point of the term, aid eligibility will be recalculated.

### Calculating the Return of Title IV Aid Amount

Once the earned and unearned percentages are determined, the Financial Aid Office calculates the dollar amount of the total unearned aid that must be returned. The return of aid amount is determined by multiplying the unearned aid percentage by the total of all Title IV aid received:

Example:

An student withdraws during week 4— day 19 of the fall semester.  
Total of all Federal aid received \$5,686  
105 days in the fall semester  
Student withdrew on day 19  
Percentage completed:  $19/105 = 18.1\%$  ; percentage unearned = 81.9%  
Total unearned aid = \$4,656

Funds will be returned to the programs in the order specified by federal guidelines, up to the net amount disbursed from each source:

Unsubsidized Direct Loans  
Subsidized Direct Loans  
Direct PLUS Loans / Direct GRAD PLUS Loans  
Federal Pell Grants  
Federal SEOG  
TEACH Grants  
Iraq and Afghanistan Service Grant

When aid is returned, the student may have a debit or credit balance on their college account. Students who owe a debit balance to the College must contact the Bursar's office to make payment arrangements. If a credit balance occurs, a refund check will be generated within 14 days and mailed to the student's home address.

### Post –Withdrawal Disbursements

If a student withdraws from a semester and receives less federal aid than the amount earned, the student is entitled to a post-withdrawal disbursement. The student must have met all of the conditions for a late disbursement prior to the date the student became ineligible (date of withdrawal). If the student or parent is eligible for a post-withdrawal from Title IV loan funds, the Financial Aid Office will notify the student or parent in writing prior to making any post-withdrawal disbursement, whether those loan funds will credit the student's account or be disbursed in a refund directly to the student or parent. The written notification must be made within 30 days to confirm in writing that the student or parent wants the post-withdrawal disbursement. If no confirmation is received, the loan will be canceled.

## FINANCIAL INFORMATION

### Future Aid Eligibility

Withdrawing may affect your eligibility to receive financial aid in future terms. Student should review the Satisfactory Academic Progress Policy.

### Scholarships

Any student participating in extra- or co-curricular activities who wishes to cease the extra- or co-curricular activity but remain at Lake Erie College will retain all Lake Erie College Merit and need-based scholarships in accordance with their academic performance.

## MILITARY VETERANS

Lake Erie College will assist eligible students to receive education benefits under various state and federal programs. All incoming veterans or eligible dependents should contact an Admissions Counselor who will assist with all the aspects of the enrollment process at Lake Erie College. Lake Erie College is proud to be a “Yellow Ribbon” college in agreement with the Department of Veterans Affairs.

### Program Mission

The mission of the Veteran Education and Transition Support Program (V.E.T.S.) at Lake Erie College is to facilitate the successful enrollment, registration, advising, retention, and graduation of our Military Student Veterans by assisting them in transitioning from the military to the college and civilian world successfully. The V.E.T.S. Program provides academic support, benefit and education counseling, program information, and referrals to appropriate resources through a personalized approach that emphasizes individual attention and care.

### Drilling Reservist/Military Duty Policy

This policy is designed to assist those students who, due to national, local, or state military duty, have received a written order to report for active-duty in the Armed Services of the United States. Included under this policy are current and former members of the United States Armed Forces, Reserve Units, National Guard and other such military organizations.

Students who are called to active-duty or transferred during the semester must contact the Registrar’s Office and the VETS Coordinator to discuss procedures related to their enrollment as soon as possible after their orders have been received. Spouses and/or dependent impacted by new orders should contact the VETS Coordinator to discuss options. A copy of the order will be required for the official student academic file. Each student's circumstances will be evaluated individually by the VETS Coordinator, who will work with the Registrar’s Office, the Bursar, Financial Aid Office, and the instructors to determine the most beneficial action for the student.

Options include:

- Complete withdrawal, backdated to start of term, with 100% refund
- Subject to the approval of the appropriate faculty member, continued enrollment with special grading options of Pass-Fail, Non-Credit, audit, or awarding of a grade of I (incomplete)
- Subject to the approval of the appropriate faculty member, continued enrollment through electronic participation, which may or may not require an adjustment of course assignments

## FINANCIAL INFORMATION

- Any other action deemed appropriate

Students who are called to active-duty and are away from Lake Erie College for more than four consecutive semesters will be grandfathered into the academic catalog in force on their academic record at the time of departure for duty. Students must resume classes within 12 months of their return from active-duty in order to qualify for this exception.

Lake Erie College requires academic residency of a minimum twenty-five percent of the degree requirements for all degrees for active-duty service members. Academic residency can be completed at any time while active-duty service members are enrolled. All active-duty members of the Armed Services of the United States are covered under this policy.

### **LEC Evaluation of Military Training/Service**

Lake Erie College recognizes and uses the ACE Guide to evaluate educational experiences in the Armed Services for the purpose of determining the value of learning acquired during military service. Credit is awarded consistent with ACE Guide recommendations and/or those transcribed by the Community College of the Air Force, when applicable to a service member's program. Official transcripts are required to receive credit. Official transcripts may be requested online at [jst.doded.mil](http://jst.doded.mil) for all branches of the military except the US Air Force; USAF must follow AU transcript procedures and submit a request directly to the Community College of the Air Force. Visit [www.au.af.mil/au/barnes/ccaf/transcripts.asp](http://www.au.af.mil/au/barnes/ccaf/transcripts.asp) for detailed instructions.

### CAMPUS SUPPORT AND STUDENT SERVICES

#### Athletics

##### *Facilities*

The Jerome T. Osborne Family Athletic & Wellness Center, originally opened as the Athletic & Wellness Center in August of 2004, is the central hub on campus for Lake Erie College athletics. The Osborne Center houses the Administrative Suite of offices for the Department of Athletics and multiple coach office. The Osborne Center hosts NCAA contests for basketball, volleyball and wrestling in its 750-seat arena. The building also houses a multi-purpose gymnasium which hosts various NCAA practices, intramurals and recreation. A suspended indoor jogging track encircling the multi-purpose gym and a fully-equipped fitness center on the upper level complete the major components of the building. Outdoors, teams practice and sometimes compete on campus at Slattery Field.

Downtown Painesville's Kiwanis Recreation Park hosts several teams. Jack Britt Memorial Stadium hosts Storm football and soccer in the fall and lacrosse in the spring. It also serves as the outdoor practice home of the track and field teams. The softball team also plays its home games at Rec Park on Diamond 9.

The baseball team plays at Classic Park in Eastlake. Classic Park is also the home of the Lake County Captains, the class A affiliate of the Cleveland Indians. The track and field program utilizes an off-campus facility –Spire Institute for Indoor Training.

On the southwest end of campus, Ritchie Athletic Training Center houses the 4,700-square foot NCAA weight room, administration offices and coach offices for multiple sports. The Zappitelli Family Wrestling Complex is home to Storm wrestling offices and a practice room. The men's and women's soccer programs and the softball program also have offices in this complex.

##### *NCAA Teams*

Lake Erie offers 19 NCAA sports. In the fall, the football, men's and women's soccer, women's volleyball, and men's and women's cross country teams compete. The men's and women's basketball, men's and women's indoor track & field, and wrestling teams compete in the winter. The baseball, softball, men's and women's lacrosse, men's and women's outdoor track & field and men's and women's golf teams compete in the spring.

General admission to ticketed, regular season, on-campus events is free for current students with their Storm Card. Lake Erie's teams compete at the NCAA Division II level. The institution is a proud member of the Great Midwest Athletic Conference (G-MAC) for all sports.

##### *Nickname and Colors*

Lake Erie teams are called the Storm. The name was selected as the result of a contest, which took place when the institution became fully coeducational in the late 1980s. Previously, Lake Erie's teams were known as the Unicorns. The official team colors for all Storm teams are green and white, with black and silver as trim/accent colors. Branding, image and logo guidelines can be found on the department's website (see below). Unauthorized use of logos and colors is prohibited.

## STUDENT SERVICES

### *Athletic Website*

The home of Lake Erie Athletics online is [www.LakeErieStorm.com](http://www.LakeErieStorm.com). The site features news and information on all 19 teams, blogs, videos, live broadcasts and more. There is information for current and future student-athletes, parents, fans and visitors. In addition, fans and students can follow the Storm on a variety of social networking sites like Twitter (@LakeErieStorm), Facebook (search Lake Erie College Athletics), and YouTube (lakeeriestorm).

### *G-MAC Digital Network*

The G-MAC Digital Network streams the majority of home and away Storm contests throughout the year. This channel is available via smart TV or streamed on our website.

### *Recreation*

Use of the Osborne Center for fitness and recreation is offered to current students, during posted days and hours, with a valid Lake Erie College ID. Lockers and locker room facilities are available on a daily-use basis. Users must supply their own towels and a way to secure their belongings, if unattended. Personal items are not to be left in a locker room overnight, even if secured in a locker.

### **Bookstore**

Required textbooks and school supplies are available in the college bookstore, which is located in the lower level of the Arthur S. Holden Center.

### **Computer Labs**

Computer facilities are available for graduate students. These computer laboratories are located in the Lincoln Library and in the Arthur S. Holden Center. Students must obtain a student computer account before using these facilities. Accounts are available by calling computer services at 440.375.7580.

### **Dining**

Students may purchase meals at the campus cafeteria located in the Arthur S. Holden Center. Snacks are also available in the Storm Café in Holden Center as well as from vending machines located across the campus.

### **LIBRARY [www.lec.edu/library](http://www.lec.edu/library)**

#### *Reference Service*

Please consider a librarian your best resource for doing research and don't hesitate to ask for assistance when you need it. Make an appointment for in-depth assistance on research projects or for individual training in using the library's resources. The librarians are committed to helping students find what they need to succeed!

#### *Library Website*

The library's website is tailored to meet student needs. It provides access to the online catalog, research databases, reference, library hours and information, and provides many links to other subject-specific web sites. The site is updated continuously and should be your starting point for research.



## STUDENT SERVICES

- StormSEARCH lets you search the library's research databases as well as combined collections of our library and the other OhioLINK libraries (over 50 million items!) all at once, and uses Google-like algorithms to show the most promising results first
- The Research Guides on this site show you how to access specialized resources for your research
- Choose the About the Library link for information about our reference and library hours, loaning policies, special collections, and facilities

### *Collections*

The library's book collection is designed to support your research and study needs. Our collection of print resources will help you dig into your coursework or learn about specific disciplines. There are also video and CD collections on the library's lower level. Just ask at the desk if you would like a tour or help locating something!

### *Educational Media Center*

This special collection, located on the library's lower level, serves the needs of teacher education students. It has a K-9 textbook collection and materials for curriculum development (educational games, activity books, juvenile books, etc.). The librarians can assist you in using this collection.

### *Checking Out Materials*

Library accounts are automatically established for current LEC students at the beginning of each semester. To check out materials, just provide your name and show identification at the circulation desk.

### *Borrowing Policy*

Circulating items include books from the main collection, DVDs, CDs, and Educational Media Center materials that may be checked out from the library. Books from the Reference and Law collections do not circulate. Please see the library's website for more details.

### *Reserve Materials*

Instructors often put materials on reserve at the library. These items are kept at the circulation desk under the instructor's name and may be checked out for use in the library.

This building has recently been renovated to serve as our campus center for doing intellectual work, and provides:

- Spaces for individual and group study/socializing
- Distance Learning Classroom/PC lab
- Visual Communications & Graphic Design Lab
- Academic Learning Center and Writing Center for support for all courses and assistance with papers
- The Lincoln Lounge, which offers an array of quick food and drink choices (cash, card and Storm Dollars accepted)

For more information please consult the Library website: [www.lec.edu/library](http://www.lec.edu/library)  
Follow us on Twitter, <https://twitter.com/LibraryLincoln>

## STUDENT SERVICES

### *“Fun Reading” Book Shelves*

We are keeping some shelves at the entrance for bookworms who need a break from study or for anyone wanting to up their leisure reading. Stop by and browse and take as you like! Have a book you're finished with and have no space to keep it? Drop it on the shelf and share the wealth. Our fun-reading bookshelves are for free and open exchange. Anyone can take or contribute as he or she wishes!

### *Library Hours*

Sunday 1 p.m. - 12 a.m.

Monday-Thursday 7:30 a.m. - 12 a.m.

Friday 7:30 a.m. - 4:30 p.m.

Saturday 9 a.m. - 4 p.m.

Please check on the library website for more information and updates in terms of service and hours, [www.lec.edu/library](http://www.lec.edu/library). Also, please follow us on Twitter for updates and events, <https://twitter.com/LibraryLincoln>.

### **Parking**

All students must register vehicles with campus Security and obtain a registration decal. The parking registration decal must be displayed on the vehicle at all times in the exact location instructed by Security. When registering a vehicle, students will complete a form that requires the license plate number and the make, model and color of the vehicle. The current parking fee is listed on the website.

### **Security**

Lake Erie College strives to provide a safe environment for students at all times. The Security Office is located in #107 in the Arthur S. Holden Center and can be reached at 440.375.7575. Our officers carry a phone with them at all times and those students taking evening classes who would like an escort to their vehicle or need assistance from Security may contact them via the number listed above. When using campus phones, call extension 7575.

### **Student ID**

ID cards are obtained from the Student Life Office at various times during the school year. ID pictures are taken during the first two weeks of each semester and cards should be updated each academic year. Annual ID cards are free for the first card; replacements are \$5 each. The updated ID card is needed to use the computers in the computer labs and to check out books in the library.

### **Student Success Center**

Lake Erie College does not discriminate in its recruitment, admission or treatment of students. The College makes reasonable accommodations to ensure that the academic program is accessible to the greatest extent possible by all students with disabilities. In particular, the College adheres to the provisions of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Family Education Rights and Privacy Act of 1974. For further information contact the Director of the Student Success Center at 440.375.7372.

### OFFICIAL INFORMATION

#### Campus Emergencies

In the event of a serious incident involving Lake Erie College students, personnel or property call 911 followed by Security (440.375.7575). Security will notify the appropriate College officials. Students, faculty and staff will receive the College's response to disasters (tornadoes, fires, etc...) at the beginning of the academic year. This information will be posted on the main website as well.

#### Cancellations

If the College is closed due to inclement weather or for other reasons, local radio and television stations will be notified through the Office of Public Relations and Marketing. Daily cancellation information is available on the home page of the website, [www.lec.edu](http://www.lec.edu), or students may call the class cancellation line at 440.375.7260. For courses held at the Holden University Center on the Lakeland Community College Campus, please refer to the Lakeland website regarding cancellations related to inclement weather.

#### City of Painesville

Lake Erie College is located 30 miles east of Cleveland in the City of Painesville which is one of 23 municipalities in Lake County in Northeast Ohio. Covering 7.903 square miles, Painesville is approximately 2.5 miles south of Lake Erie. According to the 2010 Census, the City of Painesville is the fourth largest municipality in Lake County (19,563), it is also the seat of Lake County government. For more information about the City, visit [www.painesville.com](http://www.painesville.com).

Painesville is a college-friendly community that features a charming town square with access to restaurants and retail shops. Additionally, the 75-acre Kiwanis Recreation Park is within walking distance. The City's Parks and Recreation Department sponsors an extensive year-round schedule of activities for individuals of every age.

#### Logo Use

The Lake Erie College logo and all other College-owned logos (Stormy, College seal, Get In. Stand Out., etc.) are the property of the College and may not be used on printed materials unless approved by the Office of Public Relations and Marketing. Student groups should not print these items on clothing, give-away items, posters, etc. without prior approval.

#### Nondiscrimination, Equal Opportunity and Affirmative Action

Lake Erie College, in accordance with Title VI of the Civil Rights Act of 1964, operates in a non-discriminatory manner with regard to race, color, age, or national origin. As required by Title IX of the 1972 Educational Amendments, does not discriminate on the basis of sex in its educational programs, activities or employment policies. The College provides equal opportunities to qualified persons with disabilities in accordance with the Americans with Disabilities Act. Lake Erie College is an Equal Opportunity Employer and Educator and does not discriminate on the basis of race, color, religion, ancestry, national origin, sex, sexual orientation, handicap, disability, or veteran status. Lake Erie College's Title IX Officer is the Vice President For Student Affairs. <http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html>

## STUDENT SERVICES

### Photography Statement

In the course of college life and participation in campus classes and activities, the College often has photographers taking photos of events, activities and daily life. These photos may be used for College promotion in advertising, printed collateral, website and other outlets. Students will not be compensated if their image is used for the promotion of the College. The Office of Public Relations and Marketing assumes permission for photography from all students unless instructed otherwise by an individual.

### Resources to Remember

Academic Learning Center  
T 440.375.7152; F 440.375.7014  
E [tutoring@lec.edu](mailto:tutoring@lec.edu)

Career Services  
T 440.375.7507; F 440.375.7514  
E [career@lec.edu](mailto:career@lec.edu)  
W [www.lec.edu/career](http://www.lec.edu/career)

Registrar's Office  
T 440.375.7010; F 440.375.7014  
E [registrar@lec.edu](mailto:registrar@lec.edu)

Financial Aid  
T 440.375.7100; F 440.375.7103  
E [finaid@lec.edu](mailto:finaid@lec.edu)  
W [www.lec.edu/financial](http://www.lec.edu/financial)  
FAFSA Forms [www.fafsa.gov](http://www.fafsa.gov)

Student Life Office  
T 440.375.7505; F 440.375.7005  
W [www.lec.edu/studentlife](http://www.lec.edu/studentlife)

## ACADEMIC REGULATIONS

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

#### Directory Information

Lake Erie College may release directory information in accordance with the provisions of the law as defined in Title IX. Directory information is defined as the following relating to a student: name, address, telephone number, academic major, dates of attendance, degree earned, honors, awards, scholarships, honor societies and Dean's Lists, officially recognized activities or sports, and height and weight of members of athletic teams. Students have the right to request Lake Erie College to withhold any or all information designated as directory information. Written request to withhold specific information must be submitted to the Registrar's Office. Requests will be honored until revoked by the student and are not academic year specific.

It is Lake Erie College's practice not to provide mailing lists to third parties. In rare instances, to include surveys or requests from accrediting agencies, a student's directory information may be released to an inquirer, outside of the College, unless the student specifically requests that directory information be withheld. FERPA does not require that directory information be released – it is at the discretion of the institution.

#### Educational Records and FERPA

Educational records at Lake Erie College are those student records that are kept in the offices of the Registrar, Student Life, Admissions, Financial Aid, Advising, Academic Affairs and in the offices housing records of individual academic programs and advisors.

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides access for students to their educational records; permits them to challenge the accuracy of information in those records and limits the release of such information without their explicit consent. Lake Erie College makes available to students those records that students are entitled to review. The College affirms the importance of the confidentiality of student educational records.

Without written consent from the student, no unauthorized persons will have access to nor will the College disclose information from any student's educational records other than that, which is classified as directory information. The exception to this would be persons or organizations providing student financial aid, accrediting agencies carrying out their accreditation duties, governmental representatives, persons acting in compliance with a judicial order and persons in an emergency acting to protect the health or safety of a student. The aforementioned exceptions are permitted under the law.

Within Lake Erie College, only College personnel acting in the students' educational interest and within the limitation of their "need to know" are allowed access to students' educational records.

Educational records do not include: records of instructional, administrative and educational personnel that are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; student health and personal counseling records; health records may be reviewed by physicians of the student's choosing; student employment records and alumni records.

Students may not inspect financial information submitted by their parents or confidential letters and recommendations associated with admissions, employment or honors. The College will permit access only to that part of the record that pertains to the student requesting access. Lake Erie College does not permit access to confidential letters and recommendations placed in a student file prior to January 1, 1975. Consent to Release Education Records forms are available in the Registrar's Office.

## ACADEMIC REGULATIONS

### Student Notification of Rights

Educational records containing personally identifiable information are confidential and will not be released to third persons, except as authorized by law.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades or other private information - may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

Students and parents, if dependent for Internal Revenue purposes, have a right (with certain exceptions) to inspect educational records as defined by the applicable statute. Application to inspect educational records should be made to the Registrar. If students believe their educational records are inaccurate, they have a right to a hearing on the merits to correct these records. If the outcome of the hearing also denies the request, students have the right to file a letter of rebuttal that will be maintained as a permanent part of the educational record. Students have the right to file complaints concerning failure by Lake Erie College to comply with the Acts Office, U.S. Department of Health, Education and Welfare, 200 Independence Avenue, SW, Room 526-E, Washington, DC 20201. For further details concerning rights under the law, students should consult the Registrar.

### Institutional Review Board

The purpose of the Institutional Review Board (IRB) is to protect the rights of human and animal subjects in research. This includes making sure that vulnerable populations are protected (i.e., prison inmates, minor children, etc.) and that informed consent is maintained for participation in research. The IRB also monitors non-LEC researchers seeking to conduct research at our institution.

Through federal-wide assurance, the academic community has agreed that ALL research and grant activities at Lake Erie College must conform to the Belmont Report and 45 CFR 46, through IRB approval or exemption. The IRB functions

## ACADEMIC REGULATIONS

administratively through the Office of Academic Affairs and is a standing committee of the Faculty Senate. Details regarding the process for research can be found on the LEC website.

### Lake Erie Online (LEO)

LAKE ERIE ONLINE (LEO) is a secure online registration/information system available to all Lake Erie College students. Using this system, students can register for classes; view their schedules, grades, and academic transcripts; check financial aid information; make payment arrangements; download course materials, and more.

### Registration Dates

Dates of registration are published in the Academic Calendar as established by the Office of Academic Affairs. Registration for currently enrolled students takes place during the preceding semester. Students are expected to have the approval of their faculty advisor. Transfer students entering Lake Erie College for the first time select courses in consultation with an assigned advisor. Students may register for courses following the registration calendar set by the Registrar and at any time after obtaining advisor approval.

### Registration Changes

The dates by which adding, dropping and withdrawing may take place are listed in the published academic calendar. The calendar is available from the Registrar's Office or on the Lake Erie College website at <https://www.lec.edu/registrar-academic-calendar/>

Changes in enrollment or registration after formal registration period has ended will be permitted only by exception by Late Action Petition through the Registrar's office. This applies to courses dropped or added. No courses may be added or dropped after the first calendar week of classes (weekday or weekend). The change or withdrawal process will not be considered complete until the Schedule Change Form is received in the Registrar's Office.

### Withdrawal from a Course

Courses dropped within the first week of a semester will not appear on official reports; courses officially dropped after the 1st week of the semester will be marked as "W" (official withdrawal). If a student withdraws from a course after the first week of classes, but prior to the last withdrawal date published in the final schedule for that semester, a "W" (official withdrawal) is assigned. However a student may not receive a grade of "W" to avoid the consequence of a breach of academic integrity. A grade of "W" comes with no academic penalty or prejudice

For courses scheduled less than a semester in length, equivalent periods of registration changes will be established by the Registrar and published in the final schedule for the semester.

No withdrawal will be permitted from a course after the end of the ninth week. Under certain circumstances an "Incomplete" grade may be appropriate. See information about this grade under Grading System. A student who withdraws from a course without following the formal procedures will automatically receive the grade of "F." Tuition fees paid by a student authorized to withdraw are returnable only as indicated under "Refunds" in the Tuition and Fees section of this catalog.

A student with extenuating circumstances may request a late withdrawal by completing a late action petition. Petition forms are available in the Registrar's Office.

## ACADEMIC REGULATIONS

### Withdrawal from the College

In as much as all students are held responsible for the observance of the College's academic and social standards, the College reserves the right to request the withdrawal of any student whose standard of scholarship or social behavior is considered detrimental. Voluntary withdrawal becomes official only after receipt of a written statement from the student. The student's record is then closed. Official transcripts will be made available, upon request, when the Bursar's Office verifies that financial obligations have been met. Students who are not registered for classes for two or more consecutive semesters are considered inactive. Reactivating students need to notify the Registrar's Office. Students who have taken coursework at other institutions during the inactive period must reapply to the Office of Admissions.

### Administrative Course Withdrawal

Administrative Course Withdrawal (ACW) is used to withdraw students from courses in which they are not actively participating. The process may be initiated by any administrative, faculty, or staff member associated with a course and requires approval by the dean of the school in which the course is housed in order to be processed.

Course instructors may request that a student be administratively withdrawn from courses for non-attendance or non-participation in course activities. For this purpose, non-attendance is considered to be 10 class periods of failure to attend or completing less than 60% of the coursework. This policy may be implemented after the second week of the semester. Students withdrawn by a course instructor will receive a WF (withdrawal failing) for their course grade. Students may appeal course grades in accordance with the grade appeal process.

Withdrawing from a course can impact financial aid/scholarships, Veteran benefits, housing, and athletic eligibility. Students are responsible for ensuring standing with appropriate offices around campus. No refunds for deposits, lab fees, or other course related material will be issued in the event of an ACW. Tuition will be assessed in accordance with the institutional refund policies.

Students who are administratively withdrawn from all of their courses may be withdrawn from Lake Erie College. Students who are withdrawn from Lake Erie College will need to apply for readmission when they are ready to return.

### Catalog in Force

Requirements for graduation are based on the catalog in effect during the student's first semester at Lake Erie College as a fully matriculated, degree-seeking student. A student may elect to complete requirements under a subsequent catalog but must use a single catalog and not a combination of catalogs. Students may not choose previous catalogs when making a catalog change. Exceptions may be necessary when changes in certification or licensure standards mandate changes in College programs. Course substitutions may be necessary when courses are deleted or changed which results in significant alteration of course content. Students who withdraw from Lake Erie College to attend another institution or have not taken courses for four consecutive semesters and subsequently return must complete the requirements of the catalog in force at the time of re-entry. Students who have attended another institution after leaving Lake Erie College must also reapply for admission to the College.

### Academic Advising

Graduate students are encouraged to consult with advisors or faculty of your degree program before each registration. You are required to fulfill the special requirements of the particular degree program in addition to the general requirements stipulated by the college. Contact the dean of your school to find your advisor or look at LEO on-line to determine which advisor has been assigned and schedule an appointment.



## ACADEMIC REGULATIONS

### ACADEMIC CREDITS

#### Academic Credit

The standard academic unit at Lake Erie College is the semester hour. Courses are assigned semester hour values to reflect the differing amounts of classroom contact and outside preparation they require.

#### Academic Reports

Reports of final grades are available via the Lake Erie Online (LEO), secure portal at the end of each semester. Grades are not sent by mail.

#### Student Course Load

Six semester credits per semester is considered a minimum full-time load for a graduate student at Lake Erie College. Students may register for courses at other institutions. If such courses are to become part of the program through which the student plans to meet the degree requirements of the College or requirements for certification for teaching, the student must file a transient student form with the Registrar's Office in advance of registration. Credit hours earned in such courses do not count towards residency hours. Grades earned in such courses are included in the student's record but are not included in the computation of the grade point average. Such registration cannot be retroactive.

#### Additional Master Degree

Students who have already earned a master's degree at Lake Erie College or any other accredited institution and desire to earn a second master's degree must complete an additional minimum of 25% of the semester credits needed to fulfill the curriculum of the additional master program. A Lake Erie College degree cannot be awarded twice; that is, a student can receive only one master of business administration, one master of professional studies, one master of education and one master of science in physician assistant studies.

### GRADING

#### The Grading System

A	= 93% and above
A-	= 90-92.99%
B+	= 87-89.99%
B	= 83-86.99%
B-	= 80-82.99%
C+	= 77-79.99%
C	= 73-76.99%
C-	= 70-72.99%
D+	= 67-69.99%
D	= 63-66.99%
D-	= 60-62.99%
F-	= 59.99% and below
I	= Incomplete

## ACADEMIC REGULATIONS

Faculty members may award an “I” grade (Incomplete) only when the examination or coursework has not been completed because of illness or other circumstances beyond the student’s control. Students requesting an Incomplete must initiate the process with the instructor to create a written statement of the work to be completed and the time limits for its completion. The student must sign the form, obtain the instructor’s signature and return the signed form to the Registrar’s Office. The Registrar shall then enter an “I” grade and furnish the student with a copy. The Registrar has the discretion to accept email documents to replace signatures. All work must be completed within the stated deadline or by the fourteenth week of the following semester. An extension of this deadline must be approved by the Graduate Council or appropriate Faculty Committee. The “I” grade will be removed when the instructor submits a final letter grade within the established deadline. No student shall graduate from the college with an Incomplete unless permission is granted by the Academic Standards Committee of the Faculty. For the purposes of determining Academic Standing, the “I” grade will be treated as an “F” grade in calculating cumulative grade point average. This calculation will not show on the student’s official academic record.

### W Withdrawal

Withdrawal grades are assigned when a student withdraws from a class during weeks two through nine of the semester. Grades of “W” are assigned when a student is administratively dismissed, suspended or expelled. Withdrawal grades do not factor into the grade point average calculation.

### Grade Point Average

Grade point averages are computed under the following point system:

A	4.00 points
A-	3.70 points
B+	3.30 points
B	3.00 points
B-	2.70 points
C+	2.30 points
C	2.00 points
C-	1.70 points
F	0.00 points

The grade point average (GPA) is determined in the following manner:

- The total number of points earned is calculated by first multiplying the point-value of each grade by the number of credit hours of that grade earned and then totaling the results of all grades.
- The total number of points earned is then divided by the total number of credit hours attempted.

The following grades do not affect the GPA: W, P, FR, AU (Audit).

## ACADEMIC REGULATIONS

### **Audit Policy**

Degree seeking students may audit one course per semester and must inform the Registrar's Office of their intent at the time of registration. The tuition and fees are the same for an audited course as they are for a graded course. The course will show on the student's transcript as "AU" and no credit will be earned. Alumni may audit one course per semester at the level of the degree they received from Lake Erie College. The cost is the per credit hour College Fee. Senior Citizens may audit one course per semester for a nominal fee. Please contact the Registrar's Office for additional details.

### **Repeat Course Policy**

A graduate student may repeat a course previously taken at Lake Erie College under these restrictions:

The program must not have restrictions in place for the student or the course that will prevent the student from repeating.

Graduate students can repeat a single course for grade improvement only once. A course may be repeated only if a grade of B- or lower was earned.

Graduate students will be limited to a maximum total of two repeats across the program.

### **General Appeals Procedure**

A student found to be in violation of any policy in the graduate catalog, or program specific policy, has the right to appeal.

The student must first contact the instructor or program director in an attempt to resolve the issue within ten (10) business days upon receiving notification of an incident. If the instructor and program director are away from the College during the period of the appeal, the student may proceed directly to the dean of the school of the academic course.

If the issue is not resolved to the mutual satisfaction of the instructor and the student, then the student may appeal to the dean of the school within ten (10) business days upon receiving notification from the instructor that the issue will not be resolved differently from the initial notice of incident.

If the issue is still not resolved after consultation with the dean of the school, the student may appeal in writing to the Graduate Council within one month (30 calendar days) of receiving notification of the original incident.

The Graduate Council will provide the Dean of the College, Registrar, school dean, and faculty member with a written summary of its findings and decision. The student will receive a letter from the Graduate Council stating its decision. All decisions of the Graduate Council pertaining to an appeal are considered final and not subject to further appeal.

The student should continue to attend class during the appeals process unless directed otherwise through written notice from the college, but participation in the class does not guarantee work will be counted or a certain grade rendered. Continued participation is intended to ensure that students who have appeals granted still have an opportunity to learn the content in the course.

### **Grade Appeal**

Under ordinary circumstances, faculty members reserve the right to give the final grade to a student. To change a final grade, there must be compelling and justifiable reasons to implement a grade appeal process.

## ACADEMIC REGULATIONS

Students must first contact the faculty member issuing the grade in an attempt to resolve the issue. Students must contact that faculty member immediately upon receiving the final grade for the course.

If the issue is not resolved to the student's satisfaction, he or she must appeal to the Dean of the area.

If the issue is still not resolved to the student's satisfaction, he or she must appeal in writing to the Graduate Council within 30 days of receiving the grade.

The student must present compelling specific reasons in writing in order for the Graduate Council to initiate further action. Some of the specific reasons include, but are not limited to: clerical error not acknowledged by the faculty member, harassment, change in grading standards during the term and gross incompetence.

The Graduate Council will contact the faculty member in question in order to provide a platform for him or her to present the rationale for the grade in question.

If the Graduate Council believes that the "probable cause" warrants further review, then the Graduate Council will pursue the grade appeal process.

The student must provide to the Graduate Council all relevant information for determining the final grade, including written assignments, attendance, papers, etc., at the time of submitting the grade appeal request. The student will also include in their appeal anything that they feel is related to a process of the institution that has not appropriately been followed.

The Graduate Council will inform the Dean of the College of their recommendation. The Dean of the College will inform the Registrar, faculty member, school dean, and student of any changes within one week of the Graduate Council decision. In the event that the grade in dispute is for a course that serves as a pre-requisite for a subsequent course in which the student is enrolled, the student shall attend the subsequent course while the appeal is resolved except in an instance where the student has been reported for severe code of conduct violations. Students will be notified by the institution in writing in the event that they should not return to class during the appeal. The decision reached by the Graduate Council pertaining to the grade appeal is final and cannot be appealed.

The faculty member may make the grade change at any time in this process and must notify the Graduate Council and school dean of doing so.

### **Academic Probation and Dismissal**

Graduate students at Lake Erie College are expected to maintain high standards of professionalism and scholarship in all courses. To remain in their current graduate program, students must earn grades of at least a "B-" or better. Upon the awarding of a grade of "C+" or lower in any one course the student will be placed on academic probation. Upon awarding of the second grade of "C+" or lower, the student may be dismissed from the current graduate program. The student will be informed, in writing, by the program director of any adverse action, including remediation or dismissal. All dismissal letters will address general graduate requirements or specific program requirements as reasons for dismissal. In addition, specific programs may have additional academic or professional expectations that students are expected to meet in order to maintain good standing within the program. Failure to do so may result in additional sanctions including dismissal from the program.

## ACADEMIC REGULATIONS

### ACADEMIC INTEGRITY EXPECTATIONS

#### Statement of Academic Integrity

Students who submit academic work that is not their own expression or creation are betraying the academic mission of the College. This constitutes academic dishonesty and is treated as a serious matter at Lake Erie College. Although individual faculty members determine what consequences students will face for academic dishonesty in their classes, college deans and/or the Office of Academic Affairs of the College are authorized to take additional action, including expulsion, when warranted.

Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not citing proper documentation
- Falsifying or misrepresenting research or laboratory data or observations
- Cheating on an exam
- Referring to or displaying any unauthorized materials inside or outside of the testing location during an examination
- Submitting another student's work as one's own
- Impersonating or representing another student, or having another person represent you in any manner
- Using unauthorized computers, phones, calculators, technology, etc.

Students are responsible for knowing what constitutes academic dishonesty. Students who are uncertain about what constitutes plagiarism or cheating should seek the professors' advice. While academic integrity is particularly the responsibility of the student, faculty members also have a responsibility. A statement of academic integrity will be in the course syllabus. Students should refer to faculty guidelines regarding what materials and procedures are authorized for use in the preparation of assignments or examinations (e.g., the use of a calculator, computer, text materials, etc.). Lake Erie College supports academic integrity by providing resources for student success. Some of these resources include Grammarly.com, the Writing Center, library resources, and Academic Learning Center tutoring.

#### Academic Dishonesty Procedure

There are three levels of academic dishonesty incidents: Minor, Major, and Egregious. The Office of the Registrar will track reports of academic dishonesty and report instances of more than one minor incident and all cases of major and egregious instances to the program director and school dean. In cases where there are differences of opinion, either the faculty member teaching the course or the school dean may take the matter to the Dean of the College for consideration.

#### MINOR INCIDENT

The faculty member will discuss the incident with the student and submit to the dean of the school for the course an Academic Dishonesty Documentation Form, with a copy to the student, indicating the incident as minor. The dean of the course reviews the information and then submits the form to the Registrar's Office for data tracking purposes only. A single minor incident will not impact the standing of a student or adversely affect the student's record; however, more than one minor incident will result in elevating the infraction to the major level.

Examples that may be considered minor (for representative purposes only):

## ACADEMIC REGULATIONS

- Citing of a only a small portion of a paper or assignment
- Collaborating on a minor project or assignment when it was prohibited from doing so
- Using facts, statistics, graphs, or other illustration without proper reference in a small portion of an assignment or project

With the understanding that minor incidents might be inadvertent or honest mistakes, in order to ensure a formative process and to provide a teachable moment, the student is expected to submit to the dean, with a copy to the faculty member, a narrative with the following information:

- A description of the citation rule, policy, or technique not followed that led to the incident
- A description of how the work did not follow the rule
- A list of actions to prevent future occurrences of the infraction
- If applicable, a resubmission of the assignment with the issue corrected

Students who fail to adhere to the stipulations of a minor incident may be subject to further action; however, it is expected that the student will comply with conveying, in writing as per the above, a clear understanding of what constitutes academic dishonesty. Failure to comply with the stipulation will advance the matter directly to the major level and may lead to a review by the Dean of the College for additional potential sanctions.

### MAJOR INCIDENT

The faculty member will discuss the incident with the student and submit to the dean of the school for the course an Academic Dishonesty Documentation Form, with a copy to the student, indicating the incident as Major. The dean of the course will verify the nature of the incident, and submit the form and documentation to the Registrar's Office to be placed in the student's permanent academic record. The dean may request a registration hold be placed on the student to prompt follow-up. Students involved in major incidents of academic dishonesty may be required to meet with the Dean of Student Academic Success.

Examples that will be considered major may include, but are not limited to:

- A second minor incident (more than two minor incidents will elevate the incident level to major)
- Copying from a classmate
- Using unauthorized electronics or devices for a major exam
- Falsifying data or materials on a major assignment or exam
- Plagiarizing a paper or assignment

Possible sanctions for a major incident may include, but are not limited to:

- Required participation in a workshop on ethics or academic integrity
- A paper or alternate assignment of a project related to ethics or academic integrity
- The assignment of a failing grade for the project/assignment, course, or make-up assignment
- Mandated meeting with student support personnel

### EGREGIOUS INCIDENT – ACADEMIC STANDARDS COMMITTEE (ASC) REVIEW

The faculty member will discuss the incident with the student and will submit to the Dean of the School for the course an Academic Dishonesty Documentation Form, with a copy to the student, indicating the incident as egregious. The student

## ACADEMIC REGULATIONS

must schedule a meeting with the Dean of the School in which the program is housed to discuss the issue. The Dean of the School may request additional information but will render a decision on the reported dishonesty issue, which will include level of violation and any sanctions as a result of the issue if the student is found to be in violation of the Academic Dishonesty Policy. The Dean of the School will notify the Registrar, faculty member, and the Dean of the College. The Registrar's Office will record the findings. The Dean of the College will formally notify the student of the College's decision and include a description of the appeals procedure. If a student is suspended or expelled for academic dishonesty, the transcript will indicate "Academic Suspension" or "Academic Expulsion." Appeals of the Dean of the School's decision will follow the appeal process as described in the Graduate Catalog.

Actions that constitute egregious incidents include, but are not limited to:

- Multiple incidents, either minor or major
- Completion an exam or assignment by another party
- Clear evidence of premeditation or malicious intent
- Lack of adherence to stipulations stemming from minor or major incidents

### **Academic Integrity and Course Withdrawal**

A faculty member may submit a final grade to the Registrar's Office at any time during the semester as a penalty for academic dishonesty. Submission of a final grade overrides the course withdrawal dates as published by the Academic Calendar.

### **Expulsion Appeals Procedure**

A student who receives a letter of expulsion from Lake Erie College for any reason, including but not limited to, academic performance, academic integrity, and professionalism issues, will have ten (10) business days from the date of the letter to submit an appeal to the Graduate Council. In the event that the dismissal is a result of a previous appeal decision, an appeal of the expulsion may only be submitted if new evidence has been procured that would impact the decision of the Graduate Council in an earlier step of an appeal or dismissal process. All other appeals will be accepted by the Graduate Council and reviewed. It is the burden of the student to provide sufficient rationale and evidence for consideration by the Graduate Council. The Graduate Council will provide the dean of the school with a copy of the appeal and will request any pertinent information necessary in hearing the appeal from the relevant parties involved. The Graduate Council may request additional information or evidence from the student and any relevant office(s) as part of its review.

During the appeals process, the student should continue to attend class unless directed otherwise through official written notification by the college.

Upon completion of the appeal process, should the decision regarding expulsion stand, the expulsion is permanent. The student is responsible to pay any unpaid balances owed to the College. Failure to do so may be subject to additional charges and actions. If the expulsion takes place mid-semester, the student will not receive any passing grades for work in the course(s) that are not completed as a result of the expulsion.

The Graduate Council's decision regarding the expulsion is final.

### **Expulsion Appeals Procedure:**

A student who receives a letter notifying him or her of expulsion from Lake Erie College for academic integrity will have ten (10) business days from the date of the letter to submit an appeal to the Dean of the College.

## ACADEMIC REGULATIONS

During the appeals process, the student may continue to attend class.

Upon completion of the appeal process, should the decision regarding expulsion stand, the expulsion is permanent. The student is responsible to pay any unpaid balances owed to the College. Failure to do so may be subject to additional charges and actions. If the expulsion takes place mid-semester, the student will not receive any passing grades for work in the course(s) that applied to academic dishonesty.

The Dean of the College's decision regarding an expulsion is final.

## GRADUATION

### Graduation Requirements

Candidates for graduation must apply by completing the required forms which are available from the Registrar's Office. The \$150 graduation fee will be assessed at the time of application approval. Application deadlines are:

May 1 for August and December graduations November 1 for May graduation

All Graduate coursework must be completed within 7 years.

**M.B.A.:** Complete 33 semester credits with a minimum cumulative grade point average of 3.0

**M.P.S.:** Complete 33 semester credits with a minimum cumulative grade point average of 3.0

**M.Ed.:** Complete 33 semester credits with a minimum cumulative grade point average of 3.0 and complete the required thesis.

### **M.S.P.A.S.:**

- Complete 112 semester credits with a minimum cumulative grade point average of 3.0
- Successful completion of all coursework in the didactic phase with a grade of "C-" or better
- Successful completion of all clinical rotations with a grade of "C-" or better
- Pass the Pre-Clinical Summative Examination
- Pass the final Objective Structured Clinical Examination
- Pass the Final Summative Examination
- Pass the Summative Professional Performance Evaluation
- Pass all components of a Comprehensive Student Portfolio
- Obtain signatures of proficiency for all required technical skills by the program to practice as an entry level PA
- Adhere to all behavioral, ethical, and procedural requirements outlined in the Program Handbook

## TRANSCRIPTS/DIPLOMAS/LEGAL DOCUMENTS

### Transcripts of Academic Records

Transcripts are furnished upon payment of a fee for each transcript issued. A request for the transcript must be made by the student, either on the regular form supplied at the Registrar's Office or by written request to that office. The request should



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show the student's full name and student ID number and dates of attendance. For pick-up or walk-in service, the request should be filed at the Registrar's Office at least three days before the transcript is needed. No transcript will be supplied for coursework taken at other institutions. The Registrar's Office will not release transcripts unless the student has met all financial obligations to the College, returned all library materials and paid applicable fines. There may be additional fees for a rush request.

### **Reissuance/Replacement of Diploma Policy**

Upon receipt of the original diploma, Lake Erie College will reissue a diploma for a graduate whose name has been legally changed. The reissuance fee is \$50 U.S.

The reprinted diploma will carry the precise date the degree was originally awarded. For practical purposes, the signatures of the officials will be of those currently in office.

To protect the institution and continuity of records, the new diploma will have the following printed on its face:

Original diploma awarded at Lake Erie College on (date).

Upon request of the awardee, this diploma was issued following a legal change of name.

### **Replacing a Lost or Destroyed Diploma Policy**

To replace an original that has been lost or destroyed, the reprinted diploma will carry the precise date the degree was originally awarded. The replacement fee is \$50 U.S. For practical purposes, the signatures of the officials will be of those currently in office. To protect the institution and continuity of records, the new diploma will have the following printed on its face:

Diploma awarded at Lake Erie College on (date).

Upon request of the awardee, this document was reissued on (date) to replace the original that was lost or destroyed.

### **Procedures for Obtaining an Apostille**

Authentications are often called "legalizations" or "certifications." An Apostille is a form of authentication appropriate to countries which have signed the 1961 Hague Convention Abolishing the Requirement of Legalization for Foreign Public Documents. They are often needed in adoptions extraditions, applications for jobs or graduate programs abroad and certain business transactions. The essence of these documents is an official statement that an office-holder held a particular office at a particular time.

A more comprehensive description of the Apostille is available at:

[www.state.gov](http://www.state.gov), keyword search: authentication [http://travel.state.gov/law/info/judicial/judicial\\_2545.html](http://travel.state.gov/law/info/judicial/judicial_2545.html) The listing of countries that are signatories is at: [http://www.hcch.net/index\\_en.php?act=states.listing](http://www.hcch.net/index_en.php?act=states.listing)

In order to be able to issue authentications, the Ohio Secretary of State keeps on file the qualification document for the particular official -- the swearing-in paper. Officials covered include notaries public, high level appointees such as Commissioners, members of boards and commissions, dedimus justices, legislators, Constitutional officers and certain local offices.

The proper heading for this authentication is: APOSTILLE

## ACADEMIC REGULATIONS

(Convention de La Haye du 5 octobre 1961)

A student should write to the Registrar's Office requesting the Apostille to be attached to a particular document, usually a transcript or statement of certification of graduation, and mention the country to which it is being sent. If a copy of a diploma is being sent, please ensure that it is as large and clear as possible and the official Latin diploma, not the English translation. Because of the labor and charges associated with the preparation of this statement, the processing fee is US \$75. The student should send US \$75 cash, traveler's check or international money order for each Apostille requested, made payable to Lake Erie College. A personal check drawn on a US bank is also acceptable.

Lake Erie College prepares the document normally except that the signature and embossed seal over the signature are affixed in the presence of a notary public and the local Clerk of Courts. The notarized documents are then sent by Lake Erie College, along with a check for the charges, to the Ohio Secretary of State. The package also includes a cover letter explaining the request (including the name of the country in which the Apostille is expected to be used) and a stamped envelope addressed back to the College. When the Apostille and original document are received back from the Secretary of State, Lake Erie sends the entire package onto the US Department of State (as needed) and then onto the originally requested address. The process usually takes three to four weeks.

### **Name Change Policy**

#### Current Students

All currently-enrolled students may change their names on institutional records upon the production of evidence showing that the student's name has legally changed. The following documents will be accepted as proper evidence of an official name change:

Certified copy of a marriage license, court order, or dissolution decree reflecting the new name in full;

Especially for non-U.S. citizens: Current passport or official proof of identity, certified by U.S. embassy abroad or by the appropriate foreign embassy in the U.S.

#### Former Students

Institutional records will only be changed if the former student produces evidence of an official name change. No name will be changed on transcripts or diplomas except where there has been a court-ordered change of name.

The following documents will be accepted as proper evidence of an official name change:

- Certified copy of a marriage license, court order, or dissolution decree reflecting the new name in full;
- Especially for non-U.S. citizens: Current passport or official proof of identity, certified by U.S. embassy abroad or by the appropriate foreign embassy in the U.S.

N.B.: For facilitation of records, all former names will remain in the official records system to be cross-referenced.

## PROGRAMS

### MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Lake Erie College first offered the Master of Business Administration degree in 1981, and since then, over 1,400 business leaders have earned their M.B.A. degrees at Lake Erie. The program enables graduates to expand their horizons and assume progressively more responsible managerial duties.

Qualified students with any undergraduate major are eligible for enrollment in the Lake Erie College M.B.A. program. No prior business courses are required. Classes are small and are taught by qualified faculty - individuals with substantial managerial experience as well as advanced academic credentials.

Admission into the M.B.A. program is determined on the basis of demonstrated professionalism, intellectual capability for successful completion of the program and the potential for leadership. Students can be admitted into and begin the M.B.A. program during the Spring/January semester, the Summer/May session or the Fall/ August semester. The Office of Admissions processes applications for the M.B.A. program.

Lake Erie College offers M.B.A. classes at the following sites:

Lake Erie College (Main Campus)  
391 West Washington Street, Painesville, OH 44077

Lakeland Community College  
Holden University Center  
4242 OH-306, Kirtland, OH 44094

Lorain County Community College  
1005 North Abbe Road, Elyria, OH 44035

#### Program Learning Outcomes

1. Students will be able to recognize problems within the business context  
Broad-Based Student Learning Goals to which this Outcome is Linked: 1, 2  
Key Learning Outcomes for Master's-Level Business Programs to which this Outcome is Linked: 4
2. Students will be able to apply the principal concepts and theories in the functional areas of business to solve problems.  
Broad-Based Student Learning Goals Associated with this Outcome: 1, 2  
Key Learning Outcome for Master's-Level Business Programs to which this Outcome is Linked: 5
3. Students will be able to integrate theory and practice for the purpose of strategic analysis.  
Broad-Based Student Learning Goals Associated with this Outcome: 1, 2  
Key Learning Outcome for Master's-Level Business Programs to which this Outcome is Linked: 6
4. Students will be able to apply quantitative techniques and methods in the analysis of real-world business situations.  
Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3  
Key Learning Outcome for Master's-Level Business Programs to which this Outcome is Linked: 1, 5
5. Students will be able to compose effective written forms of communication appropriate to the business context.

## PROGRAMS

Broad-Based Student Learning Goals Associated with this Outcome: 3

Key Learning Outcome for Master's-Level Business Programs to which this Outcome is Linked: 3, 8

6. Students will be able to make effective business presentations.

Broad-Based Student Learning Goals Associated with this Outcome: 3

Key Learning Outcome for Master's-Level Business Programs to which this Outcome is Linked: 3

7. Students will be able to work effectively with a team of colleagues on diverse projects.

Broad-Based Student Learning Goals Associated with this Outcome: 3

Key Learning Outcome for Master's-Level Business Programs to which this Outcome is Linked: 2

8. Students will be able to identify and analyze the ethical responsibilities of business.

Broad-Based Student Learning Goals Associated with this Outcome: 1, 2, 3

### **The Professional M.B.A.**

The Lake Erie College Professional M.B.A. program is designed for students with current or previous professional work experience. Students progress at their own pace, taking from one to four classes per semester.

As a continued effort to accommodate the need for the latest technology, flexibility and convenience of educational opportunities, the Professional M.B.A. program held at both the Holden University Center of Lakeland Community College and the University Center of Lorain County Community College. Daytime weekday in-person classes may also be held on our main Painesville campus to meet the needs of our residential and international students.

Qualified students with any undergraduate major are eligible for enrollment in the Lake Erie College M.B.A. program.

## **ADMISSION**

Master of Business Administration Admission Criteria:

- Complete the M.B.A. Graduate application
- A bachelor's degree from an accredited four-year college or university with an undergraduate cumulative grade point average of 2.75 on a 4.0 scale
- Submission of official undergraduate transcripts and any graduate work completed (sent directly to Admission Office from degree-granting institution at [admissions@lec.edu](mailto:admissions@lec.edu))
- Current or previous professional work experience.
- A resume outlining the work experience and education that has prepared the student to begin graduate study in business administration sent to [admissions@lec.edu](mailto:admissions@lec.edu).

Although generally not required, applicants may supplement their undergraduate record with official scores on the GMAT (Graduate Management Admissions Test) or GRE (Graduate Admission Exam).

Admissions exceptions to the Lake Erie College M.B.A. program may be made based on the applicant's professional work experience and/or acceptable GMAT/ GRE scores. A personal interview may be requested at the discretion of the College.

## PROGRAMS

### **Transfer Credits M.B.A.**

At the time of application as a degree-seeking student to the M.B.A. program, a student may request approval to transfer up to six (6) semester credits or the equivalent of two courses of graduate study from an accredited institution of higher education.

Consideration for transfer credit to meet core requirements will be based upon work in equivalent courses to those required. Elective transfer credit may be accepted when approved by the dean of business.

Only credits that have been earned within seven (7) years of degree completion will be considered for transfer.

Only credits in which a grade of “B” or better has been earned will be considered for transfer.

Only recognized catalog coursework will be accepted from other institutions.

### **4+1 Program**

Lake Erie College students, regardless of major, who have completed at least 90 undergraduate semester credits with a minimum cumulative grade point average of 3.00 may register for up to 12 semester credits of courses offered through the M.B.A. or M.Ed. programs. These courses may be counted as elective credits towards bachelor’s degree completion. Upon admission to the Lake Erie College graduate program, up to 12 semester credits of such course work in which the student has earned a grade of “B” or better will be applied towards the 33 semester credits requirement for the graduate degree.

Participation requires an application and approval by the dean of the school and is approved on a semester by semester basis. Students who fail to achieve appropriate grades may be denied continuation in the program. Grades earned in the program will calculate in the undergraduate term and cumulative grade point averages the same as undergraduate grades and will be used in determining academic standing, Dean’s List and Latin Honors. Tuition for participating in the program is billed at the undergraduate tuition rate according to the published Tuition and Fees Schedule.

Students wishing to continue as degree-seeking in the Master of Business Administration or Master of Education program at Lake Erie College are required to follow the regular admissions process. Once accepted, the coursework completed and applied to the undergraduate degree will be transcribed as waivers with credit hours at the graduate level and will not be included in the graduate grade point average calculation.

### **M.B.A. Lifelong Learning Guarantee**

Graduates of the Lake Erie College Master of Business Administration program are eligible to enroll in additional M.B.A. coursework for the rest of their lives at no additional costs. Registration is on a non-credit basis and is subject to space availability in scheduled courses. Students must complete a Lifelong Learner application and registration form in the Registrar’s Office. The coursework will be transcribed as an Audit grade in the Professional Development division of the college. Student may retake coursework previously completed in the M.B.A. program.

### **The M.B.A. Curriculum**

The Lake Erie M.B.A. is designed for general managers. It is possible, however, to choose electives to build a concentration. The Professional Management track will broaden a student’s overall knowledge in business administration.

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All students must complete 11 (eleven) courses, 8 (eight) core courses and 3 (three) electives for a total of 33 semester hours. All coursework must be completed within 7 (seven) years of matriculation.

### **Core (Required) Courses**

- MBA 532 Quantitative Business Analysis (3 SH)
- MBA 534 Organizational Behavior (3 SH)
- MBA 536 Managerial Economics (3 SH)
- MBA 538 Managerial Accounting (3 SH)
- MBA 543 Financial Management (3 SH)
- MBA 544 Marketing Strategies (3 SH)
- MBA 547 Corporate Responsibility and Issues Management (3 SH)
- MBA 588 Policy Development (3 SH)

### ***Professional Management Electives (select three):***

- MBA 510 Foundations of Health Informatics (3 SH)
- MBA 511 The Interrelationships between Health Care Delivery & Information Systems (3 SH)
- MBA 512 Health Care Information & Data Management (3 SH)
- MBA 520 Data and Database Management (3 SH)
- MBA 521 Information Systems Design and Development (3 SH)
- MBA 522 Data Communications, Computer Networks, and Security (3 SH)
- MBA 530 Leadership (3 SH)
- MBA 542 Project Management (3 SH)
- MBA 550 International Business (3 SH)
- MBA 558 Business Law (3 SH)
- MBA 562 Health Care Delivery Systems (3 SH)
- MBA 563 Human Resource Management (3 SH)
- MBA 564 The Managerial Environment (3 SH)
- MBA 565 Investments (3 SH)
- MBA 566 Healthcare Management and Technology (3 SH)
- MBA 567 Management Science Models (3 SH)
- MBA 573 Production and Operations Management (3 SH)
- MBA 576 Ethical and Legal Issues in Health Care (3 SH)
- MBA 580 Entrepreneurship (3 SH)
- MBA 584 Information Systems for Managerial Decision Making (3 SH)
- MBA 586 Business Process Management (3 SH)
- MBA 590 Internship (3 SH)
- MBA 593 Individual Investigation (3 SH)
- MBA 595 Special Topics (3 SH)

### **Optional Concentrations**

Students have the option of earning an M.B.A. with a concentration in one of three areas: Health Care Administration, Health Informatics, or Information Technology Management. Students who wish to earn a concentration are still required to complete the 8 (eight) core/required courses. These students will fulfill their required 33 semester hours by completing the 3

## PROGRAMS

(three) elective courses required for the concentration of their choosing in place of the Professional Management Electives. A total of 11 (eleven) classes completed is required regardless of if a student chooses a concentration or not.

### **Health Care Administration Concentration**

The concentration in Health Care Administration prepares M.B.A. students for staff, managerial, and leadership roles in the health care industry. The health care administration concentration covers topics including the U.S. health care delivery system; an overview of health informatics; legal and ethical issues; and the effective management of health care organizations. The concentration deals with the application of business concepts to the health care industry in a broad context, covering not only provider organizations such as hospitals, but other industry participants such as pharmaceutical and medical technology enterprises.

#### Concentration Electives

MBA 562 Health Care Delivery Systems (3 SH)

MBA 576 Ethical & Legal Issues in Health Care (3 SH)

MBA 566 Healthcare Management and Technology (3 SH)

### **Health Informatics Concentration**

The M.B.A. concentration in Health Informatics is designed to meet the emerging market demand for healthcare management professionals with a specialization in informatics. The healthcare industry is experiencing a massive change in the way it delivers and manages patient's healthcare due to technology and federal mandatory regulations. This concentration seeks to develop healthcare management professionals who will lead an organization's strategies to most effectively integrate health informatics as part of daily operations as well as exploiting the power of healthcare technology to create a competitive advantage and deliver safe and quality patient care. Courses include but are not limited to, regulations, ethics, information management, security and confidentiality, workflow, system life cycle, implementation and go-live support. Aligning information technology with clinical operations is examined including analyzing the meaningful use of healthcare technology and effective organizational communications. Students will research and learn current trends in healthcare informatics.

#### Concentration Electives

MBA 510 Foundations of Health Informatics (3 SH)

MBA 511 The Interrelationships between Health Care Delivery & Information Systems (3 SH)

MBA 512 Health Care Information & Data Management (3 SH)

### **Information Technology Management Concentration**

The M.B.A. concentration in Information Technology Management is designed to meet the emerging market demand for IT management professionals. Information is a key asset to any organization. The concentration seeks to develop IT management professionals who will lead an organization's strategies to most effectively define, store, manage, protect, share, and distribute information to relevant stakeholders as well as exploiting the power of information technology to create a competitive advantage.

#### Concentration Electives

MBA 520 Data and Database Management (3 SH)

MBA 521 Information Systems Design and Development (3 SH)

MBA 522 Data Communications, Computer Networks, and Security (3 SH)

## PROGRAMS

### MASTER OF EDUCATION (M.ED.)

The Master of Education program is designed to meet the professional development needs of working teachers. All courses required to complete the degree are offered as hybrid courses, both online and face to face. Class meetings occur every other week in the late afternoon. This is a two year program, with participants taking six credits per semester. Courses are offered every seven weeks allowing teachers to focus on one course at a time.

There are three concentrations with the M.Ed. program: the Literacy concentration with embedded Reading Endorsement, the Coaching concentration, and the Special Education concentration. Participants must choose between four concentrations. Core courses are shared between the four concentrations.

Required graduate courses are taught at least once per year so that dedicated students can complete their degree within two years. Summer school is essential if students are to finish in a timely manner. Students have a maximum of seven (7) years to complete their degrees. This is seven years from the date of the first course accepted to the program to the last course taken to complete the degree.

The M.Ed. program is designed to further develop the knowledge, skills and performance of practitioners to promote their own professionalism and to ultimately improve the educational enterprise.

#### Master of Education Admissions Criteria:

- A satisfactory score on the Graduate Record Examination is required for all applicants with less than a 3.00 grade point average in their undergraduate work. A verbal score of 440 and quantitative score of 500 is required.
- Hold or be eligible for any teaching certificate or license issued by the Ohio Department of Education.
- A writing sample
- An interview with the Dean of Education and Professional Studies or the dean's designee.

Any student failing to meet one or more of the criteria may apply to the Graduate Council or appropriate Faculty Committee for an exemption. The committee, in consultation with the dean, shall determine whether or not the student will be admitted and establish any conditions that apply to the student's admission.

#### Transfer Credits M.Ed.

At the time of application as a degree-seeking student to the M.Ed. program, a student may request approval to transfer up to six (6) credits of graduate study from an accredited institution of higher education.

Consideration for transfer credit to meet core requirements will be based upon work in equivalent courses to those required. Elective transfer credit may be accepted when approved by the Dean of Education and Professional Studies.

- Credits will be accepted that allow the student to complete the program in 7 (seven) years from the first class taken
- Only credits in which a grade of "B" or better has been earned will be considered for transfer
- Only recognized comparable catalog coursework will be accepted from other institutions



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### Reading Endorsement Transfer credit

Students who have completed a Reading Endorsement at another institution may transfer a maximum of twelve (12) credits in which a grade of “B” or better has been earned into the M.Ed. program. The credits must be evaluated and approved at the time of admission - credits will not be accepted retroactively.

### **The M.Ed. Curriculum**

Students take the M.Ed. program with a focus on curriculum and instruction. The program requires the completion of a minimum of 33 semester hours of credit. Both the core requirements and requirements for a concentration are needed in order to complete the program.

#### **Core (Required) Courses (12 SH):**

##### **(Coaching, Literacy & Special Education Concentrations)**

EDM 500 Research for the Professional Educator (3 SH)

EDM 501 Contemporary Issues in American Education (3 SH)

EDM 517 Models of Effective Teaching and Planning (3 SH)

EDM 564 Capstone Seminar (3 SH)

OR

#### **Core (Required) Courses (13 SH):**

##### **(Educational Leadership Concentration)**

MEL 502 Culturally Responsive Leadership (3 SH)

MEL 503 Instructional Leadership (3 SH)

MEL 510 Safe and Supportive Schools (3 SH)

MEL 511 Residency I (2 SH)

MEL 512 Residency II (2 SH)

#### ***And a Required Concentration:***

##### **Coaching Concentration (21 SH)**

EMC 520 Creating Community: Maximizing Social Benefits in the Sport Environment (3 SH)

EMC 521 Coaching Ethics and Leadership (3 SH)

EMC 522 Coaching Better: Facilitating Sport Skill Acquisition & Developmentally Appropriate Training Programs (3 SH)

EMC 523 Whole Athlete Development: Off the Field Elements for Athletic Success (3 SH)

EMC 524 Safety Training for Coaches (3 SH)

EMC 525 Administration & Evaluation of Sport Programs (3 SH)

EMC 526 Coaching, Teaching & Team Development (3 SH)

##### **Educational Leadership Concentration (21 SH)**

MEL 501 Transformational Leadership (3 SH)

MEL 504 School Finance (3 SH)

MEL 505 School Law and Ethics (3 SH)

MEL 506 Data-Driven Decision Making (3 SH)

MEL 507 Community Relations and Collaboration (3 SH)

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MEL 508 Innovative Leadership and Teaching (3 SH)

MEL 509 Leadership in Special Education (3 SH)

### **Literacy Concentration (21-24 SH)**

EMR 501 Theory and Practice of reading (3 SH)

EMR 502 Reading Strategies and Curriculum (3 SH)

EMR 503 Assessments in Reading Instruction (3 SH)

EMR 504 Socio-Cultural Factors in Literacy (3 SH)

EMR 505 Phonics (3 SH) \*Only required if student has not taken as part of initial licensure requirement

EMR 512 Professional Development and Field Research (3 SH)

EDM 511 Adolescent Literature (3 SH)

EDM 512 Critical Analysis of Children's Literature (3 SH)

### **Special Education Concentration (21 SH)**

EMS 550 Introduction to Mild to Moderate Intervention (3 SH)

EMS 551 Evidenced Based Strategies (3 SH)

EMS 552 Assessment and Data Based Interventions (3 SH)

EMS 553 Curriculum Planning and Strategies for Mild to Moderate Disabilities (3 SH)

EMS 554 Positive Behavior Supports and Intervention (3 SH)

EMS 555 Collaboration with Families and Professionals (3 SH)

And an Elective chosen from any other Masters level concentration in the Education department (3 SH)

### **Special Programs**

Students desiring to achieve their M.Ed. degree with special options that includes coursework in their teaching areas may work with their advisors to petition the Education Faculty Committee. Their petitions should include lists of specific graduate courses they wish to apply to the degree, source of the coursework, original transcripts and other information as needed. The core requirements of the Lake Erie College M.Ed. program must be met along with all other requirements. The advisor will present the program to the Education Faculty Committee for approval. Lake Erie College offers graduate programs off campus for districts or groups that request them and can provide a specified number of students who are willing to work together as a cohort group. Groups must agree to stay together and take the same courses. Should the group attrition reach a point where it is no longer economically feasible to continue off campus, the group will be asked to complete coursework on campus.

### **Graduation Requirements**

- Complete the specific course requirements of the M.Ed. program
- Earn a minimum grade point average of 3.00
- Complete all requirements for the M.Ed. program within 7 years of the first course in the program
- Culminate the graduate program by successfully completing a capstone project

### **Research Master's Thesis**

Guidelines for the master's thesis will be provided in EDM 500, Research for the Professional Educator. A proposal, developed in EDM 500, must be submitted according to the Lake Erie College format. The education committee accepts or

## PROGRAMS

rejects the proposal. The final written project becomes part of the research collection of the College. Students must present three (3) unmarked, accurate copies to the department for binding 30 days prior to graduation. The College will retain two, and one will be returned to the student. Fees for preparing and binding of manuscript are the student's responsibility. A content advisor will be appointed for each candidate. This individual will counsel and guide the candidate through to the conclusion of the project. A second reader will be appointed to review each project. Should the content advisor and the second reader disagree about the acceptability of the project, a third reader will be employed. Students planning to graduate in the following semesters must have their project completed and approved by:

Fall: October 30

Spring: March 15

Summer: July 1

Students are required to present and defend their research findings to the education faculty committee.

### **Continuing Projects**

Students who do not complete EDM 564 during the semester registered may continue working on their project during subsequent semesters with the content advisor by registering for extended hours. Coursework will be given a grade of "I" (incomplete) until the paper is accepted. At that time a grade will be awarded to the final hours. Previous "I" grades will be changed to "P" (pass).

## **ENDORSEMENTS**

### **Transfer Credits Endorsements**

At the time of application as an endorsement seeking student, a student may request approval to transfer up to six (6) credits of graduate study from an accredited institution of higher education.

Consideration for transfer credit to meet program requirements will be based upon work in equivalent courses to those required. Elective transfer credit may be accepted when approved by the Dean of Education and Professional Studies. Only credits in which a grade of "B" or better has been earned will be considered for transfer.

Undergraduate courses cannot be credited towards endorsement course requirements. 3 credits in Phonics at the undergraduate level can be credited towards the phonics pre-requisite, but does not replace a course in the reading endorsement.

Only recognized comparable catalog coursework will be accepted from other institutions.

The Computer Science Endorsement at Lake Erie College prepares teaching professionals to be certified to teach computer science at the grade level of their initial license. These courses are designed for teachers with an initial license, or those eligible for licensure, who wish to add computer science as an endorsement. For this endorsement. 50 hours of field experience in a computer science classroom are required.

Admissions Requirements:

- Valid Teachers License

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- An Undergraduate Cumulative GPA of 2.75
- Completed Application
- Copy of Teaching License
- Official Transcripts for all Degrees Received

Those desiring a computer science endorsement from the State of Ohio must also successfully complete the Ohio Assessment for Educators (OAE) Exam #054.

### **The Computer Science Endorsement Curriculum (17 SH)**

ECM 501 Programming and Algorithms I (4 SH)

ECM 502 Programming and Algorithms II (4 SH)

ECM 503 Computing Systems, Networks and the Internet (4 SH)

ECM 520 Technology and Social Value (3 SH)

ECM 560 Computer Science Practicum (2 SH)

The Reading Endorsement at Lake Erie College includes instruction with classroom-based fieldwork integrated throughout the program. Helping students learn to communicate - reading, writing, listening, speaking and visual literacy - is one of the greatest challenges facing teachers, especially given the linguistic and cultural diversity of today's classroom. The program is aligned to the International Literacy Association (ILA) standards, International Dyslexia Association and the guidelines set forth by the Ohio Department of Higher Education, and includes the methods, strategies, and techniques recommended for recognizing and teaching students diagnosed with Dyslexia.

The Reading Endorsement may be added to any standard teaching license, including Early Childhood, Middle Childhood, Intervention Specialist, Adolescence to Young Adult (AYA), and Multi-Age License.

### Admissions Requirements:

- Valid Teachers License
- An Undergraduate Cumulative GPA of 2.75
- Completed Application
- Copy of Teaching License
- Official Transcripts for all Degrees Received

Applicants holding an AYA, Multi-Age, or Career Technical License must have completed a pre-requisite nine credit hours of undergraduate level reading coursework before being admitted.

All other applicants must have completed the prerequisite 12 credit hours of undergraduate level reading coursework before being admitted.

Enrollment in the master's degree is not a prerequisite for enrollment in the reading endorsement.

Those desiring a reading endorsement from the State of Ohio must also successfully complete the Ohio Assessment for Educators (OAE) Exam Subtest I #038 and Subtest II #039.

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### **The Reading Endorsement Curriculum (18 SH)**

EMR 501 Theory and Practice of Reading (3 SH)

EMR 502 Reading Strategies and Curriculum (3 SH)

EMR 503 Assessments in Reading Instruction (3 SH)

EMR 504 Socio-Cultural Factors in Literacy (3 SH)

EMR 505 Phonics (3 SH)

EMR 512 Professional Development and Field Research (3 SH)

## PROGRAMS

### MASTER OF PROFESSIONAL STUDIES (M.P.S.)

This program is designed for career-focused students who are seeking to embrace interdisciplinary learning and also refine and develop skills in key areas related to organizational success. With three primary components consisting of skills-based concentration courses, an interdisciplinary set of core courses, and choice electives, M.P.S. graduates will demonstrate proficiency in the professional skills needed to participate and lead within their organizations. This is an online program.

#### Program Mission

The mission of the applied Masters in Professional Studies degree is to prepare students for further workforce development, organizational leadership, and personal development in pursuit of their professional goals. Students will gain professional competencies and develop the knowledge, skills and dispositions critical to understanding and contributing to their respective individual areas of practice.

#### Program Learning Objectives

- 1** Communication - Students will enhance oral and written communication skills to effectively relate to, collaborate with, and lead others in the workplace. [Assessed in year 1 and every other year thereafter]
- 2** Leadership - Students will gain the necessary tools to lead people and organizations through the act of thinking and acting strategically to achieve results. [Assessed in year 1 every other year thereafter]
- 3** Critical Inquiry - Students will learn to conduct research and collect data using proven scientific methods, and then evaluate and analyze that data to make profitable and ethical decisions in the workplace. [Assessed in year 2 and every other year thereafter]
- 4** Ethics - Students will develop a moral and ethical framework from which organizational decisions can be made [Assessed in year 2 and every other year thereafter]

### ADMISSION

Master of Professional Studies Admission Criteria:

- Complete the M.P.S. Graduate application as found on the college's web page.
- A bachelor's degree from an accredited four-year college or university with an undergraduate cumulative grade point average of 3.00 on a 4.0 scale. Admissions exceptions to the Lake Erie College Professional Studies program may be made based on the applicant's professional work experience and/or acceptable GMAT/GRE scores. A personal interview may be requested at the discretion of the College.
- Submission of official undergraduate transcripts and any graduate work completed (sent directly to the Admission Office from degree-granting institution at [admissions@lec.edu](mailto:admissions@lec.edu)).
- Current or previous professional work experience or experiential learning is expected.
- A resume outlining the work experience and education that has prepared the student to begin graduate study is sent to [admissions@lec.edu](mailto:admissions@lec.edu).

Although generally not required, applicants may supplement their undergraduate record with official scores on the GMAT (Graduate Management Admissions Test) or GRE (Graduate Admission Exam).

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### Transfer Credits

At the time of application as a degree-seeking student to the M.P.S. program, a student may request approval to transfer up to six (6) semester credits from an accredited institution of higher education toward the interdisciplinary concentration. A student wishing to obtain credit for a core or other concentration requirement must have approval for course equivalencies.

Only credits that have been earned within seven (7) years of degree completion will be considered for transfer.

Only credits in which a grade of “B” or better has been earned will be considered for transfer.

Master of Business Administration (M.B.A.) coursework completed at Lake Erie College may be used to fulfill equivalent core M.P.S. requirements.

### The M.P.S. Curriculum

Students must complete the core (21 hours) and 12 hours of elective credit. The total degree program is 33 hours. The core classes assist in meeting a foundation of general advanced knowledge that is relevant to the current work environment. The core and concentration courses were selected to align with the mission and program objectives and are further supported by market research from industry leaders in the region as well as a pool of prospective students. All M.P.S. coursework is offered online in an asynchronous manner. Classes may be offered in 7 or 14 week formats.

#### Core (Required) Courses (21 SH)

MBA 530 Leadership (3 SH)

MBA 532 Quantitative Business Analysis (3 SH)

MBA 534 Organizational Behavior (3 SH)

MPS 501 Negotiation and Conflict Management in the Workplace (3 SH)

MPS 502 Business Ethics, Diversity and Social Issues (3 SH)

MPS 565 Research Methods (3 SH)

MPS 588 Capstone Project (3 credit hours)

#### Required Concentration

Students have the choice between four concentrations, Communication, Organizational Behavior Management, Interdisciplinary or Workplace Negotiation and Conflict Resolution.

#### Communication Concentration (12 SH)

Designed for experienced business/communication professionals the M.P.S. Communication Concentration focuses on topics that include communication and diversity in the workforce, active listening and effective communication in the digital age, digital and social media, and inclusion and leadership. Additionally, the concentration will also explore how to enhance communication performance through leadership, management styles, ethics and training.

MPSC 510 Active Listening in the Digital Age (3 SH)

MPSC 511 Communication and Diversity in the Workforce (3 SH)

MPSC 512 Communication Campaign Development (3 SH)

MPSC 513 Presentation Techniques (3 SH)

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### **Organizational Behavior Management Concentration (12 SH)**

The concentration in Organizational Behavior Management examines the role of the individual, work groups and teams, the organizational system and how these areas interact within the organizational system as well as the broader external environment.

MPSO 520 Understanding the Individual at Work (3 SH)

MPSO 521 Managing Work Groups and Teams (3 SH)

MPSO 522 Managing the Organizational System (3 SH)

MPSO 523 Leading Across Culture (3 SH)

### **Interdisciplinary Concentration (12 SH)**

The interdisciplinary concentration allows students the flexibility to create a degree plan with courses from any of the M.P.S. curricular offerings. Students are able to study in more than one area and select specific subjects and topics that are of interest to them.

### **Workplace Negotiation and Conflict Resolution Concentration (12 SH)**

The concentration in Conflict Resolution begins with an examination of the genesis of conflict in the workplace. It then delves into the theory and practice of dispute resolution and conflict management in both unionized and nonunion workplaces. A thorough examination of Alternative Dispute Resolution (ADR) functions and processes, including Negotiation/bargaining, Mediation, and Arbitration is conducted. The key objective of the concentration is to enable students to both understand and think critically about different alternative dispute resolution procedures and how they can be used to enhance labor and employment relations. To achieve this objective, students are involved in doing simulation exercises to provide them with hands-on experience in using workplace dispute resolution techniques.

MPSR 530 Genesis and Theories of Conflict (3 SH)

MPSR 531 Negotiation and Bargaining in the Workplace (3 SH)

MPSR 532 Labor and Employment Mediation (3 SH)

MPSR 534 Labor and Employment Arbitration (3 SH)



## PROGRAMS

### MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES (M.S.P.A.S.)

Lake Erie College, having received provisional ARC-PA and The Ohio Department of High Education accreditation and approval from the Higher Learning Commission, admitted its first cohort of students for its inaugural Physician Assistant class in 2014. Students who successfully complete the program will be awarded a Master of Science in Physician Assistant Studies (M.S.P.A.S.) degree.

Physician assistants work in all areas of medicine, including family medicine, emergency medicine, surgery, and psychiatry. The work of physician assistants depends in large part on their specialty and what their supervising physician needs them to do. His/her specific duties and the extent to which he/she must be supervised by physicians and surgeons differ from state to state.

#### Program Mission

To develop motivated, diverse individuals into Physician Assistants who practice patient-centered, evidence-based medicine, while creating an environment of academic excellence, leadership, and collaboration that is dedicated to serving the healthcare needs of the community.

#### Program Learning Objectives

- Matriculate diverse, highly qualified applicants who successfully complete the program
- Develop physician assistants who provide highly skilled healthcare
- Practice evidence-based medicine and utilize current guidelines
- Promote and foster collaborative teamwork
- Develop physician assistants who demonstrate interpersonal skills and professionalism necessary for patient-centered care
- Enrich the community through service
- Be committed to professional development
- Foster relationships to support Northeast Ohio regional health systems

#### Master of Science in Physician Assistant Studies Admissions Criteria:

Application Process:

All application materials are to be submitted to the Central Application Service for Physician Assistants (CASPA) at <https://portal.caspaonline.org/>.

- Submit a personal statement on CASPA. This is a 500- 1000 word writing sample that is intended to give the applicant an opportunity to introduce themselves.
- Submit official transcripts to CASPA.  
CASPA  
P.O. Box 9108  
Watertown, MA 02471
- Submit the names and e-mail addresses for three references to CASPA. The three references required should be from a (1) PA, MD, or DO, (2) a college professor or instructor, and (3) a personal reference.
- Submit Graduate Record Examination (GRE) results to CASPA.
- Document healthcare experience and PA shadowing hours in CASPA. Proof of shadowing hours should be retained by the student.

All documents must be submitted before the deadline, December 1st. It is strongly encouraged to submit all documentation before October 15th to allow time for verification through CASPA.

## PROGRAMS

Applicants will be contacted for an interview if selected.

Accepted applicants will be notified shortly after interviews. Students are required to pay a \$1,000 non-refundable deposit within two weeks to hold their positions. A second non-refundable deposit of \$500 is due before March 15th in order to continue to hold the position. Applicants receiving an admission offer after March 1st will be required to submit the entire non-refundable deposit of \$1,500 to hold their position. The non-refundable deposit will be applied towards tuition.

### Requirements:

All students must have received a minimum of a baccalaureate degree from a regionally accredited college or university in the United States with a 3.2 GPA or better on a 4.0 scale. All GPA calculations are done by CASPA.

#### Academic Course Pre-Requisites:

All required pre-requisite courses should be “B” or better with the exception of Organic Chemistry which must be “C” or better.

PLEASE NOTE: PREREQUISITE COURSE SUBSTITUTIONS WILL BE CONSIDERED ON AN INDIVIDUAL BASIS. ADVANCED COURSEWORK OR EXPERIENCE MAY BE CONSIDERED FOR SUBSTITUTION. A GRADE OF "B" OR BETTER SHOULD BE OBTAINED IN ALL PREREQUISITE COURSES WITH THE EXCEPTION OF ORGANIC CHEMISTRY IN WHICH A GRADE OF "C" OR BETTER SHOULD BE OBTAINED.

#### *Coursework:*

Completed within last 7 years:

- Human Anatomy & Physiology with lab (2 courses)
- Microbiology with lab (1 course)
- Genetics with lab (1 course)
- General Chemistry I and II with labs (1 course each)
- Organic Chemistry with lab (1 course)
- Biology I and II with labs (1 course each)
- Statistics (1 course)

Note: Preference given to students with advanced statistics, biostatistics or health-related statistics courses

- Psychology (1 course)

No Time Limit:

- English Communication (1 courses)
- College Algebra or higher (1 course)

Tested out during interviews:

- Medical Terminology (course recommended)  
And
- Graduate Record Examination (GRE) in last 5 years

## PROGRAMS

### *Healthcare Experience Requirement:*

Applicants are required to complete a minimum of 250 hours observing or participating in the delivery of healthcare in a clinical environment.

At least 50 of the 250 hours must be from direct shadowing of a licensed Physician Assistant. This requirement may be met through paid or volunteer experiences. While shadowing a physician assistant or physician will meet this requirement, priority consideration is given to applicants with prior experiences where the applicant has assumed direct responsibility for patient care. Proof of shadowing hours and healthcare experience should be retained by the student and could be requested at any time by Lake Erie College for verification purposes.

Students may use the following items to meet this requirement and include, but are not limited to:

- Shadowing a PA or physician in an office or hospital
- Volunteering or working as an emergency Medical technician
- Working as a nurse, nurse's aide, respiratory therapist, paramedic, athletic trainer or other healthcare provider
- Volunteering in a healthcare facility

The healthcare experience is intended to strengthen interpersonal skills and to develop an understanding of the role of healthcare provider.

### References:

Applicants are required to submit three references from sources who are familiar with the qualifications of the candidate. Each reference must comment on his belief that the candidate can successfully complete a rigorous didactic and clinical program such as the Physician Assistant sciences program. The reference is also expected to comment on other attributes he or she feels will ensure the success of the candidate in the Medical profession. References from relatives, even if they are healthcare professionals, are highly discouraged.

One reference is required from EACH category:

- A person holding the PA-C, MD, or DO designation and who also holds a current license to practice.
- A college or university professor holding a doctorate degree in any discipline where the candidate has been a student in one or more of the classes taught by the faculty member. References from persons holding doctorate level degrees in the sciences such as biology, chemistry, or health sciences will be given higher priority.
- A reference of your choice of someone who has knowledge of your work ethic, academic record, volunteer work or other activities and can comment on your ability to succeed in the physician assistant program.

### *Interview:*

Following the initial review of applications, a limited number of applicants will be invited for a personal interview. Verbal, written, and interpersonal communication skills will be assessed during the interview as well as the candidate's qualifications overall. The interview score is an important component for determining admission to the program. Medical Terminology knowledge will also be assessed through a written test during the interview process, although, a failing score will not preclude admission.

### *Criminal Record:*

All prospective students must be honest about their criminal record. Background checks will be performed including Bureau of Criminal Identification and Investigation (BCII) report and Federal Bureau of Investigation (FBI) report. The Lake Erie College Physician Assistant Program has the right to deny enrollment based on previous convictions or false information.

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Appeals to any Information found during the background check or drug screening must be made directly through [CastleBranch.com](http://CastleBranch.com) according to their listed policies and procedures. All cases will be reviewed individually. Background checks will need to be updated during the program.

### *Immunizations:*

The immunization records are submitted to [CastleBranch.com](http://CastleBranch.com) who will review and notify the program of student Immunization records. The Lake Erie College Physician Assistant Program follows the Center for Disease Control (CDC) recommendations for health care providers.

Lake Erie College Physician Assistant Program takes seriously its responsibility to maximally protect students, staff, and patients from all potential health threats including infections. This is accomplished, in part, by requiring proof of all of the following immunizations PRIOR to matriculation into the Lake Erie College Physician Assistant Program:

- Measles, Mumps & Rubella (MMR) Vaccines  
Documentation of vaccination with 2 doses of live measles, mumps, and rubella virus-containing vaccine,  
OR  
Laboratory evidence of immunity  
If a student has 2 documented doses of the MMR vaccine and has a negative or inconclusive/equivocal titer, than the student will be required to receive a booster dose of the MMR vaccine. If the student cannot provide proof of prior vaccination and has a negative or inconclusive/ equivocal titer, then the student will be required to complete the MMR vaccination series.
- Hepatitis B Vaccines  
Documentation of dates of immunizations (3doses).
- Hepatitis B Surface Antibody Titer  
Proof of immunity with anti-HBs titer (lab report required).  
If a student has 3 documented doses of the Hepatitis B vaccination and the titer is negative or inconclusive/ equivocal, then the student will be required to repeat the vaccination series and obtain repeat titers after the series is completed.
- Varicella (Chicken Pox)  
Documentation of one of the following:  
Dates of immunizations (2 doses) OR dates of history of the disease
- Varicella (Chicken Pox) Titer  
Proof of immunity with IgG titer (lab report required).  
If titer is negative or inconclusive/equivocal, the student will be required to obtain vaccination with 2 doses of varicella vaccine. Repeat titers after completion of the 2-dose series are not required.
- Tetanus, Diphtheria, & Pertussis (Tdap)  
Documentation of dates of immunizations AND a Tdap booster within the past 10years.
- Tuberculosis  
Documentation of dates of negative baseline 2-step tuberculin skin test (TST) administered within the year prior to entering the PA Program with subsequent annual TST testing (2 negative TB tests at least 1 week, but no longer than 3 weeks apart)  
OR

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### Negative QuantiFERON TB Gold (QFT-G)

If a TST or QFT-G test is positive, a clear baseline chest X-Ray (lab report) is required. TB testing must be done annually with no more than 12 months between tests and must be current at all times. Student is responsible for obtaining annual TB testing and must provide the program with all updated information through CastleBranch.com.

- **Influenza**  
Students must show proof of having received the Influenza vaccine annually, due each fall. Immunization information will be provided to CastleBranch.com.
- **Physical Exam**  
A Physical Exam must be completed and submitted to CastleBranch.com. Confirmation of the receipt of this exam will be forwarded to the PA Program Admission Coordinator but the actual exam will not be reviewed. The “Student Health Evaluation” form can be downloaded from CastleBranch.com. This form should be copied and kept on file by the student’s health care provider. A copy of the technical standards attestation form should be uploaded to CastleBranch.com for confirmation that a complete physical was performed and that the student has met the technical standards and health requirements to continue in the program. This physical exam is required annually. The purpose of the examination is to ensure the student is free of infectious disease of medical conditions that could impair their ability to perform clinical rotations. Without completed medical forms and evidence of medical insurance, students are ineligible to be on clinical rotations and could be dismissed from the PA program. Students are responsible for any costs incurred for any health screening. (Standard A3.07)
- **Student Health Insurance**  
Students are required to maintain private health insurance for the duration of the PA program including the didactic and clinical phases. Students must provide proof of insurance to CastleBranch for verification annually. Students are responsible for any costs incurred for health insurance.

### Drug Screen Policy

Students are required to complete a drug screening at the start of the PA program. Drug screening will need to be updated during the program. Additionally, some clinical sites may require extra screenings. Program administration may require situational and random drug screening. Students will utilize CastleBranch for this service. Students are responsible for the costs of this service.

### Technical Standards

Students will be required to sign a form attesting that they are able to meet the technical standards of the LEC Physician Assistant Program. Technical standards can be found below and are also available for review on the Lake Erie College Physician Assistant Program website at <http://www.lec.edu/pa-admissions>.

Yearly Physical Exam: physician signs tech standards form.

### Advanced Placement

The program does not offer advanced placement.

## PROGRAMS

### **Transfer Credits M.S.P.A.S.**

The Master of Physician Assistant Program does not accept transfer credits.

### **Early Acceptance Opportunity (EAO)**

The LEC PA Program will reserve up to 4 seats per cohort for current qualifying Lake Erie College undergraduate students. See Early Acceptance Opportunity page for details at: <https://www.lec.edu/pa-early-acceptance-opportunity>.

### **Disclosure of Admission Practices**

All Lake Erie College current students and graduates who meet the minimum requirements will be granted an interview. Lake Erie College current students and graduates will be awarded preferential points during the initial selection process. In addition, the PA Program also will reserve 4 seats per cohort for current qualifying Lake Erie College undergraduate students. See Early Acceptance Opportunity page for details. In the event that a Lake Erie College student is not admitted through either the guaranteed interview or Early Acceptance Opportunity, that individual may apply again in future years, but may not take advantage of the guaranteed interview (and is not eligible for the Early Acceptance Opportunity). Instead, repeat applicants will be reviewed in accordance with the standard admissions policies.

Because of the Program's rolling admissions process, some preference will be given to applicants that apply early in the admissions cycle, meet all of the prerequisites including the GRE requirement before application, and have completed all required shadowing hours.

Applicants with higher GRE scores, applicants with more healthcare experience, and applicants with a record of strong academic performance are given some preference.

The Lake Erie College PA Program respects the growing diversity of the population in the United States. As such, we are committed to matriculating students from diverse backgrounds and life experiences. This includes students from diverse racial, ethnic, and socioeconomic backgrounds and those who have served in the military or demonstrated other forms of service. We appreciate applicants from diverse racial, ethnic, and socioeconomic backgrounds as this enhances the collaborative process and enriches the classroom experience. In addition, the PA Program strongly considers applicants who demonstrate characteristics that align with our mission and goals. Community service, volunteering, and a history of serving others are strongly considered during the evaluation process.

### **The M.S.P.A.S. Curriculum**

All students must complete 30 courses for a total of 112 semester hours.

- PAM 501 Introduction to the PA Profession (3 SH)
- PAM 503 Research Methods and Evidence-Based Practice (3 SH)
- PAM 505 Human Physiology (4 SH)
- PAM 506 Psychiatry/Addiction Medicine (3 SH)
- PAM 507 Medical Genetics (3 SH)
- PAM 508 Women's Health (3 SH)
- PAM 509 Gross Anatomy (3 SH)
- PAM 510 Clinical Medicine I (5 SH)

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- PAM 511 Clinical Medicine II (5 SH)
- PAM 515 Emergency Medicine (3 SH)
- PAM 516 Care Across the Lifespan (3 SH)
- PAM 517 Surgery and Technical Procedures (2 SH)
- PAM 520 Patient Evaluation I (3 SH)
- PAM 521 Patient Evaluation II (3 SH)
- PAM 523 Professional Practice for PAs I (1 SH)
- PAM 524 Professional Practice for PAs II (1 SH)
- PAM 525 Professional Practice for PAs III (2 SH)
- PAM 529 Introduction to Pharmacology (2 SH)
- PAM 530 Pharmacology I (3 SH)
- PAM 531 Pharmacology II (3 SH)
- PAM 540 Clinical Laboratory & Diagnostic Medicine I (3 SH)
- PAM 541 Clinical Laboratory & Diagnostic Medicine II (3 SH)
- PAM 545 Problem Based Learning I (2 SH)
- PAM 546 Problem Based Learning II (2 SH)
- PAM 550 Family Medicine Clinical Rotation (4 SH)
- PAM 551 Internal Medicine Clinical Rotation (4 SH)
- PAM 552 Pediatrics Clinical Rotation (4 SH)
- PAM 553 General Surgery Clinical Rotation (4 SH)
- PAM 554 Women's Health Clinical Rotation (4 SH)
- PAM 555 Psychiatry/Behavioral Medicine Clinical Rotation (4 SH)
- PAM 556 Emergency Medicine Clinical Rotation (4 SH)
- PAM 558 Clinical Rotation Elective (4 SH)
- PAM 559 Core Medicine Elective I Clinical Rotation (4 SH)
- PAM 560 Core Medicine Elective II Clinical Rotation II (4 SH)
- PAM 580 Clinical Seminar I (2 SH)
- PAM 581 Clinical Seminar II (1 SH)
- PAM 582 Clinical Seminar III (2 SH)

### Program Standards

Students should consult the *Physician Assistant Program Handbook* for additional program standards and expectations.

## COURSES

### MASTER OF EDUCATION – COMPUTER SCIENCE (ECM)

#### **ECM 501 Programming and Algorithms I (4 SH)**

This course is an introductory look at the elements of the Python programming language. These basic concepts will allow the student to build programs to solve computing problems. In addition, this course will focus on functions and solving problems by creating algorithms. The projects will solidify your understanding of concepts learned by identifying algorithms to use in solving specific problems. This course will be taught at Auburn Career Center. Upon completion of Programming and Algorithms I & II, an optional PCEPT™ industry credential is available at additional cost to the student.

#### **ECM 502 Programming and Algorithms II (4 SH)**

This course will focus on functions and solving problems by creating algorithms. The projects will solidify your understanding of concepts learned in Programming and Algorithms I by identifying algorithms to use in solving specific problems.

#### **ECM 503 Computing Systems, Networks and the Internet (4 SH)**

This course will focus on basic computer architecture and peripherals, including but not limited to processors, memory, storage, sensors, building knowledge of the characteristics and functions of operating systems, concepts relating to computer networks and strategies for troubleshooting basic hardware and software problems.

#### **ECM 520 Technology and Social Value (3 SH)**

This course explores how advancements in technology impact our ethical positions as a society. Subjects that may be considered include warfare, hunger, medicine, and human enhancement.

#### **ECM 560 Computer Science Practicum (2 SH)**

The computer science practicum includes 50 hours of field experience. Students choose their own field experience location. This experience must include engagement with students in a computer science classroom. All field experience settings and activities must be preapproved by the program director. Also required as part of the computer science practicum is the development and execution of a computer science-related professional development, as approved by the program director and the Lake Erie College Professional Development Director.

### MASTER OF EDUCATION (EDM)

#### **EDM 500 Research for the Professional Educator (3 SH)**

##### *Core Course*

This course is designed to meet the needs of professional educators in becoming informed consumers of educational research. The fundamentals of research design, basic statistics and the evaluation of research are studies. Educators will understand the complexity of educational research and learn to conduct research in a school setting. Successful completion of the course requires submission and approval of a research proposal.

#### **EDM 501 Contemporary Issues in American Education (3 SH)**

##### *Core Course*

Utilizing philosophical, historical, political, economic and sociological frameworks, students will examine the critical issues confronting American Education. Issues focus upon the nature of problems, probable consequences and alternative solutions. The complex role of schools in American society is examined. Among the major ideas studied are school reform, professionalism, school finance, curriculum and instructional issues.



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### **EDM 511 Adolescent Literature (3 SH)**

*Elective*

This curriculum embodies the exploration of physiological, psychological and social issues unique to adolescents and the utilization of trade books across the curricula to meet their academic and personal needs. It entails the wide and critical reading books intended for an audience of adolescents, becoming familiar with selection/review sources and developing creative, relevant curriculum and instruction.

### **EDM 512 Critical Analysis of Children’s Literature (3 SH)**

*Elective*

As an advanced study of book evaluation, literary criticism, children’s book publishing, awards and current trends in the field, this course requires extensive critical reading. It is designed to improve the ability to discern quality books and illustrations, to acquire a literary canon and apply it across genres. Exposure to the scholarship of literary critics and employment of criteria established by their body of work will be required.

### **EDM 517 Models of Effective Teaching and Planning (3 SH)**

*Core Course*

This course surveys and evaluates the literature on effective teaching and planning. Educators investigate research of content areas for which they have instructional responsibility. They evaluate usefulness of their findings to classroom teaching and planning for instruction. They investigate content-specific instructional strategies and innovations in teaching. They create learning situations in which students work independently, collaboratively, and profit from direct instruction. Educators apply academic language and demonstrate their ability to impact student learning and students.

### **EDM 564 Capstone Seminar (3 SH)**

*Core Course*

Educational Research Seminar is the candidate's culminating research experience. In this course, candidates will work closely with an advisor within their field of specialization to complete and document an action research project that fulfills the program requirements of a culminating project and follows the proposal successfully completed in EDM 500. The culminating experience will emphasize the professional standards and practices important to their field of specialization.

### **EDM 570 Special Topics in Education (1-3 SH)**

*Elective*

### **EDM 593 Individual Investigation in Education (1-3 SH)**

*Elective*

## **MASTER OF EDUCATION– COACHING (EMC)**

### **EMC 520 Creating Community: Maximizing Social Benefits in the Sport Environment (3 SH)**

This course will focus on creating sport organizations that function as inclusive, positive communities. A comprehensive examination of the social and emotional outcomes that stem from youth sport participation will be covered. This course will discuss strategies to help coaches develop and implement an athlete-centered coaching philosophy. Strategies for creating and running sport programs which positive social and emotional benefits are maximized for participants, with the aims of creating positive learning environments appropriate to the goals of the sport program and encouraging lifetime sport participation will be discussed. [NASPE Standards 1, 2, 17]

### **EMC 521 Coaching Ethics and Leadership (3 SH)**

This course will focus on ethics and leadership for sport coaches. Included in this course will be an in-depth discussion of best

## COURSES

ethical practices for coaches, with regard to both on and off field issues. In addition, this course will examine evidence based research surrounding leadership styles and teach effective leadership strategies for developing athletes and sport organizations. Attention will also be given to effective strategies for empowering peer leaders at various stages of athletic and personal development. [NASPE Standards 3, 4, 18]

### **EMC 522 Coaching Better: Facilitating Sport Skill Acquisition & Developmentally Appropriate Training Programs (3 SH)**

This course will focus on creating athletic programs that are both successful and developmentally appropriate for the age and level of athletes participating in them. This course will focus on the study of athlete development and the creation of season long training programs, as they correspond to age and skill level. As part of this focus, this course will provide students the opportunity to explore skills, elements of skill combinations and techniques associated with the sport(s) they expect to coach. Furthermore, this class will provide coaches with strategies for assisting athletes with developing personal goals and the evaluation of those goals. Finally, this course will help students gain insight into the identification, development and application of competitive sport strategies and tactics in their coaching. This course will require students to spend a minimum of 8 hours coaching or volunteering alongside a coach in a sport organization [NASPE Standards: 12, 16, 27, 28, 29, 38, 39, 40]

### **EMC 523 Whole Athlete Development: Off the Field Elements for Athletic Success (3 SH)**

This course will provide students with the knowledge to assist athletes in the development of non-sport specific skills that are critical to athletic success. Included in this will be a comprehensive discussion of nutrition, as well as strategies for advocating for and enforcing drug free sport participation. Finally, the course will include a basic overview of sport psychology, as it relates to athlete performance. Students will focus on how a holistic view of athletes and athletic performance will lead to positive outcomes. [NASPE Standards: 11, 13, 14]

### **EMC 524 Safety Training for Coaches (3 SH)**

Course Description: This course will focus on the prevention, recognition and treatment of injuries. The course will include comprehensive discussion of prevention, treatment and care of injury, including strategies for providing safe environments, facility safety, use of protective equipment and the identification of conditions that predispose athletes to injury. Furthermore, this course will instruct coaches in the recognition of injuries, as well as best practices for providing immediate and appropriate care. [NASPE Standards: 5, 6, 7, 8, 9, 10, 15, 34]

### **EMC 525 Administration & Evaluation of Sport Programs (3 SH)**

This course will instruct students in the administration and evaluation of sport programs. Included in this course will be a complete discussion of ways to publicize your program, strategies for managing program resources, best practices for information management and tactics effectively managing competitive opportunities. The course will also include strategies for program-level assessment, as well as self-evaluation for coaches. [NASPE Standards: 30, 31, 32, 33, 35, 36, 37]

### **EMC 526 Coaching, Teaching & Team Development (3 SH)**

This course will focus on the development sport programs that are characterized by a strong sense of shared vision between the coach and athletes. Effective coaches just don't build athletes; they develop people and build programs, and thus their influences can last a lifetime. This course examines the communication skills, goal development and monitoring, motivation of athletes that is necessary to build a successful and sustainable sport program. By focusing on the development of the four seasons of coaching, this course will help students better understand how to develop proper practice planning methods that incorporate appropriate instructional strategies to facilitate development and performance of athletes and teams. Additionally, this class will delve into the science of mental skill development and the management of an athlete's anxiety. Students are taught how to use effective communication skills to create teams in which athletes experience enhanced learning, greater team

## COURSES

success, and increased enjoyment of the sport. [NASPE Standards 19, 20, 21, 22, 23, 24, 25, 26]

### **MASTER OF EDUCATION – EDUCATIONAL LEADERSHIP (MEL)**

#### **MEL 501 Transformational Leadership (3 SH)**

This course will explore the key principles and practices of transformational leadership, including the ability to communicate a compelling vision, build strong relationships, and empower others to take ownership of their work.

#### **MEL 502 Culturally Responsive Leadership (3 SH)**

This course will explore the key principles and practices of culturally responsive leadership, including the ability to understand and appreciate different cultural perspectives, communicate effectively across cultures, and create inclusive environments that foster positive relationships.

#### **MEL 503 Instructional Leadership (3 SH)**

This course will explore the key principles and practices of instructional leadership, including the ability to set clear goals for student learning, provide effective feedback and support for teachers, and use data to inform decision-making.

#### **MEL 504 School Finance (3 SH)**

This course will explore the key principles and practices of school finance, including budget planning, revenue generation, and expenditure management. By the end of the course, students will have the knowledge and skills to effectively manage the financial resources of a school or educational organization, and to make informed decisions that support student learning and achievement.

#### **MEL 505 School Law and Ethics (3 SH)**

This course will provide an overview of the legal and ethical issues that arise in the school setting. Topics will include student rights and responsibilities, legal issues related to discipline and the ethical considerations that guide the work of educators and school administrators. The course will also cover the role of school boards, state and federal laws affecting schools, and recent court cases that have shaped the field of education law.

#### **MEL 506 Data-Driven Decision Making (3 SH)**

This course will focus on the use of data in making common building and district level decisions. Students will learn how to collect, analyze, and interpret data to inform educational policy, instruction, and assessment. Descriptive, correlational, and inferential techniques will be used to make decisions on the building and district levels.

#### **MEL 507 Community Relations and Collaboration (3 SH)**

This course will focus on the importance of community relations and collaboration in education, including government, business, and non-profit organizations. Students will learn about the various strategies and tactics used to build and maintain positive relationships with community members and organizations and explore the importance of community and its impact on education.

#### **MEL 508 Innovative Leadership and Teaching (3 SH)**

This course will explore the principles of innovative leadership and teaching in education. Students will learn about the latest theories and practices in educational leadership, with a focus on creativity, flexibility, and adaptability. Topics will include change management, problem-solving, and strategic planning, as well as the development of leadership skills and the importance of mentorship.

## COURSES

### **MEL 509 Leadership in Special Education (3 SH)**

Students will gain an understanding of the legal, ethical, and best practices related to the education of students with disabilities. Topics will include inclusive education, differentiated instruction, and the use of assistive technology. The course will also cover the leadership skills and strategies necessary for leading special education programs and teams, such as collaboration, communication, and decision-making.

### **MEL 510 Safe and Supportive Schools (3 SH)**

Students will learn about the various SEL competencies and how they can be taught and nurtured in a school. The course will also cover the latest research on the impact of SEL on student academic and behavioral outcomes, as well as the benefits for teachers and schools.

### **MEL 511 Residency I (2 SH)**

*Principal, 100 hours*

This residency will develop awareness and experience for a future principal. The residency will be self-assigned and approved by the program director. Once approved, together with the mentor administrator, the candidate will navigate through the experience of an administrator, reflecting on the experience and contributing to the cumulative portfolio project.

### **MEL 512 Residency II (2 SH)**

*Principal, 100 hours*

This is part two of the 100 hour residency. This residency will develop awareness and experience for a future principal. The residency will be self-assigned and approved by the program director. Once approved, together with the mentor administrator, the candidate will navigate through the experience of an administrator, reflecting on the experience and contributing to the cumulative portfolio project.

## **MASTER OF EDUCATION – LITERACY/READING (EMR)**

### **EMR 501 Theory and Practice in Reading (3 SH)**

This course focuses on the foundations of literacy, including theory and research. The history of literacy development and teaching in the United States and the impact state and federal mandates have on them will be explored. Emphasis is directed to early and emergent literacy. Candidates learn to integrate all components of literacy to develop fully literate individuals.

### **EMR 502 Reading Strategies and Curriculum (3 SH)**

Candidates learn to use a wide variety of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. Candidates develop a repertoire of books, technology based information, and other types of text representing multiple levels, broad interests, cultural, and linguistic backgrounds to facilitate literacy development.

### **EMR 503 Assessment in Reading Instruction (3 SH)**

Candidates learn to use a wide range of assessment tools and practices that provide measurement data for individuals and groups. They become proficient in administering individual and group standardized and informal assessments. Candidates use assessment data to identify students' proficiencies and deficiencies and use it to plan, evaluate, and revise instruction that meets the needs of all students.

### **EMR 504 Socio-Cultural Factors in Literacy (3 SH)**

Candidates will read and discuss multicultural children's and adolescent literature as a framework to explore how culture, income, race, religion and gender influence literacy learning and engagement. Candidates will corroborate that insight with contemporary documentation, and how that applies to students.

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### **EMR 505 Phonics (3 SH)**

The content of this course includes the review and examination of the word study approach to literacy instruction and its related stages of spelling. The best practices associated with differentiating for English Language Learners and Dyslexia. An emphasis is placed on letter-sound correspondences segmenting processes, spelling, morphology, and syllabication. Effective application of phonetics strategies, understanding diacritical markings, English grammar, structural analysis, and context are covered.

### **EMR 512 Professional Development and Field Research (3 SH)**

Candidates participate in field experiences that are logical, sequential, and planned at the Pre-K-3, middle, and secondary levels. They display dispositions related to reading, and the teaching of reading, model ethical professional behavior, and work with colleagues to observe, evaluate, reflect and provide feedback on each other's practice to improve instruction. Candidates can fulfill these hours in partially in your own classroom, within your building and within your district in order to interact with all grade bands. The field experience hours total 100 hours over the course of the semester.

## **MASTER OF EDUCATION – SPECIAL EDUCATION (EMS)**

### **EMS 550 Introduction to Mild to Moderate Intervention (3 SH)**

This course explores the characteristics, prevalence, and definitions of mild to moderate disabilities including those individuals with learning disabilities, dyslexia, cognitive, behavioral and emotional, and speech and language disabilities as well as those who are on the Autism Spectrum. Historical and legal issues regarding the Individuals with Disabilities Education Act are addressed as well as current issues and trends in the field.

### **EMS 551 Evidenced Based Strategies (3 SH)**

This course will provide students with the understanding of what constitutes an Evidence Based Practices and Programs (EBP), the difference between evidenced based, research based and other commonly used terms, and where to find these practices. Students will be prepared to select and implement EBPs with fidelity and to collect and monitor ongoing student progress.

### **EMS 552 Assessment and Data Based Interventions (3 SH)**

This course focuses on the administration and interpretation of formal and informal assessment instruments for students with mild/moderate exceptional learning needs. Additionally, it prepares students with the knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. Particular emphasis is placed upon evaluation in order to plan appropriate instruction as well as to determine eligibility for special education. Furthermore, students will be prepared to write Individualized Education Plans (IEP) as well as engage in progress monitoring for Response to Intervention (RTI).

### **EMS 553 Curriculum Planning and Strategies for Mild to Moderate Disabilities (3 SH)**

This course teaches the professional to understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. Additionally, the course addresses how to modify general and specialized curricula to make them accessible to individuals with exceptionalities including an introduction to the extended standards. Particular emphasis is placed on the concepts of Universal Design for Learning (UDL), differentiation of curriculum, and creation of engaging student led learning opportunities by using research and evidenced based practices including cognitive learning strategies.

### **EMS 554 Positive Behavior Supports and Intervention (3 SH)**

This course will provide students with instruction on how to apply basic behavior principles to prevent and resolve behavior challenges. Students will learn: basic principles of functional assessment of behavior problems, how to select meaningful

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reinforcers to increase or decrease behaviors, how to monitor progress in order to make data-based decisions, and the use of evidence-based strategies such as Applied Behavior Analysis, as they develop behavior intervention plans to promote student success. Particular emphasis will be placed on positive behavior supports at the individual, classroom and school-wide level.

### **EMS 555 Collaboration with Families and Professionals (3 SH)**

This course focuses on research and productive strategies for establishing successful collaborative relationships with families, educators and other professionals. It fosters sensitivity to the needs of culturally and linguistically diverse families and cultures. Significance is placed on partnerships and networking with other professionals, paraprofessionals and families as team members designing, implementing and evaluating appropriate educational experiences. Engaging students in their own IEPs and Co-teaching as a means of effectively partnering with general educators is highlighted as well as the importance of staying current with best practices in the field via professional development.

## **MASTER OF BUSINESS ADMINISTRATION (M.B.A.)**

### **MBA 501 Quantitative Skills for Business Study (1 SH)**

#### *Foundation Course*

A course for students needing a refresher in algebra and other basic mathematical tools. The course covers basic algebra including polynomials, equations, functions, graphs, linear equations, intercept and slope. The course goes on to review the concept and simple techniques of differentiation including successive differentiation and partial differentiation, geometric interpretation or derivatives, and optimization techniques - maximization and minimization. Credit does not count toward total required for degree completion.

### **MBA 502 Fundamentals of Financial Accounting (1 SH)**

#### *Foundation Course*

An introduction to the language of business and how it related to financial accounting. Students will gain an understanding of the Balance Sheet, Income Statement and Statement of Cash Flows as well as essential financial ratios. Credit does not count toward total required for degree completion.

### **MBA 510 Foundations of Health Informatics (3 SH)**

#### *Elective*

Prerequisite: Health Informatics concentration In this course students analyze the landscape of healthcare informatics including information systems, regulations, accreditation, ethics, security, organizational change and IT alignment with strategic organizational goals.

### **MBA 511 The Interrelationships between Healthcare Delivery and Information Systems (3 SH)**

#### *Elective*

Prerequisite: MBA 510

This course is designed to examine the complex structure of integration of various health informatics systems including the roles and responsibilities of end users and managers across various healthcare settings. The system design lifecycle, implementation, training, go-live, meaningful use and workflow re-engineering are studied.

### **MBA 512 Healthcare Information and Data Management (3 SH)**

#### *Elective*

Prerequisite: MBA 511

Healthcare information and data management is evaluated for healthcare providers and managers for improving delivery of healthcare services. Identification of trends, systems testing as well as data analysis for decision making is researched from a management and leadership perspective.

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### **MBA 520 Data and Database Management (3 SH)**

*Elective*

An exploration of the role of data and database systems and technologies in the organization. Management and technical aspects of data storage, capture, and validation will be studied. Database theory, query language, and the conceptual, logical, and physical design of databases will be covered. Students will gain hands-on experience by developing database applications using a standard database management system.

### **MBA 521 Information Systems Design and Development (3 SH)**

*Elective*

An in-depth study of methodologies, tools, and techniques for the design of information systems in the organization. Enterprise Architecture, enterprise and web-based systems, and emerging technologies will be studied. Students will analyze, design, and develop an actual information system using development tools.

### **MBA 522 Data Communications, Computer Networks, and Security (3 SH)**

*Elective*

This course introduces data communications and networking concepts including network architecture and routing protocols (TCP/IP). Wired and wireless network concepts will be covered. Information security concepts relative to information systems and networks will be introduced, including wireless and applications security, access control, and cryptography, intrusion detection, and prevention.

A semester-long project will be part of this course.

### **MBA 530 Leadership (3 SH)**

*Elective*

This course examines theories that provide the conceptual framework for organizational development from the leader's perspective. Strategies and qualities necessary for becoming an effective leader will be examined. The process of creating an organizational vision and implementing visionary leadership will be one of the major course topics. Students will reflect on the particular challenges and responsibilities encountered in shaping and creating successful leaders in the 21st century. Application of theory to practice will be stressed.

### **MBA 532 Quantitative Business Analysis (3 SH)**

*Core Course*

Covers the complex mathematical models and problem-solving techniques encountered in later courses in economics, accounting, finance and production and operations management. Topics include descriptive statistics, probability and probability distributions, hypothesis testing, populations and sampling, analysis of variance, simple and multiple regression analysis, time series forecasting and modeling and introductory chi-square techniques.

### **MBA 534 Organizational Behavior (3 SH)**

*Core Course*

Examines the interaction of individuals, groups and systems in both profit and nonprofit organizations. It presents theories, classic and contemporary research and case studies. Discussion focuses on practical applications. Topics include individual needs and motivation, group dynamics, power and leadership, politics and conflict resolution, communication organizational design and structure and ethics.

### **MBA 536 Managerial Economics (3 SH)**

*Core Course*

Prerequisite: MBA 532

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Studies the operation of the American market system, discussing its imperfections as well as its successes. Analysis of market structure which applies to different types of products and services is supported by a study of cost practices, production modes and demand differences which exist within each industry. Adjustments to the market, such as franchising, pricing methods and capital budgeting are studied as methods of adjustment to various market needs. The course proceeds from theory to real world practice.

### **MBA 538 Managerial Accounting (3 SH)**

#### *Core Course*

Assumes a familiarity with accounting systems and the preparation of financial statements. The following concepts are covered: management's role in cost development; cost accounting systems; cost accumulation, including activity-based costing; budgeting; and cost-behavior analysis, including cost-volume profit analysis and standard cost and variance analysis.

### **MBA 542 Project Management (3 SH)**

#### *Elective*

Provides tools for managing projects, including techniques for: formalizing the precedence for tasks/activities, establishing times, generating completion dates and costs, and recognizing areas of potential delay and/or cost over-run. Discusses strategic issues such as project management methods, implementation, resource commitment, risk, and scope/deliverable changes.

### **MBA 543 Financial Management (3 SH)**

#### *Core Course*

Examines methods of increasing the owner's value of the firm. Financial decisions are viewed from the perspective of senior management. Topics include the process of defining financial targets, necessary actions to achieve those targets and methods of analysis consistent with contemporary finance theory. Emphasis is on the interaction between money and capital markets, investors' requirements and management control of assets and liabilities.

### **MBA 544 Marketing Strategies (3 SH)**

#### *Core Course*

Focuses on applying marketing tools and concepts to organizations. The marketing operation must decide long-term and short-term marketing strategies of the organization. Case studies are used for identification of marketing strategies and proposals for future strategies.

### **MBA 547 Corporate Responsibility and Issues Management (3 SH)**

#### *Core Course*

Examines the growing importance of a corporation's responsibility to its shareholders, employees and community. Topics covered are consumerism, affirmative action, ethics and environmental considerations. The effect of current managerial decision-making is discussed.

### **MBA 550 International Business (3 SH)**

#### *Elective*

Examines the global economic market. Topics include monetary systems, trade theory, exchange rates, foreign operations, international monetary policies and cultural differences.

### **MBA 558 Business Law (3 SH)**

#### *Elective*

Provides the student with an understanding of the American legal system and the legal environment in which organizations operate. Topics include contracts, agency, warranty, employment law, product liability, as well as the legal process and negotiation.



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### **MBA 562 Health Care Delivery Systems (3 SH)**

*Elective*

Focuses on the American health care system from both a social and economic viewpoint. Organization functions and operating systems are emphasized.

### **MBA 563 Human Resource Management (3 SH)**

*Elective*

Applies the principles of human resource management to both profit and nonprofit organizations. The focus is on managerial skill development in the context of topics such as recruitment, interviewing, selection and retention; training and development; job analysis and design; performance appraisal and compensation; safety and health; and compliance with government regulations.

### **MBA 564 The Managerial Environment (3 SH)**

*Elective*

Surveys current management literature. The purpose of the course is to keep students abreast of their specialty areas.

### **MBA 565 Investments (3 SH)**

*Elective*

The course is designed to provide an introduction to investments so that the student becomes familiar with various investment instruments. These instruments will include both debt and equity securities, bonds and stocks. Also examined are alternative investments such as derivative instruments including options, futures, stock indexes, etc. Global investment choices will be considered. Portfolio simulation may be used to illustrate the techniques of portfolio management.

### **MBA 566 Healthcare Management and Technology (3 SH)**

*Elective*

In this course students survey areas in health informatics. Topics include but are not limited to: regulations, ethics, information management, security and confidentiality, workflow, system life cycle, implementation and go-live support. Aligning information technology with clinical operations is examined including analyzing the meaningful use of healthcare technology and effective organizational communications. Students research and learn current trends in healthcare informatics.

### **MBA 567 Management Science Models (3 SH)**

*Elective*

Focuses on quantitative approaches to decision making. Topics include forecasting, linear programming, inventory theory, queuing theory and Monte Carlo simulation.

### **MBA 573 Production and Operations Management (3 SH)**

*Elective*

Examines methods of analysis used in planning and managing the operations function of organizations. Topics include MRP-11, JIT management, and total quality management. Methods covered apply to the production of both goods and services.

### **MBA 576 Ethical and Legal Issues in Health Care (3 SH)**

*Elective*

A seminar designed to develop students' understanding of ethical and legal issues confronting today's health care professionals. Issues vary and may include proposals for national health care policy, health care rationing, physician-assisted suicide, the legal implications of health care policy and comparison of national health care systems around the globe.

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### **MBA 580 Entrepreneurship (3 SH)**

*Elective*

Focuses on the process of starting a new enterprise. The course covers identifying opportunities, developing a business plan, start-up funding and the growth and management of new ventures.

### **MBA 584 Information Systems for Managerial Decision Making (3 SH)**

*Core Course*

Focuses on the development and effective use of management information systems. Emphasis is on what managers need to know, rather than on the technical design of computerized systems.

### **MBA 586 Business Process Management (3 SH)**

*Elective*

This course is a survey course covering current topics in process management, i.e. six sigma, balanced scorecard, process re-engineering and benchmarking. Both theory and application are covered.

### **MBA 588 Policy Development (3 SH)**

*Core Course*

Prerequisites: MBA 534, MBA 536, MBA 543, MBA 544 and completion of at least 24 SH. Employing the tools and techniques of strategic management, this course draws on all previous coursework in an integrative way. Through case studies and application projects, students focus on the development and implementation of strategy for an entire enterprise giving special consideration to the marketing, financial and organizational issues confronting executive-level management.

### **MBA 590 Internship in Business Administration (3 SH)**

*Elective*

The student gains administrative experience under supervision by working directly with a professional manager in a business nonprofit enterprise for approximately 12 hours per week.

### **MBA 593 Individual Investigation (3 SH)**

Students wishing to study a topic of interest independently are encouraged to do so. The MBA faculty and dean must approve proposals for independent study.

### **MBA 595 Special Topics in Business Administration (3 SH)**

*Elective*

Courses in topics of special interest are offered from time to time. For complete course descriptions, students are directed to the Schedule of Classes, available on the Registrar's website.

## **MASTER OF PROFESSIONAL STUDIES (MPS)**

### **MPS 501 Negotiation and Conflict Management in the Workplace (3 SH)**

This course examines negotiation and conflict management strategies and techniques with an aim toward developing practical and immediately applicable skills. Becoming a successful negotiator requires empathy, creativity, and multi-dimensional thinking. Similarly, managing and resolving conflict requires understanding the interests and perspectives of others in order to identify credible paths toward achieving mutual objectives. In this course, learners will acquire the confidence to prepare for a wide range of negotiation settings, and also how to manage and resolve conflict with confidence.

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### **MPS 502 Business Ethics, Diversity and Social Issues (3 SH)**

A study of the relationship of business ethics and social responsibility in both domestic and global settings. The aim is to explore ethical and moral considerations of corporate conduct, social responsibilities, policies, and strategies. Emphasis is on the definition, scope, application, and analysis of ethical values as they relate to issues of public and organizational consequence and business decision making in the domestic and global business environments.

### **MPS 565 Research Methods (3 SH)**

An overview of research methodology including basic concepts employed in quantitative and qualitative research methods for conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods.

### **MPS 588 Capstone Project (3 SH)**

Employing the information, tools, and techniques of the professional studies program, this capstone course draws on all previous coursework appropriate to the student's area of concentration. In this course, students will produce an integrative capstone project that reflects and applies the key learning outcomes of students selected concentration.

## **MASTER OF PROFESSIONAL STUDIES - COMMUNICATION (MPSC)**

### **MPSC 510 Active Listening in the Digital Age (3 SH)**

This course offers an exploration of the complexities of communication reception and interpretation relevant to intrapersonal, interpersonal, and professional development. By covering topics including the types of listening, the role of listening in communication, and specific listening skills for particular contexts, the goal of this course is to assess, modify, and improve listening practices.

### **MPSC 511 Communication and Diversity in the Workplace (3 SH)**

This course focuses on the potential of intercultural communication to enhance the workplace environment. Students will explore theories and research that demonstrate how workplace communication influences people's diverse identities, as well as how diversity influences communication.

### **MPSC 512 Communication Campaign Development (3 SH)**

The goal of this course is to explore the principles of effective communication campaigns. Students will learn how to develop and integrate creative campaign materials across multiple media platforms. The course provides hands-on, practical experience creating and presenting a communication campaign plan to a potential client.

### **MPSC 513 Presentation Techniques (3 SH)**

Practice, understanding and application in a variety of Public Speaking Forms: advanced understanding and application in the extemporaneous mode, manuscript, memorized, and impromptu styles. Experiences with special occasion and specific purpose speaking will take students beyond the confines of the classroom into settings involving larger spaces, technical considerations and other challenges. Audience analysis and speaking purpose and methodology as well as theory will be examined and analyzed.

## **MASTER OF PROFESSIONAL STUDIES – ORGANIZATIONAL BEHAVIOR MANAGEMENT (MPSO)**

### **MPSO 520 Understanding the Individual at Work (3 SH)**

This course will focus on the individual within an organization. Understanding personal ability and learning style, emotional intelligence, the relationship between attitudes and job satisfaction and how a person makes decisions, forms the foundation

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for this course. Personality traits and perception of others are also discussed, together with the basic concepts and theories of motivation as they relate to the individual.

### **MPSO 521 Managing Work Groups and Teams (3 SH)**

This course focuses on the group/team dynamic within an organization. Beginning with the foundations of group behavior, students will explore the group and team dynamics including communication within a group, various approaches to leadership within a team, the power and politics associated with group/team interaction and how to use conflict and negotiation for a positive outcome.

### **MPSO 522 Managing the Organizational System (3 SH)**

This course explores organizational systems. Critical to understanding how an organization functions on a Macro level requires an examination of different organizational structures and cultures. These topics along with how an organization engages in work/job design, implements technology and integrates HR policies and practice into the broader organization is imperative to understanding the organizational system. Finally, using the organizational system as an agent for change will be examined.

### **MPSO 523 Leading Across Culture (3 SH)**

Leading across cultures is about adapting, communicating, thinking critically, and understanding your own biases. This course will explore the five key dimensions of cross-cultural leadership - Context, Risk, Linear vs. Parallel, Hierarchy, and Individualism vs. Collectivism. Students will explore the impact of culture on an organization and how one can adapt to variations in different cultures.

## **MASTER OF PROFESSIONAL STUDIES – WORKPLAE NEGOTIATION AND CONFLICT RESOLUTION (MPSR)**

### **MPSR 530 Genesis and Theories of Conflict (3 SH)**

This course examines the reasons behind social conflict and conflict intervention. It deals with understanding the root cause of social forces that produce conflict in families, ethnic and racial groups, economic groups, workplaces, and nation states. These conflict dynamics are then analyzed using a variety of theoretical perspectives and practical frameworks so as to manage and resolve conflicts.

### **MPSR 531 Negotiation and Bargaining in the Workplace (3 SH)**

This course explores basic negotiation and problem-solving theory. It gives students the experience to analyze and assess conflict, examine issues of effective data gathering, identify pertinent stakeholders, all in order to strategize and conduct successful negotiations. It provides a general understanding on how to more effectively manage conflict at an interpersonal level before escalating it into a scenario that requires more people to become involved and further drain business resources. Case studies, simulations and role-plays are used to teach bargaining skills that serve to prevent and manage conflicts from becoming destructive. Students also learn how to become more effective negotiators through the use of interest-based tactics and strategies.

### **MPSR 532 Labor and Employment Mediation (3 SH)**

This course engages students in the major debates and nuances of mediation as a mechanism of conflict resolution, specifically focusing on the workplace side of affairs. Distinctions are made concerning various mediation styles and various schools of thought on how and when to intervene in a case. Students get involved in mediation simulations that let them appreciate the qualities as well as limitations of mediation as a conflict resolution technique.

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### **MPSR 534 Labor and Employment Arbitration (3 SH)**

This class focuses on the important role that arbitration now plays in the U.S. labor and employment law. There is an emphasis on the use of arbitration in both the unionized settings (labor arbitration) and non-union settings (employment arbitration). Students are involved in critical thinking in order to evaluate the pros and cons as well as the controversies associated with mandating arbitration for both statutory and non-statutory claims. Readings cover key legal laws and cases that primarily led to the legitimization and development of workplace arbitration. Practice and simulation exercises are also assigned to get hands on experience on how arbitration functions.

## **MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES (PAM)**

### **PAM 501 Introduction to the PA Profession (3 SH)**

Prerequisite: Admission to PA program

Lecture

This course exposes students to the physician assistant profession. It covers a number of introductory topics such as the history, development, current status, and the projected future of the physician assistant profession. Other topics include scope of practice, health care delivery systems, interpersonal communication, medical decision making, licensing and certification, prescriptive authority, and employment issues.

This course also explores current and historical ethical and legal issues pertaining to the health care industry, and specifically the role of physician assistants. Students examine various topics including, but not limited to, euthanasia, abortion, behavioral modification, allocation and distribution of medical resources, in vitro fertilization, genetic screening, and human experimentation.

### **PAM 503 – Research Methods and Evidence-Based Practice (3 SH)**

Prerequisite: Admission to PA program

Lecture

This course will provide an overview of the research process, research methods, and evidence-based practices (EBP). Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating problems. Students will be exposed to research tools and study approach, design, data collection, analysis and reporting methods. In addition, students will be exposed to EBP methods including critical appraisal of quantitative and qualitative studies and methods to apply EBP in clinical medicine. Health care delivery will be reviewed in the setting of evidence based practice.

### **PAM 505 Human Physiology (4 SH)**

Prerequisite: Admission to PA program

Lecture

This course is designed to familiarize the student to human and medical physiology. The course will analyze and review general human and systems based physiology. Human neurologic, hematologic, immune, lymphatic, respiratory, cardiac, circulatory, renal, gastrointestinal, integumentary, musculoskeletal, endocrine, reproductive systems will be reviewed, demonstrated, and analyzed. Fetal and neonatal physiology will also be discussed.

### **PAM 506 Psychiatry/Addiction Medicine (3 SH)**

Prerequisite: Admission to PA program

Lecture

This course is designed to familiarize the student with the range of child, adolescent, and adult psychiatric and addiction issues seen in clinical practice across the lifespan. Emphasis will be placed on diagnostic issues, etiology, and treatment related to each of these conditions. Students will be provided a solid foundation in the fundamentals of the evaluation, diagnosis,

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pharmacotherapy, behavioral therapy, counseling, and appropriate referral of patients with mental health disorders. Major psychiatric diagnostic categories will be addressed including: affective disorders, mood disorders, psychotic disorders, substance abuse disorders, geriatrics disorders, child and adolescent disorders, somatization disorders, oppositional defiant disorder, autism, and personality disorders. Child development, learning disabilities, emotional responses, behavioral and social disorders, and violence will also be discussed.

### **PAM 507 Medical Genetics (2 SH)**

Prerequisite: Admission to the PA program

Lecture

This course will review medical genetics and the application to clinical medicine. The intent is providing students the necessary background to understand ongoing developments in genetics and the application to clinical problems. Concepts learned in this class will be reinforced in the Clinical Medicine I, II, III series courses. Students will learn to obtain a detailed family history and assess possible modes of inheritance. Principles of genetic screening, testing and diagnosis will be discussed. Specific genetic disorders, the underlying etiology, clinical presentation, evaluation, diagnosis, prognosis, and treatment options will be reviewed. The elucidation of the human genome, and the genomes of multiple other organisms, will change the way medicine is practiced. In order for physician assistants to understand these developments and utilize them for the benefits of their patients, they will have to be conversant with molecular genetic technologies and the technologies for acquiring, organizing, and interpreting genetic information.

### **PAM 508 Women's Health (3 SH)**

Prerequisite: Admission to PA program

Lecture

The Women's Health course presents anatomy, physiology, public health issues, epidemiology, pathophysiology, signs, symptoms, differential diagnosis, diagnostic studies, diagnostic criteria, staging, prognosis, treatment, management, and use of evidence based medicine in a wide range of gynecological and obstetric presentations. Information will be presented in lecture, demonstration, and audio-visual formats.

### **PAM 509 Gross Anatomy (3 SH)**

Prerequisite: Admission to PA program

Lecture with Lab Preparation

This course is designed to familiarize the student to gross anatomy and clinical correlations. In a regional anatomy format, the course will identify, review, and analyze the structures in the head, neck, thorax, abdomen, pelvis, and upper and lower limbs. Correlating pathologic conditions will also be discussed. Students will complete a complete virtual dissection, which is important in understanding the human body as a 3-dimensional structure.

### **PAM 510 Clinical Medicine I (5 SH)**

Prerequisite: PAM 505

Lecture

The Clinical Medicine Series (I, II, III) presents anatomy, physiology, public health issues, epidemiology, pathophysiology, signs, symptoms, differential diagnosis, diagnostic studies, diagnostic criteria, staging, prognosis, treatment, management, and use of evidence based medicine in a wide range of disease states. The Clinical Medicine Series is the cornerstone of the curriculum providing the foundation for other courses within the curriculum. Other courses, such as Patient Evaluation, Pharmacology, Clinical Laboratory and Diagnostic Medicine will further enhance and develop the student's knowledge of the disorders covered. Information will be presented by lecture, demonstration, and audio-visual formats. Lectures are presented by faculty member and invited guests.

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### **PAM 511 Clinical Medicine II (5 SH)**

Prerequisite: PAM 510

Lecture

The Clinical Medicine Series (I, II, III) presents anatomy, physiology, public health issues, epidemiology, pathophysiology, signs, symptoms, differential diagnosis, diagnostic studies, diagnostic criteria, staging, prognosis, treatment, management, and use of evidence based medicine in a wide range of disease states. The Clinical Medicine Series is the cornerstone of the curriculum providing the foundation for other courses within the curriculum. Other courses, such as Patient Evaluation, Pharmacology, Clinical Laboratory and Diagnostic Medicine will further enhance and develop the student's knowledge of the disorders covered. Information will be presented by lecture, demonstration, and audio-visual formats. Lectures are presented by faculty member and invited guests.

### **PAM 515 Emergency Medicine (3 SH)**

Prerequisite: Admission to PA program

Lecture

The Emergency Medicine course presents anatomy, physiology, public health issues, epidemiology, pathophysiology, signs, symptoms, differential diagnosis, diagnostic studies, diagnostic criteria, staging, prognosis, treatment, management, and use of evidence based medicine in a wide range of emergency medicine presentations. Information will be presented in lecture, demonstration, and audio-visual formats.

### **PAM 516 Care Across the Lifespan (3 SH)**

Prerequisite: Admission to PA program

Lecture

The Care Across the Lifespan course presents anatomy, physiology, public health issues, epidemiology, pathophysiology, signs, symptoms, differential diagnosis, diagnostic studies, diagnostic criteria, staging, prognosis, treatment, management, and use of evidence based medicine in a wide range of pediatric and geriatric presentations. Homeopathic medicine will also be discussed, as well as information on preventative care and public health. Information will be presented in lecture, demonstration, and audio-visual formats.

### **PAM 517 Surgery and Technical Procedures (2 SH)**

Prerequisite: Admission to PA program

Lecture

This course will cover information related to the care of the surgical patient, including preoperative assessment, post-operative management, surgical instruments and sterile technique. The course will also review technical skills required for entry level practice, have students practice the applied skills, and assess students for their proficiency in order to be prepared for clinical rotations.

### **PAM 520 Patient Evaluation I (3 SH)**

Prerequisite: PAM 505

Lab with preparation

The Patient Evaluation series (I, II, III) prepares students to perform comprehensive examinations and procedures on patients. Students will learn the knowledge and skills essential for performing a comprehensive medical history and physical examination. The course emphasizes patient interviewing, performing a comprehensive physical and psychological examination, accurately documenting and presenting findings, developing a differential diagnosis, listing possible tests and treatment plans, and providing patient education along with appropriate follow-up. Lectures, reading assignments, hands-on labs, and supplemental assignments emphasize core concepts. Patient interaction and communication are essential skills that

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will be developed during the course. Over the entire semester, close interaction will occur between students, faculty, preceptors, and various other clinical personnel both inside the college and at external institutions.

### **PAM 521 Patient Evaluation II (3 SH)**

Prerequisite: PAM 520

Lab with preparation

The Patient Evaluation series (I, II, III) prepares students to perform comprehensive examinations and procedures on patients. Students will learn the knowledge and skills essential for performing a comprehensive medical history and physical examination. The course emphasizes patient interviewing, performing a comprehensive physical and psychological examination, accurately documenting and presenting findings, developing a differential diagnosis, listing possible tests and treatment plans, and providing patient education along with appropriate follow-up. Lectures, reading assignments, hands-on labs, and supplemental assignments emphasize core concepts. Patient interaction and communication are essential skills that will be developed during the course. Over the entire semester, close interaction will occur between students, faculty, preceptors, and various other clinical personnel both inside the college and at external institutions.

### **PAM 523 Professional Practice for PAs I (1 SH)**

Prerequisite: Admission to PA program

This is the first course of a three part series which will expose students to many of the professional practices associated with the physician assistant field. The series will include key concepts of health care delivery systems, public health, social determinants of health, interprofessional teams, counseling and patient education, quality assurance, malpractice, patient safety, risk mitigation and management, HIPAA, reimbursement, documentation requirements, CPT coding, legislative and political concerns, leadership, cultural competency, standards of professional conduct, evidence based practices, medicolegal issues, prevention of personal impairment and burnout.

### **PAM 524 Professional Practice for PAs II (1 SH)**

Prerequisite: PAM 523

This is the second courses of a three part series which will expose students to many of the professional practices associated with the physician assistant field. The series will include key concepts of health care delivery systems, public health, social determinants of health, interprofessional teams, counseling and patient education, quality assurance, malpractice, patient safety, risk mitigation and management, HIPAA, reimbursement, documentation requirements, CPT coding, legislative and political concerns, leadership, cultural competency, standards of professional conduct, evidence based practices, medicolegal issues, prevention of personal impairment and burnout. Prerequisite: Completion of PAM 5xx, Part I

### **PAM 525 Professional Practice for PAs III (2 SH)**

Prerequisite: PAM 524

This is the third course of a three part series which will expose students to many of the professional practices associated with the physician assistant field. The series will include key concepts of health care delivery systems, public health, social determinants of health, interprofessional teams, counseling and patient education, quality assurance, malpractice, patient safety, risk mitigation and management, HIPAA, reimbursement, documentation requirements, CPT coding, legislative and political concerns, leadership, cultural competency, standards of professional conduct, evidence based practices, medicolegal issues, prevention of personal impairment and burnout.

### **PAM 529 Introduction to Pharmacology (2 SH)**

Prerequisite: Admission to the PA program

Lecture

The course is designed to provide Information regarding the pharmacology of commonly used therapeutic options coupled



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with clinical information in a practical and systemic way so that the most appropriate drug therapy may be selected for a particular patient. The major focus includes general therapeutic principles (E.g. pharmacokinetics and pharmacodynamics) and a review of recommended drug therapy for common medical disorders. Students will be instructed to develop a systematic approach to prescribing which will include identification of disease state, reviewing available therapeutic options for the state including the most current evidenced-based medicine, and developing individualized therapeutic treatment plans. Students will also be instructed on contraindications, adverse reactions, safety, efficacy, therapeutic monitoring, and toxicity.

### **PAM 530 Pharmacology I (3 SH)**

Prerequisite: PAM 505

Lecture

The course is designed to provide information regarding the pharmacology of commonly used therapeutic options coupled with clinical information in a practical and systemic way so that the most appropriate drug therapy may be selected for a particular patient. The major focus includes general therapeutic principles (E.g. pharmacokinetics and pharmacodynamics) and a review of recommended drug therapy for common medical disorders. Students will be instructed to develop a systematic approach to prescribing which will include identification of disease state, reviewing available therapeutic options for the state including the most current evidenced-based medicine, and developing individualized therapeutic treatment plans. Students will also be instructed on contraindications, adverse reactions, safety, efficacy, therapeutic monitoring, and toxicity. Pharmacology lectures will be coordinated with the content delivered in the Clinical Medicine series so students can gain a more comprehensive understanding of the pathophysiology of conditions as they relate to therapeutic options.

### **PAM 531 Pharmacology II (3 SH)**

Prerequisite: PAM 530

Lecture

The course is designed to provide information regarding the pharmacology of commonly used therapeutic options coupled with clinical information in a practical and systemic way so that the most appropriate drug therapy may be selected for a particular patient. The major focus includes general therapeutic principles (E.g. pharmacokinetics and pharmacodynamics) and a review of recommended drug therapy for common medical disorders. Students will be instructed to develop a systematic approach to prescribing which will include identification of disease state, reviewing available therapeutic options for the state including the most current evidenced-based medicine, and developing individualized therapeutic treatment plans. Students will also be instructed on contraindications, adverse reactions, safety, efficacy, therapeutic monitoring, and toxicity. Pharmacology lectures will be coordinated with the content delivered in the Clinical Medicine series so students can gain a more comprehensive understanding of the pathophysiology of conditions as they relate to therapeutic options.

### **PAM 540 Clinical Laboratory & Diagnostic Medicine I (3 SH)**

Prerequisite: PAM 503 & PAM 505

Lecture

The Clinical Laboratory & Diagnostic Medicine (I, II, III) series provides a basic understanding of laboratory testing involved in the evaluation of common disease processes. Emphasis is placed on the pathophysiology, application, and interpretation of laboratory testing for diagnostic and therapeutic purposes. Lectures correlate with the Clinical Medicine series courses and other courses within the Physician Assistant curriculum.

### **PAM 541 Clinical Laboratory & Diagnostic Medicine II (3 SH)**

Prerequisite: PAM 540

Lecture

The Clinical Laboratory & Diagnostic Medicine (I, II, III) series provides a basic understanding of laboratory testing involved in the evaluation of common disease processes. Emphasis is placed on the pathophysiology, application, and interpretation of

## COURSES

laboratory testing for diagnostic and therapeutic purposes. Lectures correlate with the Clinical Medicine series courses and other courses within the Physician Assistant curriculum.

### **PAM 545 Problem Based Learning I (2 SH)**

Prerequisite: PAM 511

*Lab with Preparation*

The Problem Based Learning (I, II) series reinforces medical concepts taught throughout the PA curriculum in preparation of clinical rotations. Working in groups, patient cases will be presented and students will gather a simulated history and physical exam, develop differential diagnoses, decide on appropriate diagnostic orders, analyze complete scenario to obtain the diagnosis, and evaluate appropriate diagnostic management plans. During the process students must identify what they already know, what they need to know and how and where to access new information that may lead to resolution of the problem. Participation, preparation of patient notes, oral presentations, and professionalism will also be assessed. Instructors will facilitate learning by supporting, guiding, and monitoring the process. 6 weeks course.

### **PAM 546 Problem Based Learning II (2 SH)**

Prerequisite: PAM 545

*Lab with Preparation*

The Problem Based Learning (I, II) series reinforces medical concepts taught throughout the PA curriculum in preparation of clinical rotations. Working in groups, patient cases will be presented and students will gather a simulated history and physical exam, develop differential diagnoses, decide on appropriate diagnostic orders, analyze complete scenario to obtain the diagnosis, and evaluate appropriate diagnostic management plans. During the process students must identify what they already know, what they need to know and how and where to access new information that may lead to resolution of the problem. Participation, preparation of patient notes, oral presentations, and professionalism will also be assessed. Instructors will facilitate learning by supporting, guiding, and monitoring the process. 6 weeks course.

### **PAM 550 Family Medicine Clinical Rotation (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with aspects of family medicine in outpatient settings. The student will perform the collection of historical, physical and laboratory data, and develop an understanding of patient evaluation and treatment with the supervision of physician(s) and/or physician assistant(s). The rotation will emphasize acute, preventative, and chronic patients encounters across the lifespan provided in family medicine.

### **PAM 551 Internal Medicine Clinical Rotation (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with all aspects of internal medicine in various settings. The student will perform the collection of historical, physical and laboratory data, and develop an understanding of patient evaluation and treatment with the supervision of physician(s) and/or physician assistant(s). The rotation will emphasize acute, preventative, and chronic encounters of adult and elderly patients.

### **PAM 552 Pediatrics Clinical Rotation (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with pediatric patient encounters in various settings. The student will perform the collection of historical, physical and laboratory data, and develop an understanding of patient evaluation and treatment with the supervision of physician(s) and/or physician assistant(s). The rotation will emphasize acute, preventative, and chronic encounters of infant, children, and adolescent patients.

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### **PAM 553 General Surgery Clinical Rotation (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student to a wide variety of pre-operative, intra-operative, and post-operative patient encounters in outpatient and inpatient settings. The student will perform the collection of historical, physical and laboratory data, and develop an understanding of patient evaluation and treatment of patients through pre-operative, intra-operative, and post-operative patient encounters. The students will be given opportunities to perform technical skills and surgical assisting in the operating room under the supervision of physician(s) and/or physician assistant(s).

### **PAM 554 Women's Health Clinical Rotation (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with all aspects of women's health in various settings. The student will perform the collection of historical, physical, and laboratory data, and develop an understanding of patient evaluation and treatment with the supervision of physician(s) and/or physician assistant(s). This clinical rotation will emphasize gynecologic and prenatal care of the patient.

### **PAM 555 Psychiatry/Behavioral Medicine Clinical Rotation (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with all aspects of behavioral and mental health conditions in various settings. The student will perform the collection of historical, physical, and laboratory data, and develop an understanding of patient evaluation and treatment with the supervision of physician(s) and/or physician assistant(s).

### **PAM 556 Emergency Medicine Clinical Rotation (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with the evaluation and management of patients in the emergent setting. The student will perform the collection of pertinent historical, physical, and laboratory data, and develop an understanding of patient evaluation and treatment under the supervision of a physician(s) or physician assistant(s). Students will be provided opportunities to perform clinical procedures and technical skills while exposed to the emergent department.

### **PAM 558 Clinical Rotation Elective (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with the role of the physician assistant in practice. This experience can occur in a clinical setting that has already been experienced by the student or a specialty area of the student's choosing, with approval from the Clinical Coordinator. Students will perform the collection of pertinent historical, physical, and laboratory data, and develop an understanding of patient evaluation and treatment under the supervision of a physician(s) or physician assistant(s) in settings that correlate with the rotation chosen. Through this clinical rotation, the student will gain an in-depth exposure to a spectrum of acute and/or chronic patient encounters within the area chosen.

### **PAM 559 Core Medicine Elective Clinical Rotation (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with the role of the physician assistant in a "core medicine" rotation of their choosing. This experience can occur in a medical area that is already a required rotation or a specialty area of the student's choosing, with the Clinical Coordinators approval. Examples include but are not limited to: Cardiology, General Internal Medicine, Emergency Medicine, Pulmonology, Endocrinology, Geriatrics, Nephrology, Gastroenterology, Hematology-Oncology, and Neurology. Please see Physician Assistant Student Handbook for a complete list. Students will perform the collection of pertinent historical, physical, and laboratory data, and develop an understanding of patient evaluation and treatment under the supervision of a physician(s) or physician assistant(s) in setting(s) that correlate with the rotation

## COURSES

chosen. Through this clinical rotation, the student will gain an in-depth exposure to a spectrum of acute and/or chronic patient encounters within the area chosen.

### **PAM 560 Core Medicine Elective Clinical Rotation II (4 SH)**

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with the role of the physician assistant in a “core medicine” rotation of their choosing. This experience can occur in a medical area that is already a required rotation or a specialty area of the student's choosing, with approval from the Clinical Coordinator. Examples include but are not limited to: Cardiology, General Internal Medicine, Emergency Medicine, Pulmonology, Endocrinology, Geriatrics, Nephrology, Gastroenterology, Hematology-Oncology, and Neurology. Please see Physician Assistant Student Handbook for a complete list. Students will perform the collection of pertinent historical, physical, and laboratory data, and develop an understanding of patient evaluation and treatment under the supervision of a physician(s) or physician assistant(s) in settings that correlate with the rotation chosen. Through this clinical rotation, the student will gain an in-depth exposure to a spectrum of acute and/or chronic patient encounters within the area chosen.

### **PAM 580 Clinical Seminar I (2 SH)**

Prerequisite: Completion of all PA didactic courses

The Clinical Seminar (I,II,III) series helps in guiding students in being prepared for clinical rotations, graduation, and entry into clinical practice. With a series of days between rotations, students will have opportunities to complete assignments necessary for graduation. The series allows for special topics lectures, application of clinical skills, and guidance by instructors. The first in the series allows for two weeks of preparation before clinical rotations. Pass/Fail course.

### **PAM 581 Clinical Seminar II (1 SH)**

Prerequisite: Completion of all PA didactic courses

The Clinical Seminar (I, II, III) series helps in guiding students in being prepares for clinical rotations, graduation, and entry into clinical practice. With a series of days between rotations, students will have opportunities to complete assignments necessary for graduation. The series allows for special topics lectures, application of clinical skills, and guidance by instructors. Pass/Fail course.

### **PAM 582 Clinical Seminar III (2 SH)**

Prerequisite: Completion of all PA didactic courses

The Clinical Seminar (I, II, III) series helps in guiding students in being prepares for clinical rotations, graduation, and entry into clinical practice. With a series of days between rotations, students will have opportunities to complete assignments necessary for graduation. The series allows for special topics lectures, application of clinical skills, and guidance by instructors. The third in the series allows for two weeks of preparation to ensure students meet all requirements necessary to graduate and are ready for entry-level clinical practice. Pass/Fail course.

# LAKE ERIE COLLEGE STUDENT HANDBOOK

(Revised August 2023)

## STUDENT HANDBOOK

The *Student Handbook* is designed to furnish information about Lake Erie College policies, regulations, standards and services. It is intended as a guide to the privileges and responsibilities of membership in the College community. Each Lake Erie College student is responsible for reading the *Student Handbook* so that he/she/they may understand the policies and regulations by which he/she/they is bound. Policies and regulations are subject to constant review and revision by students, staff, faculty and administration. The College reserves the right to change any provision, regulation or requirement set forth herein. Revisions will be shared electronically. The most updated version of the handbook can be found on the Lake Erie College website.

## MISSION

Lake Erie College provides an excellent, inclusive, and highly personalized education grounded in the liberal arts tradition. Guided by hope and care, our students are empowered to lead lives of personal significance and professional success as global citizens

## VISION

Lake Erie College will empower students by successfully integrating the following elements into the learning experience:

- Self-Discovery
- The Development of strong personal attributes
- Creative problem solving
- The Balance of the personal and professional goals with the needs of others

The College is committed to being mission-driven, fostering strong partnerships and collaboration in the region, service to the community, embracing diversity and inclusion, and helping students successfully reach their academic goals.

## COMMITMENT TO CURIOSITY

Building relationships and valuing community  
Engaging our passions with integrity and accountability  
Supporting each other's goals through failure to success  
Empowering one another through intentional experiences

## PROBLEM RESOLUTION FORM

The Problem Resolution form has been created to provide students with a formal process to submit questions, comments, concerns or problems to College officials about campus policies, procedures, regulations and/or person(s). All information is reviewed and recorded by the Problem Resolution Committee who will be following up with submissions on a case by case basis. Any and all complaints are considered helpful feedback for college employees including but not limited to faculty, staff and cabinet members. It is encouraged for all students to take ownership of their Lake Erie College Student Experience by completing the Problem Resolution Form. The form can be found on the Lake Erie College website and also here: <https://forms.gle/skbiPFdKpHU8ofZ49>

## CIVILITY STATEMENT

Student Life Office of Lake Erie College promotes an environment of tolerance for others. Fostering a community based on civility toward one another which is guided by a principal of self-responsibility and accountability for actions. An environment rich in difference is vital to the College experience. In a community of scholarship and citizenship there is no place for hurtful behavior. Specifically:

*Safety/ Social Responsibility/ Accountability*

- Lake Erie College emphasizes the importance of individual responsibility and accountability in the lives of all students.
- All members of the college community strive to create a positive environment through considerate conduct. A living community that promotes and adheres to all policies stated within the student handbook.

### *Academics*

- It is the obligation of all community members to preserve an atmosphere conducive to the freedom to teach and to learn. The College is committed to creating and maintaining a positive learning and working environment both in and out of the classroom.
- Students who submit academic work that is not their own are betraying the academic mission of the College.

### *Diversity*

- Civility can be displayed when a person is willing to embrace diversity and respect individuals with differing backgrounds, beliefs, and cultures. All members of the College community are equal and accountable to each other. The College recognizes and welcomes a community comprised of diverse thought in order to provide an atmosphere of cross-cultural understanding so that we can better embrace diversity and celebrate difference.

### *Respect*

- It is with understanding that each member of the community interact with one another according to the “Golden Rule” which is defined as “treating others how you would want to be treated.” Our community is guided by an underlining respect for self, others and property. It is believed that those residing in the community will coexist peacefully and understand that your personal choices do have an effect on the community as a whole.
- Students/Faculty & Staff are encouraged to become involved members of the campus community in order to learn how to serve the greater good through their contributions as global citizens

## CLASSROOM EXPECTATIONS

Lake Erie College expects students to actively engage in all of their courses, which includes regular attendance, appropriate and timely communication with course instructors, and completion of all assigned learning activities. In order to facilitate and maintain an environment that is conducive to all students’ learning, the following guidelines are to be observed. These guidelines constitute a learning contract between each student and their instructor, therefore failure to adhere to them may result in academic or judicial sanctions.

### **1. Attendance**

Students will attend classes regularly as reflected on individual schedules. Any missed classes must be communicated with individual faculty members of the missed course, no matter the reason (excused or unexcused). Please see the “missed class policy” under Academic Honest and Classroom Expectations of the Student Handbook.

### **2. Punctuality**

Students will arrive on time for each class, taking personal responsibility to allow enough time to settle in before class begins. Students will not leave the classroom early unless pre-approved by the course instructor. Failure to comply will be deemed “discourtesy to faculty and staff” for disruption of class and may result in judicial sanctioning.

### **3. Attention**

Students will be prepared for and attentive during each class period. All assignments should be completed in advance, and students are expected to actively participate in classroom learning. The following are not permitted during the designated course time:

1. Earbuds/headphones are not to be used or worn.
2. Cell phones must be placed in silent mode and put away.
3. Computers, laptops and tablets may be used at the discretion of the course instructor, but should only be used to record notes or engage in ways that are relevant to the specific course lecture.
4. Side conversations will not take place unless instructed to do so by the course instructor.

### **4. Interactions with Faculty**

Students are highly encouraged to engage in conversation with course instructors regarding assignments, lectures and academic goals. Students should utilize designated office hours located on the syllabus, email their instructors in advance to schedule appointments, or use time before or after the class to speak with their instructors individually. Students should not use class time to discuss individual issues or questions with course instructors unless directed to do so.

### 5. Outside Resources

Students are highly encouraged to utilize resources on campus to assist with their overall academic success.

1. **Academic Learning Center** - For students interested in learning course material more effectively through individual and small group tutoring sessions.
2. **Writing Center** - For students seeking assistance with constructing effective essays, proper citation methods, and other communication-based assignments.
3. **Office of Accommodation Support and Counseling Services** - For students seeking accommodations for a specific course due to a documented disability or a diagnosed medical condition.

## ADMINISTRATIVE COURSE WITHDRAWAL

Administrative Course Withdrawal (ACW) is used to withdraw students from courses in which they are not actively participating. The process may be initiated by any administrative, faculty, or staff member associated with a course and requires approval by the dean of the school in which the course is housed in order to be processed.

Course instructors may request that a student be administratively withdrawn from courses for non-attendance or non-participation in course activities. For this purpose, non-attendance is considered to be 10 class periods of failure to attend or completing less than 60% of the coursework. This policy may be implemented after the second week of the semester. Students withdrawn by a course instructor will receive a WF (withdrawal failing) for their course grade. Students may appeal course grades in accordance with the grade appeal process.

Withdrawing from a course can impact financial aid/scholarships, Veteran benefits, housing, and athletic eligibility. Students are responsible for ensuring standing with appropriate offices around campus. No refunds for deposits, lab fees, or other course related material will be issued in the event of an ACW. Tuition will be assessed in accordance with the institutional refund policies.

Students who are administratively withdrawn from all of their courses may be withdrawn from Lake Erie College. Students who are withdrawn from Lake Erie College will need to apply for readmission when they are ready to return.

## CODE OF CONDUCT

The enrollment of a student shall be construed as both evidence and a pledge that the student accepts the standards, regulations and policies of Lake Erie College and agrees to abide by them. Conduct that interferes with the efforts of others to secure an education, enjoy a recreational event or to reside or participate in an environment that is safe, clean, quiet and conducive to study is prohibited. Students are required to show due respect and courtesy to their peers, faculty and staff at all times. The College reserves the right to impose disciplinary sanctions up to and including expulsion upon any student who refuses to or cannot abide by the standards, regulations, and policies set forth by the College.

### Responsible Behavior

The philosophy of responsible behavior at Lake Erie College encompasses the developing maturity of each student, not only academically and socially, but also in the acceptance of responsibility for personal actions. The guidelines include an expectation that student behavior, both individual and collective, will convey a respect for the College community as a whole. The College does not intend to dictate conformity of its students and promotes the belief that personal freedom and expression are necessary components to the development of ethical and moral values. However, the College has the

responsibility and the authority to establish standards of behavior for the College community. Similarly, the College will not condone violations of local, state, or federal laws on or off campus.

As it is impossible to account for every type of behavior, the following list is not to be construed as all-inclusive. Each Lake Erie College student has appeal rights as prescribed in the policies and standards of the institution, except in cases where the possibility of eminent danger exists.

### **Minimum Sanctions**

In order to promote consistency in the judicial process at Lake Erie College, this section specifies *minimum* sanctions for the individual code. A student may receive more than the minimum sanction depending on the nature of the incident and severity of the violation at any time. The *Presidential Interim Suspension* may be used as a minimum sanction for any of these violations if deemed necessary by the President of the College or his designee.

### **Prohibited Behaviors**

Any student charged with an act that violates the standards, rules and regulations of Lake Erie College on or off campus, even if classes are not in session, is subject to the judicial process prescribed by the College. If the student is found in violation, disciplinary action will be implemented as deemed appropriate. Examples of prohibited behavior include, but are not limited to:

#### **Behavior**

##### **Code I: Discourtesy to Faculty or Staff**

Rudeness, profanity and/or insulting behavior on the part of a student directed toward a faculty or staff member. This includes lying to or willfully misleading any faculty or staff that is conducting College business. In limited instances academic dishonesty cases may be referred to the student conduct process.

*Minimum Sanction:* Disciplinary warning

##### **Code II: Disorderly Conduct**

Any behavior, on or off campus, which affects the academic performance of the student or fellow students that offends the sensibilities of others, or causes property damage, injury to others or involves outside agencies such as the police. This includes, but not limited to throwing objects from/yelling out of/looking into windows, continued inappropriate noise making in a public area, moving College furniture out of designated areas, preventing others from studying or sleeping, or creating, in any way, a dangerous condition which may adversely affect the health and/or safety of community members (including oneself).

This code is in place to cover policy violations that have not been labeled and may include any form of Bullying.

*Minimum Sanction:* Disciplinary/social probation; educational task.

##### **Code III: Disruptive Noise**

Any noise that disturbs the peace and tranquility of the residence hall or campus during established quiet hours; any excessive noise that disturbs the College community at any time during 24-hour Courtesy Hours.

*Minimum Sanction:* Disciplinary warning.

##### **Code IV: Failure to Respond**

Ignoring a staff member's reasonable request (emails, phone messages, etc) is cause for College action. Withholding information in a student conduct hearing is considered a failure to comply.

*Minimum Sanction:* Disciplinary warning

##### **Code: Failure to Complete Required Sanctions**

Failure to complete any/all sanctions will result in an automatic, non-negotiable fine and/or additional conditions or requirements. Fines for failure to complete a sanction will start at \$50 and could be greater based on an individual case.

##### **Code V: Fire Safety**

Any violation of fire safety regulations including, but not limited to:

- tampering with fire equipment;



- making a false alarm;
- interfering with the duties of fire officials;
- failure to evacuate a building;
- setting any unauthorized fire in or on College property
- burning candles/incense in College owned/leased building
- blocking internal or external fire escape routes

Violation

Minimum Sanction

**Tampering with Fire Equipment**

Removal from College housing;

\$200 fine

Disciplinary/social probation; \$50 fine

Permanent removal from College

housing; recommendation for

suspension; \$500 fine; restitution

**First offense-candles/Incense**

Disciplinary warning; \$25 fine

**Code VI: Fraternalization**

Romantic, sexual and exploitative relationships between employees and students including but not limited to: dating, pursuing to date, and pursuing or having romantic or sexual relationships with employees.

*Minimum Sanction:* Educational task; restricted contact

**Code VII: Gambling**

The playing of cards or any other game of chance or skill for money or other items of value.

*Minimum Sanction:* Disciplinary/social probation; educational task; \$50 fine

**Code VII: Illegal Entry/Trespassing**

Unauthorized entry includes, but is not limited to, the use of keys not assigned to the entrant. Unauthorized entry into or presence in any College building, office, room or student room.

*Minimum Sanction:* Disciplinary warning; educational task; denial of access; restitution

**Code IX: Student Identification**

Failure to submit identification to a duly authorized and properly identified College official. Interfering with or giving a false name to or not cooperating with any properly identified College or Emergency personnel (Police, Fire, EMT etc) in the performance of their official duties. Lending, selling, or otherwise transferring a student identification card or any other form of legal identification. Use of a student identification card or any other form of identification by anyone other than its original holder.

*Minimum Sanction:* Disciplinary warning; educational task.

**College Property**

**Code X: College Keys**

Possession, use, or duplication of College keys without the consent of those staff members responsible.

*Minimum Sanction:* Disciplinary warning; restitution

**Code XI: College Computers**

Any act that violates the rules and regulations established by Information Technology (IT) or misuse of any College computer.

*Minimum Sanction:* Disciplinary warning; educational task

### **Code XII: College Facilities, Property or Equipment**

Any use of or act that violates the use of College facilities, property, and/or equipment without proper consent of those responsible.

*Minimum Sanction:* Disciplinary warning; educational task; restitution (if necessary)

### **Code XIII: College Telephones**

*Use of the College telephones, including main lines without the consent of those staff members responsible.*

*Minimum Sanction:* Disciplinary warning; educational task

### **Code IX: Falsification of Records/Contracts**

Altering, counterfeiting, forging, or causing to be altered, falsified, counterfeited or forged any record, form, or document used by the College. Violation of contractual agreements between a student and the College, including discipline under this code; intentionally falsifying or omitting information on any College record, form or document, including but not limited to, application for admission and application for financial aid.

*Minimum Sanction:* Disciplinary/social probation; educational task

### **Code XV: Parking, Traffic and Vehicle Regulations**

To park on Campus or in Campus controlled lots, all vehicles must be registered with Security and are to display a current parking permit properly displayed on the registered vehicle. Parking in Fire Lanes, in front of Garbage Receptacles, in marked "No Parking" zones, on the grass, parking in Handicap (without proper permit) spaces, parking in Reserved/Guest/Visitor spaces and parking in non-student lots are some of the more common parking violations. Lake Erie College Staff, Faculty and Students should consult the Parking Brochure located on the Security page of the College website ([www.lec.edu](http://www.lec.edu)) for more information concerning parking on Campus or Campus controlled properties.

*Minimum Sanction:* Parking fines are \$10.00 for the first violation, \$25.00 for the second violation and \$50.00 for the third and each subsequent parking violation. Vehicles may also be towed and/or booted at the owner's expense.

## **Damages & Personal Property**

### **Code XVI: Damage to Property/Vandalism**

Malicious or unauthorized intentional damage to property belonging to the College, or to a member of or a visitor to the College community. This includes, but is not limited to, the unauthorized removal of or tampering with system and/or program files in any College-owned computer, pulling the locked exterior doors open without an ID, which damages the opening mechanism and automatically results in a fine of at least \$50. Students will be held responsible for unintentional damages due to negligence (broken keys, IDs, etc).

*Minimum Sanction:* Disciplinary/social probation; restitution (min. \$25); educational task; restriction of privileges; denial of Access

### **Code XVII: Receipt of Stolen Goods**

Obtaining property one knows or has reason to believe is stolen.

*Minimum Sanction:* Disciplinary/social probation; educational task; \$50 fine

### **Code XVIII: Sale/Exchange of Stolen Property**

Sell, transfer, or receive any material believed to be stolen.

*Minimum Sanction:* Disciplinary/social probation; educational task; \$50 fine

### **Code XIX: Theft**

The unlawful taking of College property or property belonging to another person.

*Minimum Sanction:* Disciplinary/social probation; educational task; reimburse victim(s); \$100 fine

**Drug, Alcohol, Narcotics****Code XX: Alcoholic Beverages**

Any act that violates College, local, and/or state policy on the consumption, possession and/or advertising of alcoholic beverages. Intoxication is not permitted in College buildings or on College grounds.

- Underage possession and/or use of (including “decorative” containers)
- Illegal alcohol beverage container including, but not limited to, kegs, beer bong, and other common source containers (\$100 fine per container will be charged in addition to other fines/disciplinary action)
- Drinking games - any game such as beer bong, caps, or case race that is set up and/or played, and has alcohol as a central component
- Supplying underage individuals with alcohol
- Consumption and/or possession in a public area including hallways, lobbies, and porches

First Offense	Disciplinary/social probation, \$100 fine (keg-\$250)
Second Offense	Disciplinary/social probation, educational task, alcohol assessment, \$200 fine
Third Offense	Community Service, \$300 fine
Fourth Offense	Judicial Board hearing with the strong possibility of removal from housing or academic suspension for a minimum of one semester, \$500 fine

**Code XXI: Drugs**

Possession/Use/Intent to Sell (without valid medical or dental prescription), manufacture, furnishing or sale of any narcotic, dangerous or illegal drug, paraphernalia, or any other violation of College policy regarding drugs. Students will face judicial charges if they are found abusing prescription and over-the-counter drugs as well. *\*When a staff member perceives that a student is buying/selling/using any illegal drugs, the Painesville Police Department will be called to campus.*

Suspicion of Marijuana	Defined as smell or evidence of use; \$50 fine; drug assessment; educational task  This includes smells permeating through residence halls and apartment community areas. Community areas are subjected to community fines of \$25.00 per person if the smell persists after a warning is provided
First Offense Marijuana	Educational task, drug assessment; \$150 fine
Second Offense Marijuana	Recommendation for permanent removal from College housing; \$250 fine
Other Drugs	Recommendation for suspension; \$300 fine
Selling/distribution of drugs	Recommendation for suspension or expulsion

*\*When a staff member perceives that a student is buying/selling/using any illegal drugs, the Painesville Police Department will be called to campus. Students on a NCAA roster may be drug tested if there is reasonable suspicion. Please contact the department of athletics for the specific policy.*

**Code XXII: Fireworks**

Possession or use of any explosive device, including, but not limited to firecrackers, cherry bombs, bottle rockets, and dynamite.

Possession	Disciplinary/social probation; educational task; \$50 fine
Use	Disciplinary/social Probation; educational task; \$75 fine

**Code XXIII: Weapons**

Possession of weapons, firearms or explosives of any kind on College property or at events sponsored or supervised by the College or recognized College organizations are prohibited. This includes, but not limited to, airsoft guns, knives, firearms and explosive devices (firecrackers, cherry bombs, bottle rockets), dynamite, B-B guns or pistols, paintball guns, flare guns, air

pistols, stun guns, martial arts weapons, ammunition/bullets, etc. Nerf guns are permitted as long as they do not become disruptive.

Airsoft Guns	Immediate confiscation of gun(s); damage fine
Knives or objects	Removal from College housing; \$500 fine
Intent to harm others	Removal from College housing, recommendation for suspension/expulsion

**Harassment**

**Code XXIV: Assault**

Inappropriate or disrespectful conduct or communication directed toward faculty, staff, student within the Lake Erie College community in any form resulting in verbal or physical abuse including but not limited to that which is of a sexual, racial or ethnic nature. Behavior known as "cyberbullying" and leads toward a defamation of one's character through social media outlets, including but not limited to Facebook, Twitter, email, text, etc.

*Minimum Sanction:* Removal from College housing; restitution; social probation; restricted access;

**Code XXV: Harassment**

Unwelcome/inappropriate or disrespectful conduct or communication (online messages- SnapChat, Instagram, TikTok, Facebook, etc) in any form that interferes substantially with a person's work or education, and/or creates an environment that a reasonable person would find hostile, threatening, or intimidating, including, but not limited to, that which is of a sexual, racial or ethnic nature.

*Minimum Sanction:* Disciplinary/social probation; educational task; restriction of privileges

**Code XXVI: Hazing**

Any activity that is expected of someone to join or continue to be a member of a team/club/student organization that humiliates, degrades, abuses, or endangers them, or that violates the dignity of another person, regardless of intention or willingness to participate. Hazing activities may include but not limited to forced consumption of any alcohol, food, drugs or any other substance, forced physical activity, deprivation of food or sleep, kidnapping, paddling, branding, or shaving, wearing or apparel that is conspicuous and not normally in good taste, singing on command in public places, and other activities that are not consistent with the policies outlined in the Lake Erie College Student Handbook. Groups that have allegedly hazed may go through the student conduct process for student organizations through the Office of Student Life.

*Minimum Sanction:* Disciplinary/social probation; educational task; restriction of privileges; \$300 fine

**Sexual Misconduct**

**Code XXVII: Stalking**

Repetitive, menacing pursuit, harassment and/or interference with the peace and/or safety of a member of the College community. Stalking may take many forms, including, but not limited to, persistent calling, texting, direct messaging, posting on a social networking site, monitoring behavior, taking pictures or physical stalking.

*Minimum Sanction:* Disciplinary/social probation; educational task; restriction of privileges; restricted contact

**Code XXVIII: Sexual Harassment**

Sexual Harassment is unwelcome, sex or gender-based verbal or physical conduct that is sufficiently severe, persistent and/or pervasive. When these behaviors have the effect of unreasonably interfering with, denying or limiting someone's ability to participate in or benefit from the College's educational programs and/or activities, or fulfill their work responsibilities, it is in violation of this policy. Sexual harassment can be based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation. Specific examples of sexual and sex-based harassment may include: requests for sexual favors; unwanted physical contact (touching, pinching or brushing the body); verbal harassment (sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, threats); non-verbal conduct, such as a display of sexually suggestive objects or pictures, leering, whistling, or obscene gestures; acts of physical aggression, intimidation, hostility, threats or unequal treatment based on sex (even if not sexual in a nature).

*Minimum Sanction:* Disciplinary/social probation; educational task; restricted contact; removal of title (stripped of duties)

**Code XXIX: Non-Consensual Sexual Contact**

Any intentional sexual touching, however slight, with any object, by a person upon a person that is without consent and/or by force. Examples include, but are not limited to: Intentional contact with the breasts, buttock, groin, genitals, mouth or other orifice, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

*Minimum Sanction:* Disciplinary/social probation; educational task; restricted contact

**Code XXX: Non-Consensual Sexual Intercourse**

Any sexual penetration however slight, with any object, by a person upon a person that is without consent and/or by force. Examples include, but are not limited to: Vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

*Minimum Sanction:* Disciplinary/social probation; educational task; restricted contact

**Code XXXI: Sexual Exploitation**

Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to: Invasion of sexual privacy; prostituting another individual; non-consensual video or audio-taping of sexual activity; going beyond the boundaries of consent (such as allowing others to hide in proximity to witness sexual activity); engaging in voyeurism; knowingly exposing another unaware individual an STD or HIV; exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals.

*Minimum Sanction:* Disciplinary/social probation; educational task; restricted contact

**Code XXXII: Intimate Partner Violence**

Intimate Partner Violence, also known as Dating Violence is defined as violence committed by a person who is or has been in a social relationship of romantic or intimate nature and where the existence of such a relationship shall be determined based on the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship. The abuse can take a variety of forms such as isolation, displaying a self-destructive behavior, physical, sexual, psychological or emotional and economic abuse.

*Minimum Sanction:* Disciplinary/social probation; educational task; restricted contact

**Code XXXIII: Quid Pro Quo**

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such conduct is made either explicitly or implicitly a term or condition of employment, educational benefits, academic grades or opportunities, living environment or participation in a College activity.

*Minimum Sanction:* Disciplinary/social probation; educational task; restricted contact

**TITLE IX**

In accordance with 1972 re-authorization of the Higher Education Act, Title IX stipulates that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Title IX requires all schools receiving federal financial assistance to take reasonable steps to create a safe, nondiscriminatory learning environment. Lake Erie College is committed to providing a campus climate that promotes respect and concern for every individual who studies, works and/or lives on campus. Any form of harassment, gender discrimination, assault, sexual violence (including sexual harassment, sexual assault, intimate partner violence, dating violence and stalking). Upon receipt of a report of sexual violence or gender discrimination, Lake Erie College will conduct an investigation and, where appropriate, adjudicate alleged student violations through the Title IX Investigation Process, including taking immediate action to end the discrimination, remedy its effects, and prevent its future recurrence. The Division of Student Affairs and the Office of Human Resources will jointly investigate reports involving both

students and employees. An action taken against students or employees, as a result of the investigation, is separate from any criminal or civil proceeding.

**Retaliation Prohibited**

Lake Erie College prohibits individuals from retaliating against a person who reports an act of gender discrimination or sexual misconduct (such as sexual harassment, sexual assault, intimate partner violence, dating violence, or stalking, etc.) The College further prohibits individuals from retaliating against anyone providing assistance with such a complaint or participating in any manner in an investigation or resolution of a complaint. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education.

**Filing a Report**

Any member of the College community (student, faculty, staff, volunteer or contractor), guest or visitor who believes that they have been the recipient of sexual harassment, interpersonal violence or some other form of discrimination prohibited by Title IX and wishes to make a complaint should contact the Title IX Coordinator in person, by email, or by phone.

Kimberly Robare, Title IX Coordinator  
krobare@lec.edu  
440-375-7509  
Holden Center, Student Experience Suite #125

**Duty to Report**

Most College employees receiving reports of a potential violation of this policy are responsible employees with a mandatory duty to report and are therefore expected to promptly contact the Title IX Coordinator, within one (1) business day of becoming aware of a report or incident. Only employees acting in their professional role and with a legal obligation to maintain confidentiality, such as counselors, doctors, nurses acting at the direction of a doctor, and clergy acting in those roles, are expected to maintain confidentiality consistent with their professional and legal obligations; those individuals are exempt from the reporting requirement.

**Confidentiality**

All reports and complaints will be treated with the maximum possible privacy. Subject to the College’s obligation to take action regarding violations, a reasonable effort will be made to maintain the privacy of those initiating a complaint or report of a possible violation. In all cases, Lake Erie College directs and expects all personnel involved in resolution to be discreet during proceedings. Information about a report is limited to those parties who have a legitimate need to know. Parties involved are advised to maintain discretion and not engage in public discussion of the case. The President’s Office will be kept apprised of the context and progress of the all investigations unless a conflict exists. The Security Office has an obligation to report to the Painesville Policy Department any reported felony crimes, sexual assaults or any serious physical injury to people. The College will give consideration to the reporting party with respect to how a possible violation is pursued, but the College reserves the right, when necessary to protect the community and the College, to investigate and pursue a resolution when the reporting party chooses not to initiate or participate in a formal complaint.

No person shall make an allegation that one knows to be untrue or knowingly provide false information during the course of an investigation. Making a false complaint or giving false information is a violation of the Lake Erie College Code of Conduct and may be a basis for conduct sanctioning, including expulsion or termination. Evidence of false complaints or false information shall be referred by the Title IX Coordinator to the appropriate office for investigation.

**Resources**

Security    Holden Center, Room 110    440-375-7575 (\*24/7)  
security@lec.edu

Student Experience Suite Holden Center, Room 120    440-679-4884 (\*24/7)

studentexperience@lec.edu

Painesville Police Department

911 or 440-350-5434

Kristina Fryson, LSW at Insight Counseling & Wellness

440-701-6170

Cleveland Rape Crisis Center

CRCC 24/7 Support & Crisis Hotline Call/Text:

216-619-6192

CRCC Chat @: [clevelandrapecrisis.org/chat](https://clevelandrapecrisis.org/chat)

CRCC has trained specialists available to listen and provide support 24/7.

Lake County Victim Assistance

440-350-2691

Lake Geauga Recovery Centers

440-255-0678 / 440-255-0678 /  
440-255-0678

Thrive Trauma Recovery

330-641-6542

Behavioral Wellness Group

440-392-2222

### **Sexual Misconduct Policies**

Lake Erie College is committed to providing a campus climate that promotes respect and concern for every individual who studies, works and/or lives on campus. Any form of harassment, gender discrimination, assault, sexual violence (including sexual harassment, sexual assault, intimate partner violence, dating violence and stalking) is prohibited and regarded as a serious matter. Sexual misconduct often exploits a relationship between individuals of unequal power and authority (for example, the relationship between an employee and a supervisor or between a student and a teacher) but may also occur between social and professional peers. Sexual misconduct may involve the behavior of a person of either gender against a person of the opposite or same gender. Sanctions for sexual misconduct range from warnings and mandatory education about sexual misconduct issues to dismissal or termination, depending on the seriousness and frequency of the behavior.

Sexual Misconduct Offenses include but are not limited to:

#### *Sexual Harassment*

Sexual Harassment is unwelcome, sex or gender-based verbal or physical conduct that is sufficiently severe, persistent and/or pervasive. When these behaviors have the effect of unreasonably interfering with, denying or limiting someone's ability to participate in or benefit from the College's educational programs and/or activities, or fulfill their work responsibilities, it is in violation of this policy. Sexual harassment can be based on power differentials (*quid pro quo*), the creation of a hostile environment, or retaliation.

Specific examples of sexual and sex-based harassment may include: requests for sexual favors; unwanted physical contact (touching, pinching or brushing the body); verbal harassment (sexual innuendos, suggestive comments, jokes of a sexual nature, sexual propositions, threats); non-verbal conduct, such as a display of sexually suggestive objects or pictures, leering, whistling, or obscene gestures; acts of physical aggression, intimidation, hostility, threats or unequal treatment based on sex (even if not sexual in a nature).

#### *Non-Consensual Sexual Contact*

Any intentional sexual touching, however slight, with any object, by a person upon a person that is without consent and/or by force. Examples include, but are not limited to: Intentional contact with the breasts, buttock, groin, genitals, mouth or other orifice, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; any intentional bodily contact in a sexual manner, though not involving contact with/of/by breasts, buttocks, groin, genitals, mouth or other orifice.

Non-Consensual Sexual Intercourse

Any sexual penetration however slight, with any object, by a person upon a person that is without consent and/or by force. Examples include, but are not limited to: Vaginal penetration by a penis, object, tongue or finger, anal penetration by a penis, object, tongue, or finger, and oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

Sexual Exploitation

Occurs when an individual takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to: Invasion of sexual privacy; prostituting another individual; non-consensual video or audio-taping of sexual activity; going beyond the boundaries of consent (such as allowing others to hide in proximity to witness sexual activity); engaging in voyeurism; knowingly exposing another unaware individual an STD or HIV; exposing one's genitals in non-consensual circumstances; inducing another to expose their genitals.

Intimate Partner Violence

Intimate Partner Violence, also known as Dating Violence is defined as violence committed by a person who is or has been in a social relationship of romantic or intimate nature and where the existence of such a relationship shall be determined based on the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship. The abuse can take a variety of forms such as isolation, displaying a self-destructive behavior, physical, sexual, psychological or emotional and economic abuse.

Stalking

Repetitive, menacing pursuit, harassment and/or interference with the peace and/or safety of a member of the College community. Stalking may take many forms, including, but not limited to, persistent calling, texting, direct messaging, posting on a social networking site, monitoring behavior, taking pictures or physical stalking.

Quid Pro Quo

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such conduct is made either explicitly or implicitly a term or condition of employment, educational benefits, academic grades or opportunities, living environment or participation in a College activity.

**Consent**

Consent is clear, knowing and voluntary. Consent is active, not passive. Silence, in and of itself, cannot be interpreted as consent. Consent can be given by words or actions, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of sexual activity).

- Consent to any one form of sexual activity does not automatically imply consent to any other forms of sexual activity.
- Previous relationships or prior consent does not imply consent to future sexual acts. o NOTE: There is no requirement that a party resists the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of force is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but nonconsensual sexual activity is not by definition forced.
- In order to give effective consent, one must be of legal age.
- Sexual activity with someone who should know to be -- or based on the circumstances should reasonably have known to be -- mentally or physically incapacitated (by alcohol or other drug use, unconsciousness or blackout) constitutes a violation of this policy.

Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force can also include threats, intimidation (implied threats) and coercion that overcome resistance or produce consent.



Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes clear that sex is not wanted, want it to stop, or do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive.

Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction).

- This policy also covers a person whose incapacity results alcohol or drug use, mental disability, sleep, involuntary physical restraint, or from the ingesting of “rape drugs”. Possession, use and/or distribution of any of these substances is a violation of this policy.
- Use of alcohol or other drugs will never function as a defense to a violation of this policy.
- The sexual orientation and/or gender identity of individuals engaging in sexual activity is not relevant to allegations under this policy.

### **Interim Measures**

Following a report of sexual misconduct, Lake Erie College may provide interim measures, such as changes to academic, living, transportation or working circumstances. Interim measures might include, but not limited to: informing the reporting party(ies) of how to request changes to the above circumstances, providing awareness of financial aid services on leave of absences and loan repayment, or establishing a non-contact restriction between the reporting and responding parties. These are meant as examples and may not be applicable to every case of a sexual misconduct complaint. Interim measures may or may not remain in effect after the resolution of a complaint.

### **Resolution Process**

When a sexual misconduct report is made, the Title IX Coordinator or other appropriate administrator will determine the most prudent means of resolution. Prior to the formal investigation of a complaint, a review by the Title IX Coordinator and/or other appropriate administrators (i.e. Chief Student Affairs Officer, Security, Director of Human Resources etc.) will take place promptly to determine:

- If the potential health and safety of members of the College community exists which warrants immediate Institutional action (i.e. campus warnings, notification of law enforcement, restrictions of contact with persons or campus property, etc.)
- If the report, as presented, would constitute a violation of College Policy
- The desire of the complainant for the College to fully investigate (when no ongoing threat is perceived to exist)
- Any extenuating circumstances affecting the responding party which could impact an investigation
- The most prudent means of resolution (i.e. student conduct hearing, administrative review, application of interim measures, etc.) will be identified
- When it is determined that the claims in an allegation rise to the level of potential policy violation(s) and evidence (including the accounts of reporting party and witnesses) is available, an investigation, administrative review or Student Conduct hearing will occur at the decision of the complainant/victim. An informal resolution process can be conducted.
- When an administrative review or a Student Conduct hearing is used, rationale will be articulated to all involved parties.
- If the respondent is a student, the matter will be referred to the Dean of Students/or designee who will coordinate response.
- Reports against or involving employees will be coordinated by the Director of Human Resources and/or Title IX Coordinator.
- Lake Erie College does not process allegations of sexual misconduct through mediation.
- All forms of resolution will use a standard of preponderance (more likely than not) to determine whether or not policy has indeed been violated. All forms of resolution will be conducted and any sanctions will be imposed by properly trained individuals without any demonstrable conflict of interest or bias against parties involved.
- During any formal investigation or Conduct proceeding, both the reporting and responding party will have equal opportunities to have others present, including an advisor of their choice, which can be legal counsel. The advisor

may not speak on behalf of the party in regards to the answers of the investigator/conduct board's questions.

- Throughout any proceedings, both the reporting and responding party shall receive timely notice of meetings at which one or the other or both may be present and shall receive equal access to information that will be used in informal and formal meetings and hearings.
- Copies of statements and reports will be available for review by reporting and responding parties. Information may be redacted due to confidentiality of witnesses.
- Notice will be given to all parties when information is given to the judicial board.
- Hearings will take place in person, in which any involved party's advisor is permitted to ask another party all relevant questions and follow-up questions. This will take at a live hearing, directly, orally and in real time. Technology may be used to keep parties in alternative spaces.
- A student involved cannot serve as own advisor. The College may provide a student an advisor if one is not present at the hearing.
- After any formal proceeding concludes, the reporting and responding parties shall receive written (may be electronic) notification of the proceeding's results ("Notice of Outcome") and any available appeals process. At the discretion of the Title IX Coordinator, notification may be presented at separate, in person meetings with the complainant and respondent scheduled as closely together as possible.
- Any involved party has the opportunity to appeal the Judicial Board decision by submitting a written appeal to the Provost within 10 business days of receipt of the sanctions letter. Students are only permitted to appeal based on improper judicial procedures or if new evidence has been discovered that is relevant to the case.

### **Initiating a Sexual Misconduct Complaint**

When a Title IX Officer/Coordinator receives a report:

- The Title IX Officer/Coordinator contacts survivor and offers resources. No response is required.
- If a survivor chooses to file a complaint (no time limit or restrictions), the Title IX Officer/Coordinator receives the complaint and determines whether the case falls under Title IX Regulations.
- Title IX cases go through the conduct board and the mandated procedures which include cross examination OR...
- Non Title IX cases go through the judicial process as outlined in the student handbook.

### **Sanctions**

If a party is found responsible, the conduct board may consider any of the following sanctions based on the severity and nature of the violation. Prior violations of the respondent in similar definition may be considered as well:

#### Alcohol/Drug Assessment

Student is required to schedule, attend, and pay for an alcohol or drug assessment. This may be available through the on campus Student Success Center or through Lake-Geauga Center (440.255.0678) located in Mentor. The Director of Residence Life, or designee will monitor completion of this task.

#### Denial of Access

Student would not be permitted to enter specific college buildings or to attend college events/activities.

#### Disciplinary Warning

First level sanction generally used for minor policy violations.

#### Disciplinary/Social Probation

Limits a student's ability to participate in campus events (on or off campus). Advisors and coaches will be informed if one of their students receives this sanction.

#### Educational Task

A requirement for a student to complete in order to learn from his/her behaviors. Appropriate College Employee will monitor completion of these tasks in conjunction with Director of Residence life or Dean of Students.

#### Expulsion

This is used in response to a serious violation of the Code of Conduct where the welfare of the Campus Community has been compromised and/or is in danger. A recommendation for expulsion will be made by the senior hearing officer) to the appropriate Vice President and the President of the College.

#### Presidential Interim Suspension

Reserved for severe violations that directly impact the welfare of the campus community. This is used at the discretion of the College President or his designee.

Removal from College Housing

Generally used for multiple policy violations and severe policy violations. Further sanctions would lead to Suspension or Expulsion from the college.

Restitution/Fine

Student is responsible for paying any fines associated with policy violations (alcohol, drugs, etc) as well as paying to repair any damages caused by vandalism. These are posted directly to student accounts.

Restriction of Privileges

Student could lose the ability to host overnight guests, participate in extracurricular activities; attendance at College events/activities etc.

Suspension

Generally used for a combination of a second and third-time offense of policy violations. A recommendation for suspension will be made by the Dean of Students (or senior hearing officer) to the appropriate Vice President and the President of the College.

**Preventing Sexual Misconduct**

Sexual misconduct offenses include, but are not limited to; harassment, non-consensual contact and/or intercourse, stalking, sexual exploitation, quid pro quo, intimate partner/dating violence, questionable consent. It is crucial to not only know the policies, but also remember keyways from preventing something to happen to you.

- Use your voice and your strength, before, during and after! Do not be afraid to say no or to report an incident after it happens.
- Make intentions and desires clear early in the encounter. Get on the same page with the other individuals, and make sure you are aware of what everyone wants.
- Listen! Do not only listen to the words but listen for the silence.
- Be sure to travel places in groups/with another individual.
- Know your host (and your limits) at social gatherings.
- Protect yourself and your friends and leave situations that make you feel uncomfortable.
- Continue to educate yourself and others.
- Hold yourself and your peers accountable for their actions!

**CONDUCT PROCESS**

Lake Erie College strives to maintain an atmosphere that is conducive to learning and to the development of mature and responsible students, as well as to protect the rights and sensibilities of each community member. To that end, the conduct process has been reviewed by students and changes have been made to create a consistent, fair and positive environment. This process will be reviewed yearly to ensure a positive environment in which students can live, learn and be engaged in the College experience.

**Administrative Roles**

**Judicial Board**

Consists of one student (must be at least sophomore standing), one faculty member, one staff member. These individuals will volunteer and must adhere to strict guidelines in order to remain Judicial Board members. Alternates will be in place in case one of these individuals is not available or if there is a conflict of interest.

**Chief Student Affairs Officer**

Receives all Incident Reports involving students and will adjudicate Level 1, 2 and 3 policy violations for all students. The Chief Student Affairs Officer will process a Judicial Board referral for anything Level 2 or Level 3, if deemed necessary. This person also schedules and chairs Judicial Board hearings as appropriate.

**Chief Academic Officer**

Will only listen to an appeal after all other options have been exhausted.

*\*Substitution for the above roles may be necessary depending on availability and will be determined on a case by case basis.*

### **Conduct File**

Each disciplinary incident will be recorded and kept in a permanent disciplinary file in the Student Life Office. Access to the file will be restricted and only granted to the student (with proper identification); appropriate College Officials in accordance with FERPA; Law Enforcement and related bodies conducting reference or background checking. Please note Transfer Evaluation Forms typically require this information and will be given to another institution for the purpose with the proper signature of the student.

### **Judicial Board Process**

A Judicial Board is formed when a student is accused of a level 2 or 3 offense or if the Chief Student Affairs Officer or designee deems that a Judicial Board is necessary. A Judicial Board will be formed as the discretion of the Division of Student Affairs based upon the accusations toward a member of the student body.

### **Board Membership**

One student (when applicable), one faculty member and/or one staff member or a combination of faculty and staff; and the Dean of Students (or a designee) who will serve as the secretary and judicial board chair. The Dean of Students is a non-voting member and will handle all communication from the judicial board to the students involved. Hearings may be visually and audio recorded.

- 1) The Dean of Students/ or designee schedules a hearing involving the accused student(s), witness(es) and the Judicial Board within five working days after receiving the Incident Report.
- 2) The accused student, witnesses and members of the Judicial Board receive communication (may be electronic) that will list the date, time and location of the judicial hearing 48 hours prior to the hearing.
- 3) On the day of the Judicial Board hearing, accused student and witnesses will receive an introduction where they will be refreshed on the Judicial Board process and sign the *Honesty Statement*.
- 4) All students involved reserve the right to meet with the Judicial Board. Meetings may take place individually or in a group.
- 5) The Chair of the Judicial Board reads the charges to the accused student.
- 6) Student enters a plea for each charge (“in violation” or “not in violation”).
- 7) Board members ask the student involved questions.
- 8) The accused student answers questions and makes a closing statement, then leaves the room.
- 9) Board members deliberate directly after the hearing in order to render a decision. The judicial decision will be determined by majority vote (2 votes minimum).
- 10) The Board renders a written decision to the Dean of Students/ or designee. The decision must contain rationale.
- 11) The Dean of Students/ or designee follows-up with a formal sanction letter within two business days.
- 12) The accused student has the opportunity to appeal the Judicial Board decision by submitting a written appeal to the Dean of Students for Student Affairs within 10 business days of receipt of the sanctions letter. Students are only permitted to appeal based on improper judicial procedures or if new evidence has been discovered that is relevant to the case.

The Judicial Board process can be revised and amended if a student is accusing a fellow student of a violation of the Code of Conduct. At that point both the accuser and the accused will have the opportunity to speak with the Judicial Board to provide statements. Witnesses will also be called, when applicable.

A student may appeal a judicial sanction or judicial board decision based on if new information is founded or if information was not originally presented during the judicial hearing. The written appeal can be directed to the Dean of Students within 10 business days of the original decision; or if new information regarding the case has been presented the student has 10 business days to bring that information to the Dean of Students. The Dean of Students may assemble a judicial committee to review the appeal and the original case and make a determination.

A second appeal can be filed with the Chief Academic Officer, following the same guidelines as the first appeal process (within 10 business days, written appeal, and new information provided).

Title IX policy violations will follow the process as laid out in the Title IX section of the handbook.

*Waiver*

If a student does not wish to go to a Judicial Board hearing, s/he may complete a *Hearing Waiver* with the Dean of Student/ or designee. Through this process, the student would take full responsibility for all charges that were levied and would receive the standard sanctions.

**Violation Levels**

The following is a comprehensive, but not all-inclusive, list of Student Code of Conduct policy violations that will be handled by the Dean of Students/ or designee. NOTE - Lake Erie College students will be adjudicated for any violations committed by their guests.

**Level 1**

- 1) 1-2 alcohol offenses
- 2) Noise
- 3) Unapproved guest/Visitation
- 4) Minor vandalism (under \$50)
- 5) Discourtesy to faculty/staff
- 7) Disorderly Conduct
- 8) Illegal entry
- 9) Traffic and vehicle regulations
- 10) Fire safety - candles, incense, items hanging from sprinkler
- 11) Unauthorized use of an alarmed door

Level 1 appeal process – accused student has the opportunity to appeal by submitting a written appeal to the Chief Student Affairs Officer no later than 24 hours after receiving the judicial sanction letter. Students are only permitted to appeal based on improper judicial process or if new evidence has been discovered that is relevant to the case.

**Level 2**

The director may forward the following policy violations to the Judicial Board.

- 1) 3 alcohol offenses
- 2) Possession or personal use of small amount of marijuana, paraphernalia - 1<sup>st</sup> offense-small amount = pipe, blunt, joint, anything less than a dime bag
- 3) Major vandalism (over \$50)
- 4) Fire safety - tampering with fire equipment
- 5) COVID-19 Violation
- 6) Gambling
- 7) Stolen Goods
- 8) Any combination of 2+ Level 1 violations

Level 2 appeal process – accused student has the opportunity to appeal by submitting a written appeal to the Chief Student Affairs Officer no later than 24 hours after receiving the judicial sanction letter with the exception of if the violation was reviewed by a judicial board, in which a student would have 10 business days to submit a written appeal to the Dean of Students. Students are only permitted to appeal based on improper judicial process or if new evidence has been discovered that is relevant to the case.

**Level 3**

The director may forward the following policy violations to the Judicial Board.

- 1) 4+ alcohol offenses

- 2) Possession or personal use of a small amount of marijuana, paraphernalia - 2<sup>nd</sup> offense
  - 3) Possession or personal use of a large amount of marijuana - 1<sup>st</sup> offense
  - 4) Intent/attempt to sell marijuana.
  - 5) Possession, personal use or sale of any illegal drugs other than marijuana.
  - 6) Major vandalism - 2<sup>nd</sup> offense
  - 7) Setting a fire
  - 8) Bodily Harm
  - 9) Weapons/Firearms
  - 10) Theft
  - 11) Any level 1 sanctions repeated 3 times
  - 12) Any level 2 sanctions repeated 2 times.
- \*Please refer to policies and procedures regarding sexual assault stated previously

Level 3 appeal process – accused student has the opportunity to appeal by submitting a written appeal to the Chief Student Affairs Officer no later than 24 hours after receiving the judicial sanction letter with the exception of if the violation was reviewed by a judicial board, in which a student would have 10 business days to submit a written appeal to the Dean of Students. Students are only permitted to appeal based on improper judicial process or if new evidence has been discovered that is relevant to the case.

### **Sanctions**

General sanctions used in response to Conduct violations. Any sanction can be used in combination with one another and may limit a student's participation in extracurricular activities; housing status or status as a student at Lake Erie College. All available information will be considered at the time of rendering a decision and the best interest of the student(s) and College Community will be at the center of the decision.

### **Minimum Sanctions**

In order to promote consistency in the judicial process at Lake Erie College, this section specifies *minimum* sanctions for the individual code. A student may receive more than the minimum sanction depending on the nature of the incident and severity of the violation at any time. The *Presidential Interim Suspension* may be used as a minimum sanction for any of these violations if deemed necessary by the President of the College or his designee. For more information about an individual offense, please review the "Prohibitive Behavior" section.

#### Alcohol/Drug Assessment

Student is required to schedule, attend, and pay for an alcohol or drug assessment. This may be available through the on campus Student Success Center or through Lake-Geauga Center (440.255.0678) located in Mentor. The Director of Residence Life, or designee will monitor completion of this task.

#### Denial of Access

Student would not be permitted to enter specific college buildings or to attend college events/activities.

#### Disciplinary Warning

First level sanction generally used for minor policy violations.

#### Disciplinary/Social Probation

Limits a student's ability to participate in campus events (on or off campus). Advisors and coaches will be informed if one of their students receives this sanction.

#### Educational Task

A requirement for a student to complete in order to learn from his/her behaviors. Appropriate College Employee will monitor completion of these tasks in conjunction with Director of Residence life or Dean of Students.

#### Expulsion

This is used in response to a serious violation of the Code of Conduct where the welfare of the Campus Community has been compromised and/or is in danger. A recommendation for expulsion will be made by the senior hearing officer) to the appropriate Vice President and the President of the College.

#### Presidential Interim Suspension

Reserved for severe violations that directly impact the welfare of the campus community. This is used at the discretion of the College President or his designee.

#### Removal from College Housing

Generally used for multiple policy violations and severe policy violations. Further sanctions would lead to Suspension or Expulsion from the college.

Restitution/Fine

Student is responsible for paying any fines associated with policy violations (alcohol, drugs, etc) as well as paying to repair any damages caused by vandalism. These are posted directly to student accounts.

Restriction of Privileges

Student could lose the ability to host overnight guests, participate in extracurricular activities; attendance at College events/activities etc.

Suspension

Generally used for a combination of a second and third-time offense of policy violations. A recommendation for suspension will be made by the Dean of Students (or senior hearing officer) to the appropriate Vice President and the President of the College.

## CODE OF CONDUCT—POLICIES AND PROCEDURES

### Alcohol

The Lake Erie College Alcohol Policy conforms to all regulations set forth in the OHIO REVISED CODE and will enforce those regulations. Lake Erie College prohibits students under the age of 21 from buying, possessing, being furnished with and/or consuming alcoholic beverages on its campus. A residential student who is 21 years of age may possess and consume bottled or canned beer only within the closed-door confines of his/her residence hall room *provided that* his/her roommate is also 21 years of age. All students present in the room must be 21 years of age if alcohol is consumed. A 21 year old residing with another student who is not of that age *automatically forfeits* this privilege. Kegs and other types of alcoholic beverages are prohibited. Students who are of legal age assume an obligation and liability when they bring alcohol into the residence halls. Students are expected to be responsible in all matters related to alcohol consumption Residential students are held responsible for the behaviors of their guests.

No student is permitted to bring beverages containing alcohol to any College sponsored activity or event whether that event is held on or off campus. Under special conditions, alcohol is permitted to be sold to students who are 21 years of age or older at off-campus events such as Homecoming and Spring Formal.

- Drinking games are not permitted in the residence halls. This includes, but is not limited to: beer pong, quarters, Beirut etc. Staff members will confront any individuals where they perceive mass consumption will occur.
- Staff members will confront any individual who is exhibiting intoxicated behaviors in a common area of the residence hall. These behaviors include but are not limited to: slurred speech, bloodshot eyes, strong odor of alcohol and a gaited walk.
- Alcohol paraphernalia: beer bong, funnels etc. are not permitted in the residence halls.
- Beer containers may not exceed 16 ounces.
- Alcohol containers are not permitted to be displayed anywhere in student rooms. If a student is 21 or older and would like to consume alcohol in his/her room, s/he must discard containers once the alcohol has been consumed.

Local authorities may be called or become involved in an on campus or off campus incident involving alcohol. Whether or not criminal proceedings are expected to be initiated, the College will impose a sanction(s) upon a student found to have been involved. Sanctions may include, but are not limited to probation, educational task, fines or penalties.

If a staff member believes a student needs medical attention due to alcohol consumption, the staff member will contact 9-1-1. The student needing medical attention will be responsible for all costs of medical treatment.

Commuter students who violate policy are subject to all fines and sanctions, as will their hosts/hostesses.

**Assault**

Every member of the College community is expected to conduct themselves in a mature and appropriate manner at all times. Inflicting harm on another member of the Community is a severe violation of College policy and may be of local, state and federal laws. Any act that causes injury to another person, including but not limited to physical fighting; inflicting harm with objects and/or weapons will not be tolerated on campus or at any College sponsored event. Individuals violating this policy will be subject to local, state and federal laws and proceeding in addition to campus judicial proceedings.

**Computer Usage Policy**

When users are granted access to a shared computer or Network system, they become part of a community. The Lake Erie College system user policy applies to anyone who uses a computer or Network resource.

Violations to this policy may include:

- Use another person's USER ID.
- Allow another person to access your account or share your password.
- Attempt to circumvent or subvert system or network security measures.
- Engage in any activity that might be harmful to systems or to any information stored thereon, such as creating or propagating viruses.
- Attempt to add, modify or damage files or data on any College computer; make any unauthorized deletions of files or data on any College computer; damage computer equipment or degrade system performance.
- Attempt to gain unauthorized access to local or remote computers.
- Use College Computing resources for private profiting of any type.
- Make illegal copies of copyrighted software, published materials or music, store such copies on College systems, or transmit them over college networks.
- Intentionally impede the legitimate use of computing facilities by other people.
- Use Email to harass, intimidate, or otherwise annoy another person, including cyber bullying
- Use facilities, including printers, for junk mail or mass mailings.
- Waste computing resources, including printing on excessive amounts of paper.

Email should be read, responded to and deleted in a timely manner. The amount of email and their accompanying attachments in a user's mailbox may never exceed 1 gigabyte. The computer accounts with mailboxes containing over 1 gigabyte of email may be disabled. System administrators reserve the right to delete email from the account of users who have exceeded the limit without notice.

Computer programs, executable files, MP3 files, video files and large graphic files may not be stored on a shared drive unless approved by the I.T. department. System administrators reserve the right to delete these files without notice along with any files that were obtained or used in a violation of the law.

All users have space on a network server called their Z drive. This is the recommended place for users to store documents and files. The amount of materials stored on a user's Z Drive may not exceed 250 megabytes unless approved by the I.T. department. MP3 files and video files may not be stored on a user's Z drive. System Administrators reserve the right to delete these files without notice along with any files that were obtained or used in a violation of the law. The user account that exceeds the size limit not be allowed to save any more files to their drive until data is deleted.

Users who do not return to Lake Erie College during the next school semester or have graduated will continue to have access to their email, documents and account for no more than 60 days. After that time all data, including the student user account will be removed from the system.

**Email**

All students, faculty and staff are issued a campus email address. Email is the major form of communication on the Lake Erie College campus. **Students are required to check their campus email on a daily basis** for announcements, news or correspondence from faculty and staff members. Email should be read, responded to and deleted in a timely manner.



All users: webmail and campus network

User [username@lec.edu](mailto:username@lec.edu) (replacing username with own)

Pw (users password)

Email is accessible on and off campus. To gain access off campus, visit [www.lec.edu](http://www.lec.edu) and select “webmail” link on the main page. Password will be the same as being on the network while on campus

### **Fraternization**

The faculty and staff of Lake Erie College assist the College in meeting its mission of providing a quality higher educational environment for its students that supports the goals of the College. Students should be assured that the relationships they develop with faculty and staff members will always be built upon the highest ethical precepts of the educational profession.

Virtually all faculty members, administrators and staff members are, or can appear to be, in a position to exercise power or authority, directly or indirectly, over students, whether or not an individual student is enrolled in their classes, are subject to their direct supervision, or have some form of business to transact with offices at the College. Many students are at a stage in their development when they may be particularly vulnerable to the influence of faculty members, administrators, and staff members who are in positions where they can affect the terms and conditions of a student’s standing at the College.

If a student consents to a romantic relationship with a faculty member, administrator or staff member, the existence of such a relationship could have unintended adverse effects on the educational environment of the College. In some cases such a relationship can end unhappily or become problematic, resulting in charges of sexual harassment, and even physical or psychological abuse.

Because of the commitment to maintaining an environment that supports our educational goals and in order to promote the efficient and fair operation of the College, and to avoid misunderstandings, complaints of favoritism, supervision problems, security problems, morale problems, questions regarding academic achievement, and possible claims of sexual harassment, the College prohibits romantic, sexual and exploitative relationships between employees and students including but not limited to: dating, pursuing to date, and pursuing or having romantic or sexual relationships with students. Employees or students who violate this policy will be subject to discipline, up to and including termination of employment for employee violators.

There are exceptional circumstances in which the spouse or partner of a college employee is a student at the College. This fraternization policy does not apply in such circumstances. The President, in consultation with the President’s Cabinet and Director of Human Resources, is the administrative officer who determines whether an exceptional circumstance applies.

### **Grievance Procedure**

Students have the right to present any personal concern or dissatisfaction regarding their enrollment to the appropriate College personnel and have it considered on its merits.

Students will advise the Chief Student Affairs Officer or the Title IX Officer briefly in writing of the problem within ten (10) working days of the incident. A response will be provided, in writing to the complaint. If the grievance is directed to the Chief Student Affairs Officer, the student will advise the Title IX Officer briefly in writing of the problem within ten (10) working days of an incident.

Every effort should be made to resolve the conflict or problem on an informal basis. In the event a compromise/solution cannot be agreed upon, the grievance will move from this informal procedure to a formal one as follows:

- The student will put the complaint in writing again stating the full facts and providing evidence of the grievance.
- A meeting will then take place between the appropriate parties and the Vice President for Student Affairs or his/her designee in order to resolve the conflict.

If the grievance is not resolved at this level, all relevant information should be submitted to the respective area Vice President for action, which may include a Review Panel (LEC faculty, staff and students). All relevant information will be submitted to

the appropriate Vice President who will share with the President of the College. The President's written response concludes Lake Erie College's provisions for addressing the allegation.

The purpose of this procedure is to promote an equitable, orderly resolution of problems arising at Lake Erie College. It is necessary that each step be followed to assure the student of the proper consideration of his or her grievance. In a situation where the student feels discriminated against, he or she should file a complaint with the Title IX Officer.

### Amnesty Policy

Lake Erie College views student safety as paramount. In incidents of crisis or medical emergency, Lake Erie students are expected to care for themselves and for others in the College community by getting help from appropriate officials even when violations of the Code of Conduct have occurred. Because the College understands that fear of disciplinary actions may deter requests for emergency assistance, the Amnesty Policy was created to alleviate such concerns and reduce hesitation by Lake Erie students to seek help.

In crisis situations involving alcohol, drugs, and/or sexual misconduct, the College strongly considers the positive impact of taking responsible action when determining the appropriate response for alleged policy violations relating to the incident. **This means that no formal College disciplinary actions or sanctions will be assigned to the reporting student(s).** The incident will still be documented, and educational and/or health interventions may be required as a condition of deferring disciplinary sanctions.

This policy does not protect repeated, flagrant, or serious violations of the Code of Conduct (e.g. abusive conduct, sexual misconduct, distribution of alcohol or drugs, hazing, theft, property damage, etc.) or violations that caused harm to another person requiring emergency response, nor does the policy preclude or prevent action by police or legal authorities.

Failure of students to take responsible action under this policy where action is clearly warranted and harm results may, in egregious circumstances, constitute a violation of the College's "Civility Statement" and will void all protections under this provision.

### Harassment

In providing a productive learning environment, the College believes that its students, faculty and staff should be able to enjoy an environment free from all forms of discrimination, including harassment on the basis of race, color, religion, gender, national origin, age, disability and sexual orientation.

It is against the policy of the College for any student to harass another member of the College community. Harassment occurs when verbal, written or physical conduct defames or shows hostility toward any individual because of his or her race, color, religion, gender, national origin, age, disability or sexual orientation, or that of the individual's relatives, friends, or associates. Harassment occurs when a situation creates or is intended to create an intimidating, hostile, or offensive environment; interferes or is intended to interfere with an individual's academic performance; or otherwise adversely affects an individual's learning opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts, which relate to race, color, religion, gender, national origin, age, disability or sexual orientation. Written or graphic material that defames or shows hostility or aversion toward an individual or group because of race, color, religion, gender, national origin, age, disability or sexual orientation that is placed on walls, bulletin boards, or elsewhere on the College's premises, or circulated in the residence halls will not be tolerated.

### Illegal Drugs

The use of illegal drugs is a serious matter involving violations of Federal and Ohio laws. The College will uphold the laws and will cooperate with the apprehension and legal prosecution of violators. When a staff member perceives that a student is buying/selling/using any illegal drugs, the Painesville Police Department will be called to campus. Whether or not criminal proceedings have been initiated or are expected to be initiated, the College will impose a sanction(s) upon a student found to have possessed, consumed, sold or otherwise provided illegal drugs, on or off campus, as the College's judgment deems

appropriate. Sanctions may include, but are not limited to probation, fines, removal from campus, suspension and/or expulsion and do not preclude, alter or in any way have an impact on criminal charges or penalties.

### **Lost, Stolen, Damaged Items**

Lake Erie College students, faculty and staff are responsible for properly securing vehicles, offices, rooms, computers, electronic devices, books and other valuable items, at all times. The College is not responsible for lost, stolen, or damaged items. Students, faculty and staff should call Security, 440/375.7575 immediately to report lost, stolen or damaged items, followed by Painesville Police or Lake County Sherriff (where appropriate).

The College encourages residential students to obtain personal property insurance while residing in campus operated facilities. In addition, computers and other electronic devices should be clearly marked and identifiable information should be kept in a secure place in the event it is needed to identify a stolen item.

### **Pets**

Pets are not permitted in campus buildings except for registered service animals, this includes residence halls and campus leased apartment facilities. Resident students are permitted fish in a 20 gallon tank or less. Please see service animal/emotional support animal policy for more information.

### **Posting**

The Student Life Office must approve the posting of announcements, notices, and/or promotional material in advance. Postings may not be affixed to walls, buildings or trees in such a way as to cause damage. Any reference to alcoholic beverages, illegal substances, pornography or anything that is deemed offensive is prohibited.

### **Residency**

All full-time students are required to live in campus housing during the academic year {on campus residence halls or residential apartments}. Resident students sign and submit a *Housing and Food Accommodations Contract* for one academic year, both Fall and Spring semesters, unless the student cancels the contract through the Student Life Office and it is approved. *Housing and Food Accommodations Contracts* cannot be cancelled unless students meet the residency requirements as listed or are no longer attending Lake Erie College. A cancellations fee of \$100 may apply.

All residential students must be currently registered full-time at Lake Erie College. All financial obligations to the College must be taken care of prior to move in. Students with an unpaid balance will not be permitted to receive a room key or move in prior to the fall and spring semesters. In addition, students must have all medical forms completed and submitted prior to move in.

Without exception, all students residing on campus are required to be enrolled in one of the College board (meal) plans. Student accounts will be charged accordingly. Failure to choose a meal plan will result in the default 19 meals per week.

Students may only reside in the residence halls when the College is in session. Students are provided with the College calendar as well as the dates they are permitted to move in and the dates they are required to move out of the residence halls. Travel arrangements must be made accordingly. The campus dining facility is closed during break periods. Students can complete an application to stay on campus during break periods. Applications will be approved based on necessity; those approved will be charge \$25 per night during break periods.

#### *Residency Exemption*

If a student wishes to commute, ALL the following requirements must be met:

- have more than 64 credit hours
- above the age of 22
- official residence is inside of a 25- mile radius of the college
- does not receive a Presidential Scholarship or Athletic Scholarship

Any student that meets one or more of the above requirements, and wishes to petition for an exemption must complete a

*Residency Exemption Application*, available in the Student Life Office. The Residency Exemption Committee will meet five (5) times per year: August, November, January, April and June. The Residency Exemption Committee reserves the right to deny applications or request more information.

Students who have other reasons may apply for a residency exemption, reasons may include—participating in Study Abroad; graduating at the end of the current semester; lived in college housing four (4) consecutive semesters at a previous institution, married, dependent children.

Students should review any and all scholarship requirements prior to submitting an application.

Applications must be approved by the Residency Exemption Committee. Students will be billed for housing and meal plan accommodations accordingly if an application is denied.

### **Emotional Support and Service Animals Policy**

Lake Erie College has a “no pet” policy. Service animals and emotional support animals may be a reasonable accommodation to No Pet Policies.

*According to the Fair Housing Act, emotional support animals “provide emotional support to persons with disabilities who have a disability-related need for such support.” Under the FHA, individuals with a disability may be entitled to keep an emotional support animal as “a reasonable accommodation in housing facilities.” In order to qualify for such an accommodation, the emotional support animal must be necessary to afford the individual an equal opportunity to use and enjoy a dwelling or to participate in the housing service or program. Further, there must be a “relationship between the individual’s disability and the assistance the animal provides.”*

**Emotional Support animals** are not considered service animals by the ADA Regulations published by the United States Department of Justice, Civil Rights Division. Emotional Support animals have additional restrictions regarding where they can be utilized. Emotional Support animals provide people with therapeutic contact to improve physical, social, emotional, and/or cognitive functioning. In the residential setting an approved Emotional Support Animal is allowed, when under the control of its handler, in the handler’s room or common spaces within the residence. Emotional Support Animals approved for the residential setting are not permitted in other buildings.

In the residential setting an approved Emotional Support Animal is allowed, when under the control of its handler, in the handler’s room or common spaces within the residence. Emotional Support Animals approved for the residential setting are not permitted in other buildings. Emotional Support animals must be approved by the Director of Accommodation Support and Counseling Services and The Director of Student Life/ or designee. Residential students must sign a “pet agreement” for every **academic year** the student and/or animal will be in campus residency.

There are a variety of different types of ways an animal may be used by a student with a disability. In order to be considered for an emotional support animal, supporting documentation must be submitted from a qualified provider currently providing treatment for the disability you describe, including documentation of a disability and the disability-related need for the animal. The information must answer the questions specific to the type of animal requested. The student must:

1. Complete and submit a description of the disability for which an ESA is requested.
2. Submit a disability accommodation verification form from a qualified provider.
3. Submit proof of insurance on the animal in case of injury to others, and sign a document releasing Lake Erie College of any liability in the event of injury to others.

***\*Insurance requirement is currently under review. Although not required, it is highly recommended at this time.***

Both of the above must be submitted for each semester for which an ESA is requested on the following schedule: **August 1 (for Fall Semester), December 1 (for Spring Semester), and May 1 (for Summer Semester).**

**In addition to the documentation above, the student requesting an ESA must submit:**

1. A certificate of health (including up to date shots) from a qualified Veterinarian for the animal at the time of the application. Rabies vaccination is mandatory for animals that are eligible.
2. A copy of the animal's Ohio license if required by the State of Ohio.

Once a determination has been made, you will be notified in writing, and a request for Accommodation Form will be generated that must be signed and returned both by the student and by the Director of Student Life, or designee. If you live in campus housing, the Student Life Office will also communicate with you regarding the "Guidelines and Check List for Maintaining an Approved Animal" which must be completed by you and/or your roommates before the animal can be brought on campus.

All animals are the responsibility of their handlers and should be under their control (in proximity to the handler and responsive to commands, in harness, leashed or in a carrier). An animal's behavior is considered the handler's behavior; the animal will be held to the same basic standard of conduct as their handlers. If they are disruptive to college business or community behavioral expectations for educational, medical and residential environments, handlers may be asked to correct the animal's behavior or remove it from the environment.

**Service animals** which are permitted under the ADA (Americans with Disabilities Act) are broadly defined to include "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability." 28 CFR 36.104

Lake Erie College fits within the definition of a public place of accommodation as defined by 28 CFR 36.104, therefore follows all rules and regulations associated with Service Animals as defined by the ADA.

When it is not obvious what service an animal provides, only limited inquiries are allowed, which include:

- Is the dog a service animal required because of a disability?
- What work or task has the dog been trained to perform?

Staff and faculty cannot ask about the person's disability, require medical documentation, require a special identification card or training document for the dog, or ask that the dog perform a task.

Allergies and fear of dogs are not valid reasons for denying access or refusing service. When a person who is allergic and a person who uses a service dog must spend time in the same room or facility, they both should be accommodated by assigning them, if possible, to different locations. Students should work directly with Director of Accommodation Support and Counseling Services regarding this and any other accommodation need.

Service animals must be harnessed, leashed or tethered, unless these devices interfere with the animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through another effective control method.

Owners and/or users must abide by current city ordinances/laws pertaining to licensing and vaccination requirement for the service animal. It is the responsibility of the owner and/or user of the animal to know about these ordinances and/or laws. All owners and or users of the service animals are responsible to clean up after and properly dispose of waste.

Guidelines for emotional support and service animals

- The animal should meet the licensing requirements of Ohio. (Copy required.)
- Students will provide vaccination records. (Copy required.)
- Animals must be quarantined for at least 2 weeks from other animals before arriving at school.
- The student must immediately clean up after the animal.
- Students need to maintain the hygiene of the animal. Preventative measures should be taken for flea and odor control. Consideration of others must be taken into account when providing maintenance and hygiene of assistance animals.
- It is recommended that the animal wear some type of commonly recognized identification symbol, identifying the animal as a working animal, but not disclosing disability.

- Emotional Support Animals are permitted in the student's residence to whom the accommodation is granted only, and not in classrooms, or other campus facilities.
- Emotional Support Animals can weigh no more than 15 pounds due to residential living arrangements.

### Control Requirements

- While in public, the animal should be on a leash when not providing a needed service to student.
- The animal should respond to commands at all times, and be in full control of the student. To the extent possible, the animal should be as unobtrusive to other students and the learning environment as possible.
- A service/emotional support animal may be excluded from the campus when that animal's behavior poses a direct threat to the health and safety of others. Although the campus may exclude any service animal that is out of control, it will not exclude the individual with a disability. A corrective action plan may be developed to allow the animal to return to campus e.g. muzzling a barking animal, refresher training for the animal and the student, etc.
- Emotional support animals are not permitted in College Buildings or general public areas other than personal residence.

### Public Etiquette

The animal should not:

- Sniff people, restaurant tables or the personal belongings of others.
- Display any behaviors or noises that are disruptive to others unless part of the service being provided to the student.
- Engage in personal grooming in public settings.
- Block an aisle or passageway for fire egress.

The general public should avoid:

- Petting a service animal as it may distract them from the task at hand.
- Feeding the service animal.
- Deliberately startling a service animal.
- Separating or attempting to separate a student from his/her service animal.
- Hesitating to ask a student if she/he would like assistance if there seems to be confusion.

### Areas of Safety Concern

As cited above, there are certain instances when it may be considered unsafe for service animals in such places as laboratories, mechanical rooms or any other place where the safety of the animal or student may be threatened. When it is determined unsafe for the student and service animal to be in one of these areas, reasonable accommodations will be provided to assure the student equal access to the activity. The decision regarding safety of the service animal and student will be determined through consultation with the student, Director of the office of Accessibility and Accommodations and/or designee and may include faculty from the designated program.

### Emergency Situations

Any emergency response efforts should make every effort to keep the service animal and its student together; however, the first effort should be toward the student; this may necessitate leaving the animal behind in certain emergency evacuation situations.

## CAREER DEVELOPMENT PROGRAM

[erevans@lec.edu](mailto:erevans@lec.edu)

Our Career Development Mission is to integrate career reflection and exploration in every student's educational experience providing personalized action oriented programming that empowers and develops the skills needed for post graduate employment. Our help can include assistance with deciding on a career direction, resumes, LinkedIn, cover letters, applications, interviews, networking, and obtaining part-time and full time work.

Our Career Support is embedded in the academic experience through our Pathway to Empowerment Program (P2E). P2E personal and professional development programming and courses give support and focus for every academic year, with continual support as alumni to make the most of your learning, and help you find experiential learning and employment. More information here: <https://www.lec.edu/career-development-and-experiential-learning>

## DEPARTMENT OF ATHLETICS (NCAA)

### Mission Statement

Lake Erie College Department of Athletics creates an inclusive, academically focused environment for student-athletes to enrich their collegiate experience through competition, community engagement and co-curricular programs.

### Vision Statement

The vision of the Lake Erie College Department of Athletics is to create an environment that enhances the intellectual, physical and social development of the whole person, while focusing on integrity, sportsmanship and ethical decision making.

### Departmental Outcomes

The Department of Athletics strives for excellence in a well-rounded experience for NCAA student-athletes. Upon participation in a sport, student-athletes will:

1. receive a championship experience by participating in postseason tournaments;
2. Remain focused on high academic achievement as measured by GPA, retention and progress toward degree completion;
3. give back to the local community by participating in service projects each semester;

be an engaged member of the academic community by participating in leadership activities, internships and campus events

For more information, please visit the Storm Athletics website or the Student-Athlete Handbook: [www.lakeeriestorm.com](http://www.lakeeriestorm.com)

## DINING SERVICES

Dining Services offer four meal plan options to keep costs at a minimum. Residential students are required to select one of the four meal plans, Block Plan (200 meals per semester), Block Plan (225 meals per semester), Block Plan (300 meals per semester), Block Plan (75 meals per semester—Tower residents only). Meal plan changes will be done only within the first two weeks of each semester by the Director of Residence Life & Housing or designee.

Commuting students are invited and encouraged to participate in one of the four meal plan options. Commuter students also have a fifth option: Commuter Plan (25 meals per semester, \$150 Storm Dollars). Commuter meal plans can be purchased through the Cashier's Office.

*Storm Dollars* are the most versatile and care-free way to access meals and snacks. Students deposit funds into their student account and receive *Storm Dollar* credit. These dollars are then available for use through fall to the end of the spring semester. Each meal plan comes with *Storm Dollars*. Additional funds can be deposited any time during the academic year.

The *Storm Café*, offering lighter fare, provides another dining option for commuting students, faculty and staff. The *Storm Café* is located on the main floor of the Holden Center just inside the north entrance.

Dining Services enforces a strict “No Card, No Food” policy, in which students must have their ID card in order to enter the dining hall. If a student does not have their ID card, they will be sent to go get it. For students who wish to do so, are welcome to pay for guests by using their *Storm Dollars*. No meal plan swipes will be accepted for guests in the dining hall. However, the student who is scanning others in must be present at the time of the scan with their ID card in order to verify.

If you are not able to stay and eat in the dining hall, you may request a reusable take-out box from Metz. A \$2 cash deposit is required and will be returned after the reusable box is returned.

All students and guest are expected to behave in a respectful manner while inside the dining hall, including towards all Metz employees, members of the Lake Erie College community, and other visitors. Be sure to push in your chairs, dispose of any trash and used dishes in the proper areas. Failure to behave in an acceptable manner may result in removal from the dining hall and/or referral to the Student Conduct Process.

## DIVERSITY & INCLUSION

Lake Erie College seeks to be an institution where individuals of all backgrounds feel welcomed. We also strive to ensure that all within the campus community hold themselves accountable for contributing positively to a culture of inclusion and empowerment. We are committed to an institution that respects the breadth of diversity, which includes, but is not limited to, race, gender, age, disability, background, sexual orientation, or socioeconomic status. With the understanding that diversity must align with inclusiveness, the College seeks to support an environment that is welcoming, supportive, and dignified with regard to programming, support, and services. We recognize that we must have an environment where stakeholders may express opinions, thoughts, or ideas freely and openly, and in such a way, that embraces differences with acceptance and respect as part of our growth and sustainability strategy.

Lake Erie College seeks to emblemize a culture that projects our diversity and inclusion values into the communities that surround us. We recognize that inclusion should be a campus ideology. Without diversity and inclusion, in its broadest sense, our ability to accomplish our mission fully is hindered.

*[Developed and Approved by the Diversity and Inclusion Committee – May 2021]*

## INFORMATION TECHNOLOGY

The Office of Information Technology (IT) oversees the maintenance of college owned computers and printers. Computer labs are available in the Holden Center, Lincoln Library, and Garfield Center. Rooms in the Residence Halls are equipped with a wireless access point and two ethernet ports. Any attempt to remove an access point from the wall is prohibited. Students who damage an access point may be fined for any damages. Residences off of the main campus (Founders) are exclusively wireless. Printers are available in all labs: black and white prints are .03 per page, and the color is .30 per page. At the beginning of every semester, students are given \$7.50 in printing funds. Whatever remains of the given \$7.50 at the end of a semester will not carry over to the following semester. Students may add additional funds to their printing balance at the Cashier's office. To report a technical problem, please utilize the Help Desk (<https://service.lec.edu>). Individuals using the Lake Erie College computer network without authority or in excess of their authority are subject to having all of their activities on this system monitored and recorded by system personnel. Users understand that usage of the Lake Erie College network may be monitored and agree to such monitoring. If the monitoring reveals possible evidence of criminal activity, system personnel may provide this evidence to law enforcement officials. In addition, any violation of policy set by the Office of Information Technology may result in account lockout or a loss of computer and network privileges.

### Computer System Use Policy

When you are granted access to a shared computer or network system, you become part of a community. The Lake Erie College system user policy applies to anyone who uses a computer or network resource. Violations to this policy may include, but are not limited to:

1. Use of another person's User ID/email credentials.
2. Allowing another person to access your account or sharing your password.
3. Attempt to circumvent or subvert system or network security measures.
4. Engage in any activity that might be harmful to systems or to any information stored thereon, such as creating or propagating viruses.
5. Attempt to add, modify or damage files or data on any College computer; make any unauthorized deletions of files or data on any College computer; damage, move or modify computer equipment or degrade system performance.
6. Attempt to gain unauthorized access to local or remote computers.
7. Use College Computing resources for private profiting of any type
8. Make illegal copies of copyrighted software, published materials or music, store such copies on College systems, or transmit them over college networks.
9. Intentionally impede the legitimate use of computing facilities by other people.
10. Use Email to harass, intimidate, or otherwise annoy another person.
11. Use facilities, including printers, for junk mail or mass mailings.
12. Waste computing resources, including printing excessive amounts of paper.



**In Addition:**

1. Email should be read, responded to, and deleted in a timely manner.
2. Users who will not return to Lake Erie College during the next school semester will continue to have access to their email, documents, and account for no more than 60 days. After that time all data, including the student user account, will be removed from the system.
3. Students who graduate from Lake Erie College and are enrolled in the Password Portal system may continue to access their accounts indefinitely. Graduated students may be required to update password information in order to maintain account access
4. In addition, any violation of these rules set from by the Lake Erie College IT department may result in account lockout or a loss of computer and network privileges.

Computer programs, executable files, audio/video files, and large graphic files may not be stored on a computer hard drive unless approved by the I.T. department. System administrators reserve the right to delete these files without notice along with any files that were obtained or used in a violation of the law.

**LIBRARY**

**The James F. Lincoln Library**

This building has recently been renovated to serve as our campus center for doing intellectual work, and provides:

1. spaces for individual and group study/socializing
2. Distance Learning Classroom/PC lab
3. Visual Communications & Graphic Design Lab
4. Academic Learning Center and Writing Center for support for all courses and assistance with papers
5. Lincoln Lounge with an array of quick meals and drinks (cash, card and Storm Dollars accepted).

**Library Website**

The library's website is tailored to meet student needs. It provides access to the online catalog, research databases, reference and interlibrary loan services, library hours and information, and provides many links to other subject-specific web sites. The site is updated continuously and should be your starting point for research:

1. StormSEARCH lets you search the library's research databases as well as combined collections of our library and the other OhioLINK libraries (over 50 million items!) all at once, and uses Google-like algorithms to show the most promising results first;
2. the Research Guides on this site show you how to access specialized resources for your research;
3. choose the About the Library link for information about our reference and interlibrary loan services, library hours, loaning policies, special collections, and facilities.

For more information, please consult the Library website: [www.lec.edu/library](http://www.lec.edu/library).

**OFFICE OF ACCESSIBILITY SUPPORT AND COUNSELING SERVICES**

The office of Accessibility Support and Counseling Services is available to assist students in being successful in all areas of college life. The following are some of the services available to students at Lake Erie College:

Services available to all Lake Erie College Students:

- All Lake Erie College Students may receive general counseling therapy, life coaching, financial coaching and general medical care **free of charge** through the Virtual Care Group.

- To obtain counseling therapy, life coaching, financial coaching or general medical care, each student must register with the Virtual Care Group at [thevirtualcaregroup.com/lec](http://thevirtualcaregroup.com/lec). You will be asked for 1) your last name, 2) your date of birth, and 3) the **college zip code – 44077**. Lake Erie College students are eligible to receive these services 12 months a year, with no limit on the number of visits they may receive.
- Collaboration with and referral to community agencies including alcohol/drug, mental health, and rehabilitation services
- Stress management and suicide awareness
- Referrals to medical and family planning clinics
- Critical incident response and 24/7 crisis intervention both by residence life staff, and through the Virtual Care Group (see above to register for VCG services.)

For medical issues that cannot be handled through the Virtual Care Group physicians, there is a list of nearby medical providers on the Lake Erie College website, <https://www.lec.edu/office-of-student-life/accommodations-support-and-counseling-services/>

### Process to obtain Disability Accommodation

1. Student identifies themselves to the Director [Email only between May 30 and August 1].
2. Student provides documentation that includes a diagnosis of their disability from a qualified professional in a field related to disabilities that impact learning such as:
  - a. Medical doctors
  - b. Psychiatrists
  - c. Psychologists
  - d. Bureau of Vocational Rehabilitation
  - e. Bureau of Services for the visually impaired
  - f. Job Training Partnership Act
  - g. Other qualified professionals
3. Documentation should include test scores, other evidence to support the diagnosis, individualized education plan, multi-factored evaluation, including suggested accommodations. (Please see the list of accommodations available at Lake Erie College below. Please note that just because an accommodation is recommended, it may not be available at Lake Erie College.)
4. Meet with the Director (August 1-May 30 by appointment) to identify appropriate accommodations based on availability at Lake Erie College.
5. The Director will provide a **Request for Accommodation form** for **each course** in which an accommodation is requested. Accommodations are reviewed **every semester, and new accommodation request forms are issued every semester**. Accommodation requests must be processed by the end of the first week of classes each semester.
6. Return the Request for Accommodation form **signed by the instructor and student** by Wednesday of the second week of classes. **No accommodation is implemented without the Request for Accommodation form signed and returned to the Director.**

**Accommodations available at Lake Erie College:**

- a. Peer tutoring through the Academic Learning Center
- b. Time and a half for testing
- c. Peer editing through the Writing Center
- d. Personal life coaching for success through the Virtual Care Group (see above), and working with an academic advisor in course planning.

For further information, contact Dr. John Spiesman, Director of Accommodations Support and Counseling Services, by email [jspiesman@lec.edu](mailto:jspiesman@lec.edu)

**PARKING AND STUDENT VEHICLES**

**Vehicle Registration**

All vehicles on campus and in College-leased apartment areas, are required to be registered with Security within the first week of the semester of the current school calendar year. A permit decal, for current academic calendar year, will be issued and must be displayed on the vehicle at all times. There is no charge for the first permit; however, there is a \$5.00 charge for each additional or replacement permit. Your personal information, vehicle year, make, model, color and the license plate number of the vehicle are needed to register a vehicle. Student vehicles are required to be registered on campus for Security to be able to open unlocked vehicles or jump start vehicles. Founder’s Court parking has limited spaces. All spaces in Founder’s Court are reserved for

Students, who reside in Founder’s Court. Visitors are asked to park on main campus and to either walk to Founder’s Court or have the student they are visiting pick them up on main campus. Student residing in Founder’s Court and who cannot find a parking space are asked to bring their car back to main campus to park and contact Security, 440-375-7575, for a ride back to Founder’s

Court. If need be Security will provide rides back to the students vehicle when needed. The College is not responsible for lost or stolen items or damage to vehicles parked on campus. Vehicle owners are required to have adequate insurance as required by State Law. Campus Security recommends every student have an extra set of keys available in case keys are locked inside of the vehicle. Security may not be able to assist with unlocking the vehicle. Painesville police are not able to assist with vehicle lockouts. Students should refer to the Security tab of the Lake Erie College web page ([www.lec.edu](http://www.lec.edu)), or the bulletin board located outside of the Security Office for information concerning Rules and Regulations for parking on campus.

**Citations and Towing**

Parking on the grass, in a fire lane, on the sidewalk, blocking a dumpster, parking in a reserved space or with unpaid parking tickets may result in a vehicle being towed from campus at the owner’s expense or having a boot applied making it impossible to operate the vehicle until the violation is addressed with Security and a boot fee is paid. This also includes the gravel or grass areas located along the residential drives. Lake Erie College parking rules also apply to College-leased apartment areas; known as Founder’s Court. Driveways in front of the residence halls are fire lanes and should not be treated as parking areas. “No Parking Fire Lane” signs have been posted at Founder’s Court. Painesville Police and Fire are issuing \$50.00 tickets for the violation. These tickets are not issued by Lake Erie College and the college does not control fines and cost for the violations. Vehicles left in campus parking lots and College-leased apartment areas that are considered abandoned will be towed at the owner’s expense. Fines for City issued parking tickets must be paid at the Painesville Police Department or Painesville Municipal Court. Fines apply to Security issued parking tickets. Repeat violations, during the current academic calendar year, will result in an increased fine. Parking fines are \$10.00 for the first violation, \$25.00 for the second violation and \$50.00 for the third and each subsequent parking violation. Fines are automatically billed to the student’s account and can be paid at the Accounting window in College Hall.

## PATHWAY 2 EMPOWERMENT

### Pathway to Empowerment (P2E)

The Pathway to Empowerment is a co-curricular campus-wide initiative that promotes students' personal and professional development through applied learning. P2E seeks opportunities to take action in line with the College's Mission and Vision with the goal of empowering students to grow holistically and reach their full potential. P2E utilizes the four elements from the College's Vision and establishes them as developmental phases for students to embrace as they progress toward graduation and beyond. By preparing students personally and professionally through the ethos of the College, they will be better positioned to "lead lives of personal significance and professional success." Specific P2E programs include HU 110, the required first-year experience course; the Power-Up Scholarship Program; as well as a variety of other ways for students to get involved such as through student and faculty empowerment projects, career development programming, community engagement activities, hearing from inspiring guest speakers, and a variety of related on-campus and off-campus events offered each year. Additional details may be found on the Lake Erie College website under "P2E" or by contacting the Director of Co-Curricular Engagement and Diversity Initiatives Annalise Gatautis at [agatautis@lec.edu](mailto:agatautis@lec.edu).

### Power-Up Scholarship Program

The Power-Up Scholarship Program provides opportunities for motivated students to accelerate their growth personally, professionally, and academically in line with the College's Pathway to Empowerment (P2E) initiative. Each year, students that complete the Power-Up checkpoints by attending designated campus events and other empowering activities are able to earn between \$1,000 and \$2,000 scholarship for the subsequent academic year. To be eligible, students must apply and be accepted into Power-Up by the posted deadline each fall. Students must complete an application, including an essay on one of the four phases of the Pathway to Empowerment (P2E). Additional details may be found on the Lake Erie College website under "P2E" or by contacting the Director of Co-Curricular Engagement and Diversity Initiatives Annalise Gatautis at [agatautis@lec.edu](mailto:agatautis@lec.edu). More information here: [www.lec.edu/powerupscholarshipprogram/](http://www.lec.edu/powerupscholarshipprogram/)

## PUBLIC RELATIONS

Students give permission to Lake Erie College to use any photographic image taken of Student while Student is in any public space, grounds, offices, or any University sponsored public events without payment or other compensation. Student releases all claim to audio and video recordings or photographs and assigns all rights to these images or recordings to the College. These images may include educational materials, education broadcasts and websites, or promotion of the College. Student understands that their photographic image may be used for legitimate business purposes. Student hereby waives any right that Student may have to inspect or approve any such use. A student may reach out to the Office of Public Relations and Marketing to request not to be included in marketing materials

## RESIDENCE LIFE

[housing@lec.edu](mailto:housing@lec.edu)

Lake Erie College is committed to maintaining an on campus living environment that is conducive to learning and promotes the idea of individual and group well-being and enrichment. The College supports the idea of encouraging students to assume personal responsibility for actions, yet also realizes its obligation to provide guidelines to protect the rights of other members of the community. This is particularly critical where living space is shared with others, whether a roommate or other building residents. Therefore, the Lake Erie College residence hall policies have been designed to protect the health and welfare of the majority of students residing in campus housing.

The residence halls are designed to foster a "Community of Respect" where students are challenged to be responsible citizens of the community through their actions and behaviors. By residing in a community of respect, residents agree to the following:

1. Respect the environment in which they live.
2. Emphasize personal development by encouraging the discussion of differing opinions and respecting one another's ideas
3. Support the worth and dignity of each person.
4. Promote justice and compassion on our campus and in our world
5. Enjoy Lake Erie College's rich cultural, ethnic and racial diversity.
6. Celebrate the heritage of the institution, affirming both tradition and innovative change.

7. Teach the spirit of excellence and integrity through scholarship and service.

In a community of scholars there is no place for inconsiderate and hateful behavior. Students are held responsible for their behavior

Currently, the residential area of Lake Erie's campus consists of four traditional residence halls and College leased apartments that house over 450 students. ***The College encourages students to obtain personal property insurance and will not be held liable for loss or damage to personal property of the student while residing in campus operated facilities.*** Professional staff members, known as residence directors, oversee student leaders who are known as resident assistants. These individuals are responsible for promoting and maintaining a healthy and safe community for our students. They lend a helping hand, a listening ear, a shoulder for support, and an open door for student concerns. Staff members are trained to handle roommate conflicts, crisis management, referrals, and a wide variety of areas where students may need help. There is a "Resident Assistant (RA) on Call" each night (8:00pm to 8:00am) and can be reached through the numbers posted within the residence halls and apartments. RA's conduct community safety rounds each night to assist with maintenance reports and student concerns. There is also a Residence Director (RD) on Call nightly to support the RA and serve as a resource for higher level concerns that may arise. Student questions can be reported to the Office of Residence Life at any time.

### **On Campus Living**

Each residence hall, apartment building may further restrict the following regulations through Community Living Agreements that are created at the beginning of each semester. Community living demands that each resident assume certain group and individual responsibilities. Each resident student is expected to:

- attend and participate in hall meetings;
- support hall activities and programs;
- care for his/her own room and personal property as well as for the property of the College and others;
- Adhere to the Student Code of Conduct.

### **Apartment Living**

Students residing in the College leased apartments (Founders Court) are subject to a unique living environment designed to prepare them for their "life after college" while providing them the safety and security of campus resources. There are more responsibilities with apartment living such as taking out personal garbage, cleaning individual apartments, and buying personal toilet paper and cleaning supplies. There are also advantages to apartment living, including but not limited to, greater independence, low student-to-bathroom ratio, full kitchens, and air-conditioning.

Students residing in these areas are expected to adhere to the Student Code of Conduct and all residential policies as outlined within the Student Handbook and/or on the back of the Housing Contract. Apartment are maintained by the property owners; however, maintenance requests and concerns should be brought to the attention of the Residence Life staff within the building and/or the Director of Student Life / or designee. Maintenance requests should be submitted:

**[housingmaintenance@lec.edu](mailto:housingmaintenance@lec.edu)** or after hours and emergencies reported to the Student Life On Call or LEC Security.

### **Abandoned Items**

Residents are responsible for their own personal property at all times. When residents have not vacated assigned space as scheduled (room changes as well as the end of an academic period) and have not removed personal property, residence life staff will make a reasonable attempt to contact the residents. Forty-eight (48) hours after this attempt to contact, the personal property will be removed at the resident's expense. Residents will be billed a minimum labor charge of \$50 plus \$20/hour per employee involved in the removal and/or storage of abandoned personal property. Personal property removed by residence life staff/maintenance personnel will be disposed of. Lake Erie College is not liable for damage to or loss of property that might occur during the course of removal or disposal. Residents will be billed for all costs incurred in removing personal property and restoration of the room to a useable space.

### **Absence from Campus Living**

A student who will be absent from his/her room for an extended period of time should notify their residence director and/or resident assistant of their pending absence and leave a telephone number where they can be reached in the event of an emergency. Staff members will assist in notifying instructors of extended absences.

### **Appliances**

Electrical appliances are permitted only in the kitchen area of the residence halls. Residence directors will be responsible for supervising the proper use of electrical equipment during the year. Limited cooking may be done in the kitchen area. When the student is finished, it is expected that the kitchen will be left clean and in order. Abuse of kitchen property may result in the kitchen being closed or the forfeiture of cooking privileges by the student(s) responsible.

Electrical appliances are provided in the College leased apartments. Students are expected to use these items appropriately, abiding by all rules and regulations. Flammable material should be kept in clear distance from the stove (and other similar appliances) to reduce risk of fire. Fire extinguishers are located in the hallway and regularly inspected. Students are encouraged to purchase an appropriate residential fire extinguisher and keep it in an appropriate place in the event of a fire. It is the responsibility of the student(s) to report any concerns, suspected problems with appliances ([housingmaintenance@lec.edu](mailto:housingmaintenance@lec.edu)) as soon as possible.

### **Arrival, Departure and Scheduled Break**

Residence Halls will be open for Lake Erie College student residency during regular fall and spring academic sessions in accordance with the official academic calendar. The Student Life Office establishes the official move-in date for each semester. All students must comply with the published date.

At the conclusion of the semester, students are required to leave within 24 hours of their last final exam. Those students who have an exam on Thursday will be required to leave by 9:00 a.m. on Friday. Final exam schedules will be verified. Seniors and those students who have official roles in Commencement are required to notify the Director of Student Life/ or designee if they need to stay on campus through Commencement.

All students must arrange transportation to comply with this policy. Each student is required to vacate the residence hall between fall and spring semester and spring break. A charge of \$25 per evening is assessed for any student who must arrive early or depart late. The charge is automatically added to the student's account. Students are required to surrender their keys prior to leaving for break; students will be charged for not doing so.

### **Contract**

Each student residing on campus and/or campus leased apartment facilities is required to sign and submit a formal contract which can be obtained through the Student Life Office. Students also receive the contract when they sign-up for housing during the Room Selection/Lottery process held in April. The Residence Hall Contract is for one academic year, Fall and Spring. Cancellation dates follow the College refund policy schedule as posted on-line and can be cancelled if a student informs the Student Life Office within the timeframe as outlined in the refund schedule. Students are expected to uphold the contract as written. Copies of the contract are available in the Student Life Office.

### **Courtesy Hours**

Courtesy hours will be in effect 24 hours per day/seven days per week. A request by another student to reduce the noise level at any time will be given immediate and willing compliance.

### **Corridors**

In compliance with fire safety standards, all corridors must be kept clear and free of obstruction at all times. No shoes, boots, rugs, furniture, clothes, etc. may be kept in residence hall hallways at any time. Bicycles are allowed to be kept in the buildings in the following areas only: On Campus-in the lobby of the respective hall, Apartments-lower level hallway of each building, underneath the stairs.

### **Damage and Repair Fees**

College maintenance personnel inspect all damage that occurs to or within a residence hall. Maintenance personnel will inspect all damage that occurs to or within College operated apartment facilities. The Director of Student Life/ or designee is provided information about the total cost of replacing or repairing damage. This cost of replacement or repair is assessed to students as follows:

- Damages to an individual residence hall room will be assessed to the student to whom it has been assigned; roommates will

split costs as appropriate.

- Damages to the common areas on residence hall floors are assessed to all of the students residing on that floor if the responsible individual(s) cannot be identified
- Damages to main floor lounges, kitchens, rest rooms, and/or computer rooms will be assessed to all members of the residence hall if the responsible individual(s) cannot be identified

Residents that have a maintenance issue are responsible for appropriately reporting the problem to

[housingmaintenance@lec.edu](mailto:housingmaintenance@lec.edu). Residents can also fill out the form located on the website:

<https://www.lec.edu/housingmaintenance>

The request will be filtered to the appropriate maintenance personnel for their area (on-campus or apartments). Residents *should not* contact the Lake Erie College Physical Plant directly.

### **Fire Evacuations**

When a fire alarm sounds, students must proceed quietly to their assigned area. The Painesville Fire Department has stipulated that rooms should be left in the following order:

- Windows closed
- Wall or ceiling light on
- Door unlocked but closed

If students are going to their assigned area from a location other than their room, they should NOT return to their room.

Students must go directly to their assigned area via the nearest exit. Staff members will direct students to holding areas.

*(Andrews/Fowler toward Fowler Parking Lot; Dickinson/Ritter toward Holden Center; Apartment Residents – Please review the information located on the back of your individual apartment entry door)*

Failure to evacuate any building during a fire drill "may result in a fine of not less than \$10.00 and not more than \$300.00 or by imprisonment for not more than 30 days, or by both such fine and imprisonment." (Fire Prevention Code, City of Painesville.)

The College, in cooperation with the Painesville Fire Department, reserves the right to enter any College room for the purpose of ascertaining evacuation. At no time will any student interfere with the duties of fire department employees.

### **Fire Safety Regulations**

- Fire escapes and Emergency doors are to be used only in the case of an actual fire or drill
- Flammable fluids may not be kept in the residence hall except for rubbing alcohol (less than one quart)
- The use of cooking appliances: hot plates/pots, toasters, toaster ovens, George Foreman grills, coffee pots are prohibited in student rooms; these appliances may be used in building kitchen areas only/apartment kitchen areas only. All appliances should be kept unplugged while not in use.
- Extension cords and multiple outlet adapters are prohibited in all residence halls. Heavy duty, continuous action and grounded extension cords may be used and must be approved by Underwriters Laboratory (UL)
- No objects of any kind should be hung from light fixtures
- Netting, sheets, flags and other flammable materials should not be draped from the ceiling
- The burning of candles, incense or the use of an open flame is prohibited
- Removing, dismantling or covering smoke detectors is prohibited. Replacement batteries for battery operated alarms (College leased apartments) are available in the Student Life Office
- Do not tamper with fire prevention equipment. Do not place or hang items within 24 inches of sprinkler systems.
- Corridors and exit-ways must be kept clear and unobstructed at all times. Shoes, boots, boxes, rugs, furniture, bikes or other items may **NOT** be left in hallways.

Students who violate fire regulations may be subject to fines and/or disciplinary action, and/or legal action as deemed necessary by the Painesville Fire Department. In the event of an actual fire, the Painesville Fire Department must be notified by telephone at 911, as well as by automatic alarm. Security should also be notified at 440/375.7575. Annual fire safety reports are on file with the Director of Security.

To ensure the safety and security of all residents, hall, apartment inspections will be conducted at least once per semester.

### **Holiday Decorations**

All decorative materials inside the residence halls and apartment areas must be fireproof. Only artificial or fire resistant trees should be used. No more than one-tenth of any door area may be covered with combustible materials. Holiday lights and other electrical wiring should not be placed on metal surfaces. No lights or other decorations may be hung from the ceiling. Lights may not be nailed or stapled to surfaces.

### **Keys**

It is essential for the personal safety and the safekeeping of both College and personal property that each student assumes full responsibility for the correct use and possession of his/her keys. Students are encouraged to keep their room doors locked at all times. Lobby doors must remain closed and locked at all times; propping doors is prohibited.

Keys are issued by the Director of Student Life/or designee to the resident to the specific location. Failure to return keys, lost or theft of any key results in a fine of \$150.00 per key to the student issued the key(s). Lost or theft of any key MUST be reported to the residence director within 24-hours. Failure to do so may result in additional fines and disciplinary action. Spare room keys are available in the Student Life Office. Students may sign out a spare key for 48 hours.

Keys are to be used only by the individuals to whom they are issued and are not to be duplicated. Violations will result in disciplinary action.

### **Mail**

When first enrolled, residential students will be assigned a mail box by the College mailroom. Combination to access the mailbox will be given at the time of move-in. The mailbox will remain the same from year to year providing the student remains in campus housing. All residential student mail is accepted in the mailroom, located on the bottom floor of College Hall, and sorted by the mailroom staff. Smaller items will be placed in student mailbox; packages will be held in the mailroom and the student will be emailed as a notification for pick up. Students are required to sign out the package in the mailroom.

Mail to residential students should be addressed as follows:

Name of Student  
Box #  
391 West Washington Street  
Painesville, OH 44077

This includes all students residing in Lydia Sessions Hall and Founders Court.

### **Overnight Guests**

- Overnight guests are permitted on Friday and Saturday nights only if they have been registered in the Student Life Office in addition to completion of an Overnight Guest form with their roommate (s) signature.
- Overnight guests must register with the Director of Student Life by 12 p.m. on Friday of the intended visit.
- Overnight guests not registered properly will be asked to leave immediately.
- The vehicle of any overnight guest must be registered with Security immediately upon arrival. The application for the guest registration tag is obtained from the director of community living.
- Students and guests must use appropriately designated rest rooms
- Overnight guests must abide by all rules and regulations of LEC. The host student is responsible for all policy violations of his or her guest (s) and will be subject to appropriate sanctions.

### **Pets**

Pets of any kind are not permitted in campus buildings except for registered service and emotional support animals. This includes College leased apartment communities. A residential student may keep a fish aquarium (maximum size: 20 gallons), provided it is properly maintained; any other type of pet is not allowed. Predator fish are not permitted. Residence life staff has the authority to inspect students' rooms without notice to verify unauthorized pets. If a pet (other than fish) is found in a student's room, the student will be subject to the following disciplinary action:



- 1st violation: \$40.00 fine and notification of 24-hour pet removal.
- 2nd violation: \$80.00 fine and immediate removal of pet by College staff to an appropriate animal care facility.
- 3rd violation: \$160.00 fine, immediate removal of pet and disciplinary probation or suspension.

All fines will be billed directly to the student's account. Fines will also be imposed if proper procedures for cleaning fish tanks are not followed. Students who do not adhere to the pet policy are also liable for room damages and excessive cleaning charges where applicable, including but not limited to, apartment carpet replacement.

All service and emotional support animals must be approved by the Director of Student Life/ or designee.

### **Painting**

Painting of ANY area in the residence hall or apartment building, including an individual room, is prohibited. Students who do not comply with this policy will be fined for damages.

### **Public/Community Living Areas**

Public/community living areas are defined as any space that is not a specified room assigned to a specific student(s). Each student is expected to observe the rights of others when using these areas and to maintain appropriate housekeeping habits in all common areas. All materials posted on room doors and in view of other people are not permitted to be offensive in nature.

### **Quiet Hours**

Quiet hours in all residence halls, apartment buildings are from 10 p.m. until 10 a.m. Sunday through Thursday. An atmosphere conducive to study will be provided to any and all students on class nights. Quiet hours will be from 1 a.m. until 12 p.m. on Fridays and Saturdays.

### **Room Condition Reports/Damage Assessments**

Prior to students moving in, the residence director or resident assistant will conduct a visual inspection of the room, making note of all damages and discrepancies that exist in the room. Upon moving out or changing rooms, the residence director or resident assistant will accompany the student in a visual inspection of the room. The student will be held financially responsible for any further damages or discrepancies noted during this inspection. Fines for damages, as determined by the College, will be assessed to the student's account.

### **Room Inspection**

The College reserves the right to conduct room inspections whenever deemed necessary by the administration for preservation of the health and safety of persons and property. Except in emergencies and in the case of service, Health and Safety Inspections will be conducted monthly.

In a case of perceived health, safety, or theft problems in the residence hall or College leased apartments,, the College reserves the right to conduct unannounced room inspections. These inspections will be conducted by Residence Directors and/or the Director of Student Life/ or designee.

### **Room Lock-Outs**

Those students who are locked out of their room must seek the assistance of their resident assistants or residence directors. Doors will be unlocked only for the assigned occupants of rooms, as soon as a staff person is available. Students who abuse the unlocking privilege by requesting that their doors be unlocked more than three times per semester may be fined \$10.00 per subsequent unlocking request. Anytime Security is called to unlock a student room on campus or in a campus leased apartment, a \$10.00 may be assessed to the student's account.

### **Room Repairs**

Residents that have a maintenance issue are responsible for appropriately reporting the problem to [housingmaintenance@lec.edu](mailto:housingmaintenance@lec.edu) . Residents can also fill out the form online: <https://www.lec.edu/housingmaintenance> The request will be filtered to the appropriate maintenance personnel for their area (on-campus or apartments). Residents should not contact the Lake Erie College Physical Plant directly.

### **Room Selection**

The Director of Residence Life & Housing/ or designee will assign housing to all new residential students. Room assignments for returning students are determined by a lottery system. Only currently enrolled students who are eligible to return will be allowed to participate in the room selection process at which time they may indicate a particular room selection. This selection or process does not guarantee the desired room or location; the College reserves the right to make changes as needed without consent of the student (s). In the event that a roommate vacates for any reason, the College reserves the right to prorate billing for a single.

Any student who requests a single room for medical reasons must submit a written request from his/her doctor prior to room selection each year. Medical singles are subject to approval by the director of residence life (or designee). Medical singles may be approved for one year at a time and will be billed according to the procedures outlined for a single room. There is limited availability of single rooms. The Director of Residence Life & Housing/ or designee will make all room assignments and changes, and reserves the right to make changes in room and hall assignments without prior notice to the student (s).

Based on availability, an appointed resident assistant may receive a single room as remuneration for the period of time that he/she holds this position. Room location assignments for the resident assistants are made at the discretion of the Director of Residence Life & Housing/ or designee.

Requests for room changes or roommate are made to the Director of Residence Life & Housing/or designee and may not occur until after the 2<sup>nd</sup> week of classes each term. Room change requests will be granted if space allows and will require a processing fee of \$35.

### **Room Search**

The College reserves the right to enter and search a student's room when reasonable suspicion is present that a violation of regulations is being committed. All residence directors are automatically granted permission to search a room. Other staff members, who observe behavior or activity that violates College regulations connected to a specific residence hall room, must obtain a permit to search from the director of community living. The request for the permit to search must specify the reason for the search, items sought during the search, the room(s) to be searched, the name(s) of the student(s) occupying the room(s) and the signature of the officer of the College authorizing the search. A copy of the permit to search must be given to the student(s) whose room is being searched with the student being present, if possible. Two staff members will conduct the search. Staff members in active pursuit of a violation of College regulations may enter and search the premises to follow up on the alleged offense without a permit to search.

### **Safety and Security**

Security of the Lake Erie College campus and all who live and work here is the responsibility of every member of the College community. A conscious effort must be made by each student, faculty and staff member to ensure the safety and well-being of persons and property. Anyone observing a suspicious person or act should report the situation immediately to Security at 440.375.7575; or the Painesville Police Department at 911 for emergencies or an administrator, staff or faculty member. Security maintains a lost and found department, as well as providing an escort service to all members of the College community traveling between buildings or to the parking lots after sunset. Escort service is obtained by calling Security at 440.375.7575.

### **Smoking**

In accordance with Chapter 3794 of the revised code regarding Ohio's smoking regulations and In keeping with Lake Erie College's intent to provide a safe and healthful work environment, smoking in the work place is prohibited in College-owned buildings, building entrances, and College-owned vehicles and will be permitted only in specific, designated outside locations. A limited number of "Designated Smoking Areas" have been strategically located on campus and are located in the following general areas:

- Bench area Garfield Center and Ritchie Gym
- Gravel area with benches between Mathews House and Garfield Center
- Paved area with benches behind Garfield Center
- College Hall – Picnic Table Areas
- Morley Hall – Behind Morley by telephone pole near upper Holden parking lot

- Austin Science – Bench area under trees
- Path to College Hall – Bench area between Holden Center and College Hall
- Lincoln Library – Bench area
- Residence Halls – Jay Dodd Pavilion and Rock area centrally located between Residence Halls
- Service Department – Parking lot
- Equestrian Center – Parking lot
- Equestrian Center – Between Reinburger Barn and the Learning Center
- Equestrian Center – South side of the Learning Center

To remain compliant with State and Federal legislation and/or at the discretion of Lake Erie College, the above mentioned areas are subject to change. Revised “Designated Smoking Areas” will be announced accordingly.

### **Standard Regulations**

- Sports may not be played inside the residence halls. These activities include, but are not limited to, basketball, roller-blading, Frisbee, running, softball, wrestling, etc.
- Musical instruments are not to be played in the residence halls.
- Airsoft guns are not permitted inside of student rooms, apartments or College owned or leased buildings.
- Hoverboards are not to be used in residential buildings
- Unauthorized use of drones is not permitted on College property, due to Federal Aviation Association (FAA) guidelines and in an effort to reduce risks to safety, security and privacy.
- Speakers, bass, or musical amplifiers are not permitted for use in residential spaces (individual rooms or apartments or common spaces).

### **Telephones**

Due to students having their personal cell phones, phone lines are not provided in individual residence hall rooms. There is one phone line in each entrance of Andrews, Dickinson, Ritter and Fowler Hall that can be used to dial on campus calls. Founders Court residents can have a landline installed in their apartment at the expense of the resident, not at the College’s expense.

### **Television**

Each residence hall lounge area is equipped with a television with cable service for the intended use of the residents of that building. Basic cable is not provided per room/apartment.

### **Visitors**

- Visitors are permitted in student rooms from 10:00 a.m. to 12:00 a.m., Sunday through Thursday and from 10 a.m. until 2 a.m. on Friday and Saturday nights with the permission of the roommate. No more than six people may be in a room at one time.
- A visitor is defined as any individual who does not contract to live in campus housing at Lake Erie College.
- Students will be held responsible for informing the visitor(s) of College regulations and will be held accountable for the actions of their visitors.
- Visitors must be properly escorted at all times and may not remain alone in the host student's room. Keys to student rooms will not be issued to guests.
- Overnight guests cannot stay more than three consecutive nights in a student room. Exceptions can be made if roommates are agreeable

## **SAFETY & SECURITY**

[security@lec.edu](mailto:security@lec.edu)

Lake Erie College provides campus security around the clock, 24/7/365. Security can be reached by phone or text at 440-375-7575 or by email at [security@lec.edu](mailto:security@lec.edu).

Lake Erie College uses Storm Shield through Rave Mobility as its mass notification device. Emergency notifications will be sent via text and email. Students are encouraged to keep the emergency contact portion of their LEC account up-to-date, through LEO, as the emergency notification system automatically retrieves contact information from that file.

Students who bring vehicles to campus are required to register their vehicle with security annually. Rules for parking on campus can be located at <https://www.lec.edu/Content/uploads/Parking-Brochure-2067.pdf>.

Security offers:

- Residential area lock-out assistance – providing you have LEC ID and are registered to the room.
- Vehicle lock-out assistance – providing your vehicle has been registered with security.
- Vehicle Jump Starts – vehicle battery dead
- Escort services – for injured students, EQ students, late-night service for students walking alone from one building to another and for off-campus housing students, who are forced to bring their vehicle back to campus for parking.

### **Identification Cards**

I.D. cards are obtained from the Security Office. I.D. cards are intended to last for the duration of the student's enrollment. The first card is issued at no charge. All replacement cards are \$5.00 each and can be paid by their student account only. Students are required to use their I.D. card at all meals including utilizing *Storm Dollars* at the Storm Café.

Students living in our traditional buildings (Ritter Hall, Fowler Hall, Andrews Hall and Dickinson Hall) will be issued ID cards that will also serve as key cards to obtain access into their respective residential building. Loss of these cards should be reported to security immediately. Replacement cards are \$50.00 each and can be paid by their student account only. Students should not punch a hole in their ID key card, as it deactivates them and would require a replacement card.

## **STUDENT LIFE & ENGAGEMENT**

[studentlife@lec.edu](mailto:studentlife@lec.edu)

The co-curricular aspects of college life are an integral part of a liberal arts education. The experiences that occur outside of the formal classroom setting provide valuable opportunities for social, emotional and intellectual growth. Lake Erie College offers a broad range of activities designed to appeal to a variety of academic and personal interests. These resources are available to all Lake Erie College students. All Lake Erie College students are encouraged to participate in campus clubs and organizations as a means of enriching their college experience. There are a variety of clubs for individual and group enjoyment. If a club is not currently established, consistent with opportunities available here at Lake Erie College's small community, students are encouraged to organize new clubs or organizations of interest to them and other students.

Students needing assistance for any variety of problems should feel free to seek help from any member of the Student Life staff. Communications between personnel and the student will remain confidential. Further information about local referral agencies for medical or personal concerns can be obtained in the Student Experience Suite, Holden Center 120.

### **Activities**

Students are encouraged to attend and assist in the planning of campus activities. Campus Activities Board (CAB) is a student run organization that plans activities on and off campus. CAB membership is open to all Lake Erie College Students. It is a great way to meet other students and plan activities that are interesting and fun. CAB provides entertainment through game shows; casino night; free movie tickets; karaoke; coffee houses; bands; video gaming tournaments and various other events.

### **Clubs and Organizations**

Each year, any student group, club or organization that wishes to be officially recognized as a Lake Erie College student club or organization must file an application for recognition with the Student Government Association. Only those student organizations that have been approved for the current academic year by the Student Experience Suite and the Student Government Association will be considered officially recognized during the academic year and eligible for funding.

### **The Laurel Society** *Building Community through Leadership Development and Service Learning*

The mission of Lake Erie College's *Laurel Society* is to prepare high-achieving Juniors and Seniors to positively and

constructively impact their world around them, both personally and professionally. By way of rigorous, intentional, and specific activities, students in the program will leverage their academic and co-curricular experiences to develop and demonstrate specific leadership and community engagement skills.

### **Student Government Association**

The Student Government Association provides all students at Lake Erie College with representation and influence regarding a variety of policies, actions and activities. The purpose of the Student Government Association is to serve as the voice for the general student population as well as the governing body for all student organizations. The group consists of an executive board, class senators, and representatives from various student organizations/populations. Students are elected by their peers annually to serve in various capacities.

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FINANCIAL AID OFFICE: 440.375.7100  
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