



LAKE ERIE

COLLEGE



2017 - 2018 Graduate Catalog



Parker MBA Program
LAKE ERIE
COLLEGE



**PHYSICIAN
ASSISTANT
PROGRAM**

M.Ed.
MASTER OF EDUCATION

ACCREDITATION

Lake Erie College is private, not-for-profit institution, accredited by The Ohio Department of Higher Education and the Higher Learning Commission (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 Ohio Board of Regents since 2013. At its September 2016 meeting, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) placed the Lake Erie College Physician Assistant program sponsored by Lake Erie College on Accreditation-Probation status until its next validation review in September 2018. Probation is a temporary status of accreditation conferred when a program does not meet the Standards and when the capability of the program to provide an acceptable educational experience for its students is threatened. Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

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 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.

Mission Statement

Lake Erie College provides an environment that stimulates intellectual curiosity, personal development and community involvement to prepare students to succeed as practitioners, professionals and responsible citizens in a contemporary world. (Approved by the Board of Directors October 26, 2013)

Lake Erie College attracts motivated students who expect a demanding and diversified course of study with opportunities that enhance a collegiate experience. Graduate programs seek to further develop critical thinking and analytical skills as well as problem-solving abilities and effective written and oral communication.

Lake Erie College maintains a policy of rolling admission; specifically, once an applicant files all of the necessary documents, the total application file is read and a decision is made. Students are notified immediately until the class is filled. Students seeking financial aid should complete an application for admission as soon as possible since it is necessary to be admitted to the College in order to be awarded financial aid.

Accepted students who choose Lake Erie College must remit a non-refundable enrollment deposit which is credited to their first semester bill.

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 Admissions processes applications to graduate education programs. To obtain application information, contact the admissions office at:

Lake Erie College Admissions
391 W. Washington Street
Painesville, OH 44077
440.375.7050 or 1.800.916.0904
Email: admissions@lec.edu

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

- Completed the appropriate Graduate application admission at 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/preadmissions.
- 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.): \$25,504/year
- Master of Education (M.Ed.): \$22,840/year
- Master of Science in Physician Assistance (M.S.P.A.S.): \$46,115/year

Prospective students should work with admissions 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 admissions 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, ECE (Education Credential Evaluators, Inc.) www.ece.org, or AACRAO International Education Services www.aacrao.org/international/foreignEdCred.cfm.

Entry Information

Students apply for acceptance to a graduate program through the Office of Admissions at Lake Erie College unless otherwise stated in the admissions 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 Admissions.

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.

- 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 admissions. Coursework taken prior to the application to the program will be considered for credit on a course-by-course basis.

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 grades 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 | \$600 per credit hour |
| Post Baccalaureate Online Special Education Licensure and 4/5 Endorsement Programs | \$600 per credit hour |
| Master of Business Administration | \$647 per credit hour |
| Master of Science in Physician's Assistant Studies | \$700 per credit hour |
| General Fee | \$ 51 per credit hour |
| Graduation Fee | \$150 |

Methods of Payment

Four options are available for paying education expenses:

1. 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.
2. Apply for the Federal Direct Unsubsidized Loan Program at www.fafsa.gov. Graduate students can borrow up to \$20,500 per academic year with this program.
3. 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.
4. 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.
5. Tuition Reimbursement: Students eligible for employer reimbursement have two options:

1. 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.
2. 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: Summer sessions, May 1; fall semester, Aug. 1 and spring semester, Dec. 1.

For more information, please contact:

Lake Erie College Bursar
440.375.7022 or 1.800.533.4996
email: bursar@lec.edu

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 Coordinator at Lake Erie College. Veterans receive the educational benefits from the Veteran Administration (VA) and eligibility and amounts are determined by the VA.

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 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 a Petition for Late Action. 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:

Fall Semester 2017-2018

| FULL SEMESTER | | 1 ST 7 WEEKS | | 2 ND 7 WEEKS | |
|-------------------------------|-----------|-------------------------------|-----------|---------------------------------|-----------|
| 1st week 8/21/17 – 8/27/17 | 100% | 1st week 8/21/17 – 8/27/17 | 100% | 1st week 10/12/17 – 10/15/17 | 100% |
| 2nd week 8/28/17 – 9/3/17 | 80% | 2nd week 8/28/17 – 9/3/17 | 80% | 2nd week 10/16/17 – 10/22/17 | 80% |
| 3rd week 9/4/17 – 9/10/17 | 60% | | | | |
| After 9/10/17 | No Refund | After 9/3/17 | No Refund | After 10/22/17 | No Refund |

Spring Semester 2017-2018

| FULL SEMESTER | | 1 ST 7 WEEKS | | 2 ND 7 WEEKS | |
|-------------------------------|-----------|-------------------------------------------|-----------|-------------------------------------------|-----------|
| 1st week 1/8/18 – 1/14/18 | 100% | 1 st week 1/8/18 – 1/14/18 | 100% | 1 st week 3/5/18 – 3/11/18 | 100% |
| 2nd week 1/15/18 – 1/21/18 | 80% | 2 nd week 1/15/18 – 1/21/18 | 80% | 2 nd week 3/12/18 – 3/18/18 | 80% |
| 3rd week 1/22/18 – 1/28/18 | 60% | | | | |
| After 1/28/18 | No Refund | After 1/21/18 | No Refund | After 3/18/18 | No Refund |

Satisfactory Academic Progress Policy

All students are expected to achieve satisfactory academic progress (SAP). In addition, SAP is required in order to be eligible to receive financial aid from federal, state and institutional sources at Lake Erie College. Satisfactory Academic Progress (SAP) is reviewed at the end of each semester. All periods of attendance count in the determination of progress, even periods in which the student did not receive financial aid.

The SAP criteria are as follows:

- No student may receive financial aid for a time period that exceeds 150% of the program length. The time frame is determined by the number of hours attempted.
- A graduate student must maintain a cumulative 3.0 grade point average
- Graduates may not receive aid for a period exceeding six full-time semesters.
- A student must earn at least 67% of hours attempted
- Students not meeting satisfactory academic progress standards as stated above will be deemed ineligible to receive financial aid and notified in writing. Students may appeal this action if circumstances beyond their control prohibit them from maintaining S.A.P. by submitting a letter in writing to the Office of Financial Aid no later than 30 days from the date of notification.

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.

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 during the semester must contact the Registrar's Office to discuss procedures related to their enrollment as soon as possible after their orders have been received. A copy of the order will be required for the official student academic file. Each student's circumstances will be evaluated individually by the Registrar's Office, who will then work with the Bursar and Financial Aid Office 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; and
- 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.

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 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 for detailed instructions.

CAMPUS SUPPORT AND STUDENT SERVICES

Athletics

Family and friends are welcome at all intercollegiate athletic contests. The Jerome T. Osborne Family Athletic & Wellness Center (the "O") is the central hub on campus for Lake Erie College athletics. The building houses a multi-purpose gymnasium which hosts various varsity practices, intramurals and recreation. A suspended indoor jogging track encircling the multi-purpose gym and a fully-equipped fitness center on the upper level are available to LEC students.

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 Resources

Students are responsible for acquainting themselves with the resources available at the Lincoln Library and to schedule individual or small group meetings with the research librarian for instruction on conducting computerized ERIC searches, Internet and Infotrac. Lake Erie College is a member of

OhioLink and is also affiliated with interlibrary loan programs and can assist in obtaining resource material for your graduate work. Students must obtain a college ID for library usage. Curriculum materials for classroom instruction are available to all Lake Erie College students in the Curriculum/Media Center located in the Lincoln Library.

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

Campus Information

information contact the Director of the Student Success Center at 440.375.7426.

OFFICIAL INFORMATION

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.

Open campus also means that students can have access to campus buildings at all hours of the day and night. This does not mean that buildings and rooms will not be secured from time to time. 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 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, 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. 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, Lake Erie College 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 Billie Dunn, Vice President For Student Affairs. <http://www2.ed.gov/about/offices/list/ocr/docs/nondisc.html>

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

Course Catalog

W www.lec.edu/catalog

Academic Learning Center

T 440.375.7152; F 440.375.7014

E tutoring@lec.edu

Career Services

T 440.375.7507; F 440.375.7514

E career@lec.edu

W www.lec.edu/career

Financial Aid

T 440.375.7100; F 440.375.7103

E finaid@lec.edu

W www.lec.edu/financial

FAFSA Forms www.fafsa.gov

Registrar's Office

T 440.375.7010; F 440.375.7014

E registrar@lec.edu

Student Life Office

T 440.375.7505; F 440.375.7005

E bdunn@lec.edu

W www.lec.edu/studentlife

PROCEDURES, POLICIES AND PRACTICES

APA (American Psychological Association, 6th Edition) Format

All papers for classes are to be written in the APA writing style. Papers should be fit for publication, using formal language and correct grammar, punctuation and spelling. Students are encouraged to invest in an APA manual during their first course of study and to examine the acceptable options for conducting research and conveying information.

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, date and place of birth, 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 within two weeks after the first day of class of the first semester as a student. Requests will be honored for one year. Authorization to withhold information for successive years must be filed annually with the Registrar.

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, Dean of the College 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.

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 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.

ACADEMIC REGULATIONS

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 http://www.lec.edu/acaemics/academic_calendar.php. 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.

Withdrawal from the College

Inasmuch 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.

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 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 no longer 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.

Credit from Other Institutions

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.

GRADING The Grading System

Grades are normally assigned and averages computed on the following basis:

A Excellent
B Good
C Satisfactory
F Failure

I = Incomplete

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 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:

1. 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.

2. 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).

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.

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.

1. 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.

2. If the issue is not resolved to the student's satisfaction, he or she must appeal to the Dean of the area.
3. If the issue is still not resolved to the student's satisfaction, he or she must appeal in writing to the Graduate Council or appropriate Faculty Committee within 30 days of receiving the grade.
4. The student must present compelling specific reasons in writing in order for the Graduate Council or appropriate Faculty Committee 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.
5. The Graduate Council or appropriate Faculty Committee 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.
6. If the Graduate Council or appropriate Faculty Committee believes that the "probable cause" warrants further review, then a grade appeal process will follow. A Grade Appeal Committee will be formed.
7. The student must provide to the Graduate Council or appropriate Faculty Committee all relevant information for determining the final grade, including written assignments, attendance, papers, etc., in advance.
8. The Grade Appeal Committee will inform the VPAA of their recommendation. The VPAA will inform the Registrar, faculty member and student of any changes in a timely fashion.
9. The faculty member may make the grade change at any time in this process and must notify the Graduate Council or appropriate Faculty Committee of doing so.

The Grade Appeal Committee shall be composed of the following:

- A member of the Graduate Council or appropriate Faculty Committee
- A member of the faculty within that discipline or a similar discipline, appointed by the Graduate Council or appropriate Faculty Committee

- A faculty member outside of the discipline, appointed by the Graduate Council or appropriate Faculty Committee
- A graduate student appointed by the Graduate Council or appropriate Faculty Committee

Academic Probation and Dismissal

Graduate students at Lake Erie College are expected to maintain high 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. At that point, the student shall meet with the dean of the school or the vice president of academic affairs to determine the best course of action, which may include intervention steps regarding academic improvement, or dismissal from the program.

ACADEMIC HONESTY

Statement of Academic Honesty

Liberal education nurtures students in their pursuit of wisdom and truth as active members of our society. Lake Erie College provides a supportive environment to struggle with new ideas and new perspectives to reexamine fundamental values. Coursework introduces students to the beauty of classical thought and the joy of the arts, along with the depth and majesty of the sciences. Instructors engage students to think in ways that they have not thought before, to learn to speak the languages of other people, and to become better, more complete human beings. Students learn by engaging with class issues themselves and using their own voice to express their achievements.

Students who submit academic work that is not their own expression are betraying the academic mission of the College. This constitutes academic dishonesty and is treated as a serious matter at Lake Erie College. A student with an incident of academic dishonesty faces potential expulsion from the College. Although individual faculty members determine what consequences students will face for academic dishonesty in their classes, the Office of Academic Affairs of the College is authorized to take additional action

when warranted. 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.

Academic Dishonesty Procedure:

1. After a faculty member has imposed a penalty for academic dishonesty in his/her class, the faculty member will forward the student's name and supporting materials documenting the case to the Registrar's Office for a confidential file. In order to protect privacy of students, other faculty members will not have access to the file or its contents.
2. The Registrar's Office will inform the Vice President for Academic Affairs (VPAA) who will send a letter to the student reminding him/her of this policy.
3. If after the first incident of academic dishonesty the student has not been dismissed, the student will be required to receive administrative counseling. The student must sign a contract indicating that he/she has met with the dean of his/her school to discuss the infraction and consequent penalty and understands that any further violations will result in expulsion. A student will not be able to register for classes until he/she completes this step and the dean notifies the Registrar's Office.
4. In the case of a second offense, and after administrative counseling, the Registrar will inform the VPAA of the student's name and status. The VPAA will inform the student by email and U.S. Mail that his/her file regarding academic dishonesty has been referred to the Graduate Council or appropriate Faculty Committee for review and recommendation. The VPAA will ask the Registrar to forward all applicable information to the Graduate Council or appropriate Faculty Committee requesting a recommendation regarding appropriate action.
5. The Graduate Council or appropriate Faculty Committee will meet to review the file and determine whether to recommend expulsion and will forward recommendation to the VPAA for final decision on the issue. The VPAA will notify the Registrar of the final decision and the Registrar's Office will record the outcome in the student's file with a copy to the

Graduate Council or appropriate Faculty Committee. The Registrar will formally notify the student of the College's decision and include a description of the appeals procedure.

If a student is dismissed for academic dishonesty, the transcript will read "Academic Expulsion."

Specific Offense Appeals Procedure:

1. The student must first contact the faculty member in an attempt to resolve the issue.
2. Students must contact that faculty member immediately upon receiving notification of the imposed penalty for academic dishonesty.
3. If the issue is not resolved to the mutual satisfaction of the faculty member and the student, the student must appeal to the Dean of the area.
4. If the issue is still not resolved after consultation with the Dean of the area, the student must appeal in writing to the Graduate Council or appropriate Faculty Committee within one month of receiving notification of the imposed penalty for academic dishonesty. The student must present compelling documentation in writing.

Expulsion Appeals Procedure:

1. A student who receives a letter notifying him/her of expulsion from Lake Erie College for academic dishonesty will have ten (10) business days from the date of the letter to submit an appeal to the VPAA. To file an appeal, the student must provide evidence demonstrating that he/she was not provided adequate process or that there was some serious injustice in the decision.
2. The VPAA will provide a copy of the student's appeal to the Chair of the Graduate Council or appropriate Faculty Committee. The Council will appoint an appeals committee to include five faculty members, two of whom are members of the Graduate Council or appropriate Faculty Committee.
3. The VPAA will render a decision on the student's appeal upon receipt of the recommendation from the Appeals Committee. The VPAA's decision regarding an expulsion is final.

4. The student may attend classes while his/her appeal is under consideration by the VPAA.
5. Upon completion of the appeal process, should the decision regarding expulsion stand, the result will be permanent dismissal and the student may not return as a student in any capacity to Lake Erie College. The student is responsible to pay any unpaid balances owed to the College. Failure to do so may be subject to additional charges and/or action.

- Pass the Pre-Clinical Summative Examination
- Pass the final Objective Structured Clinical Examination
- Pass the Final Summative Examination
- Adhere to all behavioral, ethical, and procedural requirements outlined in the Program Handbook

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:

M.Ed. and M.S.P.A.S. Students:

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

M.B.A. Students:

July 1 for December graduation
December 1 for May graduation
April 1 for August graduation

Students completing degrees in December participate in the December Commencement ceremony. Students completing degrees in May and August participate in the May Commencement ceremony.

Completion of all coursework within 7 years

- M.B.A.: Complete 36 semester credits with a minimum cumulative grade point average of 3.0
- M.Ed.: Complete 32 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

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 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 and the date of reissue. 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 and the date of reissue. 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, keyword search: authentication

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

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

(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.

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 Parker 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.

Program Options

The Lake Erie College Parker M.B.A. program has four program options students may choose from:

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. Classes are held on weekday evenings. Students progress at their own pace, taking from one to four classes per semester. Qualified students may also take occasional accelerated Saturday courses by permission of the dean of business. Professional M.B.A. students also have full access to the weekday daytime courses offered under the Traditional M.B.A. program, and the full range of online course offerings.

As a continued effort to accommodate the need for the latest technology, flexibility and convenience of educational opportunities, the Professional M.B.A. program evening classes are held at both the Holden University Center of Lakeland Community College and the University Center of Lorain County Community College.

The Accelerated M.B.A.

The Lake Erie College Accelerated M.B.A. program is designed for individuals with significant professional work experience and strong academic records. Students admitted to the Accelerated program can earn the M.B.A. degree in a period of eleven months by attending classes for full days on Saturdays. Accelerated M.B.A. students also have full access to weekday evening courses offered under the Professional M.B.A. program and weekday daytime courses offered under the Traditional M.B.A. program, and the full range of online course offerings.

As a continued effort to accommodate the need for the latest technology, flexibility and convenience of educational opportunities, the Lake Erie College Parker M.B.A. Accelerated program classes are held at the Holden University Center of Lakeland Community College.

The Traditional M.B.A.

The Lake Erie College Traditional M.B.A. program is especially tailored for students without current or previous professional work experience. Classes are held during the day on weekdays on the main campus.

Qualified students with any undergraduate major are eligible for enrollment in the Lake Erie College Parker M.B.A. program. Students participating in the on-campus Traditional M.B.A. program do not select a concentration. The Traditional Management track will broaden a student's overall knowledge in business administration.

The Online M.B.A.

The Lake Erie College Online M.B.A. Program allows maximum convenience and flexibility for all students accepted into the Parker M.B.A. program. Qualified students may also take occasional accelerated Saturday courses by permission of the dean of business. In addition, Online M.B.A. students have full access to weekday evening courses offered under the Professional M.B.A. program, and weekday daytime courses offered under the Traditional M.B.A. program.

ADMISSION

Master of Business Administration Admissions Criteria:

- Complete the M.B.A. Graduate application at <https://leo.lec.edu/ICS/Admissions/Graduate.jnz>
- 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 Admissions Office from degree-granting institution at mbaadmissions@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 mbaadmissions@lec.edu
- Personal Statement of up to 500 words that addresses one of the following questions:
 1. Describe a time in your professional or personal life in which you were particularly creative or innovative in solving a problem or creating something new.
 2. Describe your view or philosophy on the role that ethics play in the workplace.

- 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).

Accelerated Master of Business Administration Program Additional Requirements:

- Undergraduate cumulative grade point average of 3.0 on a 4.0 scale
- Three or more years of professional work experience.

Admissions exceptions to the Lake Erie College Parker 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.

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 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 M.B.A. Program

Lake Erie College students, regardless of major, who have completed at least 90 undergraduate semester credits with

Graduate Programs

a minimum cumulative grade point average of 3.00 may register for up to 12 semester credits of courses offered through the Parker M.B.A. program. These courses may be counted as elective credits towards bachelor's degree completion. Upon admission to the Lake Erie College M.B.A. 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 36 semester credits requirement for the M.B.A. degree.

Participation requires an application and approval by the dean of the School of Business 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 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 in Healthcare Administration. The Professional

Management track will broaden a student's overall knowledge in business administration.

Students who do not have an educational background in business, and whose business experience is limited, may be required to begin the program with foundation course(s): MBA 502 (Fundamental of Financial Accounting) and /or MBA 501 (Quantitative Skills for Business Study).

All students must complete 12 (twelve) courses, 9 (nine) core courses and 3 (three) electives for a total of 36 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 584 Information Systems For Management Decision
Making (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 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 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 9 (nine) core/required courses. These students will fulfill their required 36 semester hours by completing the 3 (three) elective courses required for the concentration of their choosing in place of the Professional Management Electives. A total of 12 (twelve) classes completed is required regardless of if a student chooses a concentration or not.

Health Care Administration

The concentration in Health Care Administration prepares Parker 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 595 Special Topics in Business Administration (3 SH)

Health Informatics

The MBA 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

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)

MASTER OF EDUCATION (M.Ed.)

The Master of Education program is designed to meet the professional development needs of working teachers. As such, the program permits students to enroll on a part-time basis, with all courses required to complete the degree offered late afternoons, evenings, weekends and during

Graduate Programs

summer sessions. Required graduate courses are taught at least once per year. Selected electives are taught 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 7 years to complete their degrees. This is 7 years from the date of the first course accepted to the program to the last course taken to complete their degrees.

Teachers are exposed to contemporary political, societal and public issues that impact classroom practices and procedures. Current issues in education are studied to encourage discussion and reflection of opposing viewpoints. Curricular and instructional issues in schools require effective teachers who possess a high degree of professionalism built upon pedagogical expertise. 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.

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

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 32 semester hours of credit.

Core (Required) Courses (15 SH):

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 523 Fundamentals of Curriculum (3 SH)
EDM 565 Educational Research Seminar (2 SH)

Electives (17 SH):

EDM 502 Psychology Applied to Teaching (3 SH)
EDM 505 Inclusive Strategies for the Regular Classroom (3 SH)
EDM 506 Educator Collaboration (3 SH)
EDM 507 The Educational Organization (3 SH)
EDM 508 Social, Psychological, Emotional Perspectives for Educators (3 SH)
EDM 511 Adolescent Literature (3 SH)
EDM 512 Critical Analysis of Children's Literature (3 SH)
EDM 525 Issues in Early Childhood Education (3 SH)
EDM 528 Classroom Management (3 SH)
EDM 324 Organizational behavior (3 SH)
EDM 544 Special Education Law (3 SH)
EDM 545 School Law (3 SH)
EDM 552 Exceptional Child in the Classroom (3 SH)
EDM 553 Issues in Content Instruction (3 SH)
EDM 554 Teaching Critical Thinking (3 SH)
EDM 558 Computer Uses in Education (3 SH)
EDM 570 Special Topics in Education

EDM 580 Entrepreneurship (3 SH)
 EDM 593 Individual Investigation (3 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)

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 research project and written thesis.

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 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 Oct. 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 565 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).

READING ENDORSEMENT

The Reading Endorsement at Lake Erie College includes fifteen (15) semester hours of 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.

Graduate Programs

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 on 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.

Transfer Credits Reading Endorsement

At the time of application as an endorsement seeking student to the Reading Endorsement 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 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 Reading Endorsement Curriculum

- 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)

TEACHING TO SPEAKER OF OTHER LANGUAGES ENDORSEMENT (TESOL) ENDORSEMENT

The TESOL Endorsement is designed to provide teacher candidates with the necessary knowledge, skills, and dispositions to successfully meet the challenges of teaching student whose first language is other than English. It will aid candidates in meeting the challenges of the multicultural classrooms of today and comply with all state regulations regarding this population of students.

The TESOL Endorsement Curriculum

- EML 501 Sociocultural Awareness in the classroom (3 SH)
- EML 502 Second Language Acquisition and Development (3 SH)
- EML 503 Methods and Materials for Teaching English to Speakers of Other Lang (3 SH)
- EML 504 Linguistics (3 SH)
- EML 505 Assessment and Evaluation (3 SH)
- EML 512 TESOL Practicum and Seminar (3 SH)

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.

Master of Science in Physician Assistant Studies Admissions Criteria:

Accreditation Status and Applicant Implications

The Lake Erie College M.S.P.A.S. Program has received provisional accreditation from the Accreditation Review Commission for Physician Assistants, Ohio Board of Regents, and the Higher Learning Commission.

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.
- 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:

- A baccalaureate degree from a regionally accredited institution with a 3.2 GPA on a 4.0 scale is required for admissions.
- 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.

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)

- Graduate Record Examination (GRE) in last 5 years
- 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 Assistance 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. Appeals to any Information found during the background check or drug screening must be made directly through [CastleBranch.com](https://www.castlebranch.com) according to their listed policies and procedures. All cases will be reviewed individually.
- Immunizations: The immunization records are submitted to [CastleBranch.com](https://www.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**
 - (1) Documentation of vaccination with 2 doses of live measles, mumps, and rubella virus-containing vaccine,

OR

(2) Laboratory evidence of immunity

If a student has 2 documented doses of the MMR vaccine and has a negative or inconclusive/equivocal titer, then 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 (3 doses).

- **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:
 - o 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 10 years.

- **Tuberculosis**

(1) 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

(2) 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. 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.

Transfer Credits M.S.P.A.S.

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

Early Acceptance Opportunity (EAO)

LEC PA Program will hold up to a maximum of 4 seats for qualified LEC undergraduate students.

- The four spots are initially reserved for qualified applicants during the student's freshman year.
- If not all seats are filled or a reserved seat is vacated, students in further years of education have the opportunity to apply. All expectations remain the same.

The student writes a letter of interest to the Dean of Natural Sciences and Mathematics (NSM) and his/her Academic Advisor that includes the anticipated undergraduate graduation date and entry year into the PA Program.

The NSM Dean and Academic Advisor will review the letter and potentially discuss the candidate to ensure that the candidate is qualified for the EAO. If the candidate is qualified, the letter of interest will be forwarded on to the PA Program Admissions Coordinator for review.

All letters will be due by May 1st of the undergraduate student's freshman year.

After the letter is reviewed:

- The candidate will receive an email with the list of qualifications and standards for the EAO.
- The student will be scheduled for an EAO interview in the Fall of his/her sophomore year.
- The student, the Academic Adviser, and the Dean will be notified of the student's EAO status by the PA Program Admissions Coordinator.

If accepted into the EAO, students will need to comply with the following:

- PA Department review in person in the Fall student's Junior year.
- Submit an official CASPA application in accordance with the requirements and deadlines for matriculation.
- Successfully complete the formal interview during Senior year to gain entry.
- Students must have an updated EAO Academic Progress Form filled out and signed by their Academic Advisor before all meetings or interviews with the PA department.

Requirements:

- Maintain a minimum 3.5 cumulative GPA.
- Maintain a "B" or better in all prerequisite classes (except O Chem)
- Maintain a "C" or better in Organic Chemistry
- If the student receives a below standard grade for a course, that course may be repeated once for a better grade.
- No course shall be repeated more than once and no more than one course can be repeated for a better grade.

- As an undergraduate, the student must work in the healthcare field for a minimum of 750 hours and shadow a Physician Assistant for a minimum of 100 hours (undergraduate career total by the time of matriculation).
- Student must maintain the utmost standards of personal and professional conduct to maintain acceptance. Any violation of this should be immediately reported to the Admissions Coordinator and may result in dismissal from the EAO.
- Criminal or academic conduct violations will result in loss of reserved seat.
- The student will need to participate in at least two PA department events yearly, such as lunch and learns and/or PA student organization events upon acceptance.
- The student must meet with the PA Program Admissions Coordinator in the fall of their junior year with supporting documents stating that they are meeting ongoing requirements.
- If a student fails to maintain standards of acceptance, they may still apply through CASPA and a conventional application pathway.

Disclosure of Admission Practices

All Lake Erie College students and graduates who meet the minimum requirements will be granted an interview. Lake Erie College students and graduates will be given some preference in admission. The Lake Erie College Physician Assistant Program encourages all applicants with diverse life experiences to apply. Attributes beyond the minimum requirements will be considered during the interview process.

Preference will also 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.

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 (2 SH)
- PAM 502 Biomedical Ethics (2 SH)
- PAM 503 Research Methods and Evidence-Based Practice (4 SH)
- PAM 504 Business Practice for Physician Assistants (3 SH)
- PAM 505 Gross Anatomy & Physiology (5 SH)
- PAM 505L Gross Anatomy & Physiology Laboratory (2 SH)
- PAM 506 Psychiatry/Addiction Medicine (3 SH)
- PAM 507 Medical Genetics (3 SH)
- PAM 510 Clinical Medicine I (5 SH)
- PAM 511 Clinical Medicine II (5 SH)
- PAM 512 Clinical Medicine III (5 SH)
- PAM 520 Patient Evaluation I (3 SH)
- PAM 521 Patient Evaluation II (3 SH)
- PAM 522 Patient Evaluation III (3 SH)
- PAM 529 Introduction to Pharmacology (2 SH)
- PAM 530 Pharmacology I (3 SH)
- PAM 531 Pharmacology II (3 SH)
- PAM 532 Pharmacology III (3 SH)
- PAM 540 Clinical Laboratory & Diagnostic Medicine I (3 SH)
- PAM 541 Clinical Laboratory & Diagnostic Medicine II (3 SH)
- PAM 542 Clinical Laboratory & Diagnostic Medicine III (3 SH)
- PAM 550 Family Medicine Clinical Rotation (5 SH)
- PAM 551 Internal Medicine Clinical Rotation (5 SH)
- PAM 552 Pediatrics Clinical Rotation (5 SH)
- PAM 553 General Surgery Clinical Rotation (5 SH)
- PAM 554 Women's Health Clinical Rotation (5 SH)
- PAM 555 Psychiatry/Behavioral Medicine Clinical Rotation (5 SH)
- PAM 556 Emergency Medicine Clinical Rotation (5 SH)
- PAM 558 Clinical Rotation Elective (5 SH)
- PAM 559 Core Medical Elective Clinical Rotation (5 SH)

Program Standards

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



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.

EDM 502 Psychology Applied to Teaching (3 SH)**Elective**

This course analyzes a number of teaching learning models derived from the psychological theories of major authorities in the areas of human development and learning. These include learning environments designed to emphasize the behavioral, intellectual, social and personal aspects of human learning. Students may analyze these models to evaluate their usefulness in various learning situations.

EDM 505 Inclusive Strategies for Regular Classrooms (3 SH)**Elective**

This course prepares educators to work with students who are typically developing, at-risk, gifted and have mild/moderate disabilities requiring special educational needs in a regular classroom. Educators develop methods and strategies of integrating special needs students in regular learning environments. Special attention is directed to the Dyslexia Standards and their implementation for teaching and learning.

EDM 506 Educator Collaboration (3 SH)**Elective**

This course offers a framework for educators to work collaboratively and communicate clearly with their constituencies: students, parents and caregivers, colleagues, administrators, local community agencies. Strategies that positively affect student learning and provide safe, emotional, social, physical, spiritual, and mental growth will be explored and demonstrated.

EDM 507 The Educational Organization (3 SH)**Elective**

This course explores research contributing to an understanding of organizational behavior, organizational development and organizational transformation as it applies to educational organizations. Educators understand the evolving needs of successful educational organizations regarding beliefs, attitudes, values, and structure of the current organization. This understanding prepares the educator to positively contribute to serving the needs of today's learners.

EDM 508 Social, Psychological, Emotional Perspectives for Educators (3 SH)**Elective**

Educators strive to retain a positive commitment to their work, while facing demands on time management, emotional balance as well as dealing with the impact of teachers-pupil interaction and classroom climate. This course explores the research on teacher stress and what that research suggests may be done to foster the reduction of stress levels from a personal organizational perspective. Techniques to help educators slow down that can actually build up creativity, effectiveness and performance over the long term are explored.

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 523 Fundamentals of Curriculum (3 SH)

Core Course

In this course educators will learn the elements of curriculum theory, design and evaluation. Particular emphasis will be placed upon the role of the educator in curriculum development, value added and assessment. Curriculum models will be examined and assessed with particular emphasis on philosophy, goals and underlying rationale. Students will make curriculum proposals to improve current practices and processes.

EDM 525 Issues in Early Childhood Education (3 SH)

Elective

A study of the historical and contemporary theories of early childhood cognitive and affective development and the implications for educators. It entails consideration of current trends and practices in early childhood education, as well as the societal factors that have redefined early childhood programs. Emphasis on scholarly research as a means substantiating curriculum and instruction is mandated.

EDM 528 Classroom Management (3 SH)

Elective

A study of contemporary classroom management; a consideration of: (1) teacher behaviors and classroom organizational factors that lead to an orderly and effective teaching/learning environment; (2) development of classroom settings that foster student responsibility,

respect for others and self-regulation; and (3) management techniques that are developmentally appropriate to the grade level(s) in question.

EDM 534 Organizational Behavior (3 SH)

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.

EDM 544 Special Education Law (3 SH)

Elective

With the movement of inclusive education of most children into regular education classes, knowledge in special education law is essential for all professional educators. Since federal legislation and subsequent case law have given disabled students special rights, knowledge of the legalities of special education is important. This course will include a brief legal history of special education, definitions, federal legislation (IDEA, ADA, 504, etc.) and the legal implications of placement, evaluation related services, liability, discrimination and discipline.

EDM 545 School Law (3 SH)

Elective

This course is basic school law related to teaching and school administration. Legal and ethical principles stemming from statutory, judicial and common law relevant to curriculum, contracts, personnel administration, liability and finance will be covered.

EDM 552 Exceptional Child in the Classroom (3 SH)

Elective

This is a study of the nature and needs of exceptional students including giftedness, mental retardation, learning disabilities, communications disorders, hearing and visual impairments, behavior problems and multiple and severe disabilities. Issues of mainstreaming, inclusion, pullout programs and other strategies used to effectively deal with the challenges of exceptional students in the classroom will be addressed.

EDM 553 Issues in Content Instruction (3 SH)

Elective

This course is a survey, analysis and evaluation of the relevant issues in the teaching of mathematics, social

studies, reading/language arts and science. Planning and delivering instruction that advances learning for all students will be examined and demonstrated. Emphasis is placed on the recommendations of the SPAs (Specialized Professional Associations) and the common core content standards for each content area. Educators will examine instruction in reference to the Ohio Academic Content Standards and the Ohio Model Curricula.

EDM 554 Teaching Critical Thinking (3 SH)

Elective

Strategies and processes for teaching thinking skills will be studied. Topics include brain research and thinking, strategies for thinking, creative thinking, thinking frames and problem solving.

EDM 558 Computer Uses in Education (3 SH)

Elective

Educators use technologies to plan and deliver effective instruction that advances learning. Project based experiential learning is the foundation from which educators acquire skills and knowledge regarding technology application in the classroom and in the learning community at large. Educators can progress from introductory to intermediate/advanced users of hardware, devices, software, internet presence, mobile technology, and recent technologies. Educators from resource rich as well as resource challenged schools learn how to optimize current technologies in schools.

EDM 565 Educational Research Seminar (2 SH)

Core Course

Educational Research II is the candidate's culminating research experience. This course includes the analysis of data and conclusions of the study and recommendations of the selected research project.

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

Elective

EDM 580 Entrepreneurship (3 SH)

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.

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

Elective

MASTER OF EDUCATION – TESOL ENDORSEMENT (EML)

EML 501 Sociocultural Awareness in the classroom (3 SH)

This course focuses on strategies of integrating various cultural views and patterns into the curriculum by examining materials. The course will seek to create positive attitudes by improving intercultural awareness and developing cross-cultural communication skills. This course will also include an overview of the legal decisions which impact the education of English learners in the United States.

EML 502 Second Language Acquisition and Development (3 SH)

This course will provide an overview of language learning processes and their applicability to second language acquisition. Students will develop an awareness of techniques for instruction including strategies for teaching reading, pronunciation, and vocabulary of American English. This course will emphasize process, sequence, and actual methods and strategies teachers can use to design and develop effective lessons.

EML 503 Methods and Materials for Teaching English to Speakers of Other Lang (3 SH)

This course offers an analysis of ESOL instructional materials, methods, learning theories, and applications for grades K-12. Development and implementation of age-appropriate materials, standards-based lesson plans and use of age-appropriate technology are integrated into the course. Ohio English Language Proficiency Standards for Limited English Proficient Students (LEPs) are emphasized.

EML 504 Linguistics (3 SH)

This course will introduce teachers to linguistic terminology and the study of linguistics including English phonology, morphology, syntax, semantics, language acquisition in children and language variation. Practical applications of linguistic knowledge in and ESL/ bilingual classroom situation (e.g., phonetics, comparative linguistics, error analysis, corrective pronunciation, etc.) are presented for all age groups and levels.

EML 505 Assessment and Evaluation (3 SH)

This course will analyze testing theory and practice with regard to English language learners. Students will examine formal and informal tests of language proficiency for identification and progress monitoring. Students will design standards-based assessments for use in the classroom.

Analysis and interpretation of test data as it pertains to language acquisition will be integrated into this course. Students will be introduced to the guidelines for referral and testing of English language learners with suspected disabilities.

EML 512 TESOL Practicum and Seminar (3 SH)

This course is a culminating practicum with direct interaction between the candidate and ELL students which summarizes and evaluates student learning throughout the program. The course design stresses "reflective teaching" and allows students time and opportunity to contemplate their personal teaching philosophy and approaches. The course will include a final project consisting of either research or classroom investigation. Other possible practicum projects include: developing curriculum, evaluating an ESL/ bilingual program, developing diagnostic instruments, etc. The candidates are supervised by experienced, licensed teachers with a TESOL endorsement.
Extra Fee

MASTER OF EDUCATION – READING ENDORSEMENT (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.

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

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 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

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 studies.

MBA 512 Healthcare Information and Data Management

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.

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 and 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

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

Prerequisite: MBA 538

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.

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 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.

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 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 SCIENCE IN PHYSICIAN ASSISTANT STUDIES (PAM)

PAM 501 Introduction to the PA Profession (2 SH)

Prerequisite: Admission to PA program

Lecture

This course will expose students to the physician assistant field. It will cover 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, medical ethics, licensing and certification, prescriptive authority, and employment issues.

PAM 502 – Biomedical Ethics (2 SH)

Prerequisite: Admission to PA program

Lecture

This course will explore current and historical ethical and legal issues pertaining to the health care industry, and specifically the role of physician assistants. Students will 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 (4 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 504 Business Practice for Physician Assistants (3 SH)

Prerequisite: Admission to the PA program

Lecture

This course will expose students to many of the business practices associated with the physician assistant field.

The course will include malpractice, risk mitigation and management, HIPAA, reimbursement, documentation requirements, CPT coding, legislative and political concerns, leadership, and business planning.

PAM 505 Gross Anatomy & Physiology (5 SH)

Prerequisite: Admission to PA program

Corequisite: PAM 505L

Lecture

This course is designed to familiarize the student to gross anatomy and physiology. The course is essentially split into regional anatomy and medical physiology. While anatomy and physiology are split they will integrate similar topics. A separate lab will be done following the lecture. The regional anatomy section 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. This portion of the class is important in understanding the human body as a 3-dimensional structure. It has many implications to surgery. The medical physiology section 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 505L Gross Anatomy & Physiology Laboratory (2 SH)

Prerequisite: Admission to PA program

Corequisite: PAM 505

Lab

This course is designed to familiarize the student to anatomy and physiology. The course is essentially split into regional anatomy and medical physiology. While anatomy and physiology are split they will integrate similar topics. The lab integrates topics discussed in lecture. The regional anatomy section 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. This portion of the class is important in understanding the human body as a 3-dimensional structure. It has many implications to surgery. The medical physiology section 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:** PAM 502 & PAM 505**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, 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 (3 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 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.

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 512 Clinical Medicine III (5 SH)**Prerequisite:** PAM 511**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 520 Patient Evaluation I (3 SH)**Prerequisite:** PAM 502 & 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 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 522 Patient Evaluation III (3 SH)

Prerequisite: PAM 521

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 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 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 502, 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 532 Pharmacology III (3 SH)

Prerequisite: PAM 531

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. This course will also utilize problem-based learning which will bridge the didactic phase to the clinical phase.

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

PAM 542 Clinical Laboratory & Diagnostic Medicine III (3 SH)

Prerequisite: PAM 541

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. This course will also utilize problem-based learning which will bridge the didactic phase to the clinical phase.

PAM 550 Family Medicine Clinical Rotation (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with all aspects Family Medicine in ambulatory, inpatient and long-term care settings. The student, will perform the collection of historical, physical and laboratory data, and develop an understanding of patient evaluation and treatment under the supervision of physicians or mid-level

practitioners. The student is expected to have an emphasis on the wide range of care provided in Family Medicine.

PAM 551 Internal Medicine Clinical Rotation (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with all aspects of Internal Medicine in ambulatory, inpatient and long-term/geriatric care settings. The student, will perform the collection of historical, physical and laboratory data, and develop an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners.

PAM 552 Pediatrics Clinical Rotation (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with all aspects Pediatric Medicine in ambulatory, inpatient and long-term care settings. The student, will perform the collection of historical, physical and laboratory data, and develop an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. In addition, the student is expected to have an emphasis on infant through adolescent care, covering the wide spectrum of skills required for pediatric and adolescent patients.

PAM 553 General Surgery Clinical Rotation (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to allow the student exposure to a wide variety of surgical problems. Under supervision, the student is expected to participate in preoperative, operative, and postoperative patient care. This experience will include taking histories, performing pre-surgical physical examinations, and assisting in the operating room.

PAM 554 Women's Health Clinical Rotation (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with all aspects of Woman's Health in ambulatory, inpatient, and long-term care settings. The student, through the collection and acquisition of historical, physical, and laboratory data, develops an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners. This clinical rotation will emphasize routine gynecologic care and common complaints, as well as prenatal care of the female patient.

PAM 555 Psychiatry/Behavioral Medicine Clinical Rotation (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to familiarize the student with all aspects Psychiatry/Behavioral Medicine in ambulatory, inpatient, and long-term care settings. The student, will perform the collection of historical, physical, and laboratory data, and develop an understanding of patient evaluation and treatment under the supervision of physicians or mid-level practitioners.

PAM 556 Emergency Medicine Clinical Rotation (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to stress the evaluation and management of both medical problems of the patient in an acute care situation. Students gain experience in the initial evaluation of patients in the emergency setting, perform problem specific examinations, practice minor surgery skills, and participate in the management of emergency care cases.

PAM 558 Clinical Rotation Elective (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to acquaint the student with the role of the physician assistant in practice. Students train under the supervision of a physician or midlevel provider in an office/or hospital setting. Through this clinical rotation the student will gain an in-depth exposure to a wide-spectrum of acute and chronic patient problems. This experience can occur in a clinical area that has already been experienced by the student or a specialty area of the student's choosing.

PAM 559 Core Medicine Elective Clinical Rotation (5 SH)

Prerequisite: Completion of all PA didactic courses

This clinical experience is designed to acquaint the student with the role of the physical assistant in practice. Students train under the supervision of a physician or midlevel provider in an office and/or hospital setting. Through this clinical rotation experience, the student will gain an in-depth exposure to a wide-spectrum of acute and/or chronic patient conditions. The experience can occur in a medical area that is already a required rotation or in a non-surgical specialty of the student's choosing, with approval from the Clinical Coordinator.

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FALL 2017

| | |
|---------------------------------------|--------------------------|
| Fall Semester Billing Due | August 1 (T) |
| Labor Day (no classes) | September 4 (M) |
| Homecoming..... | September 15-17 (F-Su) |
| Fall Break (no classes) | October 7 (S) |
| Spring '18 Registration Begins | November 1 (W) |
| Thanksgiving Break (no classes) | November 22-25 (W/R/F/S) |
| December Commencement..... | December 10 (S) |

1st 7-Weeks

| | |
|--------------------------------|------------------|
| Add period ends | August 18 (F) |
| Drop Period ends..... | August 21 (M) |
| Last Day to Withdraw "W" | September 18 (M) |
| Grades Due..... | October 6 (F) |

Class Dates:

| | | |
|-------------|--------------|--------------|
| August 19 | September 9 | September 30 |
| August 26 | September 16 | |
| September 2 | September 23 | |

2nd 7-Weeks

| | |
|--------------------------------|--------------------------|
| Add period ends | August 18 (F) |
| Drop period ends..... | October 16 (M) |
| Last Day to Withdraw "W" | November 13 (M) |
| Grades due | December 12 (T), 8:00 am |

Class Dates:

| | |
|------------|-------------|
| October 14 | November 11 |
| October 21 | November 18 |
| October 28 | December 2 |
| November 4 | |

SPRING 20187

| | |
|--------------------------------------|--------------------|
| Spring Semester Billing Due..... | December 1 (F) |
| Spring Break (no classes)..... | March 3 (Sa) |
| Spring Holiday (no classes) | March 31 (Sa) |
| Fall '18 Registration Begins..... | April 2 (M) |
| Graduating Students Grades Due | May 1 (T), 8:00 am |
| Commencement | May 6 (Su) |

1st 7-Weeks

| | |
|--------------------------------|----------------------|
| Add period ends..... | January 12 (F) |
| Drop period ends..... | January 16 (T) |
| Last Day to Withdraw "W" | February 12 (M) |
| Grades Due..... | March 2 (F), 8:00 am |

Class Dates:

| | |
|------------|-------------|
| January 13 | February 10 |
| January 20 | February 17 |
| January 27 | February 24 |
| February 3 | |

2nd 7-Weeks

| | |
|--------------------------------------|--------------------|
| Add period ends..... | January 12 (F) |
| Drop Period ends..... | March 12 (M) |
| Last Day to Withdraw "W" | April 9 (M) |
| Graduating Students Grades Due | May 1 (T), 8:00 am |
| Grades due | May 4 (F) |

Class Dates:

| | | |
|----------|----------|----------|
| March 10 | April 7 | April 28 |
| March 17 | April 14 | |
| March 24 | April 21 | |

FALL 2017

| | |
|-------------------------------------------|--------------------------|
| Fall Semester Billing Due | August 1 (T) |
| 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 1st 7-week course | September 19 (T) |
| Homecoming..... | September 15-17 (F-Su) |
| Fall Break (no classes) | October 5-7 (R/F/S) |
| Last Day of 1st 7-week courses..... | October 10 (T) |
| Second 7-week courses begin..... | October 11 (W) |
| 1st 7-week Grades Due | October 16 (M), 8:00 am |
| Advising Weeks | October 16-20, 23-27 |
| Last Day to "W" | October 23 (M) |
| Spring '18 Registration Begins | November 1 (W) |
| Last Day "W" from 2nd 7-week course | November 9 (R) |
| Founder's Day..... | November 21 (T) |
| Thanksgiving Break (no classes) | November 22-25 (W/R/F/S) |
| Last Day of 2nd 7-week courses | December 1 (F) |
| Last Day of Class | December 1 (F) |
| Finals Week..... | December 4-8 (M-F) |
| December Commencement..... | December 9 (S) |
| All Grades due..... | December 12 (T), 8:00 am |

Clinical Rotations, Sessions N/O/P (MSPAS Students)

| | |
|--------------------------------|---------------------------|
| N (1st 5 weeks) | August 21 – September 22 |
| Last Day to Withdraw "W" | September 9 (F) |
| O (2nd 5 weeks) | September 25 – October 27 |
| Last Day to Withdraw "W" | October 13 (F) |
| P(3rd 5 weeks) | October 30 – December 1 |
| Last Day to Withdraw "W" | November 17 (F) |

| | |
|----------------------|-----------------|
| All Grades Due | December 12 (T) |
|----------------------|-----------------|

SPRING 2018

| | |
|-------------------------------------------|------------------------|
| Spring Semester Billing Due | December 1 (F) |
| First Day of Classes | January 8 (M) |
| Add/Drop period ends..... | January 12 (F) |
| Martin Luther King Day (no classes) | January 15 (M) |
| Last Day "W" from 1st 7-week course | February 5 (M) |
| Last Day of 1st 7-week courses..... | February 23 (F) |
| Spring Break (no classes)..... | Feb. 26- March 2 (M-F) |
| Second 7-week courses begin..... | March 5 (M) |
| 1st 7-week Grades Due | March 7 (W), 8:00 am |
| Advising Weeks | March 19-23, 26-30 |
| Last Day to "W" | March 19 (M) |
| Spring Holiday (no classes) | March 30 (F) |
| Fall '18 Registration Begins..... | April 2 (M) |
| Last Day "W" from 2nd 7-week course | April 3 (T) |
| Last Day of Class | April 20 (F) |
| Last Day of 2nd 7-week course..... | April 20 (F) |
| Finals Week..... | April 23-27 |
| Graduating Students Grades Due | May 1 (T), 8:00 am |
| Senior Week Activities | April 30- May 4 (M-F) |
| All Grades due..... | May 4 (F) |
| Commencement | May 6 (Su), 11:00 am |

Clinical Rotations , Sessions N/O/P (MSPAS Students)

| | |
|--------------------------------|------------------------|
| N (1st 5 weeks) | January 8 – February 9 |
| Last Day to Withdraw "W" | January 26 (F) |
| O (2nd 5 weeks) | February 12 – March 16 |
| Last Day to Withdraw "W" | April 2 (F) |
| P(3rd 5 weeks) | March 19 – April 20 |
| Last Day to Withdraw "W" | April 16 (F) |

| | |
|----------------------|-----------|
| All Grades Due | May 4 (F) |
|----------------------|-----------|

Campus Map

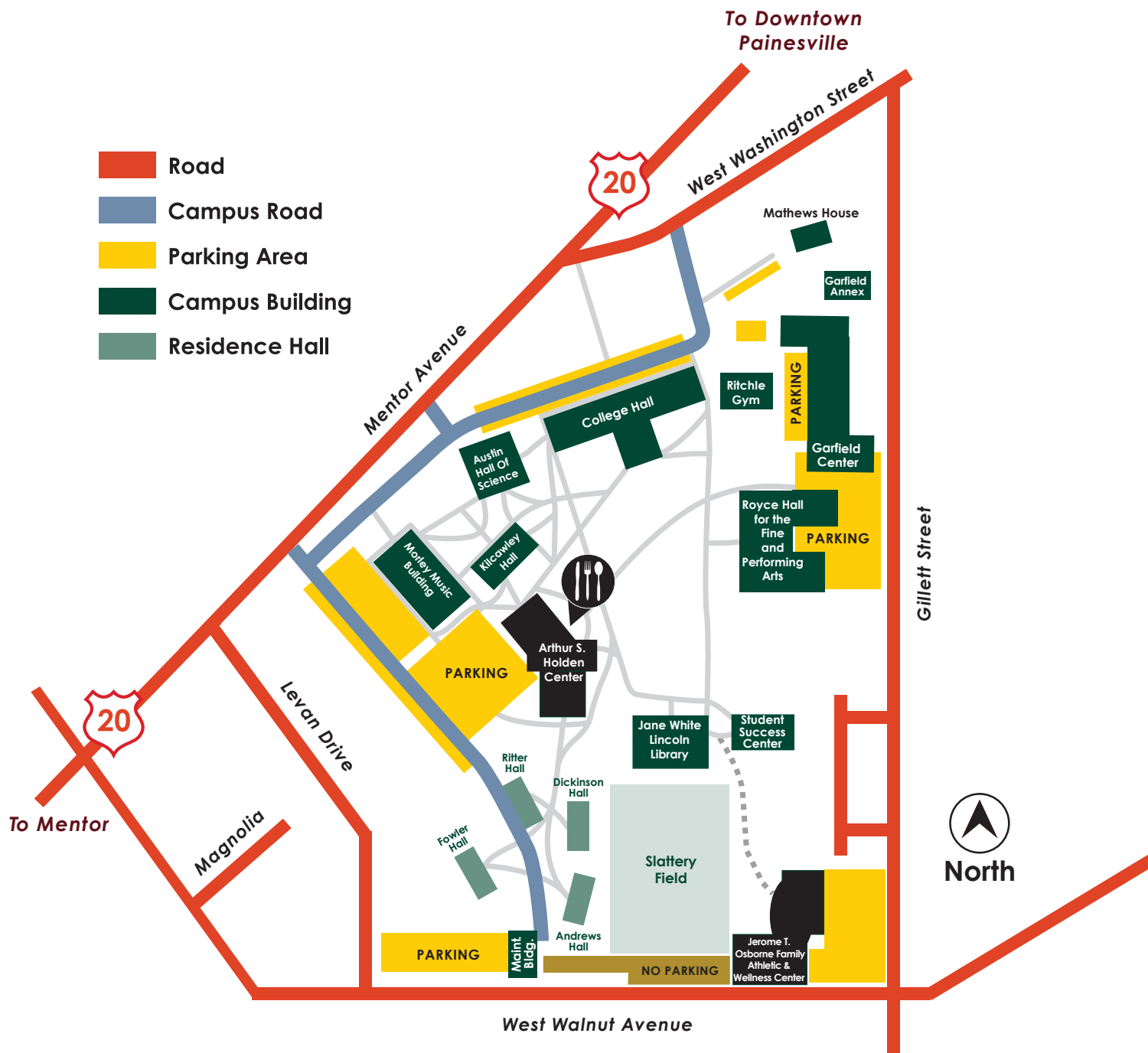


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