



COLLEGE OF OSTEOPATHIC MEDICINE

ACADEMIC CATALOG AND STUDENT HANDBOOK

2024-2025

L|E|C|O|M

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE

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LECOM
College of Osteopathic Medicine
Erie, Bradenton, LECOM at Seton Hill, LECOM at Elmira
2024 – 2025 Academic Calendar

| | |
|---|----------------------|
| Academic Year Begins – 3 rd & 4 th Year Rotations | May 27, 2024 |
| Registration Day | July 26, 2024 |
| Orientation for the Class of 2027: Academic Year Begins | July 29, 2024 |
| Academic Year Begins – 2 nd Year Students | August 4, 2024 |
| Labor Day (No Classes) | September 2, 2024 |
| Thanksgiving Break (No Classes) | November 27-29, 2024 |
| Classes Resume | December 2, 2024 |
| Semester Ends | December 20, 2024 |
| Second Semester Begins – 1 st & 2 nd Year | January 6, 2025 |
| MLK Day (No Classes) | January 20, 2025 |
| Semester End Date – 2 nd Year | May 16, 2025 |
| Semester End Date – 1 st Year | May 23, 2025 |
| Academic Year Ends – 3 rd & 4 th Year Rotations | May 23, 2025 |
| Commencement: Erie, LECOM at Seton Hill and Elmira | June 1, 2025 |
| Commencement: Bradenton | June 8, 2025 |

2025 – 2026, 2026 – 2027, and 2027 – 2028 Academic Calendars

| Calendar Events | 2025 – 26 | 2026 – 27 | 2027 – 28 |
|--|------------------|------------------|------------------|
| Academic Year Begins – 3 rd and 4 th Year | June 2 | June 1 | May 31 |
| Registration Day | July 25 | July 24 | July 23 |
| Orientation – 1 st Year: Academic Year Begins | July 28 | July 27 | July 26 |
| Academic Year Begins – 2 nd Year | August 4 | August 3 | August 2 |
| Labor Day – No Classes | Sept. 1 | Sept. 7 | Sept. 6 |
| Thanksgiving Break - No Classes | Nov. 26-28 | Nov. 25-27 | Nov. 24-26 |
| Classes Resume | Dec. 1 | Nov. 30 | Nov. 29 |
| Semester Ends | Dec. 19 | Dec. 18 | Dec. 17 |
| Second Semester Begins – 1 st and 2 nd Years | Jan. 5 | Jan. 4 | Jan. 3 |
| MLK Day (No Classes) | Jan. 19 | Jan. 18 | Jan. 17 |
| Semester End Date – 2 nd Year | May 15 | May 14 | May 12 |
| Semester End Date – 1 st Year | May 22 | May 21 | May 19 |
| Academic Year Ends – 3 rd and 4 th Years | May 29 | May 28 | May 26 |
| Commencement: Erie, LECOM at Seton Hill and Elmira | May 31 | May 30 | May 28 |
| Commencement: Bradenton | June 7 | June 30 | June 4 |

1. GENERAL INFORMATION

1.1. DESCRIPTION AND PURPOSE OF ACADEMIC CATALOG AND STUDENT HANDBOOK

This publication is a reference guide for students in all programs offered by LECOM's College of Osteopathic Medicine, leading to the degrees of Doctor of Osteopathic Medicine (D.O.). The Academic Catalog and Student Handbook contains information about academic standards, grading, class attendance, tuition and fees, refund policy, student promotion, retention, graduation, academic freedom, students' rights and responsibilities, the filing of grievances and appeals, along with other information about LECOM pertinent to the student body. Separate reference guides are provided for the School of Pharmacy, School of Dental Medicine, School of Podiatric Medicine, Graduate School of Biomedical Sciences, School of Health Services Administration, and the Masters of Medical Sciences in Bradenton. In addition, there is a Clinical Clerkship Manual that covers additional topics pertinent to the clinical years and clinical curriculum.

Each step of the educational process, from admission through graduation, requires continuing review and approval by the LECOM administration. LECOM is not responsible for and disclaims any misrepresentations of its requirements or provisions that might arise as a result of errors in preparation of the Academic Catalog and Student Handbook. LECOM reserves the right, at any time, with or without notice to modify the Academic Catalog and Student Handbook, including but not limited to changes in requirements, courses, policies, and procedures.

Each student enrolled in LECOM is individually responsible for knowledge of the current academic regulations, the general and specific requirements, and the operational policies as contained in the Academic Catalog and Student Handbook and other official documents or announcements of LECOM. This Handbook can be viewed electronically on the LECOM web site at <https://lecom.edu/academics/academic-catalog/>

To the extent applicable, students are subject to and will be expected to observe the provisions of the Code of Ethics of the American Osteopathic Association upon matriculation.

The Academic Catalog and Student Handbook is reviewed annually to ensure accuracy and to reflect any revisions to programs or policies. A new Academic Catalog and Student Handbook is published on or about July 1 of each year.

1.2. INSTITUTIONAL MISSION STATEMENT OF THE LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE AND VALUES

Institutional Mission Statement

The **mission** of the Lake Erie College of Osteopathic Medicine is to prepare students to become osteopathic physicians, pharmacy practitioners, dentists, and podiatric physicians through programs of excellence in education, research, clinical care, and community service to enhance the quality of life through improved health for all humanity. Serving as a guiding light and cornerstone in medical education and true to the core principles of its founders, the Lake Erie College of Osteopathic Medicine has expanded its reach to include exceptional programs in graduate studies designed to provide scholars superlative education in the respective areas of study. The professional programs are dedicated to serve all students through innovative curriculum and the development of postdoctoral education and interprofessional experiences.

Institutional Values indicate how we desire to behave with one another and how we regard our professional community. With its holistic focus on creating an effective learning environment, the LECOM administration, faculty, and student body work together to achieve the following:

1. **Quality in Osteopathic Medical Education**
continuous improvement of performance that meets or exceeds administrative, faculty and student expectations.
2. **Acceptance of Accountability**
affirmative response to and action on duties and responsibilities given.
3. **Cooperative Relationship**
a joint effort and a caring commitment to achieve common goals.
4. **Trust, Honesty, and Integrity**
adherence to values; truthfulness, worthy of confidence.
5. **Collegiality**
the spirit of working together for the common good.
6. **Commitment to the Whole**
an allegiance to a positive course of action for the good of the whole.
7. **Respect for Different Perspectives**
reverence for and dignified treatment of each individual.
8. **Diversity**
distinction with identity.
9. **Proactive Organization**
persistence, perseverance, and leadership to achieve a vision and strategic goals.

1.3. HISTORY OF LECOM

Throughout history, legacy-creating, innovative decisions have distinguished between leader and follower; between insight and apathy; and ultimately, between success and failure. Such is the case with the history that has come to form the heritage of the Lake Erie College of Osteopathic Medicine.

As the 20th Century drew to a close, those in the governance of Millcreek Community Hospital (MCH) in Erie, Pennsylvania, were faced with a problematic decision. In an era during which it was becoming increasingly difficult to attract new physicians to the calling, this small community hospital sought to maintain its position of leadership within the field of health care. The dilemma was dissected by the group of visionaries at MCH who, through their astute prescience and vigilant observations, made a decision to open a new school of medicine.

At a time during which much of the medical community did not see a need for additional medical colleges, much less the need for physicians, the MCH Board saw it differently. The hospital existed in an area within close proximity to Pittsburgh, Cleveland, and Buffalo; an area underserved by physicians. The establishment of a medical college in Erie had the intended effect of allowing the hospital to train needed new doctors and to accommodate the open positions at MCH and at other hospitals throughout the region.

The journey began in September 1988, when the Board of Trustees of Millcreek Community Hospital conducted a major strategic planning retreat. Attendees at the planning session established a new hospital mission that emphasized the need for educating osteopathic physicians to provide medical services to the medically underserved areas across Northwestern Pennsylvania.

In March 1989, the Board of Trustees assembled an Osteopathic Medical School Task Force that began to explore the feasibility of founding a new osteopathic medical school. The Lake Erie College of Osteopathic Medicine (LECOM) was established as the 16th college of osteopathic medicine in the nation with its receipt of a Commonwealth of Pennsylvania Charter in December 1992. The Charter Class began on August 9, 1993, at a new campus on West Grandview Boulevard in Erie, Pennsylvania.

With the graduation of the LECOM inaugural class on May 24, 1997, the College received full accreditation from the American Osteopathic Association. Since that time, LECOM has granted the Doctor of Osteopathic Medicine (DO) Degree to more than 8,200 graduates.

For almost three decades, the Lake Erie College of Osteopathic Medicine has realized its foundational promise under the skillful and steady direction of its President and CEO, John M. Ferretti, D.O., who has established, expanded, and advanced the LECOM mission.

Dr. Ferretti is a Board Certified Internist who was among the College founders and who is a nationally recognized leader in osteopathic medicine. Dr. Ferretti's visionary leadership of the whole of the Institution has ushered in an era of national prominence and unprecedented growth.

In 2000, within a period of only eight years after its founding, LECOM experienced an intensity of rapid growth as a small group of first-year medical students arrived as pioneers in a new Learning Pathway. LECOM would be the first of its kind to introduce an effectively innovative approach to medical education, Problem-Based Learning (PBL). By working in small groups through a paradigm of self-directed study, PBL students are tasked to think clinically and to solve problems in the same way in which a physician diagnoses a patient.

By 2002, College growth and enrollment required LECOM to triple the size of the original medical school building, adding another 100,000 square feet of modern teaching, learning and research facilities. With the acquisition of the neighboring LORD Corporation (now LECOM West) property in 2011, the College is now expansively situated along West Grandview Boulevard where a park-like, 53-acre campus boasts an excellent view of Lake Erie.

A continually growing medical and wellness campus also stretches along Peach Street in Erie as the College and community engage in the whole-body wellness paradigm that has become LECOM Health, the only health system in the United States with an Osteopathic Academic Health Center. The College, Millcreek Community Hospital, and Medical Associates of Erie - the clinical practice network of physician offices located in Erie County - form the core of this highly innovative medical education and patient care system.

True to the College mission, to provide primary health care to Northwestern Pennsylvania, LECOM achieved another milestone with the addition of its School of Pharmacy. The Commonwealth of Pennsylvania approved the LECOM School of Pharmacy in May of 2001 with its unique three-year, accelerated curriculum. Classes began in September of 2002, and LECOM held its first pharmacy school graduation in June of 2005. Following that commencement, the LECOM School of Pharmacy received full accreditation from the Accreditation Council for Pharmacy Education. Since that time, LECOM has granted the Doctor of Pharmacy (PharmD) degree to more than 3,300 graduates.

In addition to the original campus in Erie, Pennsylvania, LECOM has continued its role in the vanguard of national leadership in osteopathic medicine by developing a branch campus in Bradenton, Florida. Located in the lush, palm-embowered setting of Lakewood Ranch, a master-planned community in

Manatee County, Florida, LECOM Bradenton welcomed its first class of medical students on September 13, 2004. With the enrollment of the Bradenton Class of 2011, LECOM became the largest medical college in the nation. In 2007, the School of Pharmacy also expanded to Florida, offering a traditional four-year Doctor of Pharmacy degree curriculum, and graduating the first class from LECOM Bradenton in 2011.

In keeping with its proven tradition of leading the field in medical education, LECOM initiated the Masters of Science in Medical Education Degree Program at the Erie campus in 2005. This postgraduate course became the first distance education program at LECOM, and it trains physicians to become teachers and leaders in the clinical education of future physicians. In addition to filling the need for teaching physicians, LECOM recognized the need for professors who could teach anatomy, one of the vital basic sciences required in medical education, so the College introduced a Doctor of Philosophy (Ph.D.) in Anatomy Education.

To further the education of potential medical, pharmacy, and dental school recruits, the College also offers the Masters of Science in Biomedical Sciences Degree, a Masters in Medical Science Degree, and the Health Sciences Post Baccalaureate Certificate.

Seeking to quickly and effectively fill the need for more physicians, LECOM added two accelerated programs in the medical college: the Primary Care Scholars Pathway (in 2007), and the Accelerated Physicians Assistant Pathway (in 2011). These Programs allow qualified students to complete the Doctor of Osteopathic Medicine Degree in just three years.

The vision of LECOM continued in 2009, with the extension of LECOM Erie to the campus of the private liberal arts institution of Seton Hill University in Greensburg, Pennsylvania. LECOM at Seton Hill added an additional 104 medical students to the first-year class, and now, it has an ever-increasing medical school enrollment.

In July 2012, the LECOM School of Dental Medicine welcomed students in Bradenton, establishing yet a new era in the betterment of healthcare education. The first class of dental students graduated in 2016. These scholars undertook three years of academic and basic clinical training at LECOM Bradenton. They completed their fourth year of study at community-based dental outreach offices in DeFuniak Springs, Florida and in Erie, Pennsylvania. These sites were chosen, in part, because of the enduring LECOM commitment to provide care where it is most needed.

Ever vigilant to marking innovative trends in education, LECOM added two distance education pathways in 2014. The School of Pharmacy Distance Education Pathway is one of only four online-distance education programs in the nation for pursuing the Doctor of Pharmacy Degree. The online classes for the Masters in Health Services Administration have provided the highly sought after opportunity for professionals aspiring to take leadership roles in the administration of hospitals, clinical practices, and in other healthcare facilities. Realizing that healthcare professionals are encountering cultural and social attitudes, values, and beliefs that may differ from their own personal perceptions, LECOM developed an online degree for the Master in Science in Biomedical Ethics Degree. This Program fills the need for healthcare workers and administrators who are better prepared to recognize and effectively handle the ethical complexities and dilemmas woven into modern medical practice.

Augmenting the noteworthy educational advancements, LECOM has been ever cognizant of its role in community enrichment, service, and the promulgation of health for all. With the 2009 opening of the John M. and Silvia Ferretti Medical Fitness and Wellness Center, the College founded a medically integrated wellness center that not only serves the fitness and medical education needs of LECOM students and employees of LECOM Health, but one that also offers to the populace of Erie County an opportunity to pursue a better quality of life through prevention and wellness.

Also in 2014, LECOM incorporated LifeWorks Erie now known as LECOM Center for Health and

Aging into its family of health and educational services. The affiliation offers programs, services, and lifelong learning opportunities for individuals age 50 and older, has complemented and enhanced the ability of the LECOM Institute for Successful Aging to serve the growing elderly population throughout the region.

In 2015, as LECOM wholly recast the very paradigm in comprehensive patient-centered health care, the LECOM Institute for Successful Aging opened the 144-bed LECOM Senior Living Center adjacent to Millcreek Community Hospital. The welcoming and homelike environment, coupled with a skilled nursing facility, is the next generation of innovative, compassionate, and comprehensive health care designed specifically for older adults.

Ever aware of changing community needs, LECOM recognized the disproportionately growing senior population in Erie County by adding a multifaceted component to its health care programs for older adults.

In 2015 the LECOM Institute for Successful Aging opened the 144-bed LECOM Senior Living Center adjacent to Millcreek Community Hospital. The welcoming and homelike environment, coupled with a skilled nursing facility, is the next generation of innovative, compassionate, and comprehensive health care designed specifically for older adults.

As part of the LECOM commitment to wellness for this growing age group, LECOM also purchased Parkside Senior Living Communities consisting of three independent living and personal care apartment complexes, located in Erie, Northeast, and Millcreek, then added two additional long-term care facilities in 2016, LECOM at Village Square and LECOM Nursing and Rehabilitation Center. Since then, LECOM has added four more senior living communities in Northwestern PA: Parkside at Corry (2020), Parkside at Glenwood (2022), Parkside at Elmwood, and LECOM at Elmwood Gardens (2023).

The prodigious undertaking further solidifies LECOM as the seminal provider of a healthful and proactive amalgam of comprehensive services that afford older adults independent decision-making options throughout each part of the continuum of care.

Life is change; growth is optional. In this area, LECOM always has chosen wisely. Knowing the way in which to grow is just as important as knowing when to do so.

Thus, the Lake Erie College of Osteopathic Medicine met the new year of 2016 with multiple acquisitions, including Corry Memorial Hospital, LECOM Nursing and Rehabilitation Center, and the Visiting Nurse Association of Erie County. Growth continued in 2017, as LECOM Health (joined by Allegheny Health Network) became a partner with Warren General Hospital in Warren, Pennsylvania.

In January of 2014, the College began its Graduate School of Biomedical Sciences with the Master of Science in Medical Education (MSMed Ed), the Master of Science in Biomedical Sciences (MSBS), the Master of Medical Science (MMS), the Doctoral Program in Medical Education, the Doctoral Program in Anatomy Education, the Doctoral Program in Medical Microbiology Education, the Doctoral Program in Pharmacy Education, and the Master of Science in Nursing – Clinical Nurse Leader (MSN-CNL) programs. The Graduate School of Biomedical Sciences was established to provide educational and research opportunities for students in a variety of different career paths.

In September of 2018, LECOM announced the formation of the LECOM School of Health Services Administration (SHSA). The school teaches the business of healthcare as it prepares future leaders to meet the evolving need for competent and well-trained administrators and providers.

The SHSA program offers the Doctor of Healthcare Administration (DHA), Master in Health Services Administration (MHSA), Master of Science in Medical Cannabinoid Therapeutics (MS MCT), Master of Science in Biomedical Ethics (MSBE), and Masters in Public Health (MPH). The LECOM SHSA programs provide students with indispensable knowledge, leadership, and communication skills required

to plan, direct, and coordinate medical and health service organizations such as hospitals, health care facilities, public health care organizations, pharmacies, private practice groups, and senior living centers. The knowledge gained from these programs is vital to the understanding, planning, and implementation of sound fiscal policy, strategic planning, industry compliance, ethics, and responsible governance.

The beginning of all promising enterprises, undertakings, or accomplishments begins with an idea. With that idea usually follows a set of circumstances, which, in retrospect, appear to have forecast a prophetic outcome.

On July 15, 2019, the New York State Board of Regents approved the LECOM request to operate its Doctor of Osteopathic Medicine Program in Elmira, New York. With this approval, LECOM welcomed 120 first-year medical students to its newest campus, LECOM at Elmira, in July of 2020.

An expansive, 49,000 square foot state-of-the-art academic building now houses LECOM on the Elmira College campus in Elmira, New York, where LECOM scholars are now trained in the medical excellence that defines a LECOM education.

The leadership at LECOM has held fast to the tenet that the great use of life must be spent for something that will outlast it. Every LECOM endeavor has spoken to that noble end, and in every mission, enduring service and unyielding exceptionalism has been at its heart.

In August of 2019, officials with Corry Memorial Hospital (CMH), an affiliate of LECOM Health, celebrated the Grand Opening of the Corry Medical Arts Building. The state-of-the-art facility is now the home of the Corry Rural Health Clinic as well as offices for primary care and specialty physicians. Residents of Corry, Pennsylvania now have access to expanded healthcare options allowing them to receive high-quality care in their own region. The clinic offers a broad spectrum of services, including family medicine, geriatrics, internal medicine, podiatry, urology, endocrinology, orthopedic surgery, OB-GYN, general surgery, and gastroenterology.

In September of 2019, LECOM Health opened an outpatient pharmacy on Peach Street, and it acquired Colonial Family Pharmacy. As of November of 2020, both pharmacies were branded as Colonial Family Pharmacy. LECOM Health has extended its ever stalwart commitment to the Erie region by offering pharmacy services at two convenient Erie locations. Colonial Family Pharmacy offers outpatient pharmacy services in the small-town, personalized, and friendly manner that customers have come to expect from community pharmacies. Recommendations for the correct over-the-counter products for specific needs or conditions - including smoking cessation, pain management, diabetes, and high blood pressure - are backed by the knowledge and training that is the hallmark of the LECOM imprimatur.

In January of 2020, LECOM Health consolidated many of its mental health services. With the opening of the LECOM Institute for Behavioral Health, outpatient psychiatric care and medication management became readily accessible from a team of ten psychiatrists, as well as from expert counselors and compassionate support staff. An established leader in behavioral health care, LECOM Health began providing the needed services at Millcreek Community Hospital in 2001.

Already the fourth largest provider of behavioral health services in Pennsylvania, continuing enhancement and development of behavioral health services has been an ongoing theme at LECOM.

The LECOM Institute for Behavioral Health offers 101 psychiatric and inpatient detox beds at MCH; and recently, it has added a new, 10-bed residential psychiatric health facility for children and adolescents designed to assist youngsters between the ages of seven and seventeen who are navigating emotional difficulties.

Further augmenting the wide range of behavioral healthcare offerings at the Institute, the newly affiliated Achievement Center of LECOM Health provides quality therapeutic services to children and families throughout the region. Achievement Center programs are designed to meet the unique needs of

children and adolescents who are experiencing emotional, social, physical, or behavioral challenges.

Furthering its enduring pledge to the healthful improvement of underserved areas, LECOM opened the Union City Rural Health Clinic in June of 2020.

LECOM Health opened its newest senior residential facility in November of 2020. Parkside at Corry features 39 spacious and beautifully designed apartment homes. Boasting a wide range of amenities and services, Parkside at Corry promotes an independent and healthful senior lifestyle.

Early in 2021, LECOM combined the resources of LECOM Health and Corry Counseling Services to further expand behavioral healthcare options, particularly in rural and underserved locales. For more than four decades, Corry Counseling Services has assisted children and adults with mental and developmental disabilities throughout Erie, Warren, and Crawford Counties; now, as part of LECOM Health, the mission expands and strengthens.

In July 2021, LECOM purchased the former Porreco Campus from Edinboro University of Pennsylvania. The newly named LECOM Education Center sits on the 28-acre property on West 38th Street, about seven miles outside of Erie. The new facility will be used for small group study for the medical schools Problem Based Learning and Directed Study programs.

Now, in its 31st year, LECOM has established an unassailable reputation as a leader in medical education and patient care, with its graduates highly sought after in the fields of medicine, pharmacy, and dentistry. LECOM also has set the standard for affordable education in a private medical college setting where graduates achieve outstanding board scores and journey forward to make a difference in the field of health care.

The College has solidified its venerable place in medical education through a multiplicity of attributes; one of its most noteworthy offerings focuses upon its student-centered Learning Pathways. LECOM became one of the first institutions to present its curriculum in multiple learning styles designed to address the specific educational needs of its students and it accorded to them a choice of three- or four-year programs.

Coupled with its superlative curriculum, the character of those who practice their noble profession is at the heart of a LECOM education. Those in leadership understood that a physician embodies honor, professional appearance, purposeful action, and responsible behavior. The College adopted an honor code, a dress code for classroom and clinic, and professional policies that inculcate respect for the faculty, colleagues, and classmates.

The visionary leaders of medicine who founded LECOM sought to develop the core attributes that define a healthcare professional: the credo of the calling; the intrinsic purpose of the healer; and the foundation of that which carries a physician to seek the best version of themselves - for each defines the future of medicine.

Much has transpired in almost three decades - education, enrichment, character, and community - all within the prophecy of a prescient body of educators and physicians whose idea of the possible triumphed over doubt.

The founders of the Lake Erie College of Osteopathic Medicine knew that their actions would inspire, their mission would bring purpose, and their commitment to a vision would result in a better tomorrow, not only for the generations of scholars who have crossed the threshold of a great institution but also to the communities and to the larger world that they will serve in the calling of a lifetime.

1.4. STATEMENT OF NONDISCRIMINATION

LECOM prohibits and does not engage in discrimination on the basis of race/ethnicity, color, religion, gender or sex to include sexual orientation, gender identification, and gender expression, pregnancy, national origin, ancestry, ethnicity citizenship, age, genetic characteristics, disability, or any other characteristic protected by applicable law. This policy applies to all LECOM programs and activities, including but not limited to admission, employment, education, scholarship, graduation, loan policies, practices, and procedures.

LECOM seeks to admit qualified students and hire qualified employees for the creation of a diverse body of thought and interest within its community of scholars. Our definition of diversity includes race/ethnicity, religion, gender, or sex to include sexual orientation, gender identification, and gender expression, national origin, ancestry, ethnicity citizenship, age, genetic characteristics, disability, or any other characteristic, but is certainly not limited to those considerations. The candidate's background in the sciences, future career intentions, unique abilities, personality, and general accomplishments also are carefully reviewed in seeking to have a diverse student body. For instance, a student who has demonstrated unique talents and skills in research, or who has a unique life mission in public health service, brings to our student body another important measure of diversity.

LECOM has no quotas, nor does it have set asides; regardless of race or ethnicity, all applicants are considered in the same competitive pool using the same policies, procedures, and Admissions Committee members. The Admissions Committee's protocols ensure that all applicants receive individualized and equal consideration.

The Institution and its college and schools are dedicated to ensuring access, fairness, and equity for all persons in its educational programs, related activities, and employment, including those groups who have faced historical barriers to full and fair integration and participation. All LECOM administrators, faculty, staff, students, contractors, consultants, and volunteers are responsible for understanding and complying with the Policy and Statement of Non-Discrimination.

1.4.1. Statement on Intolerance

LECOM is committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others. Toward that end, LECOM provides opportunities for educational programs and activities to create an inclusive environment.

1.5. OFFICE OF DIVERSITY, EQUITY, AND INCLUSION

LECOM's initiative to support this educational undertaking is through the Office of Diversity, Equity, and Inclusion. Teresa Hunter-Pettersen M.D., M.P.A., M.S., Associate Professor of Medical Education, is the Institutional Director of Diversity, Equity, and Inclusion. Through Dr. Pettersen's efforts, LECOM has established the following Vision, Purpose, and Value Statements:

DEI Vision Statement

The vision statement of Lake Erie College of Osteopathic Medicine (LECOM) is to celebrate the oneness of humanity, to foster meaningful discourse in an educational environment that supports a humble posture of learning that is systematic across all Institutional Programs; steep in mutual respect and trust for the diverse community we represent in promoting our mission to education and community service.

DEI Purpose Statement

LECOM's institutional educational policies acknowledge the value of a diverse and vibrant community.

LECOM strives to continue to increase its visibility to broaden the diversity and inclusivity of its student body, administration, and faculty representation. LECOM's academic community invests in the attainment of an education as well as training consistent with its vision.

Provisions for the Highest Quality Educational Experience

As a doctor's professional practice institution, LECOM is committed to providing the highest quality educational experience and continually seeks to improve our pedagogical practices and curricular offerings. Students at LECOM bring with them differing backgrounds and perspectives which are to support, to encourage and to engage in the educational learning environment, which leads to deeper understanding, excellence, and innovation from members of the health professions team. Central to LECOM's approach is the pedagogical strategy of classroom discussion, used to broaden and enhance student thinking. These discussions rely on the differing viewpoints, perspectives, and insights that a diverse group of students and faculty bring to the dynamics of adapting a humble posture of learning environments.

Preparations for Graduates aimed at Careers in a Diverse Society

In a multicultural, demographic society, representative of the United States means that LECOM graduates will most likely meet, work with, and serve a vast array of people from diverse backgrounds to whom familiarity and knowledge is not known from their own multicultural background. Even if the differences between our graduates and the patients and colleagues they will serve are not visible, the realities of our diverse society mean our graduates will certainly meet a wide variety of viewpoints and opinions. The best way to prepare LECOM students to succeed in an increasingly diverse society is to expose our students in meaningful ways to a process-oriented learning approach that adjusts for meeting and addressing health equity needs in the patient-centered environment.

Diversity, Equity, and Inclusion – The ADDRESSING Model

Responsive to the expressed needs of students being trained in the health professions along with best practices in diversity, equity, and inclusion work across higher education, LECOM has adopted the ADDRESSING Model of Cultural Competency as described by Pamela A. Hays, Ph.D. Dr. Hays' work is a resource that better recognizes and understands cultural influences as a multidimensional amalgamation representative of age, developmental and acquired disabilities, religion, ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender. The ADDRESSING Model focuses on the unique characteristics of an individual based on intersectionality of the multiple facets that influence an individual life experience. This framework orients the learner about how to become cognizant of realities that underrepresented communities experience such as: living in poverty, living with ethical boundaries while trying to ascertain health services and resources in a complex system in urban and rural communities across the United States. Students will focus on interpersonal communication skills focused on learning about diverse cultures through experience with members of diverse groups as it relates to the development of culture-specific relationship skill building. Students will focus on developing interpersonal and communication skills as it relates [to working effectively with people of diverse ages, ethnic cultures, religions, disabilities, gender identities, nationalities, and classes]¹ as to ensure the development of an appropriate professional relationship and rapport.

Students that LECOM attracts and trains to be leaders in the health professions are an integral and important part of the contributions the Institution supports towards education and healthcare. LECOM strives to meet the demand for strong leadership and innovation with skillful, compassionate practice in the health profession.

1.6. LECOM CAMPUSES AND FACILITIES

Erie, Pennsylvania Campus

LECOM Main Building
1858 West Grandview Blvd.
Erie, PA 16509

LECOM West Building
2000 West Grandview Blvd.
Erie, PA 16509

LECOM Bayfront Building
1 LECOM Place
Erie, PA 16505

LECOM Education Center (LEC)
2951 W. 38th Street
Erie, PA 16509

John M. & Silvia Ferretti Medical Fitness & Wellness Center
5401 Peach Street
Erie, PA 16509

Greensburg, Pennsylvania Campus

LECOM at Seton Hill Campus
Lynch Hall
20 Seton Hill Dr.
Greensburg, PA 15601

Elmira, New York Campus

LECOM Elmira Building
1 LECOM Place
Elmira, NY 14901

Bradenton, Florida Campus

College of Medicine and School of Pharmacy Building
5000 Lakewood Ranch Blvd.
Bradenton, FL 34211

School of Dental Medicine and School of Health Services Administration Building
4800 Lakewood Ranch Blvd.
Bradenton, FL 34211

1.6.1. The John M. & Silvia Ferretti Medical Fitness & Wellness Center

LECOM and Millcreek Community Hospital launched a project that joins health care services and fitness programs into one center. The LECOM John M. and Silvia Ferretti Medical Fitness and Wellness Center, housing a premier fitness center and clinical offices of Medical Associates of Erie, is a center where the Erie Community can work toward disease prevention as well as seek treatment.

The spa-quality fitness center occupies the first two floors of the three-story building with three

swimming pools, aerobic and yoga fitness rooms, basketball and racquetball courts, a 3-lane indoor running track and a physical therapy facility. The third-floor houses offices for the Medical Associates of Erie offering internal medicine, integrative medicine, geriatrics, orthopedic surgery, and obstetrics/gynecology. The union of a comprehensive fitness center and medical offices into one center reflects osteopathic medicine's commitment to preventive, holistic health care. The LECOM John M. and Silvia Ferretti Medical Fitness and Wellness Center opened in March 2009. All matriculating students are eligible for membership.

Students at the Bradenton campus can make use of facilities at the YMCA, which is adjacent to the campus. LECOM at Seton Hill students can make use of Seton Hill University's fitness center and athletic facilities. Likewise, LECOM at Elmira students will have access to the facilities of Elmira College.

1.7. DEGREES AND CERTIFICATES AWARDED BY LECOM

LECOM awards the following degrees to students who have successfully fulfilled all requirements for graduation and who have been recommended for graduation by the faculty:

- Doctor of Osteopathic Medicine (D.O.)
- Doctor of Dental Medicine (D.M.D.)
- Doctor of Pharmacy (Pharm.D.)
- Doctor of Podiatric Medicine (D.P.M.)
- Doctor of Healthcare Administration (D.H.A.)
- Doctor of Philosophy in Anatomy Education (Ph.D.)
- Doctor of Philosophy in Medical Education (Ph.D.)
- Doctor of Philosophy in Microbiology Education (Ph.D.)
- Doctor of Philosophy in Pharmacy Education (Ph.D.)
- Masters in Health Services Administration (M.H.S.A.)
- Masters in Public Health (M.P.H.)
- Master of Medical Science (M.M.S.)
- Master of Science in Biomedical Ethics (M.S.B.E.)
- Master of Science in Biomedical Science (M.S. in Biomedical Science)
- Master of Science in Medical Cannabinoid Therapeutics (M.S. M.C.T.)
- Master of Science in Medical Education (M.S. Med. Ed.)
- Master of Science in Nursing – Clinical Nurse Leader (M.S.N. – C.N.L.)
- Post Baccalaureate Certificate – Pharmacy Enrichment
- Post Associate Certificate – Pre-Pharm.D. Enrichment
- Post Associate Certificate – R.N. to Pharm.D. Bridge

1.8. NOTIFICATION OF PROFESSIONAL LICENSURE

LECOM professional programs, Osteopathic Medicine, Pharmacy, Dentistry, and Podiatric Medicine all meet the school education requirements for licensure in all states in the United States. Attainment of the D.O., Pharm.D., D.M.D., and D.P.M. degree is one component of the state licensure process.

LECOM medical students are eligible to sit for the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1, Level 2-CE, and Level 2-PE (suspended indefinitely); and LECOM graduates are eligible to sit for the COMLEX Level 3 examination. All components of COMLEX must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements, including requirements for successful completion of graduate medical education (i.e., residency training). Specific requirements for obtaining licensure as an osteopathic physician in the state where a license will be sought should be obtained from that state's licensing board.

LECOM pharmacy graduates are eligible to sit for the North American Pharmacists Licensure Examination (NAPLEX) and the subsequent Multistate Pharmacy Jurisprudence Exam (MPJE). All components of the licensing examination must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements. Specific requirements for obtaining licensure as a pharmacist in the state where license will be sought should be obtained from the state's licensing board.

LECOM dental students and graduates are eligible to sit for the Integrated National Board Dental Examination (INBDE) and American Board of Dental Examiners (ADEX) examinations. All components of licensure examinations must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements, including requirements for successful completion of graduate dental education (i.e., residency training). Specific requirements for obtaining licensure as an osteopathic physician in the state where a license will be sought should be obtained from that state's licensing board.

LECOM podiatric medical students and graduates are eligible to sit for the American Podiatric medical Licensing Examinations (APMLE) Level I, II, and II CSPE; and LECOM graduates are eligible to sit for the APMLE Level III examination. All components APMLE must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements, including requirements for successful completion of graduate podiatric medical education (i.e., residency training). Specific requirements for obtaining licensure as an osteopathic physician in the state where a license will be sought should be obtained from that state's licensing board.

1.9. ACCREDITATION, LICENSURE AND STUDENT COMPLAINTS

1.9.1. Accreditation

Institutional Accreditation

LECOM is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission is recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
(267) 284-5011.

College of Osteopathic Medicine Accreditation

LECOM College of Medicine is accredited by the American Osteopathic Association (AOA), Commission on Osteopathic College Accreditation (COCA).

142 E. Ontario Street
Chicago, IL 6611-2864
(312) 202-8000

School of Pharmacy Accreditation

LECOM School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE) Board of Directors.

190 South LaSalle Street, Suite 3000
Chicago, IL 6603-3446
(312) 664-3575

School of Dental Medicine Accreditation

LECOM School of Dental Medicine is accredited by the Commission on Dental Accreditation (CODA) and has been granted accreditation status of, “approval without reporting requirements.” The Commission is a specialized accrediting body recognized by the United States Department of Education.
211 East Chicago Avenue
Chicago, IL 6611
(312) 440-4653

School of Podiatric Medicine

LECOM School of Podiatric Medicine is accredited by the Council on Podiatric Medical Education (CPME) and has been granted “candidacy status,” on October 24, 2022. The Commission is a specialized accrediting body recognized by the United States Department of Education.
11400 Rockville Pike; Suite 220
Rockville, MD 20852
(301) 571-9200

1.9.2. State Licensure

State of Pennsylvania Licensure

The Lake Erie College of Osteopathic Medicine is licensed by the Department of Education of the Commonwealth of Pennsylvania.
Bureau of Postsecondary and Adult Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
(717) 783-6788

State of New York Licensure

LECOM at Elmira is under the general supervision of the New York State Board of Regents.
NY State Department of Education
89 Washington Avenue, Board of Regents, Room 110 EB
Albany, New York 12234
(518) 474-5889

State of Florida Licensure

All LECOM programs located at the Bradenton, Florida campus are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding the institution can be obtained by contacting:
Commission for Independent Education
325 West Gains Street, Suite 1414
Tallahassee, FL 32399
(888) 224-6684

National Council for State Authorization Reciprocity Agreements (SARA)

LECOM participates in the SARA as a voluntary, regional approach to state oversight of postsecondary distance education. As a SARA-approved institution, LECOM is authorized to offer online courses in each state that is part of the agreement without having to get approval from each state individually.

WCET/SAN provides individual state contact information which is available at this link:
<https://wcetsan.wiche.edu/resources/student-complaint-information-state-and-agency>

Map of SARA states: <http://nc-sara.org/sara-states-institutions>

Students may review the institution's final accreditation and licensing documents upon request. Requests should be made to Student Affairs.

1.9.3. Student Complaints to State Licensing Agencies and Accreditors

If a student enrolled at a LECOM campus does not receive satisfaction from a complaint filed with LECOM pursuant to the LECOM delineated process for filing a complaint, the student may contact the state department of education in the state where the student is enrolled.

In **Pennsylvania**, students may contact the following to obtain a complaint form and submit it to:

Bureau of Postsecondary and Adult Education
Pennsylvania Department of Education
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333
Phone: (717) 783-8228
Fax: (717) 772-3622
Email: RA-pls@pa.gov (for submission of form or questions)

Or see the following link for the process and form.

<http://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Colleges%20and%20Universities/Higher%20Education%20Complaint%20Form.pdf>

In **Florida**, students may send by letter or e-mail the following information:

1. Name of Student (or Complainant)
2. Complainant Address
3. Phone Number
4. Name of Institution
5. Location of the Institution (City)
6. Dates of Attendance
7. A full description of the problem and any other documentation that will support your claim such as enrollment agreements, correspondence, etc.

Send Letter To:
Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Or E-mail: cieinfo@fldoe.org
Or Fax: 850-245-3238

In **New York**, students may send by letter or e-mail the following information:

New York State Board of Regents which can be reached at the NY State Department of Education, 89 Washington Avenue, Board of Regents, Room 110 EB, Albany, New York 12234, Phone: 518-474-5889.

LECOM **out-of-state distance learning students** residing in a SARA state may file a complaint with the Pennsylvania SARA portal agency, the Pennsylvania Department of Education, or with a state

agency in the state in which they reside.

All State Contacts for Student Complaints:

WCET/SAN provides individual state contact information which is available at this link:

<https://wcetsan.wiche.edu/resources/student-complaint-information-state-and-agency>

SARA complaint process: <https://nc-sara.org/sara-student-complaints>

SARA FAQs about complaints: <https://nc-sara.org/content/sara-and-students>

Pennsylvania SARA information:

[https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-\(SARA\).aspx](https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx)

Students interested in: (1) making complaints related to the accreditation standards and procedures, or (2) making complaints regarding the use of these accreditation standards and procedures during an accreditation site visit should make these complaints in writing to the Provost, Dean of Academic Affairs, Dean of the School of Pharmacy or Dean of the School of Dental Medicine, who will maintain records of the receipt, adjudication, and resolution of such complaints.

LECOM students may contact LECOM's accreditor, the Middle States Commission on Higher Education (MSCHE) directly regarding an institution's compliance with the Commission's standards for accreditation, requirements of affiliation, and policies and procedures outside of a scheduled accreditation review. Additional information is available by email at complaints@msche.org or via the commissions website: [Complaints and Third Party Comments - Middle States Commission on Higher Education \(msche.org\)](http://www.msche.org/Complaints-and-Third-Party-Comments-Middle-States-Commission-on-Higher-Education)

College of Medicine students may also contact the AOA directly. The American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) Department of Accreditation may be contacted by mailing 142 East Ontario Street, Chicago, IL, 60611, by phone at (312) 202-8124, and by e-mail at predoc@osteopathic.org.

COCA Accreditation Complaint Policy and Complaint Form:

<https://osteopathic.org/accreditation/accreditation-guidelines/>

School of Pharmacy students may also be sent to the following web sites: csinfo@acpe-accredit.org (regarding a professional degree program) or ceinfo@acpe-accredit.org (regarding a continuing education provider).

School of Dental Medicine may also contact CODA directory. A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 E. Chicago Avenue, Chicago, IL 60611 or by calling 1-800-621-8099 extension 4653. Additional information on filing complaints can be found at

<https://coda.ada.org/en/policies-and-guidelines/file-a-complaint>

School of Podiatric Medicine may also contact Council on Podiatric Medical Education (CPME) directly by contacting the CPME at 9312 Old Georgetown Road, Bethesda, MD 20814 and by email at CPMEstaff@cpme.org Additional information on filing complaints can be found at

<https://www.cpme.org/files/CPME%20925%20October%202018%20final.pdf>

1.10. DISCLAIMER

The Lake Erie College of Osteopathic Medicine (LECOM) reserves the right to make changes in course

offerings, curricula, academic policies, tuition and fee schedules and other rules and regulations affecting students to correct errors, omissions, inconsistencies, and changes required by regulatory, accrediting and/or other governing bodies, as necessary. Date of effectiveness and interpretation of said rules, regulations and policies are within the sole discretion of LECOM. These changes will apply to students who are enrolled at the time of the changes as well as those who will become enrolled in the future. LECOM is not responsible for and disclaims any misrepresentations of its requirements or provisions that might arise because of errors in the preparation of the Academic Catalog.

The Academic Catalog is reviewed annually to ensure accuracy and to reflect any revisions to programs or policies. A new Academic Catalog is published on or about July 1 of each year.

1.11. WRITTEN AGREEMENTS

Students in the College of Osteopathic Medicine, School of Pharmacy, School of Podiatric Medicine, and School of Dental Medicine, will have a significant portion of their education provided while on clinical rotations away from LECOM. LECOM has agreements with clinical preceptors/sites that are available for review. The number of such agreements is substantial and varies from year to year. The terms of these agreements impose no additional costs to LECOM students. Additional costs may, however, be incurred by students on rotations in terms of travel and living expenses. These costs vary widely, depending on the location of the rotation and the circumstances of the individuals.

2. ACADEMIC PROGRAM - COLLEGE OF OSTEOPATHIC MEDICINE

INTRODUCTION

LECOM has four campuses offering the Doctor of Osteopathic Medicine degree program (D.O.). The D.O. Program currently offers five academic learning pathways for the preclinical curriculum portion of the program: the Lecture Discussion Pathway (LDP), the Directed-Study Pathway (DSP), Problem-Based Learning Pathway (PBL), the Primary Care Scholars Pathway (PCSP) and the Accelerated Physician Assistant Pathway (APAP). The first four pathways are offered at the Erie campus. The LECOM at Seton Hill campus offers the PBL and the APAP pathways. The Bradenton campus and LECOM at Elmira offer only the PBL pathway.

- The LECOM Erie campus is located on a 53-acre campus overlooking beautiful Lake Erie. In addition to the main campus, the College also has a facility on the Erie bayfront, a fitness center, a clinical assessment center and the LECOM Education Center (LEC). Erie is known for its maritime history and year-round recreational activities. The city enjoys a safe, "small-town" atmosphere with "big city" amenities. The city is within a two-hour drive of Cleveland, Ohio; Buffalo, New York; and Pittsburgh, Pennsylvania.
- The LECOM Bradenton branch campus is in Lakewood Ranch, a master-planned community in Manatee County Florida. Students at this location study in the PBL pathway for their pre-clinical basic science education. This campus is located 45 miles south of Tampa.
- LECOM at Seton Hill is an additional location of LECOM Erie located on the campus of Seton Hill University in Greensburg, Pennsylvania. Students at this location study in the PBL pathway for their pre-clinical basic science education. APAP students also matriculate at this location. Greensburg is located approximately 30 miles east of Pittsburgh in Pennsylvania's Laurel Highlands recreation area.
- LECOM at Elmira is an additional location of LECOM Erie located adjacent to the Elmira College campus in Elmira, NY. Students at this location study in the PBL pathway. LECOM at Elmira students have access to all the educational/recreational amenities available at Elmira College and may choose from a vast array of clinical rotation sites with numerous Graduate Medical Education (GME) opportunities in New York State.

The Lake Erie College of Osteopathic Medicine is the nation's largest medical school and has one of the only Osteopathic Academic Health Centers among the colleges of osteopathic medicine. With Millcreek Community Hospital, Corry Memorial Hospital, Warren General Hospital, and the Clinical Practices of LECOM Health, the College is the core of an innovative medical education and health care system.

This partnership strives to add to the quality of life for our neighbors, bringing total health care to the community by:

- Developing a 171-bed teaching hospital training new physicians and pharmacists in 9 residency and fellowship programs in the region's largest post-graduate medical training institution;
- Building a network of 25 clinical practices in Erie County with more than 60 physicians who not only help to meet the health care needs of our patients, but also serve as clinical instructors for our students;
- Offering one of the premiere medical fitness and wellness centers in the country designed to focus on the total well-being of its members;

- The LECOM Senior Living Center is part of the LECOM Institute for Successful Aging, a network of services that provides a full continuum of care for seniors in Northwest Pennsylvania. The Institute includes a total of 10 senior living communities – offering independent and personal care apartments, and skilled nursing facilities totaling over 900 beds – as well as Share Care housing, home care, geriatric clinics, behavioral health services, and more.

As LECOM continues its growth at the Pennsylvania, New York, and Florida campuses, the College will continue its mission of providing a quality medical education at an affordable price as we prepare the next generation of osteopathic physicians, podiatric physicians, pharmacists, dentists, healthcare administrators and medical educators. For outcomes data on board performance, residency match rates, and placement, go to: <https://lecom.edu/about-lecom/lecom-accreditation/lecom-complex-pass-rates/>

Research is a key part of the LECOM mission to prepare well-qualified healthcare professionals. The Office of Research maintains laboratories at the campuses in Erie, Elmira, Seton Hill, and Bradenton including the 26,000 square foot LECOM West Research Center that opened in 2016 on the main campus in Erie. At LECOM at Seton Hill, via agreement with Seton Hill University, LECOM faculty may obtain access to the University’s laboratory facilities.

2.1. MISSION STATEMENT OF THE LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE AND EDUCATIONAL GOALS

Mission Statement

The **mission** of the Lake Erie College of Osteopathic Medicine is to prepare students to become osteopathic physicians through a program of excellence in education, research, clinical care, and community service to enhance the quality of life through improved health for all humanity. The osteopathic medical program is dedicated to serve all students through innovative curriculum and the development of postdoctoral education and interprofessional experiences.

Educational Goals of the College of Osteopathic Medicine

The primary goal of LECOM is to educate students to become physicians who practice within the osteopathic concept. Additionally, the college’s goal is to educate and develop primary care physicians who will practice in the osteopathic tradition. The college imparts to its students a firm academic background, enabling them to pursue advanced training in medical specialties within osteopathic medicine. The college encourages its students to participate in research and life-long learning to further advance his or her chosen profession.

Educational Goals of the institution are outlined as follows:

1. Graduates will be able to demonstrate knowledge of osteopathic principles and practice, demonstrate and apply knowledge of somatic dysfunction diagnosis and Osteopathic Manipulative Treatment.
2. Graduates will be able to provide safe patient care that incorporates sound clinical judgment, applied medical knowledge, osteopathic principles and practice, using a patient-centered approach.
3. Graduates will be able to demonstrate knowledge of the larger systems context of health care and identify system resources to maximize the health of the individual and the community or population at large.

4. Graduates will be able to demonstrate humanistic behavior; responsiveness to the needs of patients that supersedes self-interest; accountability to patients, society, and the profession; a commitment to excellence and ongoing professional development; respect for the patient as a person; knowledge and application of ethical principles in practice and research; and awareness and proper attention to the issues within cultural diversity.
5. Graduates will be able to demonstrate the understanding and application of foundational biomedical and clinical sciences integral to the practice of osteopathic patient-centered care.
6. Graduates will be able to articulate and apply fundamental biostatistical and epidemiologic concepts, clinical decision-making skills, and evidence-based medicine principles and practices to provide effective patient-centered osteopathic medical care.
7. Graduates will be able to demonstrate the knowledge, behaviors, and attitudes that facilitate accurate and efficient information gathering, empathetic rapport building, and effective information giving in interactions with the patient, the patient's family members and caregivers, physician colleagues, and other members of the interprofessional collaborative team.

2.1.1. The Philosophy of Osteopathic Medicine

Through innovation and dedication, today's physicians and educators are developing tomorrow's physicians and health care professionals who understand the importance of preventive healthcare and the principles of osteopathic whole-person medicine.

Osteopathic medicine stresses a comprehensive approach to the maintenance of health. The roots of osteopathic medical education lie in the emphasis it places on the musculoskeletal system. The interrelationship between the musculoskeletal system and other body systems are basic to health maintenance and the prevention of disease. Founded by Andrew Taylor Still, M.D. (1828-1917), osteopathic medicine utilizes four fundamental principles which enable the osteopathic physician to look at health and disease in a unique manner:

- The body is a unit; the person is a unit of body, mind, and spirit.
- The body is capable of self-regulation, self-healing, and health maintenance.
- Structure and function are reciprocally interrelated.
- Rational treatment is based on the above three principles.

2.2. ADMISSIONS TO THE COLLEGE

There are four pathways to admission at LECOM: The traditional application process listed through AACOMAS, admission through the Early Acceptance Program, admission through the Master of Medical Science program, and Transfer.

2.2.1. Requirements

Applicants shall meet these minimum requirements:

- A. Applicants will have completed a baccalaureate degree from a regionally accredited U.S. or Canadian college or university by the time of enrollment. Applicants participating in special affiliated programs with LECOM and other exceptions to this policy will be considered on an individual basis, but in no case will an applicant be admitted who does not have at least 75 percent of the credits required for a baccalaureate degree from a college or university accredited by an agency recognized by the United States Department

of Education.

- B. Applicants must submit all MCAT scores. A minimum score of 497 on an exam taken within the past five (5) years is required. However, LECOM recognizes that alternative measures can be used to demonstrate the ability to handle its challenging curriculum and that GPA is more predictive of successful completion of medical school. Thus, LECOM has implemented the Academic Index Score, which uses undergraduate and graduate GPAs in formula calculation with ACT and/or SAT Critical Reading and Math scores. This Index may be used in consideration of offering interviews for applicants who have not taken the MCAT or do not have the minimum required score. The minimum required score for the AIS is 110.
- C. Specific course requirements are as follows:
- Biology: A minimum of eight semester hours, of which a minimum of two hours of laboratory work must be completed.
 - Inorganic Chemistry: A minimum of eight semester hours, including two semester hours of laboratory work.
 - Organic Chemistry: Organic 1 – Four credits with one credit lab; Organic 2 – Four credits with one credit lab (or a student may substitute 3 credits of Biochemistry for Organic 2).
 - Physics: A minimum of four semester hours, including one hour of laboratory work.
 - English: A minimum of six semester hours of composition and literature.
 - Behavioral Sciences: A minimum of six semester hours of courses in the behavioral sciences (i.e., psychology, sociology, or anthropology).

A student must earn a “C” or better in a required course for the credits to be counted as satisfying the requirement.

LECOM recommends that prospective students consider taking advanced coursework in addition to biochemistry, such as physiology, microbiology, and anatomy.

LECOM requires that all applicants have a 2.7 or higher overall GPA (includes all coursework at the college and graduate level combined) to receive a supplemental application.

**MCAT score results change with each testing cohort; A minimum score of 497 is required; This score varies between the 38th and 42nd percentile.*

APAP Applicant Prerequisites

Many APAP applicants will have taken all the standard medical school prerequisites of physics, organic and inorganic chemistries in their undergraduate studies or during their academic training to become a Physician Assistant. However, each application will be assessed individually with courses completed under accreditation standards for Physician Assistant Programs being considered and approved as substitutions as appropriate.

2.2.2. Application Procedure

Individuals interested in applying to the College utilizing an American Association of Colleges of Osteopathic Medicine Application (AACOMAS) must also submit a LECOM Supplemental Application. Separate AACOMAS and Supplemental applications must be submitted for the Erie campus (which includes LECOM at Seton Hill and LECOM at Elmira) and the Bradenton campus.

Exceptions for special programs are described in Section [2.2.5 Early Acceptance Program](#).

2.2.2.1. AACOMAS Application

LECOM participates in a centralized application service, the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS), for the collection of application information. The AACOMAS service collates materials, computes grades and transmits standardized information to the applicant as well as LECOM. AACOMAS takes no part in the evaluation, selection or rejection of applicants. Individuals interested in applying to LECOM should begin the application process by applying to the AACOMAS Online Application at www.aacom.org. Additional information about AACOMAS and the AACOMAS Online Application can be obtained by contacting: AACOMAS, 5550 Friendship Boulevard, Suite 310, Chevy Chase, MD 20815-7231, (301) 968-4100.

2.2.2.2. LECOM Supplemental Application

LECOM requires all applicants to submit a \$50.00 non-refundable application fee. Once LECOM receives the AACOMAS Application, applicants meeting the criteria to be considered for interview will receive a communication providing information and instructions to complete the Supplemental Application. The communication will include a username and password to access the secure LECOM Candidate Portal to complete the LECOM Supplemental Application and submit the \$50.00 nonrefundable application fee. Payment of the \$50.00 application fee is required at the time the application is submitted. Applicants are encouraged to complete their applications as early as possible to receive early consideration for an interview.

Applicants who do not meet the minimal MCAT requirement will receive an email advising them of information on how to submit ACT and/or SAT scores for consideration of an interview based on the LECOM Academic Index Score (AIS) in lieu of the MCAT. Applicants must have either an MCAT or AIS as calculated through the ACT and/or SAT to be considered for admission. No consideration for interview can be given without the MCAT or AIS.

Applicants who apply and interview early in the application cycle will have the opportunity to select early or delayed notification of acceptance. Successful applicants who select early notification will typically receive their offers for acceptance in the fall semester.

All supplemental applications and supporting materials, including letters of recommendation, must be received by the Office of Admissions by April 10 of the application year. Limited interview dates are available after April 1 of the application year.

The following documents must be submitted to LECOM to complete the application file:

- A letter of recommendation from a pre-professional or similar committee; or
- Two letters of recommendation from undergraduate or graduate college/university science professors.
- For the Accelerated Physician Assistant Pathway two letters of recommendation from supervising physicians will be accepted.
- A letter of recommendation from an osteopathic physician is *recommended*.

The submission of supplementary materials is mandatory and non-negotiable.

2.2.3. Admissions Information

For further information about the College of Medicine, please contact the Office of Admissions for LECOM Erie at (814) 866-6641, LECOM at Seton Hill at (724) 552-2880, the LECOM at Elmira office at (607) 442-3500 or the Office of Admissions for LECOM Bradenton at (941) 756-0690. Accepted

students who are found to have provided false written or oral information or falsified/modified documents to LECOM are subject to the rescission of an offer of acceptance or expulsion. Additionally, any infraction of published LECOM rules and regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

2.2.4. Transfer Policy for College of Osteopathic Medicine

LECOM has established a transfer policy and procedure that is consistent with its educational mission and objectives for students requesting to transfer from other medical colleges.

Students requesting to transfer into LECOM must provide the following:

- A completed AACOMAS application.
- Official transcripts from all previously attended institutions.
- A letter from the applicant indicating why they wish to transfer to LECOM and explaining any circumstances resulting in their request for a transfer from their current institution.
- A letter from the Dean of all professional schools attended giving the enrollment status of the student and the terms of withdrawal from that institution.
- Letters of recommendation from two (2) faculty members at the institution where the student is currently enrolled.
- LECOM Supplemental Application and \$50.00 non-refundable application fee for the College of Medicine.
- Additional documents or letters of evaluation as determined by the Admissions Committee may be requested.
- Official copy of all MCAT scores.

Acceptance of transfer students is dependent upon the student's qualifications, curricular compatibility, and available space in the class they wish to enter. Prior coursework will be honored to the extent that it is compatible with the required curriculum. Additional coursework may be required to satisfy LECOM's curriculum. The Admissions Committee will evaluate prior course work to determine credit hours accepted for transfer.

Applicants requesting to transfer into LECOM College of Osteopathic Medicine from other Colleges of Osteopathic Medicine or between separate campuses of LECOM, must be in good standing and have no adverse disciplinary action at an accredited osteopathic medical school or at an allopathic medical school accredited by the Liaison Committee on Medical Education (LCME). Students requesting to transfer to LECOM from allopathic medical programs must complete all required courses in Osteopathic Principles and Practice before graduation. Transfer from an allopathic school is prohibited after the second year.

Students accepted for transfer must minimally complete their last two (2) years at LECOM. Applicants requesting to transfer into LECOM must be eligible for readmission to the school or college they are currently attending.

Applicants requesting to transfer into the College after completing two (2) years at another medical school must pass the National Board of Osteopathic Medical Examiners (NBOME), Comprehensive Osteopathic Medical Licensing Examination (COMLEX-USA) Level 1 Examination prior to transferring to LECOM.

2.2.5. Early Acceptance Program

Admissions Through the Early Acceptance Program

LECOM has developed special Early Acceptance Programs (EAP) with select colleges and universities that grant qualified students a provisional early acceptance to LECOM's College of Osteopathic Medicine. In some cases, these programs will permit the student to start the professional program prior to receiving a bachelor's degree from the undergraduate institution. Candidates entering this program must have completed a minimum of two (2) years (or the equivalent) of undergraduate education prior to matriculating at the COM depending on the specific EAP pathway to which they have applied.

A student may apply for EAP consideration as a high school senior or as a current undergraduate student, so long as they are enrolled with at least two years of undergraduate study remaining before their matriculation at LECOM. This program is not available to anyone with a bachelor or higher degree.

Applications to the EAP are accomplished via an in-house LECOM application managed by LECOM admissions.

Following a successful interview:

- Candidates not yet enrolled in an affiliated undergraduate institution will be enrolled in the EAP only after they have matriculated at one of LECOM's affiliated undergraduate institutions. It is understood that the student's admission to the EAP must be endorsed by both LECOM and the LECOM-affiliated undergraduate institution. The candidate will receive a provisional letter granting acceptance to the EAP only after both LECOM and the LECOM-affiliated undergraduate institution approve the candidate's participation in the EAP.
- Candidates already attending a LECOM-affiliated institution at the time of their application to EAP who successfully complete the LECOM application and interview process will receive their provisional letter granting acceptance to EAP only after both LECOM and the LECOM-affiliated undergraduate institution approve the candidate's participation in the EAP.

The provisional acceptance exempts the student from the MCAT and AACOMAS application requirement and secures a seat for matriculation at LECOM. So long as they meet the program's final entrance requirement, no additional interview will be required.

Master of Medical Science – Erie

Candidates completing the MMS-Erie program will be considered utilizing their LECOM in-house application as submitted for admission to the MMS-Erie program. All prerequisites and standards for admissions are outlined under [Section 2.2.1 Requirements](#).

2.2.6. International Students

The following policy has been established for international candidates (those holding or seeking an F-1 visa) applying for admission to LECOM.

- International students applying for admission to LECOM must meet all general admissions requirements as stated in our admissions policy as well as the required AACOMAS (College of Medicine), PHARMCAS (School of Pharmacy), AADSAS (School of Dental Medicine), AACPMAS (School of Podiatric Medicine), and Supplemental Applications.
- A minimum of 75% of credits required for an earned baccalaureate degree must be completed at a regionally accredited United States or Canadian institution of higher education prior to consideration for admission to LECOM. Proficiency in the English language; both written and spoken, is required.
- All course work taken at foreign institutions must be evaluated by World Education Services,

Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10011, (212) 966-6311 or Josef Silny & Associates, Inc., International Education Consultants, P.O. Box 248233, Coral Gables, FL, 33124 (305) 666-0233.

- Credit for advanced standing will not be given for any work completed in foreign graduate or medical schools. All students must apply for first-year status.
- Students must have citizenship or permanent residency status (Alien Registration Card) to be eligible to receive any type of financial assistance through federal loan programs.
- International students not having their permanent residency status must provide written proof of funds on hand sufficient to finance their medical education for the length of the program of study prior to moving forward in the application process.
- At the time of application, international students must meet all the requirements and comply with all the regulations for F-1 visa status in accordance with the U.S. Immigration and Custom Enforcement (ICE) regulations governing retention and reporting information by the Student and Exchange Visitor Information System (SEVIS).

NOTE: Students without U.S. citizenship or permanent residency status must understand and acknowledge that LECOM cannot guarantee placement in a residency upon graduation. International students are encouraged to investigate limitations on obtaining medical residency before moving forward in the application process. It is also advisable to examine one’s ability to practice with an osteopathic medical degree in country or countries you may return to upon graduation.

2.2.7. Tuition and Fees – College of Medicine

Tuition and fees are due and payable by registration unless special arrangements have been made with the Accounting Office. The College reserves the right to change tuition and fees without advance notice and to make such changes applicable to present as well as future students.

| | |
|--|----------------|
| Application Fee - (LECOM Supplemental) Nonrefundable fee (payable upon submission of application for admission) | \$50 |
| Matriculation Fee Nonrefundable fee (payment credited to the tuition fee upon matriculation) | \$2,000 |

| Campus Location | Year | Students | Tuition/Fees |
|----------------------------|-------------|---------------------|---------------------|
| LECOM Erie | MS 1 | All students | \$39,655 |
| | MS 2 | All students | \$39,655 |
| | MS 3 | All students | \$44,460 |
| | MS 4 | All students | \$43,960 |
| LECOM at Seton Hill | MS 1 | All students | \$39,655 |
| | MS 2 | All students | \$39,655 |
| | MS 3 | All students | \$44,460 |
| | MS 4 | All students | \$43,960 |
| LECOM at Elmira | MS 1 | All students | \$42,550 |
| | MS 2 | All students | \$42,550 |
| | MS 3 | All students | \$47,340 |

| | | | |
|--|------|------------------------|----------|
| | MS4 | All students | \$46,840 |
| LECOM Bradenton | MS 1 | FL Resident | \$38,275 |
| | MS 2 | FL Resident | \$37,460 |
| | MS 3 | FL Resident | \$43,210 |
| | MS 4 | FL Resident | \$42,710 |
| LECOM Bradenton | MS 1 | Out-of-State | \$40,535 |
| | MS 2 | Out-of-State | \$40,535 |
| | MS 3 | Out-of-State | \$45,145 |
| | MS 4 | Out-of-State | \$44,645 |
| Curriculum Fee | | | \$350 |
| Technology Fee | | | \$300 |
| Board Prep Fee | | | \$200 |
| Student Government Fee | | | \$50 |
| Fourth Year Student ERAS fee (plus transcript fee) | | | \$65 |
| Disability Insurance (Mandatory) | | Variable Age Dependent | |
| Health Insurance (<i>Mandatory Unless Approved for Waiver</i>) | | | \$4,644 |

2.2.8. Additional Fees

| | | | |
|--|--|---------------------|-----------|
| Late Payment Fee (per week) | | | \$50 |
| Breakage Fee | | Cost of replacement | |
| <i>Loss or damage to college property and equipment is charged to the student(s) or club/organization responsible.</i> | | | |
| Transcript Fee (per request) | | | \$10 |
| Student Identification/Key Card – Replacement | | | \$25 |
| Remediation Exam Fee (<i>per course</i>) | | | \$100 |
| Remediation Course Fee (<i>per course; depends on course length</i>) | | | \$500/max |
| VitalSource E-Books Fee (Erie COM, LECOM at Seton Hill & LECOM at Elmira) varies by pathway | | | |

Clinical Rotation Additional Tuition Costs

Class of 2028, College of medicine - \$6,000 per year in years three and four

Class of 2027, College of Medicine - \$5,500 per year in years three and four

Class of 2026, College of Medicine - \$5,000 per year in years three and four

Class of 2025, College of Medicine - \$4,500 per year in years three and four

Class of 2027, College of Medicine, APAP and PCSP – \$5,500, year three

Class of 2026, College of Medicine, APAP and PCSP - \$5,000, year three

Class of 2025, College of Medicine, APAP and PCSP - \$4,500, year three

All students in the College of Medicine **are required to purchase** the Sphygmomanometer (BP cuff and gauge) and the Diagnostic Kits (otoscope and ophthalmoscope) from the Welch-Allyn Instrument Sale in the Fall of the 1st year. Required equipment and price list are provided in the matriculation agreement sent upon acceptance. The student's Financial Aid Cost of Education Budget includes necessary funds for the purchase of this required diagnostic medical equipment for all pathways in all locations.

2.3. CURRICULUM

LECOM is an innovative leader in instructional approaches and content leading to the D.O. degree. This commitment occurs at all levels, from curriculum planning for all years of the D.O. program, to faculty-developed multimedia tutorials. Clinical training sites are as varied as student interests. Our students speak highly of LECOM for their personal and professional development, as well as for their knowledge and skills. Students participate in inter-professional education (IPE) elements across the curriculum to give them experience in working effectively with health care teams. Self-directed and independent learning modalities are found throughout the curriculum in order to foster life-long learning skills important to being a successful physician. Emphasis is placed on taking responsibility for making informed choices about learning, in general, and patient care in particular.

2.3.1. Erie Learning Pathways

For the D.O. Program, students at Erie may select one of four learning pathways for the preclinical sciences of the osteopathic medical curriculum:

- Lecture/Discussion Pathway (LDP)
- Directed Study Pathway (DSP)
- Primary Care Scholars Pathway (PCSP)
- Problem-Based Learning Pathway (PBL)

At LECOM at Seton Hill, all students, including the Accelerated Physician Assistant Program (APAP) students, participate in the PBL curriculum. LECOM at Elmira also participates in the PBL curriculum.

Number of curricular weeks:

| | |
|--------------|-----------|
| LDP/PBL/DSP: | 176 weeks |
| PCSP: | 144 weeks |
| APAP: | 140 weeks |

2.3.1.1. Pathway Change Policy and Procedure

If a matriculated student at LECOM Erie, LECOM at Seton Hill or LECOM at Elmira wishes to change their declared pathway or transfer campuses or if a LECOM Bradenton student requests a transfer, the

student must follow the procedure outlined below:

- Meet with the current pathway director to discuss reasons for changing pathways or requesting transfer.
- Meet with the prospective pathway director to discuss the student's desire to enter a new pathway or transfer campuses.
- Submit a formal written request to the Associate Dean of Academic Affairs or Associate/Assistant Dean of Preclinical Education at the enrolled campus, outlining the desired change in pathway or transfer request.
- Meet with the Associate Dean of Academic Affairs or Associate/Assistant Dean of Preclinical Education at the enrolled campus, outlining the requested change in pathway or the transfer request.

The current and prospective pathway directors will advise the Associate Dean of Academic Affairs or Associate/Assistant Dean of Preclinical Education as to their appraisal of the suitability of the proposed change in learning pathway or transfer request. The Associate Dean of Academic Affairs or Associate/Assistant Dean of Preclinical Education will make a recommendation to the Dean of Academic Affairs who will make the final determination as to whether the pathway change or transfer is approved. The Associate Dean of Academic Affairs or Associate/Assistant Dean of Preclinical Education will notify the student and program directors of the decision regarding the request for a pathway change or transfer request.

Pathway changes or transfer requests may only be made at the end of the Anatomy course. Changes after that point will only be made under extenuating circumstances and with the approval of the SPG Committee and the Dean of Academic Affairs.

Formal written requests to change pathways or transfer campuses must be made at least two weeks prior to the end of the Anatomy course. A student is only permitted one change of pathway or transfer request. Students who experience difficulty in any pathway may be required to change pathways. Students who are unsuccessful in passing an academic year and are granted the right to repeat the year must do so at the campus where they were admitted. Repeating students will not be allowed to change campus location.

NOTE: Students granted a transfer into LECOM Erie, LECOM at Seton Hill or LECOM at Elmira from LECOM Bradenton will be responsible for paying an additional fee for the VitalSource E-Books program.

2.3.2. The Lecture Discussion Pathway

Lecture presentations and group tutorials are the heart of the Lecture/Discussion Pathway. Students typically spend the morning in lecture sessions and the afternoon in a combination of lectures, laboratories, workshops, group discussions, and directed study where they have ample access to faculty members in the basic and clinical sciences.

The Lecture/Discussion Pathway is ideal for those students who:

- Learn well from a combination of lecture presentations supported by readings and case-based workshops/laboratories
- Are more comfortable in a teacher-directed environment
- Benefit from a tightly structured course schedule
- Learn through frequent testing with feedback

The Lecture Discussion Pathway is composed of the Core Curriculum (Phase I) and the Systems Curriculum (Phase II). Following Phase II, students move into Clinical Rotations (Phase III) for the third and fourth year of the curriculum.

Phase I – Core Curriculum

The first year is designed to introduce students to the basic concepts of Gross Anatomy, Embryology, Histology, Biochemistry, Genetics, Immunology, Microbiology, Pathology, Pharmacology, and Physiology. Coursework and clinical training in Osteopathic Principles and Practice (OPP) and History and Physical Examination are also interwoven throughout the Phase I curriculum.

Phase II - Systems Curriculum

The systems curriculum begins in the second semester of the first year and continues throughout the second year.

An understanding of the etiology, pathophysiological ramifications, current diagnostic capabilities, and treatments of disease is fundamental to the development of the complete osteopathic physician, as well as to the systems approach of medical education. With this premise, the basic and clinical science components of the LECOM Systems Curriculum concerned with each organ system of the body are integrated in classroom and in small group instruction/discussions.

Instructional materials presented within each system expand upon basic principles mastered during the Core Curriculum. Preclinical topics consider each respective system from viewpoints of the basic science disciplines of anatomy, biochemistry, microbiology, pathology, pharmacology, and physiology. As a complement, clinical perspectives are offered from the point of view of both the primary care physician as well as the respective specialist. This format of presentation not only promotes a better learning environment due to extensive integration/correlation of course material, but also provides a “real life” view of contemporary healthcare.

Physicians must be acutely aware of the interrelationships between the practice of medicine and the business of medicine. The areas where these intersect are identified within the Healthcare Management course, where emphasis is also placed on understanding managed care treatment protocols.

Importantly, clinical considerations are presented and integrated with the practical application of basic science principles. Practical knowledge acquired from the History and Physical Examination is reviewed, examined, and discussed within a clinical context. Other instructional modalities, proceeding concurrently within each respective system, are designed to reinforce, complement, and expand upon the actual coursework comprising that System. These modalities include, but are not limited to, Geriatric Medicine, Public Health and Preventative Medicine, Physical Medicine and Rehabilitation, Medical Ethics, Medical Jurisprudence, Emergency Medicine, Radiology, Pediatrics, Family Medicine, Internal Medicine, Surgery, Nutrition, Environmental Medicine, Psychiatry, and Osteopathic Principles and Practice. The osteopathic approach to patient care is continually emphasized, both philosophically and in practice, from the first day of class through graduation by means of lectures and laboratory demonstrations of manipulative techniques. Concepts of osteopathic philosophy and practice are included in all aspects of educational programs whenever possible. All of the systems curriculum clinical coordinators and the majority of teaching clinical faculty in systems are osteopathic physicians instilling a consistent emphasis on osteopathic medical philosophy and practice throughout.

2.3.2.1. Preclinical Course Sequence and Credit Hours for Lecture Discussion Pathway

| Abbr. | Number | Course Title | Credit Hours |
|------------------------------|---------------|------------------------------|---------------------|
| LDP MS1 Fall Semester | | | |
| ANT | 1004 | Clinical Human Gross Anatomy | 9.0 |

| Abbr. | Number | Course Title | Credit Hours |
|--------------------------------|---------------|--|---------------------|
| CLB | 1004 | Histology | 1.0 |
| EMB | 1001 | Embryology | 1.0 |
| MCB | 1001 | Microbiology/Immunology | 4.0 |
| BCH | 1003 | Biochemistry Core I | 3.0 |
| PHY | 1010 | Physiology | 3.0 |
| OPP | 1001 | Osteopathic Principles and Practice I | 4.0 |
| HPO | 1006 | History and Physical Examination I | 1.5 |
| RES | 1008 | Intro to Biostatistics and Research Methodology | 1.0 |
| WRK | 2020 | Emergency Preparedness | P/F |
| | | Total Semester Hours | 27.5 |
| LDP MS1 Spring Semester | | | |
| BHC | 1005 | Biochemistry Core II and Medical Genetics | 2.0 |
| PTH | 1003 | Pathology | 1.0 |
| PHC | 1002 | Pharmacology | 2.0 |
| HCM | 1004 | Health Care Management I | 1.0 |
| BHS | 1005 | Human Sexuality | 1.0 |
| HPO | 1007 | History and Physical Examination II | 2.5 |
| OPP | 1002 | Osteopathic Principles and Practice II | 3.0 |
| SYS | 1001 | Musculoskeletal System | 5.0 |
| NAT | 1003 | Basic Neuroscience System | 5.5 |
| NAT | 1004 | Clinical Neuroscience System | 7.0 |
| | | Total Semester Hours | 30 |
| LDP MS2 Fall Semester | | | |
| LAW | 1001 | Medical Jurisprudence | 1.0 |
| ADM | 1030 | Medical Spanish I | P/F |
| ADM | 1035 | Medical Spanish II and III | P/F |
| BHS | 1003 | Psychiatry | 2.5 |
| PUB | 1001 | Public Health and Preventative Medicine | 1.0 |
| SYS | 1006 | Digestive System | 7.5 |
| SYS | 1004 | Cardiovascular System | 9.0 |
| SYS | 1010 | Respiratory System | 5.0 |
| SYS | 1003 | Renal System | 5.0 |
| OPP | 1003 | Osteopathic Principles and Practice III | 3.5 |
| HPY | 1008 | History and Physical Examination III | 1.5 |
| GER | 1001 | Geriatric Medicine | 1.0 |
| | | Total Semester Hours | 37.0 |
| LDP MS2 Spring Semester | | | |
| SYS | 1002 | Hematology/Oncology System | 3.5 |
| SYS | 1007 | Endocrine System | 3.0 |
| SYS | 1009 | Reproductive System | 5.0 |
| SYS | 1005 | Integumentary System | 3.0 |
| HPY | 1009 | History and Physical Examination IV | 2.5 |
| OPP | 1004 | Osteopathic Principles and Practice IV | 2.0 |
| CLS | 1001 | Advanced Cardiac Life Support | 1.0 |
| ADM | 1014 | Biomedical Sciences and Osteopathic Principles Convergence | 4.0 |
| | | Total Semester Hours | 24 |
| | | Total Pre-Clinical Hours | 118.5 |

2.3.2.2. Lecture Discussion Pathway Course Titles, Credit Hours, and Descriptions

BCH 1003 – Biochemistry Core I – 3.0 Credit Hours

BCH 1005 – Biochemistry Core II and Medical Genetics – 2.0 Credit Hours

The Biochemistry Core Courses are designed to provide medical students with a basic understanding of the biochemical principles which underlie normal and abnormal physiological processes. These principles are the foundation for the medical explanation regarding molecular mechanisms of many clinical disorders. Throughout the course, clinical correlations are introduced to illustrate the linkages between basic biochemical principles, and human disorders. This course will also provide the student with a broad base of knowledge to help facilitate their continuing medical education.

The Biochemistry Core Course is divided into two distinct courses: Biochemistry I and Biochemistry II (including medical genetics). Biochemistry I, taught in the first semester of the first year, will provide the student with basic tenets of biochemistry and introduce the student to various metabolic pathways of the body, and diseases that occur as a result of dysfunction.

Biochemistry II and Medical Genetics, taught in the second semester of the first year, build upon the information learned in Biochemistry Core I and fully prepare the students for special biochemistry topics that are presented throughout each of the 10 organ systems. In addition, the medical genetics portion of the curriculum covers such topics as: autosomal dominance and recessive inheritance, sex-linked and mitochondrial inheritance, clinical cytogenetics, key disorders of metabolism, developmental genetics, cancer genetics, multifactorial inheritance, and gene therapy.

CLB 1004 – Histology - 1.0 Credit Hour

Histology introduces the student to the structure and function of cells and the organization of cells into basic tissues. Emphasis is placed on the structural specialization, function, and interaction of cells in forming the four basic tissues, and the study of the structural arrangements of these basic tissues in organs. Laboratory sessions focus on the organization and identification of tissues. Systems histology further integrates these tissues into functional organ systems.

ANT 1004 – Clinical Human Gross Anatomy – 9.0 Credit Hours

Clinical Human Gross Anatomy involves the study of the structure and function of the human body. This is accompanied by an abundance of clinical correlations to prepare students for systemic study of the body, their board exams, clinical rotations, and cases/scenarios they will encounter as a physician. The Human Gross Anatomy course includes lectures, discussion sessions and laboratory sessions. Models, radiographs, computer software and special demonstrations are used to facilitate learning. The knowledge gained from these experiences lead the student to develop a fine appreciation for not only the structure of the human body, but also the interrelation of its parts. Throughout the course, emphasis is placed on structure-function relationships and the clinical applications of anatomical knowledge.

EMB 1001 – Human Embryology – 1.0 Credit Hour

Embryology is the study of developmental anatomy, beginning with the development of gametes and fertilization through the time of birth. The Human Embryology course consists of an independent 17-hour lecture course taken in parallel with Human Gross Anatomy and Histology during the first 12 weeks of the curriculum. This course exposes the student to a detailed account of early development and development of the organ systems.

Systems Embryology consists of approximately 12 lecture hours delivered during Phase II of the curriculum. The embryology of each organ system coincides with a review of the gross anatomy of the system under consideration. In the Systems Embryology lectures, more specialized embryological

processes related to each organ system will be discussed. For the sake of reinforcement, material presented in Systems Embryology will overlap with that presented in the Core.

MCB 1001 – Microbiology/Immunology – 4.0 Credit Hours

Medical Microbiology and Immunology is designed to introduce the student to core concepts in immunology and infectious diseases. Specifically, in the immunology component, students learn the basic concepts of immunology such as the innate and acquired immune systems. The focus of the course is on the immune response to various microbial agents as well as the failures of the immune system such as hypersensitivity, autoimmunity, immunodeficiency, and transplantation reactions.

The Microbiology section of the course is designed to provide the student with knowledge of infectious diseases, the organisms responsible for and the response of the body to the presence of these agents. The structure, function, and genetics of bacterial and viral organisms and their relationships to pathogenicity will be discussed. Students will be introduced to the groups of pathogenic organisms including prions, viruses, bacteria, fungi, and parasites. Particular emphasis will be placed on the bacterial agents associated with the infectious diseases most commonly seen by the osteopathic primary care physician. The virulence mechanisms and laboratory identification features will be covered during this course, with more in-depth coverage of the disease process of these organisms occurring during the systems. The prions, viruses, fungi, and parasites will be discussed in the system with which they are most closely associated. Laboratories introduce students to aseptic techniques and proper handling and disposal of hazardous materials. In addition, the students become familiar with some of the most commonly used tests for laboratory identification of bacterial pathogens.

Osteopathic Principles and Practice (OPP):

OPP 1001 – Semester 1, Year 1 – 4.0 Credit Hours

OPP 1002 – Semester 2, Year 1 – 3.0 Credit Hours

OPP 1003 – Semester 1, Year 2 – 3.5 Credit Hours

OPP 1004 – Semester 2, Year 2 – 2.0 Credit Hours

The Osteopathic Principles and Practice course is designed as an introduction to the basic philosophy, principles, and practice of osteopathic health care. The course is offered continually throughout the four semesters of the first two years of study. Emphasis is placed on the sequential development of palpatory diagnostic and therapeutic skills used to assess health and disease. The overall course integrates the osteopathic philosophy of patient care with the Systems approach of medical education. Also included is course content related to spirituality, medicine, and ethics. The course teaches osteopathic philosophy, problem solving and patient management, and how to incorporate multiple osteopathic manipulative techniques as appropriate, including muscle energy, fascial release, high velocity - low amplitude, counter-strain, articular techniques, trigger point and osteopathic medicine in the cranial field. Application of these principles and practice continues throughout the clinical rotations.

PTH 1003 – Pathology – 1.0 Credit Hour

Pathology is the science that seeks to provide a bridge between the other basic sciences and the clinical sciences. It involves study of the nature of disease, its causes, courses, complications, and sequelae. This Core course provides an introduction to the basic changes in the morphology of cells, tissues, and organs in diseased states. Extensive exposure to clinically relevant topics helps the student to differentiate abnormal from normal, and to correlate the clinical aspects of these alterations. Cell injury and cell death, inflammation, repair processes, hemodynamic changes and chemical and physical injuries are also discussed. Throughout the first two years, pathology is represented in each of the Systems to discuss the pathologies peculiar to and characteristic of the various systems of the body.

PHC 1002 – Pharmacology – 2.0 Credit Hours

Core Pharmacology is an introductory series of lectures designed to orient medical students to the

effects of drugs on humans in both normal and pathologic states. The first portion of the course deals with general principles in pharmacology, including drug absorption, distribution, metabolic elimination, pharmacodynamics, and autonomic pharmacology. The second portion of the course focuses on chemotherapeutic agents used in pharmacological principles previously presented. Concepts and principles, which are important for the rational evaluation and utilization of drugs, are introduced for application in future clinical scenarios. Pharmacotherapeutics is included throughout to complement subsequent presentations.

PHY 1010 – Physiology – 3.0 Credit Hours

Physiology presents an integrated approach to the fundamental concepts of systems physiology and overall homeostatic balance. Basic physiological terminology and concepts are introduced and clinically relevant examples of homeostatic control are presented. An overall understanding of the homeostatic functions of the autonomic nervous system and how physiological cell membranes regulate intercellular communication via ionic (electrical) conduction, as well as the maintenance of the body fluids, is essential to understanding the body as a whole. The cellular functioning of skeletal, cardiac, and smooth muscle is also discussed. The Core course is designed to provide first-year students with a solid foundation of basic physiological principles that will be built upon in the subsequent Systems courses and clinical applications.

SYS 1001 – Musculoskeletal System – 5.0 Credit Hours

The Musculoskeletal System presents and familiarizes the student with the basic vocabulary, principles and techniques that are the focus of the study and treatment of the musculoskeletal system. The skills learned during this system will be of value to the future Osteopathic Physician regardless of specialty interest or future practice setting. The system discusses normal structure and function as well as diagnosis and treatment of common musculoskeletal disorders and pathology. Teaching modalities include lectures, directed study and small group clinical case presentations which provide interactive and case-based learning and application of knowledge to patient care.

NAT 1003 – Basic Neuroscience – 5.5 Credit Hours

The Basic Neuroscience System covers the basic structure, function, and dysfunction of the human nervous system, using a multidisciplinary team of basic science faculty to cover histology and embryology of the nervous system, neuroanatomy, physiology, and biochemistry. This system utilizes lectures, laboratories, independent study, and case studies to guide students to clinically important topics in neuroscience. This system begins with coverage of the basic physiology and biochemistry of neurons and glia and proceeds to cover the external and internal anatomy of the central nervous system, sensory and special sensory systems, motor systems, higher cognitive functions, and stroke syndromes.

NAT 1004 – Clinical Neuroscience – 7.0 Credit Hours

The Clinical Neuroscience System builds on the concepts and topics from Basic Neuroscience and uses a combination of basic science faculty and clinicians. This system uses lectures, laboratories, independent study, and case studies to cover topics in Neurology, Pharmacology, Microbiology, Pathology, Ophthalmology, and select topics in Ear, Nose and Throat practice. This system covers headaches, tumors, infections, peripheral nerve injuries, sleep/coma, demyelinating diseases, epilepsy, trauma, neurodegenerative diseases, stroke, developmental disorders, hearing loss and associated concepts in Pathology and Pharmacology.

SYS 1006 – Digestive System – 7.5 Credit Hours

The Digestive System consists of both basic and clinical science components. The digestive system presents and familiarizes the student with the basic vocabulary, principles and techniques that are the focus of the study and treatment of digestive system medicine. The skills learned during this system will

be of value to the future Osteopathic Physician regardless of specialty interest or future practice setting. This course instructs the student on normal structure and function as well as diagnosis and treatment of common digestive disorders and pathology. Teaching modalities include lectures, case studies, directed study and interactive case-based labs which provide interactive and case-based learning and application of knowledge to patient care.

SYS 1004 – Cardiovascular System – 9.0 Credit Hours

The Cardiovascular System Course is a series of lectures, podcasts, forums, and web-based distance education modules organized and presented to students in order to facilitate the development of clinical reasoning and critical thinking skills relevant to the cardiovascular system. Through the utilization of basic science knowledge and principles, students are expected to obtain a strong foundation in understanding the heart and blood vessels in the state of normal health and when afflicted by diseases that are commonly encountered in primary care. The system is enhanced with the application of foundational information pertaining to the heart and blood vessels in clinical scenarios and patient encounters relating to the cardiovascular system.

SYS 1010 – Respiratory System – 5.0 Credit Hours

Instructional materials presented within the respiratory system will expand upon basic principles mastered during the Core Curriculum. Preclinical topics are considered from the viewpoints of the basic sciences disciplines of anatomy, biochemistry, microbiology, pathology, pharmacology, and physiology. As a complement, clinical perspectives are offered from the point of view of both the primary care physician as well as the respective specialist. Importantly, clinical considerations are presented and integrated with the practical application of basic science principles. Practical knowledge acquired from the History and Physical Examination is reviewed, examined, and discussed with a clinical context. The osteopathic approach to patient care is continually emphasized, both philosophically and in practice, from the first day of class through completion of the course.

SYS 1003 – Renal System – 5.0 Credit Hours

The Renal System focuses on the medical knowledge in basic sciences and clinical applications pertaining to the urinary system necessary for the general primary care physician. Through the implementation of lectures, case presentations, interactive case-based labs and team based learning the course instructs the student toward understanding the function of the urinary system and its importance for the whole human body, in being prepared to read and interpret urinalyses and to utilize medical knowledge for diagnostic purposes and in making clinical treatment decisions.

HMO 1002 – Hematology/Oncology System – 3.5 Credit Hours

The Hematology-Oncology course focuses on the study of blood and blood disorders. The students will be introduced to various aspects of hematology, relevant to the practice of osteopathic medicine, ranging from the formation, structure and function of blood cells, to possible infections and treatments, as well as transfusions and transplantation. The oncology portion of the course encompasses the leukemias and lymphomas. The integration of basic science concepts; including histology, biochemistry, microbiology, immunology, pharmacology, and pathology, with laboratory values and clinical applications provides a comprehensive view of the material. In addition, the utilization of case-based microbiology and pathology laboratory sessions contributes to an interactive learning environment.

SYS 1007 – Endocrine System – 3.0 Credit Hours

The Endocrine System Course provides the osteopathic medical student with an understanding of the hormones in the normal functions of the body, in maintaining homeostasis, in the body's response to abnormal conditions, and in pathological states of the human body through the study of the relevant basic science disciplines integrated with the clinical sciences. Clinical case presentations are included to

provide interactive and case-based learning, and to facilitate application of knowledge to the interpretation of diagnostic tests and patient treatment.

SYS 1009 – Reproductive System – 5.0 Credit Hours

The Reproductive System consists of both basic science and clinical science components. The Reproductive System presents and familiarizes the student with the basic vocabulary, principles, and techniques that are the focus of the study and treatment of the reproductive system. The skills learned during this system will be of value to the future Osteopathic Physician regardless of specialty interest or future practice setting. This course discusses normal structure and function as well as diagnosis and treatment of common reproductive disorders and pathology. Teaching modalities include lectures, directed study, clinical case presentations and an interactive case-based laboratory.

SYS 1005 – Integumentary System – 3.0 Credit Hours

Dermatology is the study of the integumentary system, its structure, function, and pathological deviations. The purpose of this course is to provide a strong foundation in understanding diseases related to the skin, hair and nails that are commonly encountered in primary care. It is important as a physician to successfully recognize, diagnose, and treat, when possible, basic, and complicated skin pathology. During this system, the student will learn to differentiate between normal and abnormal skin manifestations, recognize those situations requiring intervention, and learn what management plans are available for treating patients.

Non-System Courses

CLS 1001 – Advanced Cardiac Life Support (A.C.L.S.) – 1.0 Credit Hour

A.C.L.S. is presented at the end of the second year. This training program sponsored by the American Heart Association, is designed to help the students achieve a better understanding of their roles as future players in the cardiopulmonary resuscitative team. The prerequisite is Basic Life Support (B.L.S.), which students have during History and Physical Examination.

History and Physical Examination Series

The History and Physical Examination series represents a progression of clinical skills advancing the students through history taking, the physical examination, and preparation for rotational years through acquisition of procedural skills. The series is divided into four individual courses, each building upon the previous, presented over the four semesters of the first two years of medical school.

HPO 1006 – History and Physical Examination I – 1.5 Credit Hours

The first course in this series focuses on history taking and teaches the art of obtaining and documenting an accurate history from patients as they present in a clinical setting. The primary aim of this component of the course is to identify the components of a complete history and develop interviewing skills, which allow the physician to precisely identify pertinent history which will later direct the physical examination. The student will be presented with methodology, vocabulary and assessment skills that are necessary for patient encounters. The lecture components teach the art of interviewing, difficult patient encounters and humanistic skills. Practical sessions utilize history taking flows where students are paired, working through clinical scenarios via roles of patient and physician. Students also participate in standardized patient encounters. At the completion of the course, the student will demonstrate competency in obtaining histories in clinical presentations.

HPO 1007 – History and Physical Examination II – 2.5 Credit Hours

Using the sensory faculties, this second course of the series teaches physical examination of patients. Performing concise physical examinations in concert with taking accurate histories provides a solid

foundation, which allows the physician to build an appropriate differential diagnosis based on the patients' complaints. This course continues to present methodology, vocabulary and assessment skills that are necessary for examination with correlation to osteopathic principles, therapy, and basic sciences. It also provides instruction on documentation of the physical examination. Physical examination flows divide the body into a logical system-based approach. These flows delineate a step wise approach to examination allowing for completeness of the examination. A common-sense approach will be emphasized encouraging the student to “think” about the process of physical examination, and not memorizing a list of exam components. At the completion of this course, students will have the ability to perform complete physical examinations.

HPO 1008 – History and Physical Examination III – 1.5 Credit Hours

This third course is a continuation of history and physical examination focusing on mock patient interactions where student pairs will again assume the status of the patient and physician, alternately, while working through clinical presentations. Where students had previously performed complete system physical examinations, they are now given a chief complaint from which they perform specific history gathering and physical examinations as represented by comprehensive flows. The student further learns to develop a differential diagnosis and discusses the plan with the patient. These flows model brief patient encounters typically encountered by physicians in daily practice. Standardized patient encounters provide feedback to students on their humanistic skills.

At the completion of this course, students can complete a typical 15-minute office visit, form a differential diagnosis, develop a plan with the patient and document the encounter.

HPO 1009 – History and Physical Examination IV – 2.5 Credit Hours

This course is the completion of the history and physical examination series and prepares the student for clinical rotations of the MSIII and MSIV training years. Having documented competency in obtaining histories and physical examinations, all students are now prepared to participate in clinical preceptor encounters. These encounters occur at the clinical preceptor’s offices where students will have the opportunity to actively participate in actual patient encounters, obtaining histories and performing examinations. Clinical Skill Competencies will include instruction and demonstration of competency in performing aseptic technique with gowning and gloving, suturing, venipuncture, IV placement and injections. Students also experience specialized patient encounters via Micro SimMan and standardized patient encounters. Students also perform and document complete history and physical examinations on hospitalized patients.

HCM 1004 – Healthcare Management – 1.0 Credit Hour

In addition to mastering basic science and medical principles, students must understand the settings in which they will be practicing medicine. The HCM 1004 course acquaints the students with the U.S. health care system. Topics covered include the locations where health care is delivered, who provides the health care, how health care delivery is regulated, health care financing mechanisms, and evaluation of aspects of the health care system.

GER 1001 – Geriatric Medicine – 1.0 Credit Hour

Geriatrics provides instruction to the student on special problems of the elderly with emphasis on improving clinical skills to deal with the unique diagnostic, therapeutic, and psychosocial problems of older adults. Various topics related to the geriatric patient are also integrated into the Systems. With the knowledge obtained from this course, the student will be able to make informed decisions about the availability of healthcare to geriatric patients and improve the physical, psychological, and social well-being of older adults in their practice.

RES 1008 – Introduction to Biostatistics and Research Methodology – 1.0 Credit Hour

The Introduction to Biostatistics and Research Methodology course is designed to prepare students to analyze statistical tests in the scientific and clinical literature to afford them skills to critically evaluate if appropriate research methodologies were implemented and the findings were correctly interpreted. The course will cover basic statistical foundations, types of biostatistical tests, clinical studies, and interpretation of research findings important for a practicing clinician.

LAW 1001 – Medical Jurisprudence – 1.0 Credit Hour

The course provides an overview of basic concepts and the requirements in the legal environment pertinent to the practicing physician. Topics include the overview of the U.S. legal system; relevant legal concepts; physician licensure; pertinent federal law including the Health Insurance Portability and Accountability Act (HIPAA), the Affordable Care Act (ACA), the Emergency Medical Treatment and Labor Act (EMTALA) and various federal fraud and abuse laws; malpractice and professional liability; public duties of physicians; workplace law, the medical record and the physician-patient relationship.(NOTE: Students must successfully pass the HIPAA section of the course in order to pass the overall course.)

BHS 1005 – Human Sexuality – 1.0 Credit Hour

The Human Sexuality course develops a sensitivity to and understanding of the sexual attitudes and experiences of varied populations. The psychosexual components and sociocultural aspects of human sexual behavior are explored.

PUB 1001 – Public Health and Preventative Medicine – 1.0 Credit Hour

Public Health and Preventative Medicine provides second year osteopathic medical students with an introduction to selected issues and methods with respect to public health, and an appreciation of research epidemiology and prevention. Though most students will not enter full-time public health careers, public health issues impact every physician's practice. Knowledge of how individual health issues affect (and are impacted by) the community is essential for the future physician.

BHS 1003 – Psychiatry – 2.5 Credit Hours

Introduction to Behavioral Health is offered in the first semester of the second year and is designed to provide a basic overview of psychiatry and psychology while preparing a primary care physician to recognize and manage psycho-social diagnoses. The goal of the course is to familiarize students with a diversity of nomenclature involved with psychiatric diagnoses and psychopharmacology. Students will practice the skill of conducting mental status examinations with standardized patients.

Substance abuse, including opioid abuse, is a subcomponent of the Introduction to Behavioral Health course. The student is introduced to the complex issues relating to alcohol and drug abuse. The pharmacology of the major drugs of abuse is presented, followed by detailed considerations of the causes, manifestations, and treatment of alcoholism and various forms of drug dependence. The comorbidity of substance abuse and other psychiatric disorders is presented.

ADM 1014 – Biomedical Sciences & Osteopathic Principles Convergence – 4.0 Credit Hours

This course serves to reinforce integration of biomedical and clinical science knowledge and highlights the application of clinical osteopathic knowledge.

ADM 1030, ADM 1035 – Medical Spanish I, II, and III – P/F noncredit

Medical Spanish Level 1 and 2: Completion due by the end of Semester 1, Year 2

Medical Spanish Level 3: Completion due by the end of Semester 2, Year 2

Medical Spanish is an online course presented by Canopy Apps. The course covers a wide breadth of medical concepts and Spanish grammar. Students can progress through the program at their own pace. The content focuses on medical terminology with quizzes, audio conversations, practice with pronunciation and introduction to cultural factors. The course is constructed for individuals at any level of Spanish from beginner to fluent speakers.

WRK 2020 – Emergency Preparedness Professional Development Course – P/F noncredit

This course introduces students to emergency preparedness training, planning and practices.

2.3.3. The Problem-Based Learning Pathway at LECOM Erie, LECOM at Seton Hill, & LECOM at Elmira

In Problem-Based Learning (PBL), studies are based around patient cases that provide the context for acquiring the underlying knowledge and understanding of medical science. This method of learning promotes critical thinking and clinical reasoning skills, and retention of knowledge is enhanced through its contextual nature. Since the PBL process principally involves small group discussion and personal study, it also strongly promotes interpersonal skills and independent learning. Consequently, PBL is widely considered to facilitate the development of key professional competencies.

PROGRAM DESCRIPTION

The Problem-Based Learning (PBL) Pathway at LECOM emphasizes self-directed learning and a team approach. Following an initial course in Anatomical Sciences, during which time PBL is a minor component, students in the PBL Pathway then study the basic medical sciences almost completely by PBL, which occupies about two-thirds of the total preclinical curriculum.

Groups of eight or nine students, each with a faculty facilitator, meet three times each week to study a sequence of approximately 70 patient cases. The faculty members do not teach in the traditional sense; the faculty member facilitates the efforts of the student group in understanding the cases for themselves. Of course, all faculty members are available for consultation outside student sessions, and supplementary enhancement of understanding is also available, on request, through occasional workshops or “enrichment sessions” when required.

During the study of each case, the learning issues – topics the students should study in greater depth to understand the case and the underlying medical science – are identified. Between meetings, students work independently, or in small, informal groups, on these learning issues, which later form the basis for their examinations. It is essential to study these topics in a timely manner while proceeding through the cases, so that learning is truly contextual, and each case is fully understood.

Thus, the **PBL Pathway is ideal for students** who:

- Are proactive and self-directing
- Are comfortable with flexibility in their learning
- Learn best through reading and small group discussion

The Tutorial Process in Problem-Based Learning

The heart of a Problem-Based Learning Pathway is the tutorial group (generally 8 students plus one faculty facilitator). Each member of the group has responsibilities, which are important if the process is to succeed (See Roles of Participants). Members must feel free to challenge one another in a constructive manner and feel comfortable with being challenged, but without feeling personally threatened or insulted. In the early stages of group dynamics, this is difficult because members are uncomfortable with this behavior, but with familiarity, it becomes an enjoyable exercise, which serves to help the group and its members focus on those areas where their knowledge must be extended.

The PBL cases are based on actual patients and facilitators use a Progressive Disclosure Model. Initially, only the name, age, gender, and chief complaint of the patient are made available. Based on this information alone, the students will create a thorough, broad differential diagnosis. Following discussion, the group will request additional information, such as the results of a history and physical examination. Additional discussion follows and the students modify their initial differential diagnosis. After this discussion, the group will request new data, such as the results of an EKG or an MRI, and again, discussion follows. During the process, the students raise "learning issues", topics that they need to know more about. Following completion of a case, the students submit their final learning issues to the PBL office. The final learning issues serve as the basis for examination questions.

The facilitator will monitor the direction of the group and redirect them by asking appropriate questions for discussion if they digress too far, but this is done only if necessary. The students are given the latitude to pursue unproductive directions and decide for themselves that a specific learning issue was not germane to understanding the patient's problems.

The Group Tutorial Process

Initially, a case will require several sessions to complete. At the beginning of a PBL case study, all group members are given the age, gender, and chief complaint of the patient. One student plays the role of patient, and they are given full details of the patient's history. Another student plays the role of physician, interviewing the patient to obtain the history, and obtaining the results of a physical examination from the facilitator. Another student plays the role of the scribe, documenting the groups process using a SOAP note format. The student group, by now, should have drawn up a range of differential diagnoses – although, before they gain experience, this may be merely a list of affected systems. They then proceed as a team, requesting various further data, such as laboratory tests, or diagnostic procedures. The appropriate information is progressively disclosed by the facilitator in response to student requests. This information may be in the form of tabulated data from laboratory tests or, for example, a radiograph or an EKG.

Supplementary workshops on diagnostic procedures and their applications and separate classes dealing with history taking and physical examination of patients are also provided in the PBL program to facilitate this process for the student.

Outside the tutorial session, the students engage in independent and small group study, addressing the learning issues adopted in the group session. Appropriate resources for acquiring this knowledge include textbooks, journals, X-rays and tomographic scans, audio-visual materials, and designated resource faculty, who may upon request provide information on a topic.

When the group meets for its next tutorial session, one student will present the patient using a format in which the known subjective and objective information is summarized and assessed, and a plan for continued management is proposed. This will initiate continued discussion, not only of the new knowledge and its use in evaluating their hypotheses, but also for the seeking of more information about the patient. Considering the additional information, they approach the case anew, listing new ideas, formulating new hypotheses and learning issues, as new case information is provided and added to that which they already have. This is followed by another group self-evaluation, another period of independent study, and another meeting. In the early stages of the program, this process may be repeated several times during a single case, as additional learning issues are added until the group is satisfied that it has gained sufficient knowledge of basic scientific concepts to understand the basic mechanisms underlying the clinical picture presented in the case. A final self-evaluation occurs when each member of the group evaluates the performance and contribution of every other member.

Role of Participants

The facilitator is responsible for providing the case information at the appropriate times during the

discussion. They also assure that each member of the group participates by prompting, if necessary, the members who are timid. In addition, the facilitator monitors how accurately the group is addressing the desired objectives.

The facilitator will also evaluate the efforts of the group members in terms of their willingness to contribute and willingness to complete their independent study to the extent that they are able to contribute to the group effort. The students have the responsibility to participate actively in the discussions of the group. They must be willing to both give and accept constructive criticism, to admit to knowledge deficiencies where they exist, and to conscientiously complete their independent study assignments so as to contribute effectively to the group effort. Students also have the responsibility to honestly evaluate the activities of each other, themselves, the facilitator, and the group. Only in this way is improvement possible.

Student Assessment

In the PBL component of the program, cases are studied in sets, each followed by an examination which tests knowledge and understanding of the learning issues relating to the cases. The students select learning issues in the form of chapters, or sections, of required texts for the course, so that the material they are expected to study for each examination is unambiguously defined. The examinations comprise multiple-choice questions, mostly written in the style of the medical examining boards. A small, additional component of the student assessment is derived from evaluation of their performance in tutorial sessions.

2.3.3.1. Course Sequence and Credit Hours for Problem Based Learning Pathway at LECOM Erie, Seton Hill, and Elmira

| Abbr. | Number | Course Title | Credit Hours |
|--------------------------------|--------|---|--------------|
| PBL MS1 Fall Semester | | | |
| ANT | 1004 | Clinical Human Gross Anatomy | 9.0 |
| CLB | 1004 | Histology | 1.0 |
| EMB | 1001 | Embryology | 1.0 |
| PBL | 1001 | Problem Based Learning I | 10.0 |
| OPP | 1001 | Osteopathic Principles and Practice I | 4.0 |
| HPO | 1006 | History and Physical Examination I | 1.5 |
| RES | 1008 | Intro to Biostatistics and Research Methodology | 1.0 |
| WRK | 2020 | Emergency Preparedness | P/F |
| | | Total Semester Hours | 27.5 |
| PBL MS1 Spring Semester | | | |
| HCM | 1005 | Health Care Management I | 1.0 |
| BHS | 1005 | Human Sexuality | 1.0 |
| PBL | 1002 | Problem Based Learning II | 22.5 |
| HPO | 1007 | History and Physical Examination II | 2.5 |
| OPP | 1002 | Osteopathic Principles and Practice II | 3.0 |
| | | Total Semester Hours | 30.0 |
| PBL MS2 Fall Semester | | | |
| GER | 1001 | Geriatric Medicine | 1.0 |
| HPO | 1008 | History and Physical Examination III | 1.5 (2.0)* |
| LAW | 1001 | Medical Jurisprudence | 1.0 |
| OPP | 1003 | Osteopathic Principles and Practice III | 3.5 |
| PUB | 1001 | Public Health and Preventative Medicine | 1.0 |
| ADM | 1030 | Medical Spanish I & II | P/F |
| BHS | 1003 | Psychiatry | 2.5 |

| Abbr. | Number | Course Title | Credit Hours |
|--------------------------------|--------|--|--------------|
| PBL | 1003 | Problem Based Learning III | 26.5 |
| | | Total Semester Hours | 37.0/37.5 |
| PBL MS2 Spring Semester | | | |
| PBL | 1004 | Problem Based Learning IV | 14.5 |
| HPO | 1009 | History and Physical Examination IV | 2.0 (2.5)** |
| OPP | 1004 | Osteopathic Principles and Practice IV | 2.0 |
| CLS | 1001 | Advanced Cardiac Life Support | 1.0 |
| ADM | 1014 | Biomedical Sciences and Osteopathic Principles Convergence | 4.0 |
| | | Total Semester Hours | 23.5/24.0 |
| | | Total Pre-Clinical Hours | 118.5 |
| *LECOM at Seton Hill only | | **LECOM Erie and LECOM at Elmira | |

2.3.4. The Directed Study Pathway

Introduction

The Directed Study Pathway (DSP) is one of four medical curricular choices available at the Erie campus, allowing students to choose a program which best suits their learning style. The DSP is a unique program among medical school curricula and provides significant flexibility for students during their first two years of medical school. In turn, the pathway requires the student to have excellent organizational and time management skills in order to proceed through the curriculum and meet strict examination deadlines. The DSP focuses on the students' self-directed learning capabilities.

The Directed Study Pathway (DSP) is appropriate for students who:

- Are self-motivated and self-directed, with good organizational and time-management skills;
- Learn best through reading;
- Are responsible and can balance the demands of academic responsibilities; and
- Have a strong science or previous clinical background.

Program Description

Initial matriculation at LECOM involves a group of anatomical science courses including Gross Anatomy, Embryology and Histology, with mandatory attendance. Following this course load, DSP students study other basic sciences using lists of highly structured learning objectives compiled into "module" booklets, used in combination with textbooks and other educational resources, in order to master the materials. Throughout the week, students meet with discipline experts to clarify topics and ask questions. Students proceed through these modules with certain time limits in place and examinations are administered on specific dates by which time the students are expected to have mastered all learning objectives outlined in the module.

While primarily based on faculty-directed module study, DSP students may be required to be present on campus two to five days per week in order to attend **classroom and laboratory-based courses** needed to complete the preclinical curriculum (both first and second years). Students are therefore expected to maintain living accommodations within 30 minutes to campus to limit the time lost to travel.

Though the program stresses independence, it is very much a closely directed course of study and students meet with faculty members regularly. Faculty are also available to assist individuals or groups of students in mastering difficult concepts and materials.

The modules are divided into two curricular categories: “Core” and “Systems.” Core modules deal with fundamentals of basic science while systems modules integrate basic science and clinical disciplines in an organ systems approach to learning. Core modules are utilized during the first and part of the second semesters of the first year, while systems modules begin in the second semester of the first year and continue through the full second year. Lecture based courses, including Osteopathic Principles and Practice (OPP), one of the most fundamental courses of osteopathic medical education, are presented throughout the first and second years, joining together members of the DSP with students from the other curricular pathways. If a class, laboratory session, or meeting is listed on the DSP schedule, unless noted otherwise, it is mandatory.

2.3.4.1. Course Sequence and Credit Hours for Directed Study Pathway

| Abbr. | Number | Course Title | Credit Hours |
|--------------------------------|--------|---|--------------|
| DSP MS1 Fall Semester | | | |
| ANT | 1004 | Clinical Human Gross Anatomy (C) | 9.0 |
| CLB | 1004 | Histology (C) | 1.0 |
| EMB | 1001 | Embryology (C) | 1.0 |
| MCB | 1001 | Microbiology/Immunology (M) | 4.0 |
| BCH | 1003 | Biochemistry Core I (M) | 3.0 |
| PHY | 1010 | Physiology (M) | 3.0 |
| OPP | 1001 | Osteopathic Principles and Practice I (C) | 4.0 |
| HPO | 1006 | History and Physical Examination I (C) | 1.5 |
| RES | 1008 | Intro to Biostatistics and Research Methodology (C) | 1.0 |
| WRK | 2020 | Emergency Preparedness (C) | P/F |
| | | Total Semester Hours | 27.5 |
| DSP MS1 Spring Semester | | | |
| BHC | 1005 | Biochemistry Core II and Medical Genetics (M) | 2.0 |
| PTH | 1003 | Pathology (M) | 1.0 |
| PHC | 1002 | Pharmacology (M) | 2.0 |
| HCM | 1004 | Health Care Management I (C) | 1.0 |
| BHS | 1005 | Human Sexuality (C) | 1.0 |
| HPO | 1007 | History and Physical Examination II (C) | 2.5 |
| OPP | 1002 | Osteopathic Principles and Practice II(C) | 3.0 |
| SYS | 1001 | Musculoskeletal System (M) | 5.0 |
| NAT | 1003 | Basic Neuroscience System (M) | 5.5 |
| NAT | 1004 | Clinical Neuroscience System (M) | 7.0 |
| | | Total Semester Hours | 30 |
| DSP MS2 Fall Semester | | | |
| LAW | 1001 | Medical Jurisprudence (C) | 1.0 |
| ADM | 1030 | Medical Spanish I (C) | P/F |
| ADM | 1035 | Medical Spanish II and III (C) | P/F |
| BHS | 1003 | Psychiatry (C) | 2.5 |
| PUB | 1001 | Public Health and Preventative Medicine (C) | 1.0 |
| SYS | 1006 | Digestive System (M) | 7.5 |
| SYS | 1004 | Cardiovascular System (M) | 9.0 |
| SYS | 1010 | Respiratory System (M) | 5.0 |
| SYS | 1003 | Renal System (M) | 5.0 |
| OPP | 1003 | Osteopathic Principles and Practice III (C) | 3.5 |
| HPY | 1008 | History and Physical Examination III (C) | 1.5 |
| GER | 1001 | Geriatric Medicine (C) | 1.0 |

| Abbr. | Number | Course Title | Credit Hours |
|--------------------------------|--------|--|--------------|
| Total Semester Hours | | | 37.0 |
| DSP MS2 Spring Semester | | | |
| SYS | 1002 | Hematology/Oncology System (M) | 3.5 |
| SYS | 1007 | Endocrine System (M) | 3.0 |
| SYS | 1009 | Reproductive System (M) | 5.0 |
| SYS | 1005 | Integumentary System (M) | 3.0 |
| HPY | 1009 | History and Physical Examination IV (C) | 2.5 |
| OPP | 1004 | Osteopathic Principles and Practice IV (C) | 2.0 |
| CLS | 1001 | Advanced Cardiac Life Support (C) | 1.0 |
| ADM | 1014 | Biomedical Sciences and Osteopathic Principles Convergence (C) | 4.0 |
| Total Semester Hours | | | 24.0 |
| Total Pre-Clinical Hours | | | 118.5 |

Key: (M) is DSP Module and (C) is Course with LDP students

The DSP Curriculum Calendar

The DSP curriculum calendar contains specific lectures, meetings, and examination times that the students are expected to attend. Entering DSP students begin work on the modules during the fall semester after anatomy, histology, and embryology. The calendar is based on five study days per week (though students are expected to dedicate a large amount of their evenings and weekends to study to total about 60-70 hours per week), with the DSP preclinical curriculum to be completed in two years. Successful completion of the two-year DSP program by the set date permits students to take the COMLEX Level 1 Licensure Examination following their second year and to begin their clinical clerkships at the same time as the LDP and PBL students.

2.3.5. Accelerated Physician Assistant Pathway

Introduction

The Accelerated Physician Assistant Pathway (APAP) is another innovative pathway which accelerates the medical school curriculum for certified physician assistants who seek to obtain the Doctor of Osteopathic Medicine degree.

Physician Assistants (PAs) undergo a rigorous didactic medically oriented curriculum as well as at least one year of clinical rotations to obtain the entry level, bachelor's, or master's degree for professional certification. Many physician assistants wish to become physicians citing the desire to practice independently, the need for professional growth and development, the need for increased medical knowledge and the ability to do more for their patients as the most common reasons to do so.

Growth in demand for primary care (Family Medicine, General Internal Medicine, and General Pediatrics) physicians will continue to increase over the next decade. As many PAs chose to work in primary care, they represent excellent candidates to become primary care physicians.

By accelerating the curriculum, LECOM will remove some of the financial burden and reduce time away from clinical practice which are factors currently preventing some PAs who wish to return to medical school from doing so.

Curriculum

Accepted students to the APAP will participate in the PBL pathway at LECOM at Seton Hill. The first year of didactic curriculum runs from the last week of July through the following May. Instead of the

standard summer break, students will then complete 8 weeks of primary care clinical clerkships consisting of four weeks of rural/underserved family medicine/OMM and an additional four weeks of Internal Medicine (Geriatric Medicine rotation) at Erie rotation sites. Students then return to the second year of didactic instruction from August through May. Finally, 48 weeks of core clinical clerkship rotations and one 4-week sub-internship in the third and final year of the curriculum provides a total of 80 weeks of didactic curriculum and 60 weeks of clinical clerkships, or 140 total weeks.

2.3.6. Primary Care Scholars Pathway

The Primary Care Scholars Pathway (PCSP) is intended for those students who have a dedicated commitment to primary care medicine. The specific clinical specialties outlined under the PCSP include family practice and general internal medicine.

Students in the PCSP program complete the requirements for the D.O. degree in three years. The mechanism for achieving a three-year curriculum is by shortening the summer vacation to two (2) weeks between the first and second year. Additionally, the number of clinical rotations is decreased to 16. By omitting some elective and selective rotations, the focus of the clinical training is on primary care medicine. Students are required to sign a contract acknowledging their commitment and that they will be assessed a financial penalty if they leave primary care practice prior to the time frame specified in the contract.

The PCSP curriculum is based on the DSP model, which is structured on the self-directed modular system. For more information, see the detailed description of the DSP program outlined in Section [2.3.4 The Directed Study Pathway](#). Although the PCSP is modular based study, there are some differences compared with the DSP. Students in the PCSP have classes during their first summer term. Since there is only a two-week vacation after completion of the first academic year, remediation differs for the PCSP program.

2.3.7. LECOM Bradenton College of Osteopathic Medicine Curriculum and Course Description

Problem-Based Learning (PBL) consists of a clinical framework for the integration and application of the basic medical sciences. The primary purpose is **not** to diagnose and treat “virtual patients,” but to develop an understanding of the basic sciences which support how body systems work in normal and pathological states.

The PBL format facilitates learning of not only the factual information, but also of communication skills and group interactions. *Learning how to learn* is of great importance and is an investment in the future. The goals of PBL are most effectively reached when the group works together as a team in which each member actively contributes to the group’s understanding, actively listens to (and hears) other members’ contributions, and actively supports other members in the learning process.

In a PBL curriculum, passive reception of information is almost eliminated. Students are placed into small groups of seven to nine students each, and each group is assigned a faculty member whose function it is to facilitate discussion in the group. Because the faculty members who serve as group facilitators are not necessarily authorities on the material being discussed, students learn not to rely upon them to teach. In PBL, a series of virtual clinical cases serves as a basis for learning the basic sciences. The object is not to diagnose the case, but to use it to *identify* what are called *learning issues*. These then act as topics for further study. Students work independently on their learning issues before the next group meeting, at which time the new information is discussed and refined in the context of the case. If necessary, further learning issues are then identified and studied.

2.3.7.1. Course Sequence and Credit Hours for Problem Based Learning Pathway at LECOM Bradenton

| Abbr. | Number | Course Title | Credit Hours |
|----------------------------------|--------|--|--------------|
| PBL-B MS1 Fall Semester | | | |
| ANT | 1009 | Clinical Human Anatomy | 11.0 |
| OPP | 1001 | Osteopathic Principles and Practice I | 4.0 |
| CLE | 1002 | Clinical Examination I | 3.0 |
| PBL | 1001 | Problem Based Learning I | 10.0 |
| RES | 1008 | Intro to Biostatistics and Research Methodology | 1.0 |
| | | Total Semester Hours | 29.0 |
| PBL-B MS1 Spring Semester | | | |
| HCM | 1004 | Healthcare Management I | 1.0 |
| OPP | 1002 | Osteopathic Principles and Practice II | 3.5 |
| CLE | 1003 | Clinical Examination II | 3.0 |
| PBL | 1002 | Problem Based Learning II | 22.5 |
| PUB | 1002 | Public Health and Preventative Medicine | 1.0 |
| | | Total Semester Hours | 31.0 |
| PBL-B MS2 Fall Semester | | | |
| OPP | 1003 | Osteopathic Principles and Practice III | 3.0 |
| CLE | 1004 | Clinical Examination III | 3.0 |
| PBL | 1003 | Problem Based Learning III | 26.5 |
| BHS | 1001 | Psychiatry | 2.5 |
| BHS | 1005 | Human Sexuality | 1.0 |
| LAW | 1001 | Medical Jurisprudence | 1.0 |
| GER | 1002 | Geriatric Medicine | 1.0 |
| | | Total Semester Hours | 38.0 |
| PBL-B MS2 Spring Semester | | | |
| OPP | 1004 | Osteopathic Principles and Practice IV | 2.0 |
| CLE | 1005 | Clinical Examination IV | 3.0 |
| PBL | 1004 | Problem Based Learning IV | 14.5 |
| CLS | 1001 | Advanced Cardiac Life Support | 1.0 |
| ADM | 1014 | Biomedical Sciences/Osteopathic Principles Convergence | 4.0 |
| | | Total Semester Hours | 24.5 |
| | | Total Pre-Clinical Hours | 122.5 |

2.3.7.2. Bradenton Problem-Based Learning Pathway Course Titles, Credit Hours, and Description

ANT 1009 – Clinical Human Anatomy – 11.0 Credit Hours

Clinical Human Anatomy is a lecture-discussion course and laboratory with prosected cadavers. Didactic lectures provide the student with knowledge necessary for sequential discovery of the structural and functional relationships of the human body. The course integrates basic concepts of embryology, histology, and neuroanatomy along with gross anatomy through clinical application in both lectures and laboratory settings. The knowledge gained from this experience leads the student to develop a fine appreciation for not only the structure of the human body, but also how each part is related to every other part. Clinical correlations are included within the lecture and laboratory sessions of this course to familiarize the student with clinical situations they may encounter in clinical medicine. Models,

radiographs, computer software and laboratory assignments are used to facilitate self-directed learning. Emphasis is placed throughout, on structure-function relationships and the clinical applications of such knowledge.

Clinical Examination:

CLE-1002 - Semester 1 Year 1 – 3.0 Credit Hours

CLE-1003 - Semester 2 Year 1 – 3.0 Credit Hours

CLE-1004 - Semester 1 Year 2 – 3.0 Credit Hours

CLE-1005 - Semester 2 Year 2 – 3.0 Credit Hours

CLE 1002 – Semester 1 Year 1 – 3.0 Credit Hours

This course explores the art of obtaining an accurate history from a patient and presenting it in a narrative format. Lecture components teach the components of the history and the rationale for their inclusion. Written examinations support basic concepts coming from lectures and the textbook. Students participate in non-graded skills labs with faculty feedback and then later move to the individual examination rooms for graded encounters covering the skill taught in lab. At the end of this course, the student will demonstrate proficiency in obtaining and organizing the history and basic physical examination skills.

CLE 1003 – Semester 2 Year 1 – 3.0 Credit Hours

This course builds upon the first semester by adding additional organ system skills for physical examination. Written examinations will continue to focus on basic principles while introducing clinical concepts. Emphasis will be on mastering each organ system's physical examination skills. The large room skills sessions continue followed by individual organ system practical exams. At the end of this course, the student will be able to perform each organ system physical examination with proficiency and be ready to put it all together into the full physical examination.

CLE 1004 – Semester 1 Year 2 – 3.0 Credit Hours

This semester introduces the full patient encounter. Working with standardized patients (or fellow students), and faculty, students will learn to complete the history, focused physical examination, including OMM when indicated, and assessment and plan in a 22-minute encounter. Lectures will expand upon history taking, creating a pertinent differential diagnosis, understanding pathophysiology, and clinical decision-making. Written examinations will link technical skills and findings to basic science and clinical constructs. At the end of this course, the student will have a thorough understanding of the problem-focused vs. extended history and physical exam, be proficient in clinical skills, and produce a well-constructed SOAP note. Faculty will provide written feedback when grading the SOAP notes.

CLE 1005 – Semester 2 Year 2 – 3.0 Credit Hours

The final semester centers on the continued practice of clinical examination skills. Faculty and standardized patients will continue to provide direct feedback after clinical encounters, as well as a written evaluation of SOAP notes. Students will also learn how to perform an oral presentation. Lectures will expand upon clinical topics of interest, along with clinical reasoning through a differential diagnosis. Written examinations will focus on the logical synthesis of data. Students will complete a 'competency practical examination' to demonstrate they possess the skills to move on to third-year rotations. At the end of this course, the student will be well-prepared for clinical rotations.

Osteopathic Principles and Practice (OPP):

OPP-1001 - Semester 1 Year 1 – 4.0 Credit Hours

OPP-1002 - Semester 2 Year 1 – 3.5 Credit Hours

OPP-1003 - Semester 1 Year 2 – 3.0 Credit Hours

OPP-1004 - Semester 2 Year 2 – 2.0 Credit Hours

The Osteopathic Principles and Practice (OPP) course is designed as an introduction to the basic philosophy, principles, and practice of osteopathic health care. The course is offered continually throughout the four semesters of years 1 and 2. Emphasis is placed on the sequential development of palpatory diagnostic and therapeutic skills used to assess health and disease. The course teaches osteopathic philosophy, problem solving and patient management, and how to incorporate multiple osteopathic manipulative techniques as appropriate, including muscle energy, fascial release, high velocity - low amplitude, counter-strain, articular techniques, trigger point, and osteopathic medicine in the cranial field. Application of these principles and practice continues throughout the clinical rotations.

GER 1002 – Geriatric Medicine – 1.0 Credit Hour

Geriatrics provides instruction to the student on special problems of the elderly with emphasis on improving clinical skills to deal with the unique diagnostic, therapeutic, and psychosocial problems of older adults. Various topics related to the geriatric patient are also integrated into the Systems. With the knowledge obtained from this course, the student will be able to make informed decisions about the availability of healthcare to geriatric patients and improve the physical, psychological, and social well-being of older adults in their practice.

HCM 1004 – Healthcare Management – 1.0 Credit Hour

In addition to medical aspects of clinical practice, the well-prepared physician must be cognizant of healthcare issues they may face in the future. The Healthcare Management Course is designed to offer insight into many non-medical areas of clinical practice. Topics covered include business issues and terminology, contract law and contract issues, current issues, and trends in healthcare and Lean management.

PUB 1002 – Public Health/Preventive Medicine – 1.0 Credit Hour

Public Health provides osteopathic medical students with an introduction to selected issues and methods with respect to public health, and an appreciation of research epidemiology and prevention. Though most students will not enter full-time public health careers, public health issues impact every physician's practice. Knowledge of how individual health issues affect (and are impacted by) the community is essential for the future physician.

BHS 1001 – Psychiatry – 2.5 Credit Hours

The Behavioral Science course is designed to provide a basic knowledge of the biopsychosocial foundations of behavior and psychiatric conditions to prepare a physician to recognize and manage these issues in patient care. The course includes an overview of the major diagnoses, including information on presentations and diagnostic criteria for recognition, common comorbidities, approaches for differentiating diagnoses, identifying overlap with or distinction from medical states, and evidence-based pharmacologic and nonpharmacologic interventions. The course also covers elements of psychiatric diagnostic evaluation, normal development versus when behavior and development are problematic, effective patient-physician communication approaches, and ethics and professionalism areas specific to psychiatric situations in healthcare practice. The goal of the course is for students to learn the initial fundamentals of behavioral science and psychiatric care for future clinical application.

LAW 1001 – Medical Jurisprudence – 1.0 Credit Hour

Medical Jurisprudence introduces osteopathic medical students to major legal facts regarding medical practices, which may vary from state to state. Using the applicable federal and state laws as a base, the general rules of medical practice are presented. The obligations of the physician to the community, the

patient, the hospital, colleagues, and society form a small but important part of the study. The course discusses duties and responsibilities, the medical record and legal aspects of medicine, standards of care, vicarious liability, and negligence. Special attention is made to HIPAA and the duty of confidentiality.

BHS 1005 – Human Sexuality – 1.0 Credit Hour

The Human Sexuality Course is a foundational overview of the physiological, psychological, sociological, cultural, and medical aspects of human sexuality. The course is designed to better prepare the osteopathic medical student to address sexuality in clinical practice. The course takes a holistic approach to reviewing topics including taking a sexual history, common sexual dysfunctions, sexual abuse, and the sexuality of vulnerable populations (pediatric/adolescent, elderly, disabled, LGBTQ, and disenfranchised).

CLS 1001 – Basic Life Support (B.L.S) and Advanced Cardiac Life Support (A.C.L.S) – 1.0 Credit Hour

B.L.S. and A.C.L.S. training are presented at the end of the second year. This training program sponsored by the American Heart Association, is designed to help the students achieve a better understanding of their roles as future players in the cardiopulmonary resuscitative team.

RES 1008 – Introduction to Biostatistics and Research Methodology – 1.0 Credit Hour

The Introduction to Biostatistics course is an introduction to selected important topics in biostatistical concepts and reasoning. This course represents an introduction to the field and provides a survey of data and data types. Specific topics include data collection, management, and presentation; sampling and sample selection; sampling variability and statistical inference including estimation, confidence-intervals, hypothesis testing and sample size calculation; statistical computing; planning and reporting statistical analyses.

ADM 1014 – Biomedical Sciences & Osteopathic Principles Convergence – 4.0 Credit Hours

This course serves to reinforce integration of biomedical and clinical science knowledge and highlights the application of clinical osteopathic knowledge.

2.3.8. Clinical Curriculum

2.3.8.1. Clinical Curriculum for LDP, DSP, and all PBL campuses

The essence of clinical training has been said to be "experience with graduated responsibility" and this concept is followed at LECOM.

Phase III of the curriculum in three of the pathways consists of third-year and fourth-year clinical rotations (or clerkships). To achieve curricular goals and objectives these clinical rotations will utilize:

1. A large base of osteopathic and allopathic physicians who have experience in both primary care and non-primary care specialties and are acutely aware of the cultural and socioeconomic milieu of modern medicine;
2. Accredited hospitals in which students can gain the experience of patient care in large tertiary centers, smaller community-based hospitals, rural hospitals and their respective health systems;
3. Outpatient clinical training in an environment and area in which the student may ultimately practice;
4. Community clinics staffed by professionals from the local area; and
5. Studies of developing cost-effective primary care delivery systems.

The clinical curriculum provides training on a rotational basis at a wide variety of geographically diverse sites. It is based on a Regional Campus model. Students are assigned to a core year-long training site for their third and fourth years of clinical training. LECOM year-long training sites may provide all core rotations, but some sites will require that the students complete some core rotations at another LECOM-affiliated training site determined by Clinical Education. While most of these sites are throughout Pennsylvania, New York, and Florida, there are several training sites in different regions throughout the country. Students might expect and should be prepared for inter-state travel.

Students will be provided with inpatient clinical experiences at hospitals and medical centers and outpatient experiences at hospital-based clinics, free-standing clinics, and physicians' offices. The availability of elective opportunities will maximize career options and enrich undergraduate medical education.

Students are required to complete online coursework for all Core rotations in the third year: Family Medicine, Internal Medicine I, Pediatrics, and General Surgery I. Students are also required to complete online coursework for the following Required rotations: Internal Medicine II and III, General Surgery II, Geriatrics/OPP, Emergency Medicine/Critical Care, Psychiatry/Behavioral Health, and Ambulatory Medicine I and II.

This concentrated clinical training will be initiated in the third year. During the third and fourth years, students will be required to successfully complete their clinical clerkships. Each of these clerkships is defined as one clinical rotation. Rotations are assigned by the Associate/Assistant Deans of Clinical Education.

| Abbr. | Number | Course Title | Credit Hours |
|--|---------------|---|---------------------|
| LDP, DSP, and PBL MS III Clinical Rotations | | | |
| CEE | 1001 | Clinical Educational Enrichment | 10.0 |
| DOR | 1006 | Internal Medicine I (Core) | 10.0 |
| DOR | 1008 | Internal Medicine II (Required) | 10.0 |
| DOR | 1032 | Internal Medicine III (Required) | 10.0 |
| DOR | 1007 | Surgery I (Core) | 10.0 |
| DOR | 1009 | Surgery II (Required) | 10.0 |
| DOR | 1010 | Obstetrics/Gynecology (Required) | 10.0 |
| DOR | 1022 | Family Medicine (Core) | 10.0 |
| DOR | 1018 | Pediatrics (Core) | 10.0 |
| DOR | 1027 | Geriatrics/OPP (Required) | 10.0 |
| DOR | 1011 | Psychiatry/Behavioral Health (Required) | 10.0 |
| DOE | 1001 | Elective I | 10.0 |
| | | Total Semester Hours | 120.0 |
| LDP, DSP, and PBL MS IV Clinical Rotations | | | |
| DOR | 1020 | Emergency Medicine/Critical Care (Required) | 10.0 |
| DOR | 1003 | Ambulatory Medicine I (Required) | 10.0 |
| DOR | 1031 | Ambulatory Medicine II (Required) | 10.0 |
| DOR | 1013 | Rural/Underserved Ambulatory | 10.0 |
| DOE | 1011 | Primary Care Selective | 10.0 |
| DOE | 1010 | Medicine Selective | 10.0 |
| DOE | 1012 | Surgery Selective | 10.0 |
| DOE | 1003 | Elective I | 10.0 |
| DOE | 1004 | Elective II | 10.0 |
| DOE | 1006 | Elective III | 10.0 |

| Abbr. | Number | Course Title | Credit Hours |
|-------|--------|---------------------------------|--------------|
| DOE | 1007 | Clinical Competency Development | 10.0 |
| DOR | 1036 | Senior Capstone | 10.0 |
| | | Total Semester Hours | 120.0 |
| | | Total Clinical Hours | 240.0 |

Note: All clinical rotations are 4 weeks in length

2.3.8.2. Clinical Curriculum for APAP

Students enrolled in the APAP must complete rotations during years two and three. Clinical rotations for APAP students are approved by the Associate Dean of Clinical Education.

| Abbr. | Number | Course Title | Credit Hours |
|---------------------------------------|--------|---|--------------|
| APAP MS II Clinical Rotations | | | |
| DOE | 1023 | Family Practice/OPP (Required) | 10.0 |
| DOR | 1027 | Geriatric Medicine (Required) | 10.0 |
| | | Total Semester Hours | 20.0 |
| APAP MS III Clinical Rotations | | | |
| DOR | 1010 | Obstetrics/Gynecology (Required) | 10.0 |
| DOR | 1006 | Internal Medicine I (Required) | 10.0 |
| DOR | 1008 | Internal Medicine II (Core) | 10.0 |
| DOR | 1032 | Internal Medicine III (Required) | 10.0 |
| DOR | 1018 | Pediatrics (Core) | 10.0 |
| DOR | 1011 | Psychiatry/Behavioral Health (Required) | 10.0 |
| DOR | 1007 | Surgery I (Core) | 10.0 |
| DOR | 1009 | Surgery II (Required) | 10.0 |
| DOR | 1003 | Ambulatory Medicine I (Required) | 10.0 |
| DOR | 1022 | Family Medicine (Core) | 10.0 |
| DOR | 1020 | Emergency Medicine/Critical Care (Required) | 10.0 |
| DOE | 1022 | OPP/Rural/Underserved | 10.0 |
| DOE | 1021 | Sub-Internship | 10.0 |
| | | Total Semester Hours | 130.0 |
| | | Total Clinical Hours | 150.0 |

Note: All clinical rotations are 4 weeks in length

2.3.8.3. Clinical Curriculum for PCSP

Students enrolled in the PCSP must complete 16 rotations during years two and three. Clinical rotations for PCSP students are assigned by the Associate Dean of Clinical Education. All PCSP students in a specific class proceed through rotations on the same schedule. Within each clinical rotation, the PCSP students are required to attend a capstone experience on the third Thursday of every month. Through these experiences, students come together as a group to review basic and clinical sciences in the context of case studies in a modified problem-based learning format. Primary care physicians will facilitate these discussions. These sessions include an Osteopathic Principles and Practices portion with OPP Department members. Students also are required to continue their mentorship with the primary care physician at their core site during the second year; during rotations they attend a session with their mentor for four hours each rotation.

| Abbr. | Number | Course Title | Credit Hours |
|---------------------------------------|--------|---|--------------|
| PCSP MS II Clinical Rotations | | | |
| DOR | 1022 | Family Practice/OPP (Core) | 10.0 |
| DOR | 1006 | Internal Medicine I (Core) | 10.0 |
| DOE | 1015 | Clinical Overview | 10.0 |
| | | Total Semester Hours | 30.0 |
| PSCP MS III Clinical Rotations | | | |
| DOR | 1018 | Pediatrics (Core) | 10.0 |
| DOR | 1010 | Obstetrics/Gynecology (Required) | 10.0 |
| DOR | 1008 | Internal Medicine II (Required) | 10.0 |
| DOR | 1007 | Surgery I (Core) | 10.0 |
| DOR | 1033 | Psychiatry/Comprehensive Review (Required) | 10.0 |
| DOE | 1020 | OMM/ Comprehensive Review | 10.0 |
| DOE | 1016 | Medical Selective I | 10.0 |
| DOE | 1017 | Medical Selective II | 10.0 |
| DOR | 1003 | Ambulatory Medicine I (Required) | 10.0 |
| DOR | 1031 | Ambulatory Medicine II (Required) | 10.0 |
| DOR | 1020 | Emergency Medicine/Critical Care (Required) | 10.0 |
| DOE | 1018 | ENT/Ophthalmology | 10.0 |
| DOE | 1021 | Sub-Internship | 10.0 |
| | | Total Semester Hours | 130.0 |
| | | Total Clinical Hours | 160.0 |

Note: All clinical rotations are 4 weeks in length

PCSP Grading

Grades for each of these PCSP rotations are contingent on a Patient Log and a Mentor Log having been approved by the clinical director of the pathway along with participation in the rotation Capstone Experience. Grades for all of these rotations are determined by using the LECOM Clinical Clerkship Student Evaluation Form. The core rotation grades are determined by the related subject exam, the end of rotation quiz from the on-line curriculum, and the Evaluation form.

End of rotation exams and subject exams are consistent with LECOM Clinical Education policy and are administered at the end of each core subject.

2.3.8.4. Clinical Education Online Case-based Curriculum

While on rotations, students are required to complete online coursework for all core and required rotations in third and fourth years. These rotations include Ambulatory Medicine, Internal Medicine, Pediatrics, Family Medicine, OB/GYN, General Surgery, Geriatrics/OPP, Emergency Medicine, and Psychiatry Rotations.

At the start of the student's third year, a tab labeled **Clinical Web-Based Curriculum** is found in LECOM's Learning Management System, CANVAS. Under each of the core rotations are assigned weekly readings, weekly True Learn questions, and an end-of-rotation quiz that must be completed by the specified completion date and time. Students must work in the curriculum weekly and progressively to be eligible for the points. The Clinical Web-Based curriculum also features weekly Morning Reports that are emailed out. These reports include facts of the day, board review questions, schemas, recommended podcasts, and Human Dx cases.

The LECOM online web-based curriculum is a mandatory didactic component to every core clerkship rotation and accounts for 20% of the total clerkship grade. The remainder of the core rotation grade will be based on shelf exams (30%) and clinical preceptor scores (50%).

Students are required to take and successfully complete end of rotation examinations in all core clinical rotations in the third and fourth year. This may require the student to return to campus, go to an approved site or use an approved testing center depending on geographic location of core year-long training site. Students will not be allowed to sit for the COMLEX-USA Level 2-CE examination or proceed into their fourth-year clinical rotations until all exams have been successfully completed and they have scored >450 on the assigned COMSAE exam given at the end of the third year.

COMLEX LEVEL 2-PE

The PE exam has been cancelled indefinitely. When further information is provided, the clinical education department will update students accordingly.

2.3.8.5. Clinical Rotation descriptions

DOR 1022 – Family Medicine – 10.0 Credit Hours

Family Medicine rotations provide students with the opportunity to begin acquiring an understanding of the unique role of the osteopathic family practitioner and the basic knowledge, skills, and attitudes necessary for a "family doctor" to care for patients of all ages. Students gain the skills, knowledge, and attitudes by engaging in structured learning activities, both outpatient and inpatient. These will represent a core of behaviors encompassed by the family physician, which prepare the student for a unique role in patient management, problem solving counseling, and coordination of health care for the individual and for the family unit. Health Care Management (HCM 3000) will also be presented to prepare students for establishing a family medicine practice and understanding the critical role of family medicine in the transformation of the U.S. health care system.

DOR 1006 - Internal Medicine I

DOR 1008 - Internal Medicine II

DOR 1032 - Internal Medicine III – 10.0 Credit Hours per rotation

There are three four-week rotations in Internal Medicine. Internal Medicine is primarily an inpatient service experience in which students apply concepts of diagnosis and management to hospitalized and ambulatory patients. Experiences focus on areas traditionally identified and related to internal medicine, for example, the pathophysiology of non-surgical diseases and the application of non-surgical diagnostic and therapeutic techniques. Internal medicine experiences take place primarily on general medical/surgical floors and specialty units. Any outpatient experiences will be designed to provide students with an understanding of routine care performed in the physician's office/clinic and will be at the discretion of the Attending/Preceptor.

DOR 1007 – Surgery I

DOR 1009 – Surgery II – 10.0 Credit Hours per rotation

There are two four-week rotations in Surgery with Surgery I being a General Surgery (Core) rotation and Surgery II (Required) being a General Surgery or Surgical Subspecialty. Surgery may be an inpatient or outpatient service experience in which students learn to recognize and assist in the treatment of diseases in which surgery may play a role in a patient's treatment and recovery. Students learn basic surgical procedures, aseptic technique; correct handling of tissue, and technical skills to assist the surgeon in the operating room. Students will assist in pre- and post-operative care to learn various surgical treatments and to recognize potential risks associated with the respective treatments.

DOR 1010 – Obstetrics/Gynecology – 10.0 Credit Hours

Obstetrics/Gynecology is a clinic clerkship focused on all aspects of women's health. The clinical experiences vary in both inpatient and outpatient settings Inpatient experiences may involve Labor and Deliver floors, surgical suites, inpatient floors, and emergency medicine departments. Outpatient clinical

experiences may be integrated into the rotation to provide students with an understanding of routine OB/GYN care performed in the physician's office, as well as gynecologic care and the management of all aspects pertinent to women's health. The outpatient experiences may be in a clinic or a preceptor's private office.

Students perform selected technical skills necessary to provide ante-partum, post-partum, and pre-and post-op care of gynecological-surgical patients. They practice skills and techniques to do normal uncomplicated deliveries and participate in the management of more complex problems in obstetrics. Emphasis is placed on pelvic exams and identifying pathology. Attention is directed to the psychosocial impact of pregnancy and gynecologic disease on the female patient and the family unit.

DOR 1011 – Psychiatry/Behavioral Health – 10.0 Credit Hours

The Psychiatry/Behavioral Sciences rotation is both inpatient and outpatient. Through these experiences, students acquire the knowledge and skills to treat emotional and behavioral problems that commonly present in a primary care office, paying particular attention to the stress factors that are contributing to emotional dysfunction. The curriculum for this rotation will focus on the importance of the family in the relation of individual behavior and the ability to identify stressing conflicts and communication problems within the family. Including both adolescent and adult psychiatry, students will gain knowledge and experience to deal with common psychiatric disorders. Students have opportunities to generate diagnoses and plans of treatment based on their understanding of the dynamics of the behavior seen under supervision of the attending psychiatric faculty.

DOR 1018 – Pediatrics – 10.0 Credit Hours

Pediatrics may be either inpatient or outpatient. Students will apply concepts of diagnosis and management to infants and children with either normal or pathological physiologic processes. In addition, students will gain knowledge about normal growth and development of the pediatric patient.

During the inpatient experiences, students will complete history and physical examinations on pediatric medical admissions. Students should have pertinent lab data, physical findings, etc., available for thorough rounds with the Attending/Preceptor. Orders will be written when possible and appropriate. Discharge summaries may be required at the discretion of the attending faculty.

Outpatient experiences, generally in private offices, will be guided by schedules of the pediatric faculty preceptors. The outpatient experience also may include having students spend time in the following types of settings: Well Baby Clinic; Women, Infant, and Children (WIC) Nutrition Centers; and School Health Programs. The goal of the outpatient pediatric experience will be to assist the students to become both familiar and comfortable with routine and preventive aspects of infant and childcare.

DOR 1027 - The Geriatric Medicine/Osteopathic Principles and Practice – 10.0 Credit Hours

The Geriatric Medicine/Osteopathic Principles and Practice clerkship is designed to prepare medical students to provide evidence-based, competent, and compassionate, whole-person Osteopathic care for older adults; to improve quality of life for older adults who often have multiple co-existing conditions and complex needs; and to achieve the minimum geriatric competencies. Students participate in a structured rotation with didactics, directed readings, hands on presentations and assessments of both knowledge and skills. During the clerkship, students are given the opportunity to apply the principles of osteopathic medicine while under the supervision of the attending staff. Students may rotate through various departments and facilities for their clerkship such as the Acute Care of the Elderly Unit, Skilled Nursing Facilities, and Inpatient Rehabilitation Unit. Students will view video presentations on core geriatrics topics to complement the Osteopathic Principles and Practice (OPP) virtual curriculum, giving a solid foundation in both Geriatrics and OPP. Students will be assigned in groups with a mentor to complete a group Osteopathic research poster project. This scholarly activity is an opportunity to

advance the students understanding of osteopathic concepts.

DOE 1001 – Elective– 10.0 Credit Hours

One four-week Elective is included in Year Three. Students can select an elective rotation and attain knowledge and skills in areas of special medical interest. This rotation allows students to begin making judgments about the quality of continuing education experiences that will enhance their professional development and performance as future osteopathic physicians. Elective rotations can include any medical or surgical specialty or subspecialty and/or a special elective of interest to the individual student. Students are strongly encouraged to utilize this time to strengthen areas of weakness and/or obtain a well-rounded education and not to concentrate in one specific area of medicine. All elective rotations should be patient-care oriented. Students requesting to use an elective for research, must be approved by Clinical Education.

DOR 1003 – Ambulatory Medicine I

DOR 1031 – Ambulatory Medicine II – 10.0 Credit Hours per rotation

There are two four-week rotations in Ambulatory Medicine. Ambulatory Medicine is intended to expose students to a variety of community-based primary care settings with opportunities for additional clinical experiences. Students, as a function of contact with allied health care professionals, will acquire knowledge and skill in the utilization of community resources for the prevention and treatment of disease. Students should recognize that this is both a hands-on clerkship, which involves direct patient care, and one, which will imbue students with the "community" perspective to complement the clinical model of direct service. The clerkship focuses on psychological, socioeconomic, cultural, ethnic, environmental/ecological, and political factors influencing the incidence, treatment, and prevention of disease.

Health Care Management (HCM 4000 and HCM 5000) will be presented to teach students vital skills in medical documentation, evaluation, and management (E/M) services needed to reduce risk and achieve timely reimbursement for services provided.

DOR 1020 – Emergency Medicine – 10.0 Credit Hours

One four-week rotation is required in Emergency Medicine. Emergency Medicine focuses on the students experiencing the delivery of emergency/urgent care to a diverse population of patients and the management of serious experiences. Experiences will include diagnosis, management, and referral of patients presenting to an acute care facility. Students preparing for careers in primary care need skills necessary for the immediate assessment and management of life-threatening and urgent conditions or for the stabilization of such conditions prior to referral to another treatment facility. Hence, students are involved in making an initial evaluation of the patient working with the attending physician to establish an appropriate plan. Students may have the opportunity to learn techniques of cardiac life support, airway management, and chest tube insertion.

DOR 1013 – Rural/Underserved Ambulatory Medicine – 10.0 Credit Hours

The student will complete one four-week rural/underserved (R/U) rotation in Year Four. Rural and/or Underserved area (R/U) medicine offers a unique set of problems and challenges in many specialties in medicine and surgery in various areas around the country that are designated as rural and/or underserved. The general aim of this experience is to offer students an opportunity to enhance their knowledge, skills, and attitudes that are essential to a successful and satisfying rural practice. Students should be able to outline the personnel and material requirements of a rural practice, outline the steps one takes in identifying community medical needs, be comfortable in providing home-care services, and understand the physician's role in the community. These skills will be learned in both ambulatory centers and hospitals.

DOE 1003 – Elective I**DOE 1004 – Elective II****DOE 1006 – Electives III – 10.0 Credit Hours per elective**

Three four-week Electives are allowed in Year-Four. Students will have the opportunity to select rotations and attain knowledge and skills in areas of special medical interest. These rotations allow students to begin making judgments about the quality of continuing education experiences that will enhance their professional development and performance as future osteopathic physicians. Electives include any medical or surgical specialty or subspecialty and/or a special elective of interest to the individual student. Students are strongly encouraged to utilize this time to strengthen areas of weakness and/or obtain a well-rounded education and not to concentrate in one specific area of medicine. Electives may be split into two (2) two-week periods at the same facility. All electives should be patient care oriented. Students requesting using an elective for research, must be approved by Clinical Education.

DOE 1010 – Medical Selective**DOE 1011 – Primary Care Selective****DOE 1012 – Surgical Selective – 10.0 Credit Hours per selective**

There are three four-week Selective rotations in Year-Four. These are: Medical Selective, Surgical Selective, and Primary Care Selective. The goal of the selective rotations is to enhance and improve students' knowledge and skills in medical and surgical subspecialty areas. Each selective rotation is four weeks in duration. It is imperative that students be goal directed in their choice of selectives, so they will receive the maximum benefit from their experiences.

DOE 1007 – Clinical Competency Development - 10.0 Credit Hours

Clinical Competency Development (CCD) is a structured fourth-year course designed to provide the student additional experience in all or a portion of the seven core competencies. This clinical virtual rotation includes modules in Clinical Reasoning, scheduled didactics and required learning modules, as well as protected time for concentrated self-directed learning. The grade for the CCD is determined by performance on the COMLEX Level 2-CE national board examination along with comprehensive clinical (board-like) exams and completing assigned Clinical Reasoning coursework.

DOR 1036 – Senior Capstone – 10.0 Credit Hours

The Senior Capstone is a 4th-year clinical rotation to provide the student additional coursework in interprofessional education, osteopathic principles and practices, physician wellness, disaster preparedness and self-directed learning. A career counseling meeting will complement the self-directed learning activities students identify to enhance their career goals. The senior capstone offers a two-week period for a clinical audition rotation. The intention is to offer an additional exposure to strengthen every student's application for residency. In the event that a virtual rotation is requested, then it must be approved by both the Regional Dean and Clinical Education.

The student will receive a Pass/Fail for their grade, which is determined by completing all rotation assignments, including submission of self-reflective papers to their portfolio and a clinical clerkship evaluation.

DOE 1023 – Family Medicine/OMM – 10.0 Credit Hours (APAP only)

This rural, underserved Family Medicine rotation designed to be completed with an osteopathic physician board certified in OMM provides students with the opportunity to begin acquiring an understanding of the unique role of the osteopathic family practitioner and the basic knowledge, skills, and attitudes necessary for a "family doctor" to care for patients of all ages. This early introduction into the clinical practice of OMM will allow students to gain the skills, knowledge, and attitudes of osteopathic physicians who incorporate manipulation into the care of their patients. These will represent

a core of behaviors encompassed by the family physician, which prepares graduates for a unique role in patient management, problem solving counseling, and coordination of health care for the individual and for the family unit.

DOE 1015 – Clinical Overview – 10.0 Credit Hours (PCSP only)

The Clinical Overview Rotation occurs in the curriculum immediately before the COMLEX Level 1 exam is taken. The rotation includes PCSP group sessions, which are held to enhance conceptual problem solving and assure retention of information. Review of biomedical concepts are incorporated within select clinical vignettes and used for clarification and retention of medical knowledge. During this Clinical Overview key medical concepts in family and internal medicine are discussed in detail since students have just completed clinical rotations in these clinical areas.

DOE 1016 – Medical Selective 1 – 10.0 Credit Hours (PCSP only)

This is the first of two medical selectives for PCSP students. The goal of this selective rotation is to enhance and improve students' knowledge and skills in a medical subspecialty area and to stand as the third internal medicine rotation for PCSP. The subject matter is chosen and approved by the clinical director of the pathway before a decision is made. Due to the fact the PCSP students have only 2 IM rotations and 2 selectives dedicated to IM, these selectives must be chosen wisely in order to adequately prepare them for post graduate education and high stakes examinations. Topics for the two medical selectives are determined after an analysis of the experiences within previous rotations. This selective rotation is four weeks in duration. It is imperative that students be goal directed in their choice of selectives, so they will receive the maximum benefit from their experiences.

DOR 1033 – Psychiatry/Comprehensive Review Studies – 10.0 Credit Hours (PCSP only)

The Psychiatry/Behavioral Sciences rotation is both inpatient and outpatient. Through these experiences, students acquire the knowledge and skills to treat emotional and behavioral problems that commonly present in a primary care office, paying particular attention to the stress factors that are contributing to emotional dysfunction. The curriculum for this rotation will focus on the importance of the family in the relation of individual behavior and the ability to identify stressing conflicts and communication problems within the family. Including both adolescent and adult psychiatry, students will gain knowledge and experience to deal with common psychiatric disorders. Students have opportunities to generate diagnoses and plans of treatment based on their understanding of the dynamics of the behavior seen under supervision of the attending psychiatric faculty.

This rotation is split between Psychiatry and time spent in preparation for high stakes exams. During the “Comprehensive Review Studies” portion of this Psychiatry Rotation, the PCSP students participate in a review of clinical medicine to make an assessment of their clinical medicine knowledge in order to prepare them for the COMLEX-USA Level 2-CE. These sessions are conducted by the PCSP Faculty and involve discussion groups and testing modalities that provide an extensive reinforcement of the concepts in clinical medicine. The time spent on campus studying during this rotation is monitored to advocate for sufficient study time.

DOE 1020 – Osteopathic Manipulative Medicine/ Comprehensive Review Studies – 10.0 Credit Hours (PCSP only)

The Osteopathic Manipulative Medicine rotation is both inpatient and outpatient. Through these experiences, students enhance their knowledge and skills in treating with osteopathic manual techniques that commonly present in a primary care office. Each student rotates with four physicians through various settings: inpatient, outpatient, rural, or urban, for example. Students have opportunities to generate diagnoses and plans of treatment based on their understanding of the dynamics of the patients' complaints as seen under supervision of the attending faculty.

During the “Comprehensive Review” portion of the OMM Rotations, the PCSP students participate in a review of clinical medicine to make an assessment of their clinical medicine knowledge to prepare them for the COMLEX-USA Level 2-CE. These sessions are conducted by the PCSP Faculty and involve discussion groups and testing modalities that provide an extensive reinforcement of the concepts in clinical medicine. The time spent on campus studying during this rotation is monitored to advocate for sufficient study time.

DOR 1017 - Medical Selective 2 – 10.0 Credit Hours (PCSP Only)

This is the second of two medical selectives for PCSP students. The goal of this selective rotation is to enhance and improve students' knowledge and skills in a medical subspecialty area. The subject matter is chosen and approved by the clinical director of the pathway before a decision is made. Due to the fact the PCSP students have only 2 IM rotations and 2 selectives dedicated to IM, these selectives must be chosen wisely in order to adequately prepare them for post graduate education and high stakes examinations. Topics for the two medical selectives are determined after an analysis of the experiences within previous rotations. This selective rotation is four weeks in duration. It is imperative that students be goal directed in their choice of selectives, so they will receive the maximum benefit from their experiences.

DOE 1018 – ENT / Ophthalmology – 10.0 Credit Hours (PCSP only)

This is the second of two four-week rotations in Surgery for PCSP students. An ENT/Ophthalmology experience is beneficial given the frequency of related disorders encountered by primary care physicians. ENT/Ophthalmology is both an inpatient and outpatient service experience in which students learn to recognize and assist in the treatment of diseases where otorhinolaryngology and ophthalmology may play a role in a patient's treatment and recovery. Students learn basic procedures, aseptic technique, correct handling of tissue, and technical skills while assisting specific surgeons in the office setting and in the operating room. Students will also assist in pre-and post-operative care to learn various surgical treatments and to recognize potential risks and complications associated with the respective treatments.

DOE 1021 – Sub-Internship – 10.0 Credit Hours (PCSP only)

The Sub-Internship rotation is preferentially assigned at the location where the PGY 1 is matched. This rotation is designed to expedite the ability for the future post-graduate in becoming accustomed to the routine of the post-graduate institution. It is an “intensivist” based, in-house rotation. It may be an ICU, CCU, House Officer, other specialty unit services, or related General IM In-House Rotation, for example. Students apply concepts of diagnosis and management to acutely ill hospitalized patients while familiarizing themselves to the facility and its operations and procedures for post graduate years. The focus of the experience is approved by the clinical director of the pathway before a decision is made.

2.3.8.6. Additional Clinical Course Requirements for All Pathways

HCM 3000 – Health Care Management

This course serves as a foundation to develop practical skills in operations management for health care administrators. Concepts reviewed in the course highlight operational issues particular to the hospital provider organization with examples presented in the text that can generally be applied to other health care provider entities. This course is designed to be completed during the Family Medicine rotation and comprises 10% of the rotation final grade.

HCM 4000 – Health Care Management

This course provides basic health system concepts to those new to the field of health care operations management to create understanding and value. It is designed to be completed during Ambulatory Medicine I rotation and comprises 10% of the rotation final grade.

HCM 5000 – Health Care Management

This course provides basic process flows in supply chain management, materials management, overview of the modern pharmacy and best practices in health care operations management. Designed to be completed during Ambulatory Medicine II rotation and comprises 10% of the rotation final grade.

2.3.9. Interprofessional Education (IPE)

As future healthcare professionals, students will be expected to practice with a variety of interprofessional members of the healthcare team to provide the best patient care possible. LECOM trains students to be prepared for this interprofessional (IPE) environment. Students in LECOM's professional degree programs, including osteopathic medicine (COM), pharmacy (SOP), dentistry (SDM), and podiatry (SPM) are required to participate in a series of IPE curricular activities. LECOM's IPE curriculum is focused to teach the behavior of collaborative practice that forms the foundation of connected health care teams to execute safe, high-quality, accessible, and patient-centered care desired by all. The IPE curriculum consists of a series of courses and experiences underpinned by four IPE competencies as developed by the Interprofessional Education Collaborative: Roles and Responsibilities, Teams and Teamwork, Communication, and Values and Ethics.

LECOM IPE courses. All IPE courses are Pass/Fail (with the exception of the Pharmacy School, which does assess them for part of a grade) and noncredit. Successful pass and completion is required to graduate and is monitored by preclinical and clinical administration and the Institutional Director of IPE to ensure compliance.

1. **IPE 1001:** Introduction to IPE. In this online course, first-year or second year students from the COM, SOP, SDM, SPM are all enrolled together in a large Institutional online course to learn the fundamentals of IPE. In the first part of the course, students gain knowledge of the four IPE competencies through online modules involving reading assignments, PowerPoint slides, and online quizzes. In the second part of the course, students are broken out proportionately into small interdisciplinary groups of 20 students each. Here, students collaborate together by applying their IPE knowledge to a series of case scenarios related to each IPE competency through asynchronous online forum group discussions. Faculty from all professional schools facilitate these online discussion groups. Students must pass this IPE course with a minimum of 80% to pass the host course in which this IPE course is embedded, but does not impact the final grade in the host course. However, for pharmacy students, the numeric score earned in IPE 1001 partially contributes to the final course average in the host course. Host courses are listed in the table below.

| School | Campus | Host Course # | Host Course Name | Year of Student |
|--------|------------|---------------|------------------------------|-----------------|
| COM | Erie | HPO 1006 | History & Physical I | First Year |
| COM | Bradenton | CLE 1002 | Clinical Examination I | First Year |
| COM | Elmira | HPO 1006 | History & Physical I | First Year |
| COM | Seton Hill | HPO 1006 | History & Physical I | First Year |
| SDM | Bradenton | GPD 1001 | General Practice Dentistry I | First Year |
| SOP | Erie | APC 1003 | Applied Patient Care III | First Year |
| SOP-DE | Erie | APC 1004 | Applied Patient Care IV | Second Year |
| SOP | Bradenton | APC 1003 | Applied Patient Care III | Second Year |
| SPM | Erie | HPO 1006 | History & Physical I | First Year |

2. **IPE 1200: Applied IPE - Clinical Case Scenario.** In this standalone non-credit online course students improve their IPE skills by working together in small, online discussion groups through a computerized IPE case-scenario tutorial. This online course builds on the IPE 1001- Introduction to Interprofessional Education course. IPE course goals are achieved through five online discussion forums where students apply their learning in the four interprofessional competencies. Each student engages in active learning of interprofessional care through the course materials and is assessed on the course content, its importance, and relevance in the health professions. Students from LECOM’s health professions schools are proportionated into groups of 10 with a faculty facilitator to work through the case scenario to review, hone, and put into practice their IPE behavioral skills involving communication, roles, teamwork, and ethics. Students must pass this course with a minimum of 80% or will be sent to their respective School’s student disciplinary committee. The table below lists where this IPE course occurs in the curriculum of the professional programs, campuses, and student years:

| School | Location | Year of Student |
|--------|-----------------|-----------------|
| COM | Erie | Second Year |
| COM | Seton Hill | Second Year |
| COM | Elmira | Second Year |
| SOP | Erie | Second Year |
| SDM | Erie & Defuniak | Fourth Year |
| SPM | Erie | Second Year |

3. **IPE 2001: Reflections in Inter-Professional Care.** In this final online course, all final-year medical and pharmacy students close the loop in LECOM’s IPE curriculum by critically analyzing a memorable IPE learning experience encountered during clinical rotations that left an indelible impression. In experiential learning, where students learn through experience, reflection is central. In this online course, students first review the IPE Competencies through required readings, videos, and a short quiz. Then, students create a reflective analysis paper of the remarkable IPE encounter they experienced by applying the reflect rubric, which enables students to understand and reflect upon the importance and process of inter-professional care in collaboration within a variety of health professions students. This low-burden, high-impact course is designed to allow all medical and pharmacy students, regardless of campus location, the opportunity to embrace effective IPE and to develop elements of competence in the four Interprofessional Education Collaborative (IPEC) domains. Students must pass this senior-level IPE course with a minimum of 80% to pass the host course in which this IPE course is embedded, as listed in the table below:

| School | Location | Host Course # | Course Name | Year of Student |
|----------|------------|---------------|------------------------------|-----------------|
| COM | Erie | DOR 1036 | Senior Capstone | Fourth Year |
| COM | Bradenton | DOR 1036 | Senior Capstone | Fourth Year |
| COM | Seton Hill | DOR 1036 | Senior Capstone | Fourth Year |
| COM | Elmira | DOR 1036 | Senior Capstone | Fourth Year |
| COM-PCSP | Erie | DOR 1036 | Senior Capstone | Third Year |
| COM-APAP | Seton Hill | DOR 1036 | Senior Capstone | Third Year |
| SOP | Erie | PPE 1005 | Pharmacy Practice Essentials | Third Year |

| | | | | |
|---------------|-----------|----------|------------------------------|-------------|
| SOP-DE | Erie | PPE 1005 | Pharmacy Practice Essentials | Fourth Year |
| SOP | Bradenton | PPE 1005 | Pharmacy Practice Essentials | Fourth Year |
| SPM | Erie | TBD | TBD | Fourth Year |

Additional IPE Experiential Learning Opportunities in the curriculum:

1. LECOM IPE RESEARCH DAY: The annual LECOM research day is an IPE event where students from all schools come together to view and discuss research posters and presentations. LECOM IPE RESEARCH DAY is held at the Erie campus each Fall semester and at the Bradenton campus each Spring semester.
2. Interprofessional clinical opportunities exist in the dental clinics (involving medical and pharmacy students) and at the LECOM Senior Living Center in Erie, PA, the latter of which was funded by a major national foundation award for the LECOM LIGHT grant. Other opportunities have included Mental Health First Aid for Veterans, Mental Health First Aid, and the Yellow Ribbon program.
3. Most clinical rotations include interprofessional collaborations among students, preceptors, and other healthcare professionals where LECOM students get to learn from and experience IPE collaborative practice.

2.4. COM ACADEMIC POLICIES AND PROCEDURES

2.4.1. Policy and Procedure for Final Grade Appeals

2.4.1.1. Cause for Final Grade Appeals

In order to appeal a final grade, a student must offer convincing arguments that good cause exists for mandating a change of grade. A request for a grade appeal is not automatically granted.

- A. Each of the following reasons, if supported by sufficient evidence, shall constitute “good cause”:
 - Assignment of a grade that is malicious and/or discriminatory: i.e., in determining the grade, the Course Director or Coordinator, Program Director, Clinical Preceptor or Systems Co-coordinator (“professor”) clearly did not apply the same standards used for grading other members of the class whose work and behavior were similar to those of the appealing student.
 - Assignment of a grade that is arbitrary and/or capricious: i.e., the professor had apparently no discernible rationale for arriving at the grade given.
 - Assignment of a grade that has resulted from human error: i.e., the professor reported an incorrect grade as the consequence of a mistake in computation, in recording or in some other mechanical aspect of the grading process. In such instances, it is assumed that the error will be corrected as a result of Step 1 of the Appeals Procedure (Faculty-Student Conference).
- B. The following reasons do not constitute “good cause” for the purposes of appealing a grade:
 - Disagreement with the course or systems requirements established by the professor.
 - Disagreement with the grading standards established by the professor.

- Disagreement with the judgment of the Professor in applying the grading standards so long as they have made a reasonable effort in good faith to be fair and consistent in exercising that judgment. Good faith on the professor's part shall be presumed unless the student can offer convincing arguments to the contrary.
- The student's desire or "need" for a particular grade, while compelling to the individual on a personal level, shall not be considered "good cause" for purposes of appeal.
- Scoring less than 70% on a remediation examination or in a remedial course for the College of Medicine.

2.4.1.2. Procedure for Final Grade Appeals in the College

Step 1: Faculty/Student Conference

A student wishing to appeal a final grade shall confer with the faculty member or preceptor who assigned the grade and inform the appropriate Associate/Assistant Dean in writing. In the first and second years of the program, the Associate/Assistant Dean should be notified in writing. In the third and fourth years of the program, the Associate/Assistant Dean of Clinical Education should be notified in writing.

First and Second Years

- The student-faculty member conference must take place within ten (10) working days after official notification of the grade from the registrar's office.
- If either the student or faculty member wants the conference to take place in the presence of a third party, a request must be submitted to the appropriate Associate/Assistant Dean who will appoint a member of the institution to sit in on the conference.
- The student shall explain the reasons for appealing the grade (see [2.4.1.1 Cause for Final Grade Appeals](#)), and the faculty member shall explain the reasons for assigning the grade.
- If the faculty member believes the grade should not be changed, the student shall be notified in writing (with a copy to the Associate/Assistant Dean) within five (5) working days after the conference has occurred.
- The Associate/Assistant Dean will consider all the facts presented by the student and faculty member and make a decision regarding any grade change based on the criteria listed in [Section 2.4.1.1 Cause for Final Grade Appeals](#).
- The student will be notified in writing within ten (10) working days of the Associate/Assistant Dean's decision.

Third and Fourth Years

- The Associate/Assistant Dean of Clinical Education will consider all the facts presented by the student and preceptor and make a decision regarding any grade change based on the facts.
- The student shall be notified in writing of the Associate/Assistant Dean's decision within a reasonable time.

Step 2: Appeal to the Student Promotion and Graduation (SPG) Committee

If the student is not satisfied with the decision of the Associate/Assistant Dean, they may file an appeal to the SPG Committee.

- This appeal must be submitted in writing, addressed to the Chairperson of the SPG Committee, and shall contain the student's reasons for appealing the grade. (See Section [2.4.1.1 Cause for Final Grade Appeals](#)).
- The appeal should be made within ten (10) working days after the student receives the written notification from the Associate/Assistant Dean.
- Within a reasonable period of time, usually five (5) working days, the Chair of the SPG shall notify the student and faculty member in writing of the date, time and place of a scheduled SPG hearing. The student and faculty member involved will be permitted to attend the meeting and present their concerns to the SPG Committee.
- After considering all the facts, the SPG Committee will make a recommendation to the Dean or Associate Dean of Academic Affairs of Bradenton, FL concerning the adoption, reversal, or revision of the decision of the Associate/Assistant Dean. Following review of the SPG Committee's recommendation, the Dean will render a decision and provide written notice of that decision to the student and the faculty member. The notice shall also inform them of the right to appeal the decision to the President of the College.

Step 3: Appeal to the President

- The faculty member or the student may appeal the decision in writing to the President within ten (10) working days. No grade shall be recorded until the time limit is up or a release signed by the student is on file. Appeals should be sent to LECOM to the attention of the Office of the President.
- The decision of the President is final. The President shall notify the student and the Dean/Associate Dean of Academic Affairs of the decision in writing.
- The Dean/Associate Dean of Academic Affairs shall notify the registrar within a reasonable amount of time (usually five (5) working days) in writing of the final decision.

2.4.2. Satisfactory Academic Progress Policy

A student is considered to be making satisfactory academic progress if the grade received for each course, system, module, or rotation is 70% (C) or greater. Any grade below a 70% (C) must be successfully remediated as described in Section [2.4.5](#) prior to the student advancing to the next academic year. Any incompletes must also be resolved and removed from the record prior to progression to the next year, except in courses in the Masters Programs. Exceptions to this policy will be made on an individual basis. This policy applies to all students regardless of whether or not they receive Title IV funding (Federal Direct Loans).

Evaluation by the Student Promotion and Graduation (SPG) Committee occurs no later than the end of each semester or financial aid payment period. The SPG Committee notifies Financial Aid so that a notification can be made to the student about financial aid warning status. A student who has failed any course, system, module, or rotation will be assessed pursuant to the rules in Section [2.4.5 Remediation](#).

If a student is permitted to remediate and continue to the next semester or payment period, a financial aid warning will be issued to the student. While on financial aid warning status the student may continue

to receive Title IV funding (Federal Direct Loans) for one additional semester or financial aid payment period. If the student fails to achieve satisfactory academic progress while on financial aid warning status, the student will not be eligible for additional financial aid until all requirements for satisfactory academic progress have been achieved. The financial aid warning will be issued to the student at the time the SPG Committee determines the satisfactory academic progress status of the student or prior to the start of the next semester or payment period.

Financial aid warning is defined as a status assigned to a student who fails to make satisfactory academic progress at the end of the semester or payment period and the SPG Committee allows the student to continue to the next semester and receive financial aid.

The coursework for students at LECOM is offered in sequence. A student who is unsuccessful with remediation at the end of an academic year will be evaluated by the SPG Committee according to the established procedure and will be required to either repeat the entire year or be dismissed. LECOM policy requires a pace of 100% progress (completed course credits/attempted course credits) per academic year. Students who are repeating are not eligible for federal financial aid during any semester or semesters in which they are repeating already taken course work.

In the College of Osteopathic Medicine, during the clinical phase of the curriculum, students must pass the NBOME COMLEX-USA Level 1 to continue with their third-year clinical rotations. The NBOME COMLEX-USA Level 2-CE exam must be passed during the fourth-year clinical rotations (third year for PCSP and APAP students). See Section 2.4.7 for more details regarding the NBOME COMLEX USA exams. To progress from year three into year four, students must also pass the six core Subject (Shelf) exams, all other required coursework, including completing all rotation assignments and securing all rotation evaluations. In the fourth year, students must pass two additional LECOM subject exams in Ambulatory Medicine and Emergency Medicine. These requirements must be fulfilled to be considered making satisfactory academic progress. Students will be evaluated at the end of each clinical rotation by their preceptor, Regional Dean, and Clinical Education Office.

Students enrolled in the four-year COM programs must complete all requirements for graduation within six years of matriculation. If a student is unable to meet the maximum timeframe allotted for their program, they would be dismissed. If a student in the three-year COM program is unable to maintain satisfactory academic progress in the program, the student will be required to enter the four-year COM program and must complete the program within six years of the original matriculation date. A student must progress through the curriculum at a pace that enables them to graduate in the maximum time allotted.

The SPG Committee, charged with monitoring satisfactory academic progress, makes its recommendations to the Dean or Associate Dean of Academic Affairs.

If a student fails to achieve satisfactory academic progress while on “Financial Aid Warning” status, they **will not** be eligible for financial aid until all requirements for satisfactory academic progress have been achieved. A student may reestablish eligibility to receive assistance under the Title IV, HEA programs by coming into compliance with the rule that all courses, systems, modules, rotations, and subject exams are passed. See Section 2.4.5 [Remediation](#). See Section 3.6 [Satisfactory Academic Progress for Financial Aid Recipients](#). If the time required to complete all remaining curriculum at any time extends beyond the six-year rule, the student will be immediately dismissed without the right to appeal.

2.4.3. Promotion

- Promotion is defined as progression from one academic year to the next.
- The faculty will recommend students to the Dean for promotion.

- A student will not be recommended for progression to the next academic year with any outstanding grades of Incomplete (I) or Failure (F). COM students must have a cumulative grade point average of 2.0 or above.
- Third year students cannot advance to the fourth year until they pass all 6 of the NBME Clinical Subject Examinations, or successfully remediate any failed subject exam. Students who have failed 3 or more subject exams must pass the comprehensive exam. Students will not be approved to take COMLEX Level 2 CE until they have an acceptable comprehensive exam score. Students in the PCSP and APAP Programs must pass all six (6) NBME Clinical Subject Examinations, or successfully remediate any failed subject exam. Students will not be approved to take COMLEX Level 2 CE until they have an acceptable comprehensive exam score. or remain in their respective programs and to continue the rotations. Both the third-year and fourth-year students may not be recommended for progression to the next academic year or for graduation with any outstanding grades of Incomplete (I) or Failure (F).
- Fourth year students must pass LECOM subject exams in Ambulatory Medicine and Emergency Medicine along with all other requirements in order to graduate. This includes COMLEX Level 2CE plus all required rotations.
- When considering a student for promotion, the student's professional, ethical, and personal conduct will also be taken into consideration. Therefore, a student must adequately conform to the standards set forth in the Academic Catalog and Student Handbook to be eligible for promotion.
- A student will be promoted only if all academic, legal, and financial requirements to LECOM are satisfied.

2.4.4. Probation

- A. Probation is defined as the time during which a student's academic progress will be closely monitored by the SPG Committee and the Dean. The Dean will specify the probationary period.
- B. A student in the College of Osteopathic Medicine may be placed on Conduct or Disciplinary Probation as a result of seriously deficient ethical, professional, personal or illegal conduct.
 - 1) Members of the faculty or administration will render a special report in writing to the SPG Committee regarding any student whose professional or personal conduct is deemed unsatisfactory. Professional and personal conduct includes, but is not limited to, the lack of attendance, cooperation with instructors, interest shown in assigned work, appropriate attitude toward peers and associates, attendance at regularly scheduled meetings with faculty advisors or personal appearance appropriate to the circumstances.
 - 2) The terms of probation for ethical, professional, or personal conduct will be specified at the time the student is placed on probation by the SPG committee.
- C. A student of the College of Osteopathic Medicine may be placed on academic probation upon failure of a course, system, module or for other cause as stated in this document, such as seriously deficient ethical, professional, personal or illegal conduct.
- D. When a student is placed on probation, the chair of the SPG committee will notify the student and the student's faculty advisor/regional dean in writing of the reasons for probation. The Committee will ascertain when the terms of the probation have been satisfied and recommend to the appropriate dean that probation can be rescinded. A copy of this letter will be placed in the student's permanent file if the probation is "Disciplinary."

- E. A student on probation may not serve as an officer of an official LECOM club or organization or receive any LECOM scholarship funding and shall not engage in time consuming extracurricular activities.
- F. A first-year or second-year student of the College on probation must meet with their faculty advisor at least every two weeks. A third-year or fourth-year student on probation must contact the Office of Clinical Education monthly. The student will remain on probation until the following minimally acceptable standards are met:
 - 1) The student will be removed from probation when the specified courses, systems, modules, or rotations have been remediated according to the following remediation section.
 - 2) The student will be removed from probation when the specified terms of probation for ethical, professional, or personal conduct are met.
 - 3) Students in their final year are subject to SPG Committee review prior to removal from probation.
- G. Probation should be regarded as a serious matter and is official notice to the student that the quality of the student's performance during the probationary period must improve in order to remain eligible to continue in the College of Osteopathic Medicine. Any student who fails to improve their performance in the areas identified by the SPG Committee during the probationary period may continue on probation, be suspended, be asked to withdraw, or be dismissed from LECOM.
- H. Any student charged with a felony will be suspended until the charges are resolved. Time off during suspension will be counted in calculation for the six-year rule.

2.4.5. Remediation

2.4.5.1. Policy Statement

Remediation is to be regarded as a privilege, which must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of resources available to them. All remediation during the pre-clinical training will occur at the end of the academic year. Remediation during clinical training may occur at any time of the year. Remediation rotations will be determined by clinical education and may require the student to participate in an in-person remediation rotation at a LECOM campus or designated LECOM Regional campus site.

If a student receives a failing grade in a course, system, DSP module, PCSP module, PBL module, or clinical rotation, that student will be reviewed by the SPG Committee and procedures for remediation will be recommended by the Committee to the appropriate Dean. Students taking a remedial examination must score 70% or greater in order to pass for the College of Osteopathic Medicine. There will be no appeals of the remediation grade. However, the highest grade a student may earn through remediation is 70 (C), and this grade will be recorded on the transcript along with the failed grade.

Any fees associated with remediation shall be collected by the Pre-Clinical Office and sent on to the Bursar.

2.4.5.2. Procedures for the College of Osteopathic Medicine

In reviewing the student's academic deficiencies, the following guidelines shall be used:

- A. The SPG Committee will consider all Failure (F) grades for a course, module, etc. as requiring remediation. Students with multiple failures within the academic year may be

- required to remediate, to repeat the year or may be dismissed. Courses, systems, modules of three credit hours or more are classified as major courses and failure of two major courses or a combination of one major and two minor courses (including remedial courses) may result in the student having to repeat the year or being dismissed.
- B. Educational objectives in remediation are the same as the educational objectives used for the regular curriculum. Where deemed appropriate, the SPG Committee, after consultation with the Course Instructor, Systems Co-Coordinator, Director of LDP, Director of PBL, Director of DSP, Director of PSCP, Director of APAP or the appropriate Dean may recommend **any** of the options listed below for the student according to their learning pathway.
- C. Students who do not achieve a cumulative grade point average of 2.0 or greater by the end of the academic year will be required to repeat the year, regardless of the number of courses failed, subject to review by the SPG Committee.
- D. Students who fail to reach and maintain appropriate academic achievement are identified as “at risk” and will be monitored by the Associate/Assistant Preclinical Deans.
- Students who are below a 2.5 grade point average at the end of the first year or fall below a 2.5 during the second year are identified as high-risk students for failing COMLEX-USA Level 1 Examination and will be closely monitored during the Convergence Course and Clinical Education Enrichment rotation.
 - Underperformance on any preclinical diagnostic exams during the Convergence Course may result in the student being required to use additional time for COMLEX-USA Level 1 preparation. Adequate performance in the Convergence Course and Clinical Education Enrichment rotation-as determined by the Board Preparation Team will be required for the student to sit for the COMLEX-USA Level 1 examination.
- E. A student who is granted the opportunity to repeat an academic year due to academic hardship or other types of hardship will-be permitted to repeat only one, singular academic year during their matriculation at LECOM. Repeating successive, or multiple years will not be permitted. In these circumstances, any future academic underperformance that would typically result in repeating that academic year will result in dismissal of a student who has already been granted a repeat year previously.

Lecture Discussion Pathway

Students scoring between 65% and 69% in a course or system will take a comprehensive remediation examination.

- A remedial examination fee will be assessed to all individuals taking a remedial exam. The fee must be paid to the Pre-clinical Office prior to the student taking the remedial exam.
- Failure of the remedial exam will result in the student being considered in a similar manner to those students receiving less than 65% in a course or system. (See below).

Students scoring below 65% in a course or system will be required to complete a tutorial course and take a remedial examination(s). Students will be charged an additional fee for on-campus course remediation. The tutorial may include, but is not limited to, the following:

- Special projects or studies in the deficient area(s).
- Participation in a directed or self-study course.

The SPG Committee may require students to take a course off-campus. Students electing to do off-

campus remediation must have the approval of the SPG Committee. The student will be responsible for registration and any fees involved in those courses.

Problem-Based Learning Pathway

Any student who achieves an overall score of less than 70% in a course will be deemed to have failed. At the discretion of the SPG Committee, PBL pathway failures will be remediated as follows:

- A remedial examination fee will be assessed to all individuals taking a remedial exam. The fee must be paid to the Pre-clinical Office prior to the student taking the remedial exam.

LECOM Erie/Seton Hill/ Elmira:

- If a student scores below 65% in a PBL course, the SPG Committee may recommend the student for dismissal or for repeating the year.
- Students scoring between 65% and 69% will take a remedial examination. The remedial examination will be comprised of questions on learning issues from the PBL pathway course/module failed. Students permitted to remediate will undertake a remediation curriculum and remediation examination on-campus.
- Failure of the remedial examination will result in the student being retested on areas that were identified as deficiencies.

LECOM Bradenton:

- If a student scores below 65% in a PBL course, the SPG Committee may recommend the student for dismissal or for repeating the year.
- Students scoring less than 70% in a PBL course will undertake remedial curriculum with learning issues that are assigned from the PBL pathway module failed.
- Students permitted to remediate will undertake a four week on-campus remediation curriculum and comprehensive remedial examinations. The remediation curriculum will focus on areas where knowledge competency has not been demonstrated. The remedial examination will be comprised of questions on learning issues from the PBL pathway course/module failed.
- Students will take two remedial examinations on-campus. An average score of 70% or greater will be required to pass remediation.
- Failure of the remedial examination will result in the student taking a second exam focusing on areas that were identified as deficiencies. If the student scores <70% on this exam the SPG Committee may recommend the student for dismissal or for repeating the year.

Directed Study Pathway

Students scoring between 65 and 69% will take a comprehensive remediation examination.

- A remedial examination fee will be assessed to all individuals taking a remedial exam. The fee must be paid to the Pre-clinical Office prior to the student taking the remedial exam.
- Failure of the remedial exam will result in the student being considered in a similar manner to those students receiving less than 65% in a course or system. Students will be charged an additional fee for on-campus remediation.

Students scoring below 65% in a course or system will be required to complete a tutorial course and take a remedial examination(s). The tutorial may include, but is not limited to, the following:

- Special projects or studies in the deficient area(s).
- Participation in a directed or self-study course.

The SPG Committee may require students to take a course off-campus. Students electing to do off-campus remediation must have the approval of the SPG Committee. The student will be responsible for registration and any fees involved in those courses.

Primary Care Scholars Pathway

Students achieving below the 70% level on any module or course will be reviewed by the SPG Committee for permission to remediate.

For OMS 1 PCSP Students:

1. Students scoring between 65 and 69% in a single course or module will be given the opportunity to remediate by taking a remedial examination. This examination will be given at the end of the academic year. The following outcomes are possible:
 - a. The student scoring 75% or greater on the remedial examination will be permitted to continue in the PCSP program.
 - b. The student scoring less than 75%:
 - Option 1: The student may be removed from the PCSP program and switched to enter a different learning pathway as determined by SPG. The student must follow the procedures of the handbook for remediation of that pathway entered.
 - Option 2: The student may be dismissed from the college.
2. Students scoring between 65% and 69% in more than one course or module will be removed from the PCSP program and be permitted to enter a pathway determined by the SPG Committee. Remediation will follow the guidelines outlined in the handbook for the pathway entered.
3. Students scoring below 65% in any one course or module will be removed from the PCSP Program and may be permitted to enter a pathway determined by the SPG Committee. Remediation follows the guidelines outlined in the handbook for the pathway entered.
4. Students performing in any other combination of failure possibilities are referred to the SPG Committee for determination of status.

For OMS2 PCSP Students:

1. Students scoring between 65 and 69%, in **a single** course or module, are given the opportunity to remediate with a comprehensive examination. The examination is to be given after the end of classes in the pre-clinical OMS2 Year, **before starting rotations.** The following outcomes are possible:
 - a. The student scores 75% or greater in the examination and is permitted to continue in the PCSP program.
 - b. The student scores less than 75% in the exam:
 - Option 1: The student may remediate the course during the first rotation slot of the OMS2 year. The student is then delayed by one month starting rotations and begins with Rotation #2. Rotation #1 is completed after Rotation #9.

Option 2: The student may be offered the chance to repeat the OMS2 year in a pathway as determined by the SPG Committee.

Option 3: The student may be dismissed from the college.

2. Students scoring between 65 and 69%, in **more than one** course or module or scoring below 65% in a course or module the following outcomes are possible:

Option: The student may remediate after the end of classes in the pre-clinical OMS2 Year, **before starting rotations.**

Option 2: The student may be offered the chance to repeat the OMS2 year in a pathway as determined by the SPG Committee.

Option 3: The student may be dismissed.

3. Students performing in **any other combination** of failure possibilities are referred to the SPG Committee for determination of status.

Accelerated Physician Assistant Pathway

Students matriculating in the APAP enroll under the PBL pathway at LECOM at Seton Hill. Academic deficiencies will be handled under the guidelines set forth above in this section under the PBL pathway. Remediation of deficiencies may result in the student being unable to participate in clinical rotations until all remediations are completed. Any missed clinical rotation will have to be completed at the end of the third academic year. Failure resulting in delay of clinical rotations may lead to the student's transfer to a four-year pathway.

Failure of two or more courses below 65% may require remediation of the courses and transfer of the student to a four-year pathway. SPG may also consider dismissal.

Remediation of Clinical Rotations

In the case of a failing grade in any competency on any rotation, or a failure in the total grade of any rotation, the student may be required by the SPG Committee to remediate the rotation.

The Associate/Assistant Dean of Clinical Education may assign the site and the preceptor of any remedial or subsequent rotation. See the Clinical Clerkship Handbook for more information on when and how the remediation will be scheduled. The student may be charged on a pro rata basis for the cost of any required make-up rotations. In addition, the student may be required to obtain academic or professional counseling.

Students failing two or more rotations within an academic year will be required to meet with the Chairperson of the SPG Committee to discuss their academic progress. The Chairperson of the SPG Committee will report the results of the meeting to the SPG Committee. The SPG Committee may recommend the following:

- Repetition of the academic year; or
- Dismissal from the College.

In addition, the student may be required to obtain academic or professional counseling.

For successful completion of the third year and to proceed into the fourth year, and for graduation following the third year for APAP and PCSP students, students must pass six NBME Clinical Subject

Exams and the comprehensive exam. Outstanding failures will be handled as follows:

- Failing any subject exam will require the student to complete a remediation process of the pertinent material as directed by the Associate Dean of Clinical Assessment and Integration.
- Students with three failures are required to take and pass a comprehensive exam even if they have successfully remediated one or more of the failures.
- Students who fail their first comprehensive exam will not be able to move into their 4th year and will be placed off schedule until they pass the comprehensive exam.
- Students who fail their second comprehensive exam will be required to take a formal board review course before they take their third comprehensive exam. The students will remain off cycle until they are able to pass their comprehensive exam.
- When it has been determined that a student should repeat their third year, they will take the comprehensive exam following their completion. If a student is unsuccessful on the comprehensive exam, they will be permitted one more attempt. If a student is unsuccessful in this attempt, the SPG Committee will recommend dismissal.
- The highest grade a student may earn through remediation is a C (70%). The remediation grade will be recorded on the transcript along with the original failed grade.
- Any student who is required to remediate a rotation will be notified in writing by the Clinical Education Office within a reasonable period of time, generally within fifteen (15) working days after receiving the student's grades from the preceptor to the Clinical Education Office or Office of the Registrar.

Grades earned during an attempted remediation will be reviewed by the SPG Committee and the Dean of Academic Affairs. Failure to earn a passing level of 70% in remediation may result in dismissal from the College.

Decisions regarding remediation of a rotation will be made on an individual basis after considering all pertinent circumstances. The decision will be made by the Dean of Academic Affairs based upon the recommendations of the SPG Committee. The SPG Committee will base its recommendations on the student's academic record and consideration after consultation with the Preceptor, and/or the Associate/Assistant Dean of Clinical Education, as well as the student involved, when appropriate.

APAP students who fail two or more rotations or more than two NBME clinical subject exams will not be allowed to continue within the pathway, with their matriculation converting to the four-year curriculum. In addition, they may be required to repeat all or part of the academic year or face academic actions up to dismissal from the College.

PCSP students who fail two or more NBME clinical subject exams may remediate with a comprehensive exam. PCSP students will follow the procedure outlined for remediation of subject exam failures in the four-year pathways.

2.4.5.3. Remediation Expenses

Remedial examinations require a \$100.00 processing fee paid in advance. For course remediation, students will be charged an additional fee of \$500.00 for on-campus remediation. All remediation fees should be delivered to the Preclinical Office, and all fees must be paid in full and in advance of the start of the remediation process.

If the student at the end of the academic year is still considered to be making unsatisfactory progress and

must remediate, they may be removed from the list of financial aid recipients. Refer to Satisfactory Academic Progress Standard for Financial Aid Recipients in this document.

Students attend remediation courses at their own expense. Remediation is not covered by any financial aid and cannot be considered an expense item on the next academic year financial aid budget. Appropriate instructional fees for on-campus remediation will be determined by the COM.

2.4.5.4. Repeating the Year

A student granted permission to repeat the academic year may do so only once, for one singular year, during their matriculation at LECOM. Permission will not be granted for any additional repeat years. Failure to make academic progress after repeating the year will result in dismissal. A repeating student shall be responsible to pay all tuition and fees through private financing as federal loans are not available until academic progress is made. Repeating students must pay 25% of tuition and fees and their full balance due for disability insurance and health insurance prior to returning as a repeater. Funds for their remaining balance must be in place prior to the end of the second week of the semester to be permitted to continue attending LECOM as a repeater. Any repeated year is counted against the six-year limit rule mandated by AOA-COCA (see Section [2.4.19 Maximum Length of Completion](#)).

Students who are unsuccessful in passing an academic year and are granted the right to repeat the year must do so at the campus where they were originally admitted. Repeating students will not be permitted to change campus location.

2.4.6. Dismissal

LECOM may dismiss a student at any time if circumstances of a legal, moral, behavioral, ethical, health or academic nature justify such an action if it is deemed necessary to safeguard its standards of scholarship, conduct, and orderly operation.

The SPG Committee may recommend dismissal of a student for any of the following reasons:

- A. Receiving a grade of Failure (F) or below 70% in a remediated course, system, module, or clinical rotation for the College of Osteopathic Medicine
- B. A student fails any additional course after being permitted to repeat an academic year.
- C. Receiving a grade of Failure (F) in two clinical rotations
- D. Receive two failures in one semester of an academic year.
- E. Unsatisfactory professional or personal behavior in any of the following areas:
 - 1. Attendance;
 - 2. Cooperation with instructors;
 - 3. Interaction with fellow students, associates, LECOM or clinical site personnel;
 - 4. Approach to and interaction with patients; or
 - 5. Personal appearance is not in compliance with the LECOM dress code.
- I. Failure to demonstrate continued academic and professional growth and achievement.
- J. Failure to successfully complete NBME Clinical Subject Examinations.
- K. Failing the Comprehensive Osteopathic Licensing Examinations (COMLEX) as set forth in the policies of LECOM, by the National Board of Osteopathic Medical Examiners (NBOME)

Inc. and meeting the standard set forth by COCA. (See Section 2.4.7 National Board of Osteopathic Medical Examiners, Inc. Examination).

- L. Conviction of a felony or a crime involving moral turpitude.

This list is not all-inclusive. The academic record of any student who has been dismissed will be a part of the data reviewed if the student applies for re-admission. If the student seeks re-admission, the student must go through the admissions process.

2.4.7. National Board of Osteopathic Medical Examiners, Inc. Examination (NBOME)

The examination given by the National Board of Osteopathic Medical Examiners (NBOME) is divided into three levels, referred to as the Comprehensive Osteopathic Medical Licensing Examination (COMLEX). The COMLEX-USA Level 1 examination is taken at the end of the second year. The COMLEX-USA Level 2-Cognitive Evaluation (CE) is taken at the end of the third year or after successful completion of the subject examinations for the PCSP and APAP students per the Procedure Manual. The COMLEX-USA Level 3 examination may be taken in accordance with NBOME policy. LECOM encourages students to take the exam as early as possible following graduation. Students are responsible for the examination fees required for each examination administration.

All medical students are required to pass COMLEX-USA Level 1 and COMLEX-USA Level 2-CE of the National Board of Osteopathic Medical Examiners examination as required by AOA COCA.

- A. Passing the COMLEX-USA Level 1 is a requirement for advancing in the clinical phase; passing COMLEX-USA Level 2-CE is a requirement for graduation.
- B. A student may not take the COMLEX-USA Level 1 and COMLEX-USA Level 2-CE, and examinations more than three times each. Sponsorship to take a second or third examination is not automatic; permission must be obtained through the Student Promotion and Graduation (SPG) Committee and the Dean of Academic Affairs. Permission to repeat the examination will be based on a review of the student's overall academic performance and professional behavior. If the SPG Committee denies permission to repeat an NBOME examination, the Committee will recommend dismissal from LECOM to the Dean of Academic Affairs.
- C. If a student takes the COMLEX-USA Level 1 and COMLEX-USA Level 2-CE three times without passing, a recommendation for dismissal will be made by the SPG Committee to the Dean of Academic Affairs.

COMLEX-USA LEVEL 1

All students are required to take COMLEX-USA Level 1 exam following successful completion of the preclinical curriculum. Students must obtain approval from the Board Review Team to take the COMLEX Level 1 examination. Students are expected to take COMLEX Level 1 by the end of rotation timeslot 2 of their third year. Students will be required to take a COMSAE during the Convergence Course in the spring semester at which time only students who receive a score 500 or greater on the COMSAE will be allowed to sit for the COMLEX Level 1 examination in May. Those not meeting this benchmark will be reviewed by the Board Review Team which will prescribe an academic plan for each student which may utilize the Clinical Enrichment Elective (CEE) rotation in addition to completing CEE requirements. Student must take a subsequent COMSAE examination schedule by the COM and must reach 450 or greater to be approved to take the COMLEX. All COMSAE results must be shared with the Board Review Team who will monitor student performance until each student qualifies to take

the Level 1 Exam. Students who do not meet the requirements and have not been approved to take the COMLEX Level 1 will have a maximum of 1-year time period from the completion of MS2 year to meet the requirements or be recommended to SPG for dismissal. The Board Review Team on the Erie/Greensburg/Elmira campuses is overseen by the Director/Assistant Director of Board Preparation, Associate/Assistant Dean of Preclinical Education and Associate Dean of Clinical Curriculum Integration and Assessment. The Board Review Team on the Bradenton campus is overseen by the Assistant/Associate Deans of Preclinical and Clinical Education.

DSP/LDP/PBL Pathways

The deadline for taking the examination is August 1st unless a student has received permission from the Board Review Team or the SPG Committee to have additional time for preparation. Once scheduled, any changes to the date of the exam are reported to the Board Review Team immediately.

In addition to the time provided during the preclinical curriculum, students in the four-year-pathways have dedicated time during their first rotation of the third year as a Clinical Education Enrichment (CEE). This virtual rotation provides a combination of clinical reasoning skills along with preparation for the COMLEX-USA Level 1 exam.

Should a student complete the CEE rotation and need additional time based on recommendations from the review team, they can utilize their vacation block. The student will be required to maintain contact with the Board Review Team and take a COMSAE a minimum of seven (7) days prior to taking the exam.

Any student who requires additional time beyond the two rotation timeslots will be “Off Schedule.” Students in this circumstance will be required to enroll in a commercial review program approved by the Board Review Team. Students requiring additional time to prepare will not be guaranteed their original rotation site or sequence. The Office of Clinical Education will assign the student to a site and sequence once the student has taken the COMLEX-USA Level 1 exam and returned to rotations. Failure to take the exam within 12 months of completing the preclinical curriculum will result in the student being recommended for dismissal by the Student Promotion and Graduation Committee.

Students need to be aware that any time off-schedule for board preparation will count towards length of time to complete the DO degree. AOA Accreditation Standards require completion of the DO degree within six (6) years following matriculation. (Element 6.3 COCA Accreditation Standards, July 2023).

PCSP Pathway

Students in the Primary Care Scholars Pathway (PCSP) have a rotation during the month of May dedicated to COMLEX-USA Level 1 preparation. A COMSAE will be administered at the beginning and end of the rotation to determine student readiness. If a PCSP student requires additional study time, they may be required to transition from the three-year pathway to the four-year pathway. If a PCSP student fails COMLEX-USA Level 1, the student will transition to the four-year pathway.

APAP Pathway

Students in the Accelerated Physician Assistant Program will have the same designated time as other PBL students during the Preclinical curriculum to prepare for the COMLEX-USA Level 1 Exam. A COMSAE will be utilized during the Convergence Course to determine student readiness. If an APAP student requires additional study time, they may be required to transition from the three-year pathway to the four-year pathway. If an APAP student fails COMLEX-USA Level 1, the student will transition to the four-year pathway.

FAILURE OF COMLEX USA LEVEL 1 EXAM

First failure

1. Students who fail the COMLEX USA Level 1 exam will immediately be placed on academic probation and withdrawn from clinical rotations.
2. Students will be closely monitored by the Board Preparation Team while preparing to retake the exam.
3. Once the student has retaken the examination, they will be permitted to return to rotations.
4. If a student has a vacation available, this will be used for the first post-failure study block. If no vacation is available, the student will be off schedule. The time off schedule is counted towards length of time to complete the DO degree.
5. Since a student who fails is not making satisfactory academic progress, financial aid will be suspended until the student returns to rotations after retaking COMLEX-USA Level 1. Students will be placed back on rotations as soon as possible following their retake of the COMLEX-USA Level 1 examination.

Second failure

1. If a student fails COMLEX USA Level 1 for a second time, they will be removed from rotations and must petition the SPG Committee for permission to take the exam for a third time.
2. The student will be required to enroll in a commercial board preparation course and maintain weekly contact with the Board Review Team. Failure to comply with this requirement could result in dismissal.
3. The student will be off schedule until a passing score is obtained. This time off is counted towards length of time to complete the DO degree.
4. Since a student who fails is not making satisfactory academic progress, financial aid will be suspended until the student returns to rotations after passing COMLEX-USA Level 1.
5. Students will be placed back on rotations as soon as possible following their successful passing of the COMLEX-USA Level 1 examination.

Third failure

If a student fails COMLEX USA Level 1 for a third time, the SPG Committee will recommend dismissal to the Dean of Academic Affairs.

Sponsorship for COMLEX USA Exams

1. Students must be sponsored by the college at which they are enrolled for their OMS3 year to take COMLEX-USA Level 1.
2. Students who transfer from LECOM to another medical school at the end of the OMS2 year will not be sponsored by LECOM to take the COMLEX-USA Level 1 exam.
3. If a student does not comply with the requirements for approval to sit for the COMLEX-USA Exams, LECOM will notify the NBOME that the student is not eligible to sit for the examination. Refusal to follow the directives of LECOM for taking the COMLEX-USA Exams could result in disciplinary action.
4. If a student is notified by the Preclinical or Clinical Education Office that they are not permitted to sit for COMLEX-USA Level 1, the student must not sit for the exam. Failure to comply will necessitate LECOM cancelling the student's approval for the exam or cancel the student score.

5. If a student is dismissed and still takes the COMLEX-USA Exam following dismissal, or otherwise sits for the exam after being told not to do so by LECOM, LECOM will have the score withheld.
6. Students are required to notify the Board Review Team if they move the scheduled date of their exam. This applies to COMLEX-USA Level 1 and COMLEX-USA Level 2 CE.

USMLE STEP 1 EXAM

Sitting for either USMLE Step 1 or Step 2 is optional for all students. If the student chooses to take USMLE Step 1 during their third year, it must be completed no later than August 1st. This date coincides with the deadline for COMLEX Level 1. Even though taking the USMLE is optional, approval from the Board Review Team will be required in order to clear a student to take this exam. The Board Review Team will use the NBME CBSE, NBME subject exams and/or NBME Self-Assessment Exams as appropriate to judge student readiness for USMLE.

COMLEX-USA LEVEL 2-CE:

All students in the four-year pathways are required to take COMLEX USA Level 2-CE exams following successful completion of the OMS3 year and no later than the start of the 3rd timeslot of their 4th year. This includes either passing all required NBME subject exams and the required comprehensive exam.

1. The first time slot of the fourth year is a Clinical Competency Development (CCD) rotation, which includes preparation for the COMLEX-USA Level 2-CE exam. The grade for the CCD rotation is based on the outcome of the COMLEX-USA Level 2-CE exam in addition to other comprehensive board-like exams and required coursework. See the Clinical Clerkship Handbook for more information on grading.
2. Students are required to take a COMSAE at least one week prior to taking the COMLEX-USA Level 2-CE exam. Failure to do so could result in the student's exam being cancelled.
3. Students scoring >500 on the initial COMSAE exam are eligible to sit for the exam once it opens. Those scoring <500 must utilize the CCD rotation to prepare for COMLEX-USA Level 2-CE in addition to the CCD curriculum. Students with designated risk factors (Failure of COMLEX Level 1; failure of more than 3 subject exams; COMSAE less than 400; or failing 3 subject exams and not achieving a 450 on the COMSAE), will be required to attend an in-person CCD rotation at a designated LECOM campus or LECOM Regional campus site.
4. If a student is not adequately prepared to take the COMLEX-USA Level 2-CE at the end of the first timeslot (those scoring <450 on their repeat COMSAE or as determined by the Clinical Education Assistant/Associate Deans), they must use their vacation during the second timeslot to continue preparation for the exam. Students not meeting minimal COMSAE will be required to attend an in-person remediation rotation at a designated LECOM campus or LECOM Regional campus site.
5. Should the student require additional time to prepare for the COMLEX-USA Level 2-CE exam beyond the second timeslot, and a vacation slot is not available, they will be removed from rotations and be Off-Schedule. Students are required to attend an in-person remediation rotation at a designated LECOM campus or LECOM Regional campus site. Students need to be aware that any time off-schedule for board preparation will count towards length of time to complete the DO degree. AOA Accreditation Standards require completion of the DO degree within 6 years following matriculation. (Element 6.3 COCA Accreditation Standards, July 2023).
6. The student will be deemed to not be making satisfactory progress and financial aid will be suspended until the student returns to rotations after sitting for COMLEX-USA Level 2-CE.

7. Any student requiring additional preparation time may be removed from their assigned rotation sequence. After taking COMLEX-USA Level 2-CE, the Office of Clinical Education will develop a rotation schedule based on the availability of sites and rotations. A student will not necessarily retain the original site selected during their second year.
8. Failure to take the COMLEX-USA Level 2-CE within 12 months of finishing requirements for the third year will result in a recommendation of dismissal by the Student Promotion and Graduation Committee to the Dean.

PCSP Pathway

PCSP students have two rotations that include time for preparation for COMLEX-USA Level 2CE. Students must have passed all six (6) required end-of-rotation Subject exams prior to taking Level 2CE. A failure of the Level 2CE may lead to the student transitioning to the 4-year-pathway.

APAP Pathway

Students must have passed all six (6) required end-of-rotation Subject exams prior to taking Level 2CE. A failure of the Level 2CE may lead to the student transitioning to the 4-year-pathway.

FAILURE OF COMLEX-USA LEVEL 2-CE EXAM

First Failure

Students who fail the COMLEX-USA Level 2-CE exam will immediately be placed on probation and withdrawn from clinical rotations at the conclusion of the current rotation. Students will be required to meet with the Associate/Assistant Dean of Clinical Education and Associate Dean of Clinical Integration and Assessment to develop a study plan. Failure of the COMLEX-USA Level 2CE Exam may result in the student failing the CCD rotation, and remediation will be required for that timeslot.

If a student has an elective available, it may be used for a study month to prepare to retake COMLEX USA Level 2-CE. The student will be required to attend an in-person remediation rotation at a designated LECOM campus or LECOM Regional campus site. If no elective is available, the student will be deemed off-schedule. The student will be considered to not be making satisfactory academic progress and financial aid will be suspended until the student returns to rotations.

The student will return to rotations at the beginning of the next timeslot after retaking COMLEX-USA Level 2-CE.

Second Failure

If a student fails COMLEX-USA Level 2-CE for a second time, they will be removed from rotations and be off schedule. They must petition the SPG Committee for permission to take the exam for a third time. If approved to continue by the SPG Committee, the student will be required to attend an in-person remediation rotation at a designated LECOM campus or LECOM Regional campus site. The student will not be permitted to return to rotations until a passing score is obtained. All time off is counted towards length of time to complete the DO degree.

Third Failure

If a student fails COMLEX-USA Level 2-CE for a third time, the SPG Committee will recommend dismissal to the Dean of Academic Affairs.

COMLEX-USA LEVEL 2-PE

The COMLEX-USA Level 2 PE has been suspended indefinitely as of April 2021. The NBOME extended the use of enhanced attestation guidelines to the Class of 2027. The enhanced attestation avenue allows schools to verify the clinical competencies of students who are not able to take the PE.

2.4.7.1. COMLEX-USA Examination Results

Examination results for all examination levels are released by the NBOME. Students must contact the NBOME directly to request transcripts of their examination results. Students who are required to have examination results sent on their behalf to internship and residency programs must contact the NBOME with their requests. All requests for transcripts must be submitted to the NBOME office in writing, by mail, or fax, and accompanied by the appropriate fee. No requests are taken by telephone. The fee requirements for NBOME transcripts may be obtained by contacting the NBOME.

2.4.8. Letter of Evaluation of the Academic Dean of the College

The Academic Dean's Letter of Evaluation for the College of Osteopathic Medicine is an evaluation of the overall performance of the student. This letter reflects the observations of and interactions with each student that the Academic Dean has experienced during each student's tenure at LECOM. This letter is based on each student's achievement in the LECOM curriculum and will include the student's current overall GPA. With the reports submitted by the Associate Dean of Preclinical Education and the Associate/Assistant Dean of Clinical Education, this letter is intended to present a holistic evaluation of each student. The Dean's Letter is written by the Provost and Dean of Academic Affairs for Erie students, Assistant Dean of PBL for LECOM at Seton Hill, the Associate Dean of Academic Affairs for LECOM at Elmira, and by the Associate Dean of Academic Affairs at Bradenton.

The students' request for a Dean's letter is made electronically through the portal beginning in May of the third year.

2.4.9. Health and Technical Standards

All candidates for the Doctor of Osteopathic Medicine (D.O.) degree must meet specified Health and Technical Standards for admission to LECOM. The following standards have been developed in consideration of the expected competencies expected of a candidate for the D.O. degree and entry into the practice of medicine. The standards represent the knowledge and skills necessary to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

Candidates must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; possess skills in observation, communication, and motor functions; and display mature behavioral and social attributes. Technological compensation can be made for some disabilities in some of these areas, but a candidate must be able to perform in a reasonably independent manner without a trained intermediary. Following matriculation, the student must continuously be able to meet these health and technical standards throughout enrollment at LECOM. (The use of a trained intermediary implies that the candidate's judgment or senses may have to be mediated by someone else's powers of selection and observation.) LECOM will make reasonable accommodations for otherwise qualified students as required by law.

The Admissions Committee will evaluate each candidate according to the requirements of the Health and Technical Standards through review of records, written statements, and interviews. Each candidate will be provided with a copy of the Health and Technical Standards as part of the admission materials. An accepted candidate will be required to sign a statement acknowledging acceptance and understanding of the Health and Technical Standards.

A. Observation

A candidate must be able to observe demonstrations, laboratory sessions, experiments in the basic sciences, including but not limited to: anatomic, physiologic, pharmacologic and microbiologic demonstrations, the gross anatomy laboratory, and OPP demonstrations. A candidate should be able to observe patients of both sexes accurately at a distance and close at

hand. Observation necessitates the functional use of the sense of vision, somatic sensation, and smell. A candidate must also be able to assess asymmetry, range of motion, and tissue texture changes. Thus, it is necessary for a candidate to have adequate visual capabilities to carry out these functions and conduct proper evaluation and treatment integration of all patients.

B. Communication

A candidate must be able to speak, hear, and observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate should be able to communicate effectively and sensitively with patients, peers, and faculty. Communication includes not only speech, but also listening, reading, writing, and the use of computers and other devices. A candidate must be able to communicate effectively and efficiently in oral and written form with all members of a health care team.

C. Motor

A candidate must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic and manipulative maneuvers. A candidate must be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures (proctoscopy, paracentesis, etc.), and read EKG's and X-rays. A candidate must be able to reasonably execute motor movements required to provide general care, osteopathic manipulation, and emergency treatment to patients of both sexes. Examples include cardio-pulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, suturing of simple wounds, and obstetrical maneuvers.

A candidate must be able to demonstrate coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch, hearing, and vision. A candidate must be able to actively participate in laboratory sessions, including anatomy, OPP, and history and physical examination. This requires standing for long periods of time, palpation, auscultation, percussion, and other diagnostic skills. In the history and physical course, a candidate must also be able to perform functions, such as male and female genital exams, eye examinations, phlebotomy, scrub technique, and suturing. A candidate must be able to endure physically and emotionally taxing workloads. Osteopathic Manipulative Treatment (OMT) requires that the candidate be able to maintain upright posture with enough lower extremity and body strength to carry out a wide variety of treatments. A candidate must also be able to effectively respond to patient emergencies and perform physically exerting treatments, such as CPR. A candidate must have the ability to attend classes on a regular basis and meet attendance requirements of all rotation sites.

D. Intellectual, Conceptual, Integrative, and Quantitative Abilities

A candidate must be able to evaluate complex situations quickly and discern solutions. A candidate must be able to communicate their thoughts clearly, effectively, and expeditiously, often under significant stress. A candidate must possess the critical skills of measurement, calculation, reasoning, analysis, synthesis, and problem solving. A candidate should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

E. Behavioral, Social, and Professional Conduct

A candidate must possess the emotional health required for full use of their intellect, the exercise of good judgment, the prompt completion of all responsibilities in the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and

colleagues. A candidate must be able to cope with strenuous workloads and changing environments with flexibility and be able to cope with ambiguity in decision making. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are essential for the successful functioning physician. A candidate must demonstrate an empathic and humanistic approach to colleagues and patients, as well as exhibit compassion, integrity, concern for others, interpersonal skills, interest, and motivation.

A candidate must understand the impropriety of and be prepared to abstain from fraternizing or having sexual relationships with patients or their families.

A candidate must be free of psychopathic or sociopathic behaviors which are contrary to professional and ethical standards. Emotional stability of a candidate is required, along with successful completion of the curriculum. If the emotional stability of a candidate becomes a concern to the administration, an evaluation by a mental health professional may be required. Behavior inconsistent with the standards of LECOM will result in denial of admission or expulsion from the institution.

A candidate with a history of illegal drug use, improper use of prescribed medications, or intemperate use of alcohol will typically not be eligible for admission into the program. A candidate who is identified after admission as having such behaviors will be referred and required to participate in the Physicians Health Program/PRN/Elmira NYS provider.

F. Ethical and Legal

A candidate must maintain and display ethical and moral behavior commensurate with the role of a physician. A candidate must be intellectually honest, ethical, law abiding, and without felony convictions. A candidate must acknowledge felony offense(s) or misdemeanor offense(s) occurring prior to matriculation and/or while enrolled at LECOM. Such disclosure is required of all charges and convictions, including expunged.

A candidate should have no record of suspensions for academic misconduct or behavior showing disregard for the law or other individuals. A candidate must acknowledge institutional action(s) occurring prior to matriculation at LECOM. Institutional action(s) include, but are not limited to, Title IX violations.

A candidate must undergo a state or federal criminal background check at the time of matriculation and may be required to undergo additional background checks prior to clinical rotations. Submitting false statements may be grounds for rescinding acceptance.

G. General Health

A candidate must exhibit and maintain sufficient physical stamina to perform strenuous workloads for long periods. A candidate should be free of chronic debilitating diseases that preclude successful completion of the curriculum. A candidate must be free of active infectious diseases deemed highly contagious in a healthcare setting. Reasonable accommodation(s) will be granted to otherwise qualified students who have a disability. Osteopathic Principles and Practice (OMM) / Osteopathic Manipulative Medicine (OMM) and physical examination includes students practicing on each other such as range of motion, physical examination skills, palpation, and the various osteopathic manipulation techniques. Thus, a student must be able to participate in, perform these skills and demonstrate competency in performing these techniques.

H. Compliance with Monitoring Program

A candidate who is subject to the terms of an agreement with or recommendations from the Physicians Health Program (Pennsylvania), the Professional Resource Network (Florida), the New York Committee for Physician Health, or any similar program in another jurisdiction must be in compliance with the terms of that agreement or those recommendations throughout their matriculation at LECOM. No candidate may engage in clinical activities of any type if deemed unsafe to engage in practice by, or if not in good standing with, one of these programs.

Candidates with Disabilities

LECOM operates in accord with Section 504 of the 1973 Vocational Rehabilitation Act and American Disabilities Act (PL 101-336) and recognizes that certain disabilities may be accommodated without compromising the standards required by the College or the integrity of the curriculum. Thus, LECOM will make reasonable accommodation(s) for otherwise qualified candidates as required by law.

Technological compensation may be made for disabilities in some areas, but a candidate for the D.O. degree must be able to perform in a reasonably independent manner without a trained intermediary. The use of a trained intermediary implies that a candidate's judgment or senses may have to be mediated by someone else's powers of selection and observation. Following matriculation, a candidate must continuously meet the Health and Technical Standards throughout enrollment at LECOM.

Candidates who have questions about or want to request accommodations and/or services should contact [Disability Services](#).

Request for Accommodations

- A candidate who has not been offered admission to the College of Medicine may disclose a disability and request accommodation during the admission process. This is not required unless the candidate wants to request an accommodation for the admission process.
- While medical students can disclose a disability and request an accommodation at any time during their enrollment, students are encouraged to disclose the need for accommodation(s) as soon as possible. Time for documentation review and arrangement of accommodation(s) is necessary and may take up to four to six weeks. Accommodations are not retroactive.
- A candidate who believes they may be eligible for reasonable accommodation(s) are required to contact [Disability Services](#).

2.4.10. Special Environments

Introduction

Medical education occurs in a special environment in which all students must participate in order to satisfactorily complete the course of instruction. Classrooms, laboratories, and clinical facilities require physical, chemical, social, and interpersonal environments in which each student must participate in order to accomplish the educational requirements established for each program. Failure to participate in required academic classes will result in consideration for dismissal from LECOM.

It is recognized, however, that circumstances may arise concerning chemical exposures that require the student involved to make an informed decision concerning continued participation in the environment in question. These special cases include students who believe they are allergic or sensitive to certain chemicals used in some of the teaching environments, and the pregnant student.

2.4.10.1. Students Who Believe They Are Sensitive to Chemicals

It is recognized that hypersensitivity to chemicals in the teaching environment will be a rare event. However, it is also recognized that students may believe that they are allergic or sensitive to certain

chemicals. When students indicate to a professor that they are allergic or sensitive to certain chemicals in the teaching environment, the following actions will be taken:

- A. The student will be directed to the Office of Student Affairs which will inform the student of the following options:
 - The student may wish, at the student's expense, to be medically evaluated. The Office of Student Affairs will assist in identifying a Board-Certified Allergist and may, upon request from the student, assist the student in obtaining an appointment at the earliest possible opportunity.
 - If the student wishes to reduce exposure to the chemicals in question, this may be accomplished by wearing extra clothing and gloves. Students should also consider wearing an appropriate mask.
- B. The student will be given three (3) working days in which to decide on the two options. During this period, if the student decides not to attend the class in question, the absences will not be counted. The student will, however, be held responsible for the material covered and examinations given during the absences. After three (3) working days, if the student has not submitted, their decision in writing, to the Director of Student Affairs, any further absence from courses will be counted against their attendance record, which could result in consideration for dismissal from LECOM.

2.4.10.2. The Pregnant Student

The pregnant student should notify the Office of Student Affairs of their pregnancy so the appropriate deans can be notified. It is recognized that students may become pregnant prior to or during their course of study at LECOM. This poses special problems concerning exposure to chemical agents in the teaching environment because possible effects of many agents on fetal development are unknown. LECOM does not know and cannot determine the potential risk of the teaching environment to the developing fetus. LECOM is not responsible for any developmental damage to a fetus which occurs prior to notification by the student of the pregnancy. If the student wishes to continue in the course in question, the student does so of their own volition knowing that the following options exist. If a student advises the professor that they are (or may be) pregnant, the following actions will be taken:

The student will be directed to the Office of Student Affairs for information to enable the student to make an informed decision regarding the following options:

- Obtain, at the student's own expense, appropriate clothing to reduce their exposure to the potentially harmful chemicals or an appropriate filter mask;
- Take a Leave of Absence from school and resume coursework the following year after the birth of the baby;
- Drop the course and, at the student's own expense, take an approved course at another institution during the subsequent summer session. This option would have to be approved by the SPG Committee as equivalent. The number of courses permitted during the summer session would be extremely limited. This would have to be approved pending review of the student's overall record by the appropriate dean.

2.4.10.3. Participation in Osteopathic Principles and Practices

This is a requirement for College admissions consideration and graduation. One important distinction between the training in osteopathic and non-osteopathic medical schools is the time spent developing the palpatory skills used for diagnosis and treatment. Osteopathic physicians understand that palpation

means examination with the hands and fingers, touching, feeling, or perceiving by the sense of touch. In other words, palpation is the use of touch to examine the body. Palpatory skills are used in all areas of medical practice and are especially important in the evaluation and treatment of the musculoskeletal system. Development of palpatory skills takes place in the first-year and second-year Osteopathic Principles and Practice (OPP) courses. This requires active participation in all laboratory sessions. During the two years, each student will palpate a variety of people, representing both genders and different body types. This simulates the variety of patients seen in practice. Equally important is the experience of being palpated by other students. The experience of being palpated helps the student to understand how palpation feels from the patient's perspective. It also enables students to give important feedback to their partners to help them develop their palpatory skills.

Besides developing palpatory skills, each student will learn the art and skill of manipulative treatment. Again, active participation is required. Each student will treat and be treated by a variety of students of all genders and different body types over the two years. Only by treating a variety of people will the student be prepared to treat the variety of patients seen in practice. The osteopathic profession uses a variety of treatment models, and each student is required to actively participate in skills development with each model. This involves both treating and being treated.

Rarely does a student have a specific physical problem that may contraindicate a specific type of manipulation in a specific location. Any student with a physical problem that contraindicates manipulation is required to contact the Director of Student Affairs before the beginning of the course and present documentation from the treating physician describing the problem. The Director of OPP will review the submitted documentation and formulate a plan for the student to participate in the course. If the problem is confirmed by the examination and review of the documentation, special arrangements will be made concerning the specific problem. Active participation will be required in all laboratory sessions not affected by the problem.

Another important aspect of training is proper dress. To develop the palpatory skills needed to diagnose and treat problems of the musculoskeletal system, it is important to maximize the ability to evaluate tissue texture changes, bony and soft tissue landmarks, tenderness, and range of motion. Required dress for men while being palpated is a pair of sports shorts with an elastic waistband. Women are required to wear a sports bra and a pair of sports shorts with an elastic waistband while being palpated. A T-shirt should be worn when not being palpated. Students requesting dress accommodations must submit the request in writing and be approved by the course director prior to the start of the course.

Practice is necessary for the development of psychomotor skills. Reading and observation, although helpful, cannot develop the skills required to do palpatory diagnosis and manipulative treatment. The diversity of the individuals in each class provides a cross section of the different gender and body types seen in practice. Another benefit of working with a variety of people is the development of psychosocial skills required for effective doctor-patient communication.

2.4.11. Veterans Education

LECOM is an approved institution for the training of students eligible for veterans' benefits. LECOM will consider veteran status in a positive fashion in making decisions regarding admission. The Office of Financial Aid VA-certified official provides personal support and current information on assistance available to the veteran. In accordance with Title 38 US Code 3679 subsection (e), LECOM adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. LECOM will not:

- Prevent the student's enrollment;

- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

2.4.12. Registration

All students are required to register in person on the registration day specified in the applicable calendar. Failure to register on the specified day without prior permission may be grounds for withdrawal. Tuition, fees, and prior debts are payable in full on or before the start of each semester. In addition, prior to registration, incoming students must make sure the College has received the following documents by the deadline assigned in the student's matriculation packet.

- Final official transcripts from previously attended colleges and/or universities;
- Physical examination form;
- Immunization records as outlined on the physical examination form;
- Criminal background check and drug screen;
- Certification Form for OPP Lab Participation and Health and Technical Standards
- Record Release Form
- Signed matriculation agreement;

LECOM reserves the right to rescind the acceptance or make acceptance contingent on the student entering an alcohol or drug treatment program if:

- A prospective student has failed to properly disclose a drug or alcohol incident during the admissions process; or
- A prospective student fails the required pre-matriculation drug and alcohol test; or
- A prospective student is involved in a drug or alcohol incident following completion of the application for admission

Attendance at orientation is mandatory for first year students. Matriculation is subject to satisfactory completion of all academic requirements, including completion of the Immunization Status Report and immunity to all diseases as outlined in the report, and payment of tuition, fees, and other charges to LECOM. Background checks and drug screen must be completed prior to matriculation.

Second, third-year and fourth-year students must provide proof of student health insurance and documentation updating their immunization and yearly Mantoux PPD record, prior to the start of **each** academic year.

2.4.13. Required Equipment

Laptop Computer

All students are required to have a laptop computer. The computer will be used to obtain course notes, access to ExamSoft testing tools, access the Internet, e-mail, and other academic related activities. All incoming students must obtain a laptop prior to the first day of orientation. Students are responsible for all costs associated with ownership of the computer.

Due to the rapid change in computer hardware, LECOM publishes current system requirements on the LECOM website. Students may access this page on the LECOM.edu site. Students should contact the LECOM Information Technology if they have any questions regarding the purchase of a laptop computer.

Medical Equipment

All students are required to purchase the Sphygmomanometer (BP cuff and gauge) and the Diagnostic Kits (otoscope and ophthalmoscope) from the Welch-Allyn Instrument sale in the fall of the 1st year. The student Cost of Education Budget includes an allowance for this required diagnostic medical equipment for all pathways in all locations. This allowance is the designated funds from which the student may borrow.

2.4.14. Academic Advisement

Students are assigned a faculty advisor upon matriculation. If either the student or faculty member does not find the relationship helpful, either is free to seek a change in writing to the appropriate dean or campus director.

The academic advisor-advisee relationship can become one of the most valuable aspects of professional education. It will provide an opportunity to develop sustained individual contact between faculty and students on both academic and personal levels. The College of Medicine requires each student to meet with his or her faculty advisor at least once a month. A student on probation must meet with their faculty advisor at least every two weeks or more frequently as required by the Student Promotion and Graduation Committee (SPG).

2.4.15. Grading and Credit Hours

Educational opportunities available at LECOM are designated as courses, systems, problem-based learning and directed study modules or rotations. A course is a free-standing unit and usually focuses on one specific discipline (e.g., biochemistry course). A system contains multiple disciplines, both basic science and clinical, and usually focuses on one specific organ/body system (e.g., neurosensory system). A problem-based learning module/course is a series of case studies based upon actual patient conditions. A Directed Study module or a Primary Care Scholars module is a free-standing unit focusing on a specific discipline or one specific organ/body system (e.g., biochemistry course or neurosensory system). A rotation is a specific period of instruction in an area of clinical medicine where the student learns from a blended methodology the fundamentals and nuances of the specialty from the mentoring physician. This experience may include bedside instruction, directed readings, discussions, case presentations, attendance at Morning Report, clinical lectures, and work in the Clinical Web-based Curriculum.

At the end of each course, series of problem-based learning modules/courses, directed study module, system or rotation, a grade for each student will be submitted to the registrar. LECOM uses letter grades. A four-value point will be given indicating:

Grade Points

| | | |
|-----------|--------------------------------|-----|
| A | Excellent (Range 90 – 100) | 4.0 |
| B | Good (Range 80 – 89) | 3.0 |
| C | Satisfactory (Range 70 – 79) | 2.0 |
| F | Failure (Range of 69 or below) | 1.0 |
| AU | Audit | 0.0 |
| I | Incomplete | 0.0 |
| Pass/Fail | Pass/Fail | 0.0 |
| W | Withdrawal | 0.0 |
| WP | Withdrawal/Pass | 0.0 |
| WF | Withdrawal/Fail | 0.0 |
| Cert | Certification | 0.0 |

Only in exceptional circumstances and only with the approval of the Student Promotion and Graduation (SPG) Committee can curving/adjustments in overall class grades be made. Bonus/extra credit points will not exceed 5% of the total points of a course or system. Each Course or System Syllabus will contain the grading policies for the course or system. Calculation of grades for rotations is described in the *College of Osteopathic Medicine Clinical Clerkship Handbook*. Grades midway between two grade points will be rounded up to the next higher integer.

Courses are rated at fifteen instructional hours per credit hour. Clinical experience credit hours are calculated based on an expected time that students will either be in hospitals, private practices, or other such clinics, for a minimum of 40 hours per week during 4-week rotation periods. Outside of on-site clinical time, students are expected to complete curricular content and additional required preparation for clinical duties as stipulated by the preceptor.

Per the U.S. Department of Education, a credit hour is defined as:

“An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates not less than:

- 1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately 15 weeks for one semester or trimester of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
- 2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicums, studio work, and other academic work leading to the award of credit hours.”

A cumulative grade point average will be calculated and posted on the transcript.

Class ranking is available upon request from the Office of the Registrar and is based on actual grade percentages earned in each course. Class rank for students of the College is available at the end of the first year, first semester; first year, second semester; second year, first semester; second year, second semester; end of third year and end of fourth year.

2.4.16. Timing of and Attendance at Examinations

Students must be on time for examinations. Examinations will not be given after the scheduled time or after the first student has completed the examination and left the room. Individual Course Directors will establish rules for tardiness in their syllabi. If a student misses an examination due to an excused absence, the student will be permitted to take a make-up examination whose timing is at the discretion of the Course Director. For excused absences due to illness, a written statement from the attending physician (must be a non-family member) is required before the student will be allowed to take the examination. If the absence is unexcused, the student may be allowed to take an examination. Approval must be obtained from the Chairperson of the SPG Committee and the appropriate dean. The highest grade that can be earned for an examination after an unexcused absence is 70%.

2.4.17. Examination Decorum

All examinations are proctored by faculty and/or administrators. At all times during examinations students are expected to maintain a decorum and demeanor that is consistent with accepted academic and professional standards. Professional dress is required for all examinations unless indicated otherwise. Lack of professional dress may result in dismissal from the exam. The student will then be treated as if they had an unexcused absence.

For ExamSoft exams and other computer-based exams at the Erie Testing Center, #2 pencils will be provided. Students will be provided with pencils and scrap paper for all exams. For testing at other locations in Erie, in Bradenton, at LECOM at Elmira and at LECOM at Seton Hill, students may be directed to bring only #2 pencils into the exam site. For ExamSoft exams and other computer-based exams (such as shelf exams), only the computer may be brought into the examination site. All other materials are prohibited unless explicitly and specifically designated by the course director. **The presence of any prohibited material in an examination room or in an area accessible to examinees (i.e. nearby restrooms, hallways, trash cans, etc.) is considered academic dishonesty and will result in a score of zero on the examination and referral for disciplinary action, whether or not cheating on the particular examination actually occurred.**

Prior to entry into the examination room, the student **must** leave all personal items (books, notes, study aids, coats, cell phones, any electronic devices capable of recording or storing information) in the student lockers. Once the examination has started, no talking is allowed, and student questions will not be answered by the proctors (other than those relating to technical issues with ExamSoft). Students who need to use the restrooms must first suspend the computer exam or hand their test papers to the proctor and request permission before leaving the examination room.

Bathroom breaks are not permitted during the first half hour and the last half hour of an exam. No more than one student will be allowed to leave the examination room at one time, and students may be escorted to the restroom by an exam proctor. After completing an examination, a student must leave the examination room and any area adjacent to it and must do nothing to disturb those students still taking the examination.

Any student who engages in dishonest acts during an examination is subject to immediate dismissal from the examination. In such instances, the student will receive a score of zero for the examination. This would include taking an electronic exam from an offsite location not approved for administration of the exam or furnishing an exam code for an exam to another student. Incidences of dishonesty will be referred to the SPG Committee for investigation.

2.4.17.1. Interruptions During an Examination

If a fire alarm or other emergency condition occurs during an examination, either paper or computer-based, students will immediately cease taking the examination and evacuate the building. All materials should be turned over and left on the desk.

Proctors will ensure that all students leave the examination rooms in a timely manner. Students may be asked to evacuate to a specific location. Students are to remain in an area where they can hear the all clear announcement.

The examination timing mechanism will be suspended by the proctor. Students may not discuss the examination with any other person or access any type of information related to the examination. The Honor Code will be in effect, and students should monitor themselves and others to ensure compliance.

After the fire alarm or other cause of interruption has ended, students will return to their assigned seat in a timely manner (within 15 minutes) and resume the examination when announced by the proctor to do so. Students returning later than 15 minutes following the “all clear” signal may be excluded from continuing the examination.

Resumption of an interrupted exam will follow the guidelines of the particular exam being administered (NBME, NBOME, ExamSoft).

2.4.18. Counseling after Failed Examinations

Any student who fails an examination will be required to contact the professor following notification of the failed examination in order to arrange for academic counseling in the course. Such counseling is mandatory.

2.4.19. Maximum Length of Completion

The Commission on Osteopathic College Accreditation, Accreditation of Colleges of Osteopathic Medicine: COM Continuing Accreditation Standards Effective August 1, 2023, state in Element 6.3: Maximum Length of Completion “A COM and any branch campus must have a policy that requires that each single degree student completed the DO degree within 150% of the standard time to achieve the degree (six (6) years following matriculation).

LECOM follows the AOA Commission on Osteopathic College Accreditation (COCA) standard for maximum length of completion and requires that all College of Medicine students complete all requirements for graduation within the 150% (six (6) years following matriculation) standard timeline to achieve the degree. If the time required for a student to complete the remaining curriculum, at any time, extends beyond the six-year rule, the student will be immediately dismissed without the right to appeal.

The following guidelines are provided:

Leave of Absence

If a student is unable to return within the timeframe necessary to meet the 6-year-rule for graduation, they must receive permission from the AOA-COCA to extend their education past six (6) years from the date of original matriculation. Element 6.3 does not specify any exceptions to the six (6) year rule, therefore LECOM counts all time from the date of matriculation. If a student reaches the 6-year time frame, the student will be considered withdrawn from matriculation. It is the student’s responsibility to approach the AOA COCA for an exception based on any extenuating circumstances.

Mandatory Leave of Absence

A student on a mandatory leave of absence must also complete the curriculum within the 150% (six (6) years following matriculation) standard timeline to achieve the degree as required by AOA-COCA and

the LECOM requirements for graduation. A student placed on a mandatory leave of absence may be required to take an examination prior to being permitted to return. If the time required for a student to complete the remaining curriculum, at any time, extends beyond the six-year rule, the student will be immediately dismissed without the right to appeal.

Withdrawal of a Student

A student who withdraws and is considered for readmission will be required to complete matriculation within six (6) years of the original matriculation date.

2.4.20. Requirements for Graduation

Students who have satisfactorily completed all academic requirements and who have been recommended by the LECOM faculty to the LECOM Board of Trustees (as indicated by the successful completion of the faculty-developed curriculum) may be awarded the Doctor of Osteopathic Medicine (D.O.) or other graduate degrees provided that they are of good moral character and have met the following standards:

- Maintained at least a 70% in each course, system, module and rotation, and have no unremediated failing grades and no grades of Incomplete (I);
- Are at least 21 years of age;
- Completed all legal and financial requirements;
- Exhibited the ethical, professional, behavioral, and personal characteristics necessary for the practice of osteopathic medicine or other professional practice.
- Completed the Graduation Clearance Form on the Surveys tab of the LECOM portal (portal.lecom.edu). This form, which must be completed prior to graduation, is placed with the student's permanent electronic record and serves as the students' final clearance from campus;
- Completed an exit interview with the Office of Student Affairs if the student is a recipient of any form of financial aid;
- Attended the Commencement at which the degree is to be awarded. Only in unusual circumstances, and with approval of the President, will a degree be awarded in absentia.
- Matriculated not more than six academic years, at an accredited college of osteopathic medicine or allopathic medicine, the last two years of which must have been at LECOM.
- Passed COMLEX Level 1 and the COMLEX Level 2-CE examinations administered by the NBOME.
- Currently the COMLEX Level 2PE is suspended and it is unknown whether the NBOME will require any additional proof of competency in the Physical Examination. Students will be informed immediately if any additional requirements are required by COCA.

All students must meet the graduation requirements for their program as listed in the catalog of entry and/or any subsequent or additional program requirements. In the event of an extension beyond the projected graduation date, the student must meet the requirements for the class with whom the individual graduates and any other requirements specified by the SPG Committee and Dean of Academic Affairs.

Students must complete all requirements for graduation within six years from the date of matriculation for the College of Medicine.

2.4.21. Commencement

Attendance at Commencement is mandatory for all graduating students. Commencement shall be held approximately two weeks following the end of the academic year. Requests for awarding of the degree in absentia, such as in the case of incurring a medical condition where participation in graduation would present a significant health hazard, must be submitted to, and approved by the dean of your field of study. Each graduate is required to wear the academic regalia designated by LECOM.

Students who complete the requirements for graduation after the graduation date may participate in the commencement ceremony provided their anticipated completion date occurs prior to December 31 of the year of graduation. A diploma will not be granted at the graduation ceremony. Students who do not complete the requirements for graduation by the December 31 date must participate in the Commencement Ceremony the following year unless an exception is granted by the Provost. Only in unusual circumstances and with the approval of your dean will the degree be awarded in absentia. For students completing the requirements after the graduation date, diplomas shall be dated with the last day of the month and year in which all requirements are met.

All graduating students shall comport themselves in a thoroughly professional manner throughout the graduation ceremony. Graduates will already be wearing their hood for the roll call and will be handed a diploma cover at one end of the ceremonial stage, then proceed across the stage and down the stairs to be directed to the photo area. Guest hooding is not permitted. There shall be no overtly demonstrative conduct by students as they cross the stage. Any student who fails to honor these standards will be addressed by the Provost and their receipt of the diploma may be delayed.

2.4.22. Online Learning Regulations

Student Location Policy

In compliance with Federal regulations, LECOM is required to obtain each student's current location while enrolled in courses which is not necessarily the same as permanent or legal address. A student's location will be obtained during the matriculation process. Students must report to LECOM any change of location within seven days of a change. Additionally, students must provide their location at the start of each academic term. Students can update this information on the portal at any time.

Students participating in a LECOM education program must be located in a U.S. state, the District of Columbia, Puerto Rico, or the U.S. Virgin Islands. Moreover, students are required to notify LECOM if there is a change to their location while taking LECOM courses. "Location" is not the same as permanent or legal address. It may not be where they have a lease and most of their belongings. It is where they are located while taking classes.

2.4.23. Student Rights and Responsibilities

Students have the right to have support and assistance from their College or School in maintaining a climate conducive to thinking and learning. Program teaching reflects consideration for the dignity of students and their rights as persons. Students or faculty mistreatment in the course of the teacher-learner environment will not be tolerated. Examples of behaviors or situations that are unacceptable include but are not limited to:

- Discrimination as described in the LECOM Non-Discrimination policy
LECOM Statement and Policy can be found in Section 1
- Sexual harassment
LECOM Title IX Policy can be found in Section 6
- Unreasonable requests to perform personal services

- Grading used to punish or reward a student for nonacademic activities rather than to evaluate academic performance
- A pattern of intentional neglect or intentional lack of communication
- Requiring student to perform tasks beyond their level of competency without supervision

As professional students matriculating in a LECOM College or School, students have the responsibility to fully participate and engage in their education. Examples of LECOM policies that support student participation and engagement within their professional programs are included but not limited to:

- Adherence to the LECOM Student Honor Code and Code of Ethics which includes dress code and required attendance
LECOM Student Honor Code can be found in Section 9
- Fulfillment of all requirements for graduation within their program
Graduation requirements are delineated in Section 2
- Attend learning experiences prepared and with full mental capacity
LECOM Drug, Alcohol, and Weapons Policy can be found in Section 6
- Remain informed by actively maintaining communication with the program regarding policies, procedures, and all other updates.

3. FINANCIAL AID

Introduction – Purpose of LECOM’s Financial Aid Program

The fundamental purpose of the financial aid program at LECOM is to provide counseling and assistance to accepted students regarding securing funding to meet the costs of education. A student's need for financial assistance does not affect their chances of admission to their program of choice.

Financial assistance is awarded in a nondiscriminatory manner without regard to race, ethnicity, color, religion, creed, national origin, gender/sex, sexual orientation, gender identity/expression, age, disability, status as a veteran or disabled veteran, citizenship (within the limits of the law), or any other legally protected characteristic.

Financial assistance to meet the cost of education is primarily available from Federal and private loan programs originated or certified by LECOM. LECOM participates in the William D. Ford Direct Loan Program (Direct Loan Program), which includes the Federal Direct Subsidized, Unsubsidized, and PLUS Loan Programs. Students applying for federal financial aid are required to complete the FAFSA (*Free Application for Federal Student Aid*) annually online at <https://studentaid.gov>. LECOM uses the information submitted on the FAFSA to determine loan eligibility. LECOM also participates in private educational loan programs. Private education loans are certified in compliance with federal and state regulations.

Additional information may be obtained from the LECOM Erie Financial Aid at (814) 866-6641 or email financialaid@lecom.edu; the LECOM Bradenton Financial Aid at (941) 756-0690 or email BradentonFinAid@lecom.edu; or the LECOM at Seton Hill Financial Aid at (724) 552-2867; or LECOM at Elmira Financial Aid inquiries can be directed to (607) 442-3500 or by using the financial aid email: financialaid@lecom.edu.

3.1. FINANCIAL AID PROCEDURES AND CODE OF CONDUCT

The Higher Education Opportunity Act requires institutions that participate in the Title IV loan program to develop, publish, administer, and enforce a code of conduct with which the institution’s officers, employees and agents shall comply. In support of this and in an effort to rule out any perceived or actual conflict of interest between LECOM officers, employees, or agents and education loan lenders, LECOM adheres to the following student lending code of conduct:

- LECOM does not participate in any revenue-sharing arrangements with any lender.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor, or servicer.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept any fee, payment, or other financial benefit (including a stock purchase option) from a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors in exchange for service on an advisory board, commission, or other group established by such a lender, guarantor, or group of lenders and/or guarantors. LECOM does allow for the reasonable reimbursement of expenses associated with participation on such boards, commissions, or groups by lenders, guarantors, or groups of lenders and/or guarantors.

- LECOM does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- LECOM recognizes that a borrower has the right to choose any lender from which to borrow to finance their education. LECOM will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- LECOM will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans or a preferred lender arrangement for Title IV loans.
- LECOM will not request or accept any assistance with call center or Financial Aid staffing.

3.2. APPLICATION PROCEDURES

All accepted students must complete the LECOM Authorization and Consent Form on the LECOM student portal, *myLECOM*. Students who choose to use federal loans must complete the federal Free Application for Federal Student Aid (FAFSA) at studentaid.gov. LECOM Financial Aid staff use the information on the FAFSA to determine eligibility for loans. Students applying for financial aid are required to complete the FAFSA annually.

If a student chooses to use the Direct Graduate PLUS loan, the PLUS application must be completed annually. Please note that the PLUS loan application is not available until after April 1 and requires an acceptable credit score. Students who do not qualify due to their credit score will be notified at studentaid.gov if a co-signer is needed to secure the loan.

Per federal regulations, to receive federal student aid, a student must be a U.S. citizen or eligible non-citizen, maintain satisfactory academic progress (Section 3.6) not owe a refund on a federal or state grant, or be in default on a federal student loan. Financial Aid may request other supplemental information as needed to determine eligibility.

3.2.1. Application for Additional Loan Funding

Reapplication for additional financial assistance, including cost of education budget increase requests, and second loan requests will not be processed until 30 days after the start of the academic year. Exceptions to this policy will be made on an individual basis and in compliance with federal and state regulations governing financial aid.

3.3. STUDENT FINANCIAL ASSISTANCE AND TUITION AND FEES PAYMENT

Loan proceeds are applied to a student's account when LECOM receives disbursement from federal direct lending or private loan sources. If a loan has been approved, but is still in process, or if the loan proceeds are not received by the registration due date, tuition and fee charges will be waived until the loan proceeds are received by LECOM. Tuition and fee charges will not be waived for students who file loan applications after matriculation. Exceptions to this policy will be made on an individual basis.

If a first-time borrower is denied a loan or has difficulty obtaining loans because of credit rating, LECOM will not waive tuition and fee charges while these matters are being resolved. There will be no exceptions to this policy.

3.4. TUITION REFUND POLICY

A student who cancels, withdraws for personal or medical reasons, is suspended, or is dismissed will receive a refund of tuition and fees within 30 days of any of the foregoing in accordance with the following schedule:

- 100% during the first week of the semester;

- 75% during the second week of the semester;
- 50% during the third week of the semester; or
- 25% during the fourth week of the semester.

No refunds will be granted to a student who withdraws or is withdrawn, for any reason, after the fourth week of the semester. A student is financially responsible for any outstanding balance owed upon discontinued enrollment.

Cancellation can be made in person, by electric mail, by Certified Mail or by termination. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment. Cancellation after the third (3rd) business day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee (not to exceed \$150.00).

Termination Date: In calculating the refund to a student, the last day of actual attendance by the student is used in the calculation unless earlier written notice is received. Refunds will be made within 30 days of termination of students' enrollment or receipt of Cancellation Notice from student.

3.4.1. Veterans Benefits Refund Policy

A student receiving veterans benefits and who fails to complete the program, withdraws, or is dismissed for any reason prior to the completion of the program, will be charged for tuition, fees, and other charges on a pro rata basis. Charges for the completed portion of the program shall not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges for the full length of the program. LECOM complies with the provisions of 6E-1.0032 (6)(i), FAC and other applicable federal and state requirements within the refund policy.

3.5. TREATMENT OF TITLE IV FUNDS WHEN A STUDENT VOLUNTARILY WITHDRAWS

Federal Title IV regulations specify the amount of Title IV aid a student has earned, if a student withdraws, is dismissed, or stops attending. The Title IV programs covered these regulations include federal direct subsidized, unsubsidized, and PLUS loans.

Financial aid funds are posted to a student's account at the start of each period. The student will earn funds while they complete the academic term. If a student withdraws during the academic term or period of enrollment, the amount of Title IV aid that was earned up to the last day of attendance is determined by a specific formula. The amount of assistance earned is determined on a pro rata basis. For example, if a student completed 30% of the academic term or period of enrollment, the student has earned 30% of the loan funds that were originally scheduled to be disbursed. The institution must return the excess funds equal to the Title IV aid return calculation.

If the student has completed more than 60% of the academic term or period of enrollment, the student has earned all of the Title IV aid that was scheduled to be disbursed for that period.

If a student did not receive all the funds that were earned, the student may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the institution must receive the student's permission before the funds can be disbursed. To avoid incurring additional debt, a student may choose to decline some or all of the loan funds. With the student's permission, the institution may automatically use all or a portion of the post-withdrawal disbursement for all other institution-related charges.

There may be occasions Title IV funds student that a student was scheduled to receive cannot be

disbursed to the student upon withdrawal because of other eligibility requirements.

If the institution is not required to return all of the excess funds, the student can elect to return the remaining amount. All loan funds must be repaid in accordance with the terms of the promissory note signed by the student when they borrowed the funds.

3.6. SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID RECIPIENTS

A student receiving scholarships, loans, and/or financial assistance through federal and private resources must remain in good academic standing and make satisfactory academic progress to retain their awards. Good academic standing for the purpose of financial aid is defined as the minimum academic standards required for continued enrollment in the student's program. If the student fails to maintain institutional standards, the student is considered not to be making satisfactory academic progress and will lose financial assistance until the standards are met.

- A student on a leave of absence for any reason is considered not to be making satisfactory academic progress and will not be eligible for federal and private financial assistance, including federal and private education loans.
- Students required to repeat a semester or year, are no longer eligible for federal financial aid and will need to obtain a private educational loan.
- Students who are removed from clinical rotations, including failure of a board examination, are not making satisfactory academic progress and are not eligible to receive subsequent financial aid until they progress to their next semester. If this period of leave extends to more than 180 days, a return of the Title IV return of calculation must be performed.

Additionally, each College/School adheres to specific criteria for maintaining satisfactory academic progress, which are defined in individual College/School policies. Exceptions to this policy will be made on an individual basis and in compliance with federal and state regulations governing financial aid.

3.7. LEAVE OF ABSENCE FOR FINANCIAL AID RECIPIENTS

A student who requests to suspend enrollment for a period of time is considered on a leave of absence. Students must follow the procedure outlined in Section 8.4 and receive approval to be on an approved leave of absence. As part of the application process for a leave of absence, a student receiving financial aid must meet with Financial Aid staff and submit a completed Leave of Absence Form for Financial Aid to determine how the leave of absence will affect their eligibility for financial aid.

While on an approved leave of absence, the following applies with regard to financial aid:

- The student's enrollment status will be reported to the lender(s) as a leave of absence.
- The leave of absence and any additional leaves of absence exceed a total of 180 days in any 12-month period, the Title IV return of calculation must be performed. The 12-month period begins on the first day of the student's official leave of absence.
- Upon return from the leave of absence, any and/or all subsequent financial aid disbursements may be delayed until the student again meets the standards for satisfactory academic progress towards the completion of their degree.
- If the student does not return from the leave of absence, their loan(s) will go into repayment based on the start date of the leave of absence. This could result in the depletion of some, or all, of the grace period of the loan(s).
- If the student is notified by their lender(s) that their loans are in repayment, then the student will need to contact the lender(s) and request a hardship forbearance or economic hardship deferment.

3.8. STATE RESIDENCY STATUS FOR FINANCIAL AID RECIPIENTS

For purposes of financial aid, state residency status is determined per state law at the time of original application and that status is maintained for all years of attendance at LECOM.

3.9. TERMS OF PAYMENT

A Course and Fee Statement (i.e., billing statement) and Financial Aid awards are posted to the LECOM student portal, *myLECOM*, approximately 30 days prior to the start of each semester. Statements are not mailed and must be viewed through the institutional student portal, *myLECOM*.

The first semester statement includes half of the annual tuition, all fees, and disability and health insurance premiums, if applicable, less any matriculation payments. Statements for dental, pharmacy, and first- and second-year medical and podiatric medical students also include virtual textbook fees. The second semester statement includes the remaining half of the annual tuition, and if applicable, the second semester health insurance premium and any other necessary adjustments.

Student account balances must be paid in full two weeks prior to the start of the term. Students utilizing financial aid must have all steps to financial aid complete before the term starts.

Student tuition and fees may be paid by using Visa, MasterCard, Discover, or American Express credit cards or by check. Any fee associated with the use of the credit card are paid by the student. Any check that is returned by the bank for non-sufficient funds will be assessed a \$25.00 service fee.

3.9.1. Late Payment Fee

Tuition and fee charges must be paid by the due dates of each semester. Students who have applied for loans must be sure that pending loans are enough to meet the payment of tuition and fees. If tuition is not paid in full on the due date, or financial aid steps are incomplete, a late fee of \$50 per week will be assessed until such time as all financial obligations are met.

3.10. INSTITUTIONAL SCHOLARSHIPS FOR LECOM STUDENTS

LECOM supports its students through a scholarship program where funds raised by the institution through activities such as the annual scholarship auctions, raffles, charity events, sale of goods, and donations from private businesses and individuals are provided to students to offset cost of tuition. Financial aid provides all LECOM students with access to institutional scholarship forms during the fall and spring terms. All completed forms that are submitted prior to the deadline are considered for distribution of scholarship monies.

Scholarships are awarded in two categories. The first type of scholarship is that of academic excellence and support of the LECOM community. Successful candidates who receive funds for these types of scholarships must demonstrate that they are excelling in their program of study and that they will continue to strive for academic excellence in the coming years of their education. Second, they must demonstrate, through their volunteer community service, that they are dedicated to supporting the LECOM community. Community service opportunities are bountiful both within the institution and through student club organizations which engage in sponsoring community service projects each semester. Students who have a demonstrable record of community service and academic excellence will be strongly considered for these scholarship awards.

The second type of scholarship that is available to LECOM students is based on emergent needs with the student being able to demonstrate insufficient funds to continue their education at the institution without

an infusion of scholarship monies. These need-based scholarships are determined on a one-on-one basis through consultation with the director of financial aid, Dean of the student's program, and the Provost. Should any student within the institution face such financial hardships they should reach out to financial aid and/or their program director or Dean to initiate the process of consideration for these scholarships.

All students who are eligible to receive scholarships must be in good standing within their program. Students who are on academic or conduct disciplinary actions for either academic or professionalism issues are not eligible for the LECOM Scholarship programs.

4. INFORMATION TECHNOLOGY POLICIES

INTRODUCTION: GENERAL GUIDELINES FOR TECHNOLOGY USAGE

LECOM provides electronic communication devices, equipment, and technology, including, but not limited to, telephones, email systems, computer files, internet access, copiers, fax machines, and cellular telephones (collectively referred to as “electronic devices”). At all times, all LECOM-provided electronic devices and all data stored thereon remain LECOM property and LECOM has a legitimate business interest in the proper utilization of such property. Therefore, LECOM reserves the right to monitor, retrieve, or read any data composed, sent, or received on any LECOM-provided electronic device. Anyone using any LECOM-provided electronic device consents to have their use of the device monitored and accessed at any time and at LECOM’s discretion. A user should have no expectation of privacy in any use of LECOM-provided electronic device or system.

It is a violation of policy for any data composed, sent, or retrieved via a LECOM-provided electronic device to contain content that may be reasonably considered offensive or disruptive. Offensive content includes, but is not limited to, derogatory comments that would offend another on the basis of their sex, age, race, color, national origin, religion, disability, veteran status, sexual orientation, gender identity/expression, or any other protected class.

4.1. TECHNOLOGY AND PORTAL ACCESS FOR STUDENTS

LECOM provides access to educational technologies for enrolled students, these include:

Office 365, Email, and One Drive

Students at LECOM have access to Office 365, encompassing the full Office Suite and an LECOM email address. Even after graduation, alumni will retain access to LECOM email, Office 365, and web-based applications like Word, Excel, and PowerPoint. However, if LECOM Office 365 accounts remain inactive for five years or more post-graduation, they will be deactivated.

Additionally, students are provided with a BOX.com storage account, offering a substantial 1TB storage capacity for storing Office 365 files. Upon graduation, students will have a grace period of 90 days to clear out their BOX.com account. After this period, they will transition to a free 10GB BOX.com account. This transition ensures efficient management of student data and resources following their time at LECOM.

LECOM Institutional Portal (myLECOM)

LECOM operates a Student Information System (SIS) that is known as the LECOM Institutional Portal, *myLECOM*. *myLECOM* is a centralized student record system that helps the institution manage critical student information and delivery of services. This system allows access to financial aid, academic programs, learning resource center electronic resources, admissions, bookstore, and many more helpful information sites such as accreditation updates, research opportunities, and information technology information.

Students are granted access to their *myLECOM* account at the time of matriculation as part of the LECOM Student Identify Verification Policy (Section 6.3). While students are enrolled at LECOM they will have access to *myLECOM* and continue to do so following graduation to ensure access to 1098T forms and records. Access to the LECOM portal shall continue until April 15 of the year following graduation (or to the date of any extended tax deadline).

LECOM Learning Management System (Canvas)

LECOM operates a Learning Management System (LMS) that is known by its brand name, Canvas, located at lecom.instructure.com. The Canvas LMS is an institutional platform that all LECOM College and Schools use to deliver course content, learning material, and communications to students. This technology is designed to provide consistent communication about coursework and enhance student engagement in online, hybrid and in-person learning. Canvas LMS is a robust digital foundation for all aspects of learning and may be used by faculty to assess student engagement with course content through real-time analytics built into the system.

Students are granted access to their Canvas LMS account at the time of matriculation as part of the LECOM Student Identify Verification Policy (Section 6.3).

4.2. EMAIL USAGE

Email is used as an official means of communication within the LECOM community. All LECOM email communications to students are sent to LECOM email accounts.

LECOM makes reasonable efforts to maintain the integrity and effective operation of its electronic mail system, but users are advised that the system should, in no way, be regarded as a secure medium for the communication of sensitive or confidential information. Because of the nature and technology of electronic communications, LECOM can assure neither the privacy of an individual's use of the electronic mail resources nor the confidentiality of messages that are transmitted, received, or stored.

Students may not automatically forward their @lecom.edu account to another email account. LECOM is not responsible for the handling of email by outside vendors (e.g., gmail.com, yahoo.com, aol.com, etc.).

Unacceptable uses of email include, but are not limited to, the following:

- Using an email account assigned to someone else;
- Giving someone else access to a LECOM email account;
- Sending secure exam codes to another student;
- Sending harassing, obscene, and/or threatening messages;
- Sending unsolicited junk mail including chain letters;
- Sending material that infringes upon the copyright or patent of another person;
- Sending commercial, political, or advertising material;
- Operating a personal business using a LECOM email account;
- Sending mass emails without proper authorization;
- Soliciting on behalf of another organization;
- Using email to reveal confidential information about a student, employee, or patient to anyone who has neither a need for, nor right to the information, including information that is protected by FERPA or HIPAA; and
- Sending or forwarding hate mail, discriminatory remarks, pornographic material, political propaganda, spam, or other email nuisances.

LECOM has the right to send official communications to students via email and the right to expect that such communications be received and read in a timely fashion. All students must use their LECOM accounts when communicating with the institution via email. If a student is dismissed, their LECOM email account will be deactivated immediately.

4.3. INTERNET USAGE

Any individual given internet access via LECOM-provided devices is expected to use the internet to enhance the performance of their work and study responsibilities. The internet does not guarantee the privacy and confidentiality of information. Therefore, no one shall place LECOM-provided material (e.g., copyrighted software, internal correspondence, confidential materials, etc.) on any publicly accessible internet site without permission. Sensitive material transferred over the Internet (including FTP and email) may be at risk of detection by a third party. Caution must be exercised when transferring such material in any form. Only computers with up-to-date anti-virus software will be given internet access.

It is against federal law and LECOM policy to violate copyrights or patents of another person on or through the internet. Students, faculty, and staff are prohibited from downloading or using copyrighted material in any way without obtaining written authorization.

LECOM reserves the right to determine whether use of the internet is consistent with acceptable use guidelines. Unacceptable uses of the internet include, but are not limited to, the following:

- Any use for illegal purposes;
- Downloading or using copyrighted materials;
- Any use for commercial or for-profit purposes;
- Using software in violation of license and/or software agreements;
- Any use for product advertisement;
- Promotion of personal political beliefs;
- Accessing or processing pornographic material;
- Shopping, stock trading, and other personal business;
- Downloading music files or video files;
- Streaming internet radio and other music services;
- Instant messaging; and
- Distribution of unsolicited material to others or peer-to-peer file sharing.

4.4. PASSWORDS

All students who connect to the LECOM network and electronic resources are responsible for reviewing and adhering to POLICY CS-2002 located on the LECOM Portal, *myLECOM*.

4.5. INFORMATION TECHNOLOGY HELP DESK

LECOM IT employs a dedicated helpdesk system designed to address any technical concerns encountered by students during their academic tenure. To facilitate the resolution process, please submit a helpdesk request regarding all issues to:

Email: issupport@lecom.edu

Upon submission of a helpdesk ticket, a member of LECOM IT will respond within one business day. All subsequent communications pertaining to the reported issue will be conducted exclusively through the email correspondence generated by the helpdesk system.

4.6. COMPUTER REPAIR

LECOM IT does not perform troubleshooting services on personally owned devices except for the following basic cases:

- Software troubleshooting
- Antivirus software installation
- Basic Wi-Fi and Networking issues

Individuals are required to submit a completed LECOM computer repair form and waiver agreement before any services can be performed.

LECOM IT will not troubleshoot hardware issues or perform hardware repairs on personally owned devices. Individuals will be referred to local computer repair shops for any computer hardware issues.

4.7. SOCIAL NETWORKING

LECOM considers social networking a useful tool for communication and marketing. However, if used improperly, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the institution’s reputation. As used in this policy, social networking is defined as communicating with others over the internet for social purposes, which typically occurs on social media sites, such as Facebook, X (formerly known as Twitter), and Instagram, or “blogs,” but can also occur on sites offered by television networks, newspapers, and magazines.

The following guidelines apply to the use of social networking via LECOM-owned computers, mobile devices, or other technology, as well as personally owned devices when connected to the LECOM network. The guidelines should also be considered when engaging in social networking on devices that are not linked to the LECOM network.

Compliance with Institutional Policies

- Use of LECOM-issued technology for social networking must be in accordance with all applicable institutional rules.
- Use of the LECOM network for social networking must comply with all institutional policies.
- In some circumstances or events, use of handheld devices may be prohibited.

Attribution of Postings

- Individuals should never attribute social media postings to LECOM or imply that they are endorsed or written by LECOM.
- For faculty, staff, and students if affiliation is listed in a user profile or posting, the profile or posting should include the following disclaimer: “The statements and views expressed in this posting are my own and do not reflect those of my employer or school.”

Social Networking Site Terms of Use

- Anyone participating in a social network for any reason is responsible for reading, understanding, and complying with the site’s terms of use. Any concerns about the terms of use for a site should be reported to the Director of IT.

Contact Information

- Due to confidentiality and privacy concerns, faculty, staff, and students are prohibited from importing or uploading any LECOM contacts to any networking sites where the information may be used beyond name recognition purposes.

Content

- When writing content for posting, individuals are expected to use the same judgment they would use in writing any formal letter. Individuals are expected to post only content that they would be comfortable sharing with colleagues, the LECOM audience, and the general public.
- Individuals are personally responsible for all content they post on social networking sites. Any questions about the propriety of any posting should be referred to and approved by the Provost before posting.
- Online postings may not adversely impact or create problems for LECOM or its audience. Postings should not express personal opinions about other people or about potentially controversial topics, such as politics and religion, or offer referrals, endorsements, or recommendations for or about others.
- Individuals should refrain from posting content that could be characterized as defamation, plagiarism, harassment, advertising, false light, an invasion of privacy, a copyright violation, or infringe on the rights of others.
- Individuals should not post information that would be potentially embarrassing to one's self or LECOM, or call into question one's own or LECOM's reputation, including the dissemination of photographs or other images.
- Individuals should not leak confidential information. Postings should not discuss LECOM business on public postings, unless authorized by the Provost.
- Postings must identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
- Individuals should ensure postings are accurate, truthful, respectful, free of misspellings, and display correct grammar, language, and tone.
- Individuals should obtain approval from LECOM's legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM, or any matter pertaining to LECOM employees, broadcasts, guests, or legal matters.
- Unless previously authorized by the Provost, individuals may not use the LECOM logo or suggest a post is on behalf of LECOM.
- Individuals may not use the LECOM network or email lists to influence polls, rankings, or web traffic.
- Individuals should show good judgment when "friending" someone within a social network.
- Individuals should promptly remove any content deemed inappropriate or harmful.
- Individuals should refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

Violations of This Policy

Due to the importance of this policy, violations will not be tolerated and will be sanctioned. Consequences may include such measures as dismissal from an academic program or any other action deemed appropriate by LECOM.

4.8. USE OF COPYRIGHTED MATERIALS

All LECOM faculty, staff, and students must respect and comply with the rules and laws on copyrights, such as the provisions of the Title 17 of the U.S. Code. Unauthorized use of or distribution of copyrighted materials, including, but not limited to, peer-to-peer file sharing (i.e., transmitting copyrighted materials, such as music, movies, and compilations, to others for their use) is a violation of federal law that can subject the sender to fines or imprisonment.

For students, unauthorized use of or distribution of copyrighted materials is considered an honor code

violation, which can result in expulsion from LECOM, or other LECOM-imposed sanctions for misconduct. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages of not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 in civil damages per work infringed. A court can, in its discretion, also assess costs and attorney fees. Willful copyright infringement also can result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

LECOM provides instructions on obtaining permission for the use of copyrighted materials, which are posted in the LECOM Copyright Guide, which can be found on the Learning Resource Center page on the institutional portal, *myLECOM*.

4.9. TECHNOLOGY-RELATED NAME CHANGES

Name changes for records of students will be processed when notification is received by the Registrar (Section [7.3 Updating Student Records](#)).

The email display name of the user will be changed to the new name and a secondary email account will be added under the new name. The new email address can be set as the primary email account, if desired.

Logon IDs to the LECOM network, portal (*myLECOM*), Canvas, MediaSuite, and Wi-Fi will not be changed.

5. LEARNING RESOURCE CENTER (LRC)

INTRODUCTION: GENERAL LIBRARY INFORMATION

The LECOM Learning Resource Center (LRC) is committed to providing students and faculty with access to information for medical, pharmaceutical, dental, podiatric medicine, nursing, and other graduate programs directly related to academic study and research. Materials not available within the physical LRC may be requested through Interlibrary Loan at the circulation desk. Library hours may vary by campus, [see LRC webpage](#).

5.1. CONDUCT FOR THE LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) is an area designated for individual study and use of available resources. The abuse of LRC guidelines and procedures will result in termination of LRC privileges and/or disciplinary action.

Note: No food or beverages are permitted in the LRC at any time. Cellular telephone use is prohibited in the LRC.

5.2. CIRCULATION

All matriculated students have the privilege of using the LRC for study and accessing resources from the LRC collection. A valid, current student ID is required to check materials out.

- Books circulate for 28 days. Book loans may be renewed once.
- Board review materials circulate for 14 days.
- Journals do not circulate.
- Reference material may not leave the LRC.
- Special anatomical teaching models circulate based on the preferences of Course Directors.

5.3. ONLINE PUBLIC ACCESS CATALOG

The LRC online public access catalog of holdings may be searched using author, title, subject, or keywords. The catalog is available online as well as in-house; a convenient link is available on the LRC webpage at *myLECOM*.

5.4. FINES AND FEES

All materials must be returned by the date due. Items that are not returned by the date due will be assessed \$1.00 per day unless arrangements for renewal have been made.

The borrower is responsible for all late fees and replacement costs. Fines must be paid when the material is returned or at a later date. Failure to pay any fine or fee will result in the suspension of LRC borrowing privileges until the account is cleared. A receipt for fines and fees paid to the LRC is provided upon request.

5.5. EQUIPMENT, COMPUTERS AND PRINTERS

LRC computers provide access to the internet and to the LRC electronic resources, see 5.9 for complete listing of resources. Network printers and photocopiers are available. The LRC uses Papercut, an account-based printing system.

The complete Microsoft Office suite including Word, Excel, PowerPoint, etc., is also available on LRC computers.

Use of any LRC equipment must adhere to the Technology Usage and Guidelines set forth in Section 4 [Information Technology Policies](#).

5.6. RESERVE COLLECTION

The Reserve Collection consists of anatomic models, reference materials, and media. Items in the reserve collection must be used in the LRC and may not be checked out. Access to the collection items is requested at the circulation desk.

5.7. PHOTOCOPIERS

Photocopiers are available for student use. The machines are located in the LRC copy room. Copies are \$.10 for black and white and \$.20 for color, if available at the campus location. Photo copiers only print in an 8 1/2 by 11-inch format. The copiers also offer a scan-to-email feature.

5.8. INTERLIBRARY LOANS

Interlibrary loan service is used for items not available from the LRC collection. Through the use of e-mail, scanning technology and DOCLINE, most routine requests have a turn-around time of three to seven working days. Books and monographs require from three to ten working days. An interlibrary request form should be completed and submitted to an LRC employee to initiate a loan request. This form is to be completed and submitted from the LRC *myLECOM* website.

Although most libraries loan photocopies on a reciprocal basis, there are some health science libraries that charge a fee for loans. The requester is responsible for all charges incurred and will be notified if there is a charge for the loan prior to sending the request.

5.9. ELECTRONIC RESOURCES

Access to all digital resources for the Learning Resource Center may be gained through a secure login on the *myLECOM* portal. Navigation to the LRC page within *myLECOM* provides users the ability to use the OVID Discovery single-search, one-stop shop solution for student and faculty research needs. OVID Discovery is a platform developed specifically for health, biomedical, and pharmaceutical electronic libraries which brings together all resources subscribed to by the LRC.

Selected databases accessible to all authorized users through the LECOM Learning Resource Center include:

1. **MEDLINE** - through Ovid - The LECOM LRC offers access to Medline, the National Library of Medicine's premier biomedical bibliographic database, through the Ovid interface. Users are able to formulate their own search strategies and retrieve citations and abstracts. The Ovid Core Biomedical Collection I, II, III, & IV provides access to 84 full-text medical journals which may be searched and printed.
2. **UpToDate** - is an online medical reference designed to answer questions at the point of care. It contains 8,000+ topic reviews in 13 specialties, plus drug information and interactions. Content is authored by a faculty of esteemed physicians and is peer-reviewed. Updates are published three (3) times a year.
3. **DynaMed** - is a clinical reference database created by a physician for professionals for use at the "point of care." With clinically organized summaries for nearly 2,000 topics, DynaMed is an

evidence based reference shown to answer most clinical questions during practice. DynaMed is updated daily and monitors the content of over 500 medical journals and systematic evidence review databases.

4. **StatRef**- is an electronic medical library that enables users to cross search 25 medical textbooks such as ACS Medicine, Danforth's Obstetrics and Gynecology, Essentials of Musculoskeletal Care and the Merck Manual of Diagnosis & Therapy. Anatomy resources such as interactive mapping, 3-D displays and tutorials are also available through the StatRef platform.
5. **Lexi-Comp** - is a web-based drug information database providing content in the following areas: Drug information and identification, natural products, poisoning and toxicology, laboratory and diagnostic tests and infectious diseases. The database allows the user to query a database of 3,000 images of drugs by form, shape, color, and markings. A drug interaction analysis program is also available.
6. **Ebsco Host** - is a collection of databases that allow searching of medical related literature. There are several searchable databases, all containing access to full-text titles that students may search separately or concurrently. Some of the databases include Nursing and Allied Health Collection, Psychology and Behavioral Science Collection, Health Business Full Text, CINAHL, MEDLINE with Full Text and several more.
7. **EMBASE & IPA** - through Ovid - The EMBASE Drugs and Pharmacology and International Pharmaceutical Abstracts (IPA) databases are also accessible through Ovid. EMBASE indexes literature from 1991 to present and is known for its international scope and timely in depth indexing. *IPA* indexing is from 1980 to present. Abstracts cover the entire spectrum of drug therapy and pharmaceutical information, including CAS Registry numbers and a therapeutic classification for drugs.
8. **Facts and Comparisons** – eAnswers (Drug Information) - Facts & Comparisons eAnswers is a tool that assists students and clinicians with key drug and clinical information to support everyday tasks. Updated daily, Facts & Comparisons eAnswers access over 6,000 comparative drug tables, screen for allergy interactions, check for potential drug interactions, review comparative efficacy data, identify drugs carried in by patients, generate a list of drugs for a disease or symptom, review formulary options, find REMS summaries, quickly reach Patient Assistance Program information and much more.
9. **Evidence Based Medicine Reviews** - through Ovid - A resource in the evidence based medicine movement that combines EBM resources in a single fully-searchable database. A description of several of them is as follows:
 - a. *Cochrane Database of Systematic Reviews* - Consists of experts in over 40 clinical specialties who authoritatively review hundreds of studies in their areas. These reviews allow clinicians to get answers to their most commonly asked questions based on analysis of the available medical literature.
 - b. *Database of Abstracts of Reviews of Effectiveness* - Access to selected systematic reviews on the effectiveness of clinical interventions and policies.
 - c. *ACP Journal Club* - Reviews of journal articles
 - d. *Definitive Controlled Trials* - Contains over 300,000 bibliographic references to controlled trials in health care.

10. **Board Review Series – Health Library/Clinical Clerkship Series** – The Health Library includes e-books covering the core disciplines of gross anatomy, physiology, embryology, behavioral science, cell biology, neuroanatomy, microbiology, immunology, biochemistry, molecular biology, pharmacology, and pathology. Nearly 5,000 multiple-choice review questions with answers and explanations. Comprehensive online self-assessments that allow students to track their performance. Clinical Clerkship series covers the core clerkship rotations and is ideal for clerkship students, faculty, and directors and coordinators. Features include more than 30 textbooks from Lippincott Williams & Wilkins, over 150 cases, broken down by rotation along with more than 4,700 multiple-choice Q&A.

Additional Resources

1. **WEB OPAC** - The LECOM Online Public Access Catalog contains all library holdings from the Erie, Bradenton, Elmira, and Seton Hill campuses. Its search engine allows patrons to browse the collection or perform advanced searches using title, author, subject, and/or keywords.
2. **Electronic Books** are utilized in the College of Osteopathic Medicine (COM) Erie, Seton Hill, and Elmira locations, the School of Pharmacy (SOP), the School of Podiatric Medicine, and the School of Dental Medicine (SDM). The COM uses VitalSource, an e-book aggregator that provides electronic access to required textbooks for the Medical students. The software interface used to deliver the content is dense and multi-layered allowing the students to highlight and share information between users, print excerpts and employ a search function, making locating specific information fast and easy. VitalSource allows content on 5 separate devices such as a desktop, laptop, tablet, and smartphone. Content may be accessed anywhere using the web interface or it may be downloaded and stored on personal devices for use anytime, anywhere.
3. **Journal Holdings** – There are two links for journals on the LECOM LRC webpage. One is for the entire print journal collection housed in the LRC. The other is the link to the entirety of the journal holdings through our Full Text Finder program. Journals titles may be searched and are also grouped by their subject. Once a journal is located, links to the journal content is provided. Faculty at all locations are solicited annually via e-mail by the LRC administration for feedback regarding additions or deletions to the journal collection.

5.10. LIBRARY INSTRUCTION

Personal instruction is available on request for all students. If a student wishes to have individualized instruction, they may visit with a librarian at the circulation desk to set a time for the instruction session. Students may also use the “Ask a Librarian” link featured on the Discovery page at *myLECOM*.

6. CAMPUS SECURITY AND SAFETY

INTRODUCTION: CAMPUS FACILITIES AND SECURITY

LECOM strives to create a safe, supportive environment for its students and employees. To this end, LECOM has created several programs to ensure campus safety. LECOM facilities are well maintained, and security is given consistent attention to protect students, staff, and faculty. Generally, LECOM facilities are open from 6:00 a.m. to 12:00 a.m., Monday through Friday during academic sessions. Saturday, Sunday, and holiday facility hours are 8:00 a.m. to 12:00 a.m. Times may vary by location and during examination periods or special events.

Landscaping and outdoor lighting on campus are designed for security. Sidewalks are designed to provide well-traveled, lit routes from parking areas to buildings. Grounds-keeping personnel trim shrubs from sidewalks and the building entrances to provide a safe, well-lighted route to the buildings. All campus lighting is routinely inspected. Security personnel are available, if requested, both day and night at most LECOM campus facilities to escort students, staff, and faculty to their vehicles. Fire extinguishers and fire hose connections are placed throughout LECOM for safety. Emergency defibrillators (AEDs) and medical supplies are also placed at key locations for emergency use.

Although LECOM provides campus safety and security, LECOM cannot guarantee each student's and employee's safety. LECOM does not have absolute control over the surrounding area. Each member of the LECOM community must assume responsibility for helping prevent sexual assaults and other crimes through increased awareness, behavior guided by reason, and by taking precautionary steps to avoid situations that lead to the possible occurrence of crime.

6.1. LECOM POLICE AND SECURITY

The LECOM Police and Security Service Unit is responsible for the provision of law enforcement and/or security for LECOM in Erie, PA and Bradenton, FL. Its mission is to provide a safe and secure environment for the students, visitors, faculty, and staff of LECOM. The service unit ensures that the community and facilities remain secure through professional, proactive, and quality prevention, suppression, and investigation of criminal activity or unsafe physical, operational, or environmental conditions on the campuses and properties under the control of LECOM. Campus security is provided twenty-four hours a day, seven days a week at LECOM controlled facilities.

At LECOM Erie, the Service Unit includes both sworn Campus Police Officers and unsworn Security Officers; LECOM Police and Security patrol Erie facilities. LECOM at Erie campus police officers possess full police powers under the law. Campus Police have the power to arrest and exercise all other police powers in the same manner and with the same authority as any police officers in the Commonwealth of Pennsylvania. LECOM at Erie campus police officers may carry firearms and non-lethal weapons while on duty for the protection of the LECOM community; all LECOM Police officers have been appropriately trained and certified. At the Main campus in Erie, Campus Police will be dressed in full uniform and will be wearing body cameras at times, while performing their duties.

Security at LECOM at Seton Hill is provided by the Seton Hill University Police Department who are also responsible for patrolling the campus. Similar to the Erie campus, the Seton Hill Police Department is composed of trained professionals with full police powers.

Security is provided at LECOM at Elmira and LECOM Bradenton, by licensed uniformed security officers. LECOM Security officers and LECOM contracted security officers are not police officers. They perform the duties of and are empowered by LECOM to enforce policies established by the institution. In addition, they staff the Security Offices, monitor the CCTV surveillance system, patrol the campus, and assist police officers in the performance of their duties. LECOM Bradenton Security

consists of both LECOM security officers and contracted security officers. At LECOM at Elmira, security is provided by contracted security.

Operational responsibility for security at LECOM at Seton Hill is provided by the Seton Hill University Police Department. Seton Hill University Police are also responsible for patrolling the campus.

Security Locations and Phone Numbers

At all locations, call 9-1-1 to contact local law enforcement, fire, or EMS to report an emergency or crime.

Security Locations and Phone Numbers

LECOM at Erie, PA

Campus Police and Security Office
Located inside the north entrance
1858 West Grandview Boulevard
Erie, Pennsylvania 16509
(814) 866-8415

LECOM at Seton Hill, Greensburg, PA

Seton Hill University Police Department
Room 115 Administrative Annex
One Seton Hill Drive
Greensburg, PA 15601
(724) 830-4999 from non-SHU phone
9-724-830-4999 from LECOM phones
(724) 830-4998) Police Chief

Dial 4-9-9-9 from Seton Hill University phones

**To contact local law enforcement:
Dial 9-1-1 from a LECOM phone
Dial 9-1-1 from a non-LECOM phone**

LECOM at Bradenton, FL

Security Office
College of Medicine and School of Pharmacy Building
Located inside the southwest entrance
5000 Lakewood Ranch Boulevard
Bradenton, Florida 34211
(941) 782-5908

Security Office
School of Dental Medicine and School of Health Services Administration Building
Located inside the south entrance
4800 Lakewood Ranch Boulevard
Bradenton, Florida 34211
(941) 405-1520

LECOM at Elmira in Elmira, NY

Security Office
Located within main entrance
(607) 442-3510
Cell (607) 857-7550

Elmira College Campus Safety
710 Park Place (Cory House)
Elmira, NY 14901
x1777 from Elmira College phones
(607) 735-1777 from all other phones

6.2. CAMPUS SAFETY AND SECURITY PROGRAMS AND INFORMATION SYSTEMS

Daily Crime Log

The LECOM Police and Security maintains a daily log of all criminal incidents that occur on the campuses and satellite facilities pursuant to federal and state statutes. The contents of this log are open to public inspection. Any student or prospective student, faculty, or staff member of LECOM wishing to examine the Daily Crime Log may do so. The Log is located in the Campus Police and Security Offices Erie, Elmira, and Bradenton. At LECOM at Seton Hill, the Log is located in the office of the Seton Hill

University Police Department. Requests to view the document may be made to any police or security officer on duty in the office during hours when the buildings are open for business.

Identifiable information about victims of the crimes of domestic violence, dating violence, sexual assault, and stalking shall not be available in any publicly available record-keeping, including the reporting and disclosure of crime statistics.

Another exception to the release of information pertaining to a criminal offense may occur when there is clear and convincing evidence that the release of the information would jeopardize an ongoing criminal investigation or the safety of an individual, or cause a suspect to flee or evade detection, or result in the destruction of evidence. The information will, however, become public when damage is no longer likely to occur as the result of its release.

Campus Security Notification System

LECOM will inform the campus community concerning security matters through the issuance of timely warnings whenever emergency, safety, or security issues arise that pose a threat or can potentially have a significant impact on security for students and employees. Such issues shall include, but not be limited to, criminal activity on or near a LECOM campus, crime prevention warnings and techniques, and changes to security policy or procedure.

The LECOM Security Information Notification System (LSINS) shall include the following media:

- Omnilert Campus Alert system (this is the primary means of communicating alerts)
- PA/Overhead systems
- LECOM Video Bulletin Board
- LECOM E-Mail System
- Social Media postings
- Memoranda or fliers distributed to each student or employee
- Information posted to the *myLECOM* Security campus resource site

It is incumbent upon every member of the LECOM community to actively participate in the Campus Security Program by frequently checking and reading the information disseminated through the various media comprising the Security Information Notification System. Any campus security program can only be as effective as the cooperation and acceptance of the LECOM community.

PA/Overhead Systems

LECOM has established a standardized set of codes, which are classified by color, to clearly inform the campus community of the type of security event that may occur on the campus. These codes are distributed to incoming students during orientation along with the emergency contact information for the campus. The following codes are used when broadcasting over the buildings PA/overhead system:

| LECOM Code by Color |
|-------------------------------|
| Blue - Life Threatening |
| Yellow - Non-Life Threatening |
| Red - Fire |
| White - Workplace Violence |
| Orange - Active Shooter |
| Purple - Hazardous Material |
| Green Bomb Threat |
| Gray - Severe Weather |
| Black - Earthquake |

Campus Security Alerts - Omnilert

LECOM utilizes Omnilert, an emergency and alert notification system that enables the institution to send notifications via text message and email. The service is available to all current students and employees. LECOM can text and email subscribers with timely information about emergencies, class cancellations, or critical campus reminders. For employees, registering with the system is necessary to receive the notifications. All incoming students are automatically signed up for the Omnilert System. If student do not wish to receive emergency and alert notifications, they must “opt-out” by requesting, in writing, to be removed from the system. Depending on personal cell phone plans there may be a nominal fee from a carrier to receive text messages, but there is no charge from the school to use the service.

LECOM at Seton Hill students are encouraged to register for Seton Hill University’s emergency notification service so that they may be notified of emergencies, campus closures, or other critical situations on the Seton Hill University campus. LECOM at Elmira students are encouraged to register for Elmira College’s emergency notification service so that they may be notified of emergencies, campus closures, or other critical situations on the Elmira College campus.

6.3. STUDENT IDENTITY VERIFICATION POLICY

Verification of student identity is central to the integrity of the educational process at LECOM both for on campus and distance education program at the Institution. Photo-identification/key cards are issues to all on campus students, faculty and staff, utilization of unique username and passwords via a multifactor authentication system for access to LECOM digital systems, and background screenings provide the foundation for student identify verification at the Institution.

Student Photo Identification

All on campus accepted students are issued a student I.D. number and an I.D. badge. Proof of identity in the form of a driver’s license, passport, military I.D., or state issued-photo I.D. is required before issuance of the badge. LECOM reserves the right to request an additional picture ID if a student’s appearance has dramatically changed.

LECOM Security and Police arrange for issuance of photo-identification/key cards (I.D. cards) to new students prior to and during new student orientation. Students are issued a photograph identification card that is also a proximity electronic key/card used for identification and entrance/exit to buildings.

- The ID card must always be worn and be visible while on campus and at all clinical sites.
- The ID card must be scanned each time a student enters or leaves a building or other secured area.
- Students must individually swipe their ID card each time they enter or exit a secured area.
- It is extremely important that each student swipe-out when leaving. If a student fails to swipe-out when leaving, they will not be able to re-enter.

If a student ID card is lost or stolen, the student is required to immediately inform Police and Security. There is a \$25.00 fee to replace a lost or damaged ID card. If a student withdraws, transfers, or is dismissed from LECOM, they must return their student ID card to LECOM Police and Security on the last day in attendance.

Information Technology Access

Students granted access to LECOM information technologies are responsible for adherence to all appropriate policies and procedures and commit to the following:

- Prior to matriculation, accepted students are issued a unique username and password linked to them via the I.D. number. After matriculation, the username and password are used to identify the student for all internal LECOM processes and for access to Web services, including course content and online exams.
- Student User Accounts are granted to support the instructional process, facilitate communications in academic endeavors and promote information sharing on projects and class assignments. They are not to be used for any other purpose. Security of assigned username and password are the responsibility of the individual student.

Students are responsible for their own data and accounts and shall not share passwords and account access with any other person. It is the student's responsibility to protect their account from unauthorized use by changing passwords periodically, using passwords that are not easily duplicated, and for adhering to the LECOM password policy. LECOM is not responsible for lost data or work.

Background Checks

Matriculating students for all LECOM programs must have their identity verified through a third-party service with whom LECOM has a contract. The background check is an essential component of the matriculation process and must be completed within 30 days of the deposit or receipt of the matriculation packet.

The majority of matriculants at LECOM are working toward careers in healthcare through attainment of licensure credentials. It is imperative that LECOM use this industry best practice standard of background checks and identity verification to ensure the integrity of the educational process and the safety of future patients.

6.3.1. Distance Education Students – Student Identity Verification

The purpose of this policy is to ensure that LECOM operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education. The HEOA requires that institutions offering distance education or correspondence courses have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure log in and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

Compliance

The *myLECOM* system is an Institutional authentication and security measure to ensure that accounts are managed more securely across the institution. All students, faculty, and staff at LECOM are provided with a *myLECOM* username ID for secure access to the Institutions systems, including for distance learning. New students claim their username ID after providing their unique student ID number, date of birth, and through multifactor authentication linked to their email or phone. As part of this set up, the system requires that the student create unique security questions and answers to be used in the event that students need to change or reclaim their password.

Students are responsible for providing their complete identity information in any identification verification process. It is against Institutional policy for a user to give someone their password or to allow others to use their account.

LECOM uses Canvas as its learning management system. The Canvas system integrates with the Institutions authentication services to ensure appropriate and secure access to courses and other Student Information Systems. All users of the institution's learning management system are responsible for maintaining the security of IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another persons' files or email is prohibited.

In addition, LECOM provides instructors access to class rosters that include student photos associated with their name and account. Live audio and video of students interacting in the course is also a feature of the learning management system. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.

The institution may charge an additional student technology fee associated with proctoring examinations for distance education students. If a LECOM program has such a fee it is stipulated in the specific program student handbook in the tuition and fees section and on the financial aid webpage for the program.

The Lake Erie College of Osteopathic Medicine complies fully with the provisions of the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of a student's information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personal identifiable information in the students' education record.

6.4. VEHICLE REGISTRATION AND PARKING REGULATIONS

Each LECOM campus provides free parking for employees, students, and visitors. Campus security staff are responsible for monitoring traffic patterns and ensuring safety across the parking lots. Parking at LECOM campuses is a privilege and parking/driving infractions can result in such privileges being suspended temporarily or permanently.

Vehicle Registration

Except for visitors, a vehicle must have a LECOM-issued parking permit to utilize any LECOM parking lot. The parking permit must be visible and attached to the front windshield of the vehicle. Additionally, swipe cards are required for entry into the parking lots at Seton Hill and Elmira.

Parking Regulations

All vehicles are subject to the following restrictions and regulations:

- No vehicle may be left in a LECOM parking lot overnight.
- Parking in spaces designed for visitors is strictly prohibited.
- Parking in spaces designated for handicapped persons without a handicapped license plate or placard is strictly prohibited. Violators are subject to fines and penalties established by the state.
- Parking, stopping, or standing in fire lanes is strictly prohibited.
- Parking in areas designated as Tow-Away Zones is strictly prohibited and subjects the vehicle to removal from the campus at the owner's expense.

LECOM reserves the right to restrict parking access for individuals who violate the institutions parking regulations.

Vehicle Searches

Any vehicle entering or parked on LECOM property is subject to search by institutional authorities and/or law enforcement personnel (pursuant to state or federal law). Such searches may be conducted without a warrant for any reasonable purpose in protecting the health and welfare of LECOM employees, students, and visitors. Search of a vehicle may include all compartments and components thereof, providing that searching the compartment(s) or component(s) could reasonably produce evidence of the violation of institutional policies or law. Once a search begins, the person in control of the vehicle will not be permitted to remove the vehicle from the premises during the reasonable duration of the search.

Potential Vehicle Infractions

The vehicle speed limit for all roadways within a LECOM campus is 10 miles per hour. Traffic citations may be issued for any infraction of the state codes on the roadways of a LECOM campus and/or notification to administration for disposition via disciplinary committees. LECOM reserves the right to restrict access to parking and driving on LECOM property for individuals who violate the institutions policies related to and the stated infractions. Possible infractions include, but are not limited to, the following:

- Excessive speed
- Reckless driving
- Failure to stop at a stop sign
- Failure to use turn signals
- Driving outside established lanes
- Driving under the influence of drugs or alcohol
- Texting while driving
- Intentional injuring wildlife with vehicle

6.5. STUDENT RESPONSIBILITY FOR SAFETY AND SECURITY

LECOM takes pride in working to provide a safe and secure educational environment. However, individual complacency and inattentiveness concerning personal security can negatively impact the entire community. To ensure optimum levels of security, students and employees must assume responsibility for their own safety, as well as the safety and security of all members of the LECOM community. This responsibility includes, but is not limited to the following:

- Report any safety or security concerns, or suspicious persons or situations to campus security and/or local police. “If you see something, say something.”
- Use your issued Card/Key every time you enter or exit a building.
- Report strangers who do not have a badge and “tailgate” you into a building or secured area.
- Strictly obey traffic and parking regulations on campus. This is especially important when driving in congested parking areas and around pedestrian traffic areas.
- Never park, stop, or stand in fire lanes. This could cause a serious delay in the response time for fire fighters in the event of an emergency on campus.
- Keep personal items inside locked lockers.
- Never leave bags or other personal items in hallways (they should be secured in cars or lockers).

6.5.1. Campus Crime Prevention Program

The following crime prevention programs are provided to the LECOM community:

- All incoming students attend several presentations (in person or virtually) during New Student Orientation introducing LECOM policies and procedures, safety information, evacuation plans, crime prevention, crime reporting, and related topics.
- In accordance with New York state law, all LECOM at Elmira students attend an “Enough is Enough” training seminar.
- Prior to orientation all in-coming first year students receive an Identification Badge/Card/Key and a Parking Permit.
- All new employees receive an Identification Badge/Card/Key and a Parking Permit.
- LECOM Security, in conjunction with Student Affairs, Administration, and Human Resources and the various student organizations, will provide crime prevention presentations as needed or requested throughout the year.

6.5.2. Reporting Crime

Any person who is the victim of a crime, including, but not limited, to domestic violence, dating violence, sexual assault, or stalking, either on or off campus, is encouraged, but not mandated, to report the incident to the appropriate law enforcement agency. A report of a crime can be made by contacting local law enforcement, fire, emergency medical services, or 911. They can also be made in person at the LECOM Security offices at Erie and Bradenton, Seton Hill University Police Department, the LECOM at Elmira Security Office, or Elmira College Campus Security. Every member of the LECOM community is encouraged to report a crime promptly if the victim wants a report to be made or is unable to make a report. LECOM Police and Security refers or investigates all reports of criminal activity received from any source. Investigations of serious crimes are referred to local, state, or federal law enforcement agencies, as appropriate.

As required by law, the LECOM Police and Security reports crimes occurring on campus or non-campus buildings or property to the federal and state governments. In accordance with the Clery Act, the LECOM Police and Security is designated as the Campus Security Authority to receive reports of crimes at the Erie, PA and Bradenton, FL campuses. The Seton Hill University Police Department is designated as the Campus Security Authority to receive reports of crimes at the LECOM at Seton Hill location in Greensburg, PA. Security at LECOM at Elmira is designated as the Campus Security Authority to receive reports of crimes at Elmira campus.

Orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a court should be provided to the LECOM Police and Security Offices or Seton Hill University Police Department, or Elmira College campus security as well as to LECOM administration.

6.5.3. Fire Drill Policy

When the fire alarm sounds, students should react immediately to ensure safety.

- Never ignore or assume the alarm is false or is a test;
- Everyone must evacuate the building by way of the safest and closest exit;
- Never use an elevator to evacuate during a fire alarm activation;
- Once outside the building, move to the area designated for assembly. Fire/Evaluation teams consisting of faculty and staff are present at facilities to offer assistance. If unsure, look for faculty/staff holding identifying banners;
- Do not obstruct access to the building by fire fighters and fire trucks;
- Do not attempt to leave the area. Vehicles/persons will not be permitted to leave the parking areas once the alarm is sounded; and
- Once outside, do not reenter the building until told to do so by security

Fire Alarm Evacuation Drills

Fire Alarm Evacuation Drills are scheduled early in the fall semester to acquaint all students with the process of evacuating the building and finding their designated gathering area. Maps are located throughout the building showing the closest evacuation route. Additional drills may occur throughout the year. Evacuation is MANDATORY, all occupants must leave immediately during all fire alarm activations. Students who refuse to leave the building or who are found in the building after evacuation will be subject to disciplinary action. Never assume the alarm is false or is a drill.

6.5.4. Student Telephone Emergency Message System

Should an emergency arise with a student's family, the family may contact Student Affairs to initiate contact with the student. Students are asked to inform family members/friends that only emergency messages will be relayed to students. The caller must clearly state that an emergency exists. The caller will be asked for their name, telephone number, their relationship to the student, and the nature of the emergency. Verifiable student information may also be requested.

6.5.5. Costumes

In an effort to maintain the highest levels of campus safety and security, no costumes, dress, or masks including mascot uniforms which alter, cloak, or conceal an individual's identity are permitted on any LECOM property. This includes Halloween attire. This is done to maintain the safe community that we enjoy on the LECOM campuses.

6.6. DRUG, ALCOHOL AND WEAPONS POLICY

LECOM recognizes that professional education may be a time of great stress for students. Therefore, LECOM wants to enable students and staff to adapt successfully to these stresses without engaging in potentially harmful coping mechanisms such as alcohol or drug abuse. A student, faculty member, or employee who needs help will be assisted promptly to help solve their problem in an effective, compassionate, and confidential manner.

The illegal use of controlled substances can seriously injure the health of students or staff, by adversely impairing the performance of their responsibilities; endangering the safety and well-being of LECOM community members; jeopardizing LECOM property or that of its members or visitors; or adversely affecting its educational mission. To provide for the safety of the members of the community and its property, LECOM has set the following minimum standards of conduct for all members of the community and for those seeking admission to LECOM.

6.6.1. Drug-Free Campus Policy

LECOM is dedicated to the safety, health, and welfare of its students and employees by maintaining a drug-free environment. To promote this goal, students and employees are required to report to LECOM in appropriate mental and physical condition to perform their required educational and work tasks in a satisfactory and safe manner. LECOM complies with provisions of the Drug-Free Schools and Communities Act of 1989. Stated rules of conduct prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students or employees on LECOM property: buildings, grounds, vehicles, rental space, affiliated hospitals, or locations of official LECOM functions. Violations of this policy may result in a disciplinary action and an order to participate in a program of rehabilitation and monitoring, suspension, or dismissal of a student or termination of employment of an employee. Such violations may also have legal consequences.

- Alcoholic beverages may not be served or consumed on any LECOM campus or sponsored activity.

- While on LECOM premises and while conducting business-related activities off LECOM premises, no student or employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs.
- No student or employee shall illegally use or abuse legal drugs.
- No student or employee shall possess, use, manufacture, produce, sell, exchange, or otherwise distribute any drug prohibited by federal or state law at LECOM.
- No student or employee shall possess, consume, furnish, manufacture, sell, exchange, or otherwise distribute any alcoholic beverage except as permitted by federal and state law.
- Students found by school application process, security background check, self-disclosure, or other means to have a history of use, possession, transportation or any other interactions with illicit substances and/or alcohol or that otherwise comes to the attention of law enforcement will be referred to the PHP at LECOM Erie, LECOM at Seton Hill, LECOM at Elmira, or to the Florida PRN in LECOM Bradenton, possibly for an evaluation. A referral will be made to PHP/PRN regardless of legal standing including in cases in which any sentence was fully served prior to enrollment at LECOM or conviction records were expunged. Students will be expected to be monitored throughout their matriculation at LECOM as recommended by PHP/PRN or by student request in cases of substance dependency.
- Any student who is subject to the terms of an agreement with or recommendations from the Physicians Health Program (Pennsylvania), the Professional Resource Network (Florida), the New York Committee for Physician Health, or any similar program in another jurisdiction must be in compliance with the terms of that agreement or those recommendations throughout their matriculation at LECOM. In particular, no student may engage in clinical activities of any type if deemed unsafe to engage in practice by, or if not in good standing with, one of these programs.

To inform all LECOM community members about important provisions of this policy, LECOM has established a drug-free alcohol abuse awareness program. The program provides information on the dangers and effects of substance abuse, resources available at LECOM, and consequences for violations of this policy.

6.6.2. Substance Abuse Education Programming

LECOM will offer mandatory educational programs to promote awareness of the dangers of substance abuse and its prevention. Every student must attend/participate in designated programming.

6.6.3. Marijuana Usage

LECOM is committed to maintaining a safe and healthful environment that is free from illegal drug use, including marijuana. Marijuana is illegal under Federal Law and continues to be categorized as a controlled substance under Schedule I of the Controlled Substances Act (CSA). Even though some states have legalized the use of marijuana for medicinal and recreational purposes, marijuana, marijuana extracts and tetrahydrocannabinols (THC) are illegal for human use under Federal law. LECOM students and employees are not permitted to use marijuana at any time under the provisions of the LECOM drug free policy.

6.6.4. Smoking

In keeping with LECOM's intent to provide a safe and healthful environment, smoking, or the use of smokeless tobacco products (including vaping) is strictly prohibited in all areas of any LECOM property or sponsored activities, including in parking lots. This includes use of such products or smoking in cars parked on LECOM property. This policy applies equally to all employees, students, and visitors.

Violations of this policy will result in disciplinary action, up to and including expulsion.

6.6.5. Weapons Policy

The use, possession, carrying in any manner, or conveyance of firearms, hand billies, knives, or other dangerous cutting instruments, explosives or any other device that can be deemed to be a weapon(s) on LECOM-owned or controlled property, at LECOM-sponsored or supervised activities, or at Seton Hill University or Elmira College is strictly forbidden. The only exception is for authorized law enforcement officers. Violation of this policy can be considered grounds for immediate discharge from LECOM.

6.7. TITLE IX PROHIBITION OF DISCRIMINATION ON THE BASIS OF SEX

Title IX prohibits discrimination on the basis of sex. Sex-based harassment is a form of discrimination on the basis of sex and encompasses quid pro quo harassment, hostile environment harassment, sexual assault, dating violence, domestic violence, and stalking. Additionally, state law prohibits such conduct. All of these are defined in the LECOM Title IX Policy. **The LECOM Title IX Policy is found in Appendix K in this handbook.**

LECOM does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. LECOM forbids retaliation against anyone who seeks to avail themselves of their rights under Title IX and state law or participates in a related investigation. LECOM has a zero-tolerance policy of all such conduct whether perpetrated by employees, students, or campus visitors committed on or off campus.

The procedure to be followed in the event of an allegation of one of these violations is in the Title IX Policy and not in Section 9 Student Conduct of this handbook.

LECOM provides mandatory educational programs to promote awareness and prevention of sex-based harassment, sexual assault, domestic violence, dating violence, and stalking each year at orientation and other times during the academic year. LECOM will also direct students to community resources such as counseling and victim support services and to law enforcement organizations as needed.

CRIME REPORTING

Any person who is the victim of a crime, including but not limited to sexual assault, domestic violence, dating violence, and stalking, either on or off campus is encouraged, but not mandated, to report the incident to the appropriate law enforcement agency.

If you are in immediate danger and need and want help, contact local law enforcement. Call 911 in an emergency.

If you prefer, the LECOM Police and Security Department and/or Seton Hill University Police Department (at the Greensburg, Pennsylvania campus), can contact local law enforcement for you. See the LECOM Title IX Policy for a list of law enforcement with contact information by LECOM campus. This list includes the LECOM Police and Security Department by campus.

RECOMMENDED ACTIONS

If you are the victim of sexual assault, domestic violence, dating violence, or stalking, the following is recommended:

- Preserve any physical evidence that may prove that an incident of sexual assault, domestic violence, dating violence, or stalking occurred and/or to obtain a protective order.
- You may need to get an immediate medical examination and treatment.
 - The examination will determine if you need treatment for injuries or sexually transmitted diseases or pregnancy.

- The examination will also result in the collection of evidence that can be used to identify and convict your attacker.
- You can seek medical attention on your own instead of in conjunction with a report to the police.
- The hospital will treat you and collect the necessary evidence.
- The hospital will notify the police and rape crisis center on your behalf; however, it is your decision to make if you want them involved.
- Even if you do not think that you want to press charges at the time of the medical examination and treatment, it is important to obtain the evidence in case you change your mind at a later date.
- You can seek the services of counselors who specialize in assisting victims and the families of victims of these crimes. These counselors can give advice, assistance, and accompany you through the process. LECOM personnel will assist you in contacting counselor(s) if you request this assistance. See the LECOM Title IX Policy for a list of crime victim and other counseling services by LECOM campus. In addition to those, LECOM offers the following programs:

CURALINC WORK-LIFE BALANCE EMPLOYEE ASSISTANCE PROGRAM

CuraLinc Employee Assistance Programs (“EAP”) are available at no charge to LECOM students and employees. The LECOM Student EAP is called StudentLinc while the LECOM Health Employee EAP is called SupportLinc. Calls are kept confidential within the constraints of the law. The CuraLinc EAP offers unlimited telephonic access to counselors to provide support with personal or professional problems 24 hours per day, 365 days per year. Additional information concerning CuraLinc is available on the LECOM Portal by clicking on the Human Resources tab and then selecting CuraLinc Documents.

StudentLinc for LECOM Students: (888) 236-4519 or via its website at www.mystudentlinc.com; group code: lecomstudent

SupportLinc for LECOM Employees: (888) 236-6709 or via its website at www.supportlinc.com; group code: lecomhealth

HIGHMARK BLUES ON CALL

For students or employees who participate in Highmark Insurance, Highmark has the Blues On Call 24-hour nurse line that members can access for referrals to behavioral health coaching. The number is 1-888-BLUE-428 or 1-888-258-3428 or visit www.highmarkbcbs.com

PROTECTIVE ORDER

It may be possible for you to obtain a court order requiring an abuser to stop doing certain acts such as abusing you, contacting you, or coming near you and may make the abuser do things such as leaving your home. In addition, it may be possible to impose temporary custody of children and temporary child support, if appropriate. In Pennsylvania it is termed a Protection from Abuse (PFA) order. In Florida it is termed an Injunction for Protection Against Domestic Violence, or a restraining order. New York courts issue Orders of Protection. If such an order is obtained from the local court and properly served on the abuser (by law enforcement and not you) and the abuser then violates the order, the abuser may be arrested by the police. To begin the process to obtain a protective order you can go to the courthouse in the county where you live to complete forms or obtain an attorney to assist you. If you have obtained a protective order that has been properly served on the abuser, kindly provide a copy to the LECOM Police and Security Office (Erie, Pennsylvania; Bradenton, Florida; or Elmira, New York) or to the Seton Hill University Police Department (Greensburg, Pennsylvania).

CONFIDENTIALITY IN REPORTING A CRIME

It is critical for the safety of the entire LECOM community that all incidents of crime are reported immediately so that the LECOM Police and Security Department, the Seton Hill University Police Department, Elmira Security, or local law enforcement can investigate. LECOM personnel will determine if follow-up actions are required, including LECOM issuing a timely warning or emergency notification. If crimes are not reported, little can be done to help other members of the community from also becoming victims. LECOM community members are encouraged to report crimes promptly and to participate in and support crime prevention efforts. If you are the victim of a crime, including but not limited to sexual assault, domestic violence, dating violence, or stalking, but do not want to pursue a Title IX action within LECOM, please consider filing a voluntary report to law enforcement, including the LECOM Police and Security Department.

Depending upon the circumstances of the crime you are reporting, you may be able to file a report while maintaining your confidentiality. The purpose of a confidential report is to comply with your wish to keep your personally identifying information confidential, while taking steps to ensure your safety and the safety of others. A confidential report allows LECOM to compile accurate records on the number and types of incidents occurring on our campuses. Reports filed in this manner are counted and disclosed in the Clery Annual Security Report. In limited circumstances, your confidentiality may not be able to be assured and in that circumstance, you will be informed. Anyone may call to report a crime. Callers may remain anonymous.

Although a criminal investigation and prosecution for the offense is the recommended course of action in cases of sexual assault, domestic violence, dating violence, or stalking, the ultimate decision for such action rests with the victim. A Title IX process may still be invoked if a LECOM employee or student is the alleged offender even if the alleged victim decides against law enforcement involvement.

Victims are encouraged to report incidents of discrimination on the basis of sex, including sex-based harassment, sexual assault, domestic violence, dating violence, and stalking, to the LECOM Institutional Title IX Coordinator or a Deputy Coordinator. See the LECOM Title IX Policy for details of reporting, including how to contact the Title IX Coordinator and Deputy Coordinators. Included are, among other things:

- a description of prohibited conduct
- definitions
- how to report sex discrimination, including sex-based harassment (sexual assault, domestic violence, dating violence, and stalking are types of sex-based harassment)
- contact information for the Title IX Coordinator and Deputy Coordinators and law enforcement
- the process after alleged sex discrimination is reported (including supportive measures)
- the complaint resolution and grievance process
- appeal information

6.8. DANGEROUS PERSON POLICY

LECOM adheres to a zero tolerance for threats or violent acts. Any LECOM student engaging in coursework or participating in clinical rotations or practice experiences shall not threaten to, attempt to, or actually perpetuate violence, abusive physical acts, or abusive emotional acts toward another person that is likely to result in physical or emotional injury or pain or the destruction of property. The prohibited act(s) may be direct or indirect, overt, or covert, serious, or in jest, including those by a third-party communication or on social media. The scope of this policy includes all LECOM programs, buildings, grounds, vehicles, rental spaces, affiliated hospitals, or locations of official LECOM functions.

Examples of dangerous threats may include oral or written statements. The statements may be made using paper, emails, websites, social media, or other medium. Examples of prohibited statements include, but are not limited to, the following: “I will kill you; I hate you; I will hurt you; I’m going to hit you; You will be sorry.” Examples of prohibited and dangerous behaviors include, but are not limited to, the following: brandishing a firearm or other weapon; stalking; harassing; sending threatening notes; exhibiting intimidating body mannerisms; threatening to injure an individual or to damage property; knowingly exposing others to dangerous pathogens; and retaliating against any individual who, in good faith, reports a violation of this or any policy.

Violations of this policy may result in an order for an evaluation by a LECOM approved psychiatrist, psychiatric resident, or psychologist, suspension, or dismissal from LECOM. Any LECOM student who intentionally or knowingly fails to identify or report a dangerous person, as described in this section, is subject to an honor code violation (see Section [9 Student Conduct](#)).

6.8.1. Harassment and Hazing

It has always been the policy of LECOM that all the students have the right to learn in an environment free from any type of violence or discrimination, including harassment and hazing.

Under no circumstances will LECOM tolerate any form of harassment or hazing. Prohibited harassment behavior includes, but is not limited to: threatening, offensive or intimidating behavior or remarks; demands for sexual favors; or behavior which creates a hostile or intimidating atmosphere, because of someone’s gender, age, race, color, national origin, religion, creed, disability, or any other characteristic protected by law. Engaging in any of these prohibited forms of conduct will result in disciplinary action, up to and including dismissal from LECOM, against any student who is found, upon investigation, to have engaged in such conduct.

See Appendix K, *Title IX Policy*, for a discussion of harassment based on sex.

Hazing is any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student, or which willfully destroys or removes public or private property for the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by an institution of higher education.

Included is any brutality of a physical nature, such as:

- whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance; or
- any other forced physical activity which could adversely affect the physical health and safety of the individual

Included is any activity which would subject the individual to extreme mental stress, such as

- sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment;
- any other forced activity which could adversely affect the mental health or dignity of the individual; or
- any willful destruction or removal of public or private property.

Any activity included in the definition of hazing upon which the initiation, admission, or continued membership in an organization is directly or indirectly conditioned is presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding. Hazing is a crime. How to report hazing or harassment not based on sex:

- In the case of offending students, the report should be made to the Director of Student Affairs or any member of the administration who may refer the matter to the appropriate dean and/or the SPG/ASP Committee.
- In all other cases regarding faculty or staff personnel, the report should be made to the appropriate Dean, the Director of Student Affairs, or any member of the administration.

No student or employee will be retaliated against based on having asserted a good faith complaint pursuant to this policy. Following the investigation, LECOM will take the appropriate measures as soon as possible to redress the harm done. All LECOM supervisory personnel have an affirmative responsibility to report, discourage and eliminate conduct inconsistent with this policy.

6.8.2. Violence and/or Threats of Violence Policy

There is a zero-tolerance policy for violence or threats of violence directed toward any student or employee at LECOM. Violence or threats of violence are punishable by expulsion and criminal prosecution when and where appropriate.

Violence according to this policy will include physical altercation, overt threats or covert threats of physical violence, intimidation, emotional abuse and violence or threats of violence involving third party communications. All statements, comments, and gestures, including those made on social media, related to violent behavior will be dealt with as a serious violation of this policy.

Any student who intentionally and/or knowingly fails to identify or report a violent or potentially violent situation is subject to an Honor Code violation as described in [Section 9.6 Adjudication of Honor Code Violations](#).

6.8.3. Hate Crimes

LECOM considers a hate crime as a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender's bias. Such bias may be a preformed negative opinion or attitude toward a group of persons based on certain characteristics or toward an individual's actual or perceived race, gender, religion, sexual orientation, ethnicity, disability, national origin, or gender identity/expression. Incidents may involve physical assault, damage to property, and/or theft. They may also involve bullying, harassment, verbal abuse, or insults, and/or offensive graffiti or letters. Any student who engages in any of these prohibited acts is considered a "dangerous person" as further defined in [Section 6.8](#). Hate crimes are also specifically forbidden by the state criminal laws of Pennsylvania, New York, and Florida and applicable Federal laws.

Any person engaging in such conduct will be subject to expulsion or discharge from LECOM. Anyone who witnesses such conduct, regardless of whether they are the target, should report the conduct pursuant to the Reporting a Crime Policy ([Section 6.5.2](#)).

In accordance with the Clery Act, LECOM annually reports any occurrences of hate crimes and makes the data publicly available on the institutional website.

6.9. SUICIDE INTERVENTION POLICY

Any LECOM student who engages in suicidal behaviors and/or verbalizations must be evaluated by a LECOM approved psychiatrist, psychiatric resident, or psychologist. An individualized assessment will be made as to whether the student can continue with or resume their coursework, clinical rotation, or practice experience as described in [Section 8.5 Mandatory Leave of Absence](#).

Any LECOM student, regardless of campus or school, is required to report, take-action or intervene, if safe to do so, when another individual is at potential risk of suicidal behavior. Failure to do so may

result in disciplinary action. The scope of this policy includes any LECOM program, building, grounds, vehicle, rental space, affiliated hospital, or location of official LECOM function.

For the purpose of this policy, suicidal behavior includes a direct or veiled statement, attempted act, threat, or gesture in which a person engages or indicates they will engage in life threatening behavior and/or harmful intentions toward themselves.

6.10. CAMPUS VISITORS

Only matriculated students, staff, faculty, and invited and escorted guests are permitted in LECOM buildings. LECOM students and employees are required to show their LECOM issued ID badge for entrance to LECOM buildings or other facilities. Prior to allowing access to the building Police & Security may check to ensure they have not been suspended, dismissed, or otherwise prevented from entering.

Non-students are not permitted to attend didactic or laboratory sessions without special permission of the appropriate Dean. No visitors are permitted in the anatomy laboratory without special permission of the Course Director of Gross Anatomy. These regulations are strictly observed.

Visitors to LECOM should be aware that they must bring a valid state ID. **All persons entering any LECOM building, or facility are subject to bag and purse checks as well as metal detection screening where equipped.** Any person refusing such search will not be permitted entry. Alcohol, weapons, or any item that the LECOM Department of Police and Security deems dangerous will be confiscated. Illegal items will be turned over to the appropriate law enforcement jurisdiction.

People having business to conduct with LECOM employees will be required to have an appointment. Security must be notified of site visits/guests in advance. If the site visitor/guest does not have a scheduled meeting and an unscheduled meeting is not possible, the guest will be advised to call and make an appointment. The personal office phone number will not be given out, instead the guest will be given the college campus main phone number.

College Campus Main Phone Numbers

- Erie: (814) 866-6641
- Bradenton: (941) 756-0690
- LECOM at Seton Hill: (724) 552-2880
- LECOM at Elmira: (607) 442-3500

Visitors to LECOM must sign the visitor log at the entrance of the building and wear a visitor badge indicating they are authorized to be on campus. Approval of a special visitor pass may be obtained from one of the following: Director of Security, Director of Student Affairs, a Dean, an Associate Dean, or an Assistant Dean.

6.10.1. Visitor Policy for Minors

- Without administrative approval, NO juveniles or juvenile family members of the faculty, students, or staff will be allowed in academic areas of the campus.
- All juveniles on LECOM premises visiting for recruitment purposes must have permission from the Provost or Dean (depending on campus) and must be accompanied by a parent or guardian.
- A juvenile is defined as a person under the age of 18.

7. REGISTRAR AND EDUCATIONAL RECORDS

INTRODUCTION: INSTITUTIONAL REGISTRAR

The Registrar is the keeper of the educational record for all students. Among the services provided are release of academic transcripts, confirmation of enrollment, recording and dispersal of student grades, change of name and address, maintenance of additional student directory information, enrollment verification, production of letters of good standing, and release of diplomas. In addition, the Registrar also oversees Electronic Residency Application Service (ERAS), CentralApp, San Francisco Match, Visiting Student Learning Opportunities (VSLO), National Association of Boards of Pharmacy (NABP), and other residency matching services as well as physician licensing verification.

7.1. TRANSCRIPTS

The Registrar is the keeper of educational records for all students, which includes oversight of the release of transcripts. Any request for an official transcript must allow a minimum of 10 business days for normal processing and three weeks for processing following the end of a semester. Written authorization of the student is required to release a transcript. A Transcript Request Form must be completed and submitted with a \$10.00 fee for each transcript.

Official transcripts are mailed directly to the recipient. Transcripts will not be faxed or emailed. Unofficial transcripts will not be issued. An official transcript contains the complete academic record at LECOM. Academic credit transferred from other colleges and/or universities is indicated on the transcript only if the credit is applied toward a LECOM degree. Transfer grades are not included on LECOM transcripts.

Official transcripts will not be provided to any student who is delinquent in any financial obligation(s) to LECOM, any of its affiliated hospitals, clinics, and/or delinquent in submitting any required health forms. Official transcripts will not be provided to any student if clinical rotation requirements have not been received by the appropriate clinical education office(s). If LECOM has knowledge that a student or graduate is in default on any federal, state, outside agency, institutional loan, or service obligation, LECOM will withhold all official transcripts, letters of recommendation, and evaluations for internships, residencies, employment, staff privileges, specialty certification, and licensure.

7.2. GRADE REPORTS

Grades are sent out to students by U.S. Mail within 30 days of the end of the semester. Enrolled students will receive a grade report after grades have been posted at the conclusion of each semester. Grade report forms cannot be faxed or emailed.

7.3. UPDATING STUDENT RECORDS

LECOM requires legal proof of any change to the identifying student information contained in an official student record, including financial aid documents, payroll records, billing records, medical records, federal immigration documents, tax forms, student loan documents, and direct deposit files.

Name and/or Gender Change Prior to Graduation

To request a name and/or gender change in any official student record while the student is matriculated at LECOM, a student must complete a Name/Gender Designation Change Request Form, Appendix H, and present legal documentation of the name and/or gender change.

Name and/or Gender Change After Graduation

A request to change a name and/or gender in LECOM records, including the printing of a new diploma with the name change, will be honored after graduation has occurred only if the proper name and/or gender change form has been completed a Name/Gender Designation Change Request Form, Appendix H. The graduate must present documentation that constitutes proof of a legal name and/or gender change and a payment of a \$500 fee. If a name and/or gender is changed near to graduation, a diploma will not be released to the student until official documentation of the name and/or gender change has been received.

Legal Documentation of Name and/or Gender Change

The student or graduate must present the original legal document or a certified (i.e., notarized) copy with the original notary seal to the Registrar. Faxed copies of documents will not be accepted. Original documents will be copied for the official record and returned to the student. Documentation that constitutes proof of a legal name change is as follows:

One of the following:

- Court Order: Original court order signed by the presiding judge and bearing the county filing stamp;
- Marriage Certificate: Original or copy with original notarized seal of marriage license with county or parish filing stamp;
- Divorce Decree: Original or copy with original notarized seal of divorce decree that includes a specific decree granting restoration of the maiden or other name, signed by the judge, and bearing the county filing stamp; and
- Certificate of Naturalization: Original or copy with original notarized seal.

and

- Two government-issued documents reflecting the new name (e.g., original, or notarized copy of passport, driver's license, or birth certificate, etc., and social security card).

Requests for name changes for degree candidates must be submitted to the Registrar no later than six weeks before the graduation ceremony takes place. Students requesting name changes after this date are not guaranteed that the change will be reflected in the commencement program.

Address Change

Each student is responsible for ensuring a correct mailing address is on file with LECOM. To request a change in mailing address, a student completes a Change of Address Form and submits the form to the Registrar. The Change of Address Form may be submitted in person, by mail, by fax, or by an email originating from the student's LECOM account only and sent to the Registrar. Address changes may also be made online at *myLECOM* - Bursar tab.

Important note for those who are applying for financial aid:

The applicant's name on the FAFSA must match the name associated with the applicant's Social Security number. After obtaining a legal name change, the student will need to file Form SS-5 with the Social Security Administration to change the name on the Social Security card to obtain financial aid.

Important note for international students:

International students' names must appear on college records exactly as they appear on the passport issued by the home country. The U.S. entry visa may not be used as documentation for a name change.

Government Issued Document original or notarized copy of passport, driver's license, birth certificate etc. reflecting the new name or gender designation.

7.3.1. Student Racial/Ethnic Self-Description

Statistics on diversity in the student body, including information on gender, recipients of federal grants and self-identified members of racial or ethnic groups are available through Student Affairs.

7.4. CLASS RANK FOR DOCTORS PROFESSIONAL PROGRAMS

Class rank may be obtained from the Registrar by request. A request for class rank must be made in writing.

Class rank is based solely on percentage grades attained in the coursework and clinical rotations and has nothing to do with grade point averages. Class rank for a graduating student is based on the grades up to and including the final rotation of the academic year.

To be ranked, a student must have credits equivalent to their classmates at the end of the semester. A student will not be ranked in the following instances:

- A student who repeats a year or switches campus locations;
- A student with a grade or grades of Incomplete at the end of the semester; and
- A student who is off schedule in clinical rotations (unless they are caught up with the rest of the students in the class by the end of the semester).

Unranked students may contact the Registrar upon completion of all requirements for graduation to determine the quartile in which they will be ranked.

7.5. ISSUANCE OF DIPLOMAS

Each graduate will receive a diploma immediately following commencement provided all requirements and clinical rotations have been completed. A student who is off schedule will have their diploma ordered once all requirements are completed.

The official date on the diploma will be the last day of the month in which all graduation requirements are completed. Unless other arrangements are made, late graduates' diplomas will be mailed to the address on file with the Office of the Registrar.

Diplomas or reproductions of diplomas will not be issued or transmitted in any manner prior to the commencement ceremony. Replacement of a lost, damaged, or destroyed diploma may be requested through the Registrar and secured upon payment of \$100.00 per diploma.

7.6. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. The law applies to all institutions that receive funds under applicable programs of the U.S. Department of Education. All LECOM students are annually notified of their FERPA rights via the Academic Catalog and Student Handbook.

FERPA provides students with certain rights regarding their educational records. FERPA also gives parents certain rights with respect to their minor-aged child's education records, which are transferred to the student when they reach the age of 18 or attend an institution beyond the high school level. Any student to whom the rights have been transferred are considered eligible students. All LECOM students are eligible students.

Under FERPA, the rights of eligible students are as follows:

- An eligible student has the right to inspect and review their educational record within 45 days of any request. An institution is not required to provide copies of the educational record unless, for reasons such as great distance, it is not possible for the eligible student to review the educational record onsite. An institution may charge a fee for copies. No charge will be made for retrieving or searching for educational records.
- An eligible student has the right to request that an institution correct an educational record that the student believes to be inaccurate or misleading. If the institution chooses not to amend the record, the eligible student has the right to a formal hearing. If, after the hearing, the institution still chooses not to amend the educational record, the eligible student has the right to place a statement with the record setting forth their view about the contested information.
- Generally, an institution must have written permission from the eligible student in order to release any information contained within an educational record. However, FERPA allows institutions to disclose educational records, without consent, to certain parties and/or under certain conditions, which are as follows:
 - To institutional officials with legitimate educational interest;
 - To other institutions to which a student seeks or intends to enroll;
 - To specified officials for audit or evaluation purposes;
 - To appropriate parties in connection with the financial aid of a student;
 - To organizations conducting certain studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction;
 - To accrediting organizations;
 - To specified officials necessary to comply with a judicial order or lawfully issued subpoena;
 - To appropriate officials in cases of health and safety emergencies; and
 - To state and local authorities within a juvenile justice system, pursuant to specific state law.

7.6.1. Definition of Educational Records

LECOM defines educational records as records, files, documents, or other materials that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. LECOM maintains the following specific types of educational records:

- Personal data identifying each enrolled student, including full legal name, address, race, date and place of birth, marital status, name of spouse, and name of parent or guardian;
- Description of student academic status, including completed grade level, grades, standardized test scores, and clinical evaluation of competency and achievement;
- Scores on professional examination boards;
- Records of extracurricular activities;
- Health data;
- Systematically-gathered academic, clinical, and counseling ratings and observations; and

- Reports of disciplinary and criminal proceedings provided the reports contain only factual-information and not subjective information.

The following are not considered educational records under FERPA:

- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute. A substitute means an individual who performs on a temporary basis the duties of the personnel who makes the record and does not refer to an individual who permanently succeeds the maker of the record in their position.
- An employment record of a student whose employment is not contingent on the fact that they are a student, provided the record is used only in relation to the student’s employment.
- Personal health records of a student, which are used only in connection with the provision of treatment of the student, and not disclosed to anyone other than the individual(s) providing treatment (provided that the records can be viewed by a physician or other appropriate professional of the student’s choice).
- Law enforcement records that are maintained apart from educational records solely for law enforcement purposes, except when disclosed to law enforcement officials of the same jurisdiction.
- Alumni records that contain information about a student after they are no longer in attendance at LECOM and such records do not relate to the person as a student.

7.6.2. Procedure to Inspect Educational Records

A student may inspect and review their educational record upon written request to Student Affairs. The written request must precisely identify the record the student wishes to inspect. Student Affairs will make arrangements for access to the record as promptly as possible and notify the student of the time and place where the record may be inspected. Access must be given within 45 days or less from the receipt of the request.

When a record contains information about more than one student, the requesting student may inspect and review only that part of the record that relates to the student making the request.

If a student is unclear as to the meaning of any educational record, they may request an interpretation of the contents of the record from Student Affairs.

7.6.3. Right of LECOM to Refuse Access

LECOM reserves the right to refuse a student’s request to inspect and review the following records:

- Letters and statements of recommendation for which the student waived their right to access, including, but not limited to, Medical Student Performance Evaluations (formerly referred to as Dean’s Letters);
- Records connected with an application to attend LECOM, as such were obtained prior to the student attending LECOM; or
- Any records which are excluded from the FERPA definition of educational records.

7.6.4. Record of Requests for Disclosure

LECOM maintains a record of all requests for and/or disclosure of information from a student's educational record. The record of each request indicates the name of the party making the request, any additional party to whom the record may be disclosed, and the legitimate interest the party had in requesting or obtaining the information.

LECOM requires that any party to whom it allows access to any educational record(s) maintain the record(s) in strict confidence and use the record(s) only for reasons authorized by FERPA.

Educational records shall not be disseminated via email unless absolutely necessary. When necessary, encryption shall be used, and the sender shall be instructed to carefully check the recipients, contents, and attachments of the email prior to transmission. The transmission of key personal identifiers, such as social security numbers, driver identification numbers, and birthdates will be avoided.

7.6.5. Disclosure of Directory Information

LECOM may disclose personally identifiable information from the educational record of a student who is attending the institution if that information is considered directory information. Directory information includes the student's name, address (permanent and present), telephone number, date and place of birth, undergraduate/graduate institution(s) attended, class level, marital status, home state, dates of attendance, degrees and awards received, most recent photograph, and other similar information. This information may be published unless a student files an objection with Student Affairs. A student may refuse the release of directory information by serving written notice to that effect to the Registrar within 30 days after the commencement of any academic year.

LECOM reserves the right to disclose directory information from the educational record of an individual who is no longer in attendance at LECOM without requiring any specific procedure.

7.6.6. Correction of Educational Records

A student has the right to ask to have an educational record corrected that they believe to be inaccurate, misleading, or in violation of their privacy rights. The procedure for correcting an educational record is as follows:

- The student must submit a request in writing to amend an educational record to Student Affairs. In doing so, the student must identify the part of the educational record they want to change and specify why they believe that the record is inaccurate, misleading, or in violation of their privacy rights.
- LECOM may comply with the request or may decide not to comply. If LECOM does not comply, the institution will notify the student of the decision and will advise them of the right to challenge the information believed to be inaccurate, misleading, or in violation of their privacy rights.
- Upon request, LECOM will arrange for a hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing. The hearing will be conducted by a hearing officer who shall be a disinterested party appointed by the Director of Student Affairs. The hearing officer may be a LECOM official. At the hearing, the student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the educational record. The student may be assisted or represented by one or more individuals, including an attorney.
- The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the

decision.

- If the hearing officer decides that the challenged information is not inaccurate, misleading, or in violation of the student's privacy right, the hearing officer will notify the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

7.6.7. FERPA Breach

Any individual who handles any element of an educational record of a LECOM student shall take all possible means to maintain the confidentiality of the record. Violations of FERPA, including, but not limited to, a breach, may be subject to progressive discipline, up to and including termination of employment.

FERPA-protected information shall not be kept on any LECOM computer. All protected information must be stored in the portal or in a secured user folder located on the LECOM server.

In the event of any improper disclosure or breach of the confidentiality of any FERPA-protected material, LECOM shall adhere to the following procedure:

1. Verify that a breach of FERPA-protected information has occurred;
2. Identify as precisely as possible what information was involved and the nature of the breach;
3. If possible, stop further disclosure of information (e.g., cease a transmission, recall emails, etc.);
4. Upon verification of a breach, notify Director of Information Technology, Registrar, Dean of the College/School involved, and Provost;
5. Document all that is known about the breach;
6. Assemble an incident response team (by the responsible Dean in consultation with the Provost);
7. Notify data owners (individuals whose data has been breached), if they are not already aware of the breach;
8. Provide notice to all affected students at the direction of the Dean. Notice should be from the Dean with the approval of the Provost;
9. Preserve all evidence relating to the breach.
10. Initiate and conduct a full investigation;
11. If criminal actions are involved in the breach, notify security and local law enforcement with the approval of the Provost;
12. Determine how to mitigate any damage done and identify strategies to prevent a reoccurrence of the breach;
13. Assemble the responsible officials of each College/School (by the Provost) and thoroughly review what happened; and
14. Implement necessary institution-wide safeguards.

7.6.8. Placement in Employment

Information on the placement in employment and the types of employment secured by graduates of LECOM are available upon request through the Institutional Planning, Assessment, and Accreditation

Service Unit and Student Affairs. LECOM does not guarantee employment upon successful completion of graduation and residency requirements.

8. STUDENT AFFAIRS

INTRODUCTION: STUDENT AFFAIRS

The mission of Student Affairs is to provide recruitment and admissions support for all LECOM programs. It is to develop and maintain policies and procedures in support of LECOM's student, faculty, and administration in concert with the educational mission of the institution. In addition, Student Affairs is to provide advising, financial aid counseling, and support services to help students adjust to all aspects of their education at LECOM.

8.1. BEHAVIORAL HEALTH SERVICES

LECOM provides confidential resources for behavioral healthcare services to students 24 hours a day, 7 days a week through Student Protection Plus program. The "Student Protection Plus," can be accessed through any of the following ways:

1. Online: mystudentlinc.com - code: lecomstudent
2. Mobile App: eConnect Mobile App (links to app stores at the mystudentlinc.com)
3. Hotline: 24/7/365 by phone at 888-236-4519 to speak directly with licensed clinicians. This number is a dedicated line specifically for LECOM students.

Every call into Student Linc is answered directly by one of CuraLink's Care Advocates, all of whom possess the following characteristics:

- Masters or Doctorate degree in a mental health discipline from an accredited university;
- Professional license(s) that is current, in good standing and issued by the state of practice independently;
- Average of eleven (11) years post-graduate experience providing mental health for student assistance (SAP/EAP) services;

After initial consultation students have unlimited telephonic access to StudentLinc's licensed mental health counselors. Students can use StudentLinc to address the following concerns:

- Drug Abuse from Prescription Medication and Recreational Drugs
- Alcohol-Related Problems
- Transition and/or Adjustment Issues
- Stress Related to Coursework
- Cultural Diversity Issues
- Eating Disorders and/or Body Image Concerns
- Suicidal or Homicidal Ideations

In addition to the telephonic resources the web and mobile platforms contain a variety of resources that help students address emotional fitness and wellbeing, they include:

- Interactive Toolkits: self-service training systems for resiliency, mindfulness, sleep fitness, mental health first aid and meditation.
- Flash Courses: 43 short educational modules with post-module certificate
- Search Engines: Dependent care, financial consultation, education, pet care, legal services, etc.

- Interior Pages: Thousands of audio and video lessons, articles, tip sheets, resource links and self-assessments.
- Savings Center: Discount shopping program to make everyday life a little more affordable.
- Wellbeing Place Blog: Fresh resources with a positive impact on student health and wellbeing.
- Additional Resources: Free will and Power of Attorney, Anti-Stigma Hub, Resources

Mental Health Emergencies

Students who are experiencing a mental health emergency are encouraged to go to their nearest emergency room or to call 911.

Also, now available at 988 is the existing National Suicide Prevention Lifeline, where compassionate, accessible care and support is available for anyone experiencing mental health-related distress. People can also dial 988 if they are worried about a loved one who may need crisis support.

Students are encouraged to reach out to community resources that they believe might be of assistance to them.

Off-Campus Community Resource

Erie, Pennsylvania

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|---|----------------------------------|
| Crime Victim Center of Erie County, 24-hour hotline | (814) 455-9414 |
| Millcreek Community Hospital, ask for Behavioral Health | (814) 864-4031 |
| Physicians Health Programs (PHP; PA) | (866) 747-2255 or (717) 558-7819 |
| Safe Harbor | |
| Behavioral Health, 24-hour Crisis Center | (814) 456-2014 |
| Outpatient Clinic | (814) 459-9300 |
| Safe Net Erie (domestic violence), 24-hour crisis hotline | (814) 454-8161 |
| Safe Net Erie (domestic violence), main number | (814) 455-1774 |
| Saint Vincent Behavioral Health | (814) 452-5555 or (888) 950-9090 |
| Stairways Behavioral Health | (888) 453-5806 |

Bradenton, Florida

| | |
|--|----------------|
| Bayside Center for Behavioral Health | |
| Sarasota Memorial Hospital, 24-hour clinical assessment | (941) 917-7760 |
| Bradenton- Hope Family Services, Inc. (domestic violence) | (941) 755-6805 |
| Centerstone Crisis Center | (941) 782-4600 |
| Coastal Behavioral Health, Sarasota | |
| 24-hour crisis Stabilization Unit | (941) 364-9355 |
| Assessment | (941) 552-1950 |
| Professional Resource Network (PRN) | (800)888-8776 |
| Rape Crisis Hotline, Bradenton | (941) 708-6059 |
| Safe Place & Rape Crisis Center, Sarasota, 24-hour hotline | (941) 365-1976 |

Greensburg, Pennsylvania

| | |
|---|----------------------------------|
| Center for Victims of Violence and Crime, 24-hour hotline | (866) 644-2882 |
| Physicians Health Programs (PHP, PA) | (866) 747-2255 or (717) 558-7819 |
| Rape Crisis Center (Pittsburgh Action against Rape) | (412) 431-5665 |
| 24-hour helpline | (866) 363-7273 |
| Seton Hill University Counseling Center | (724) 838-4295 |

Westmoreland Mental Health Crisis Intervention Hotline
24-hour hotline (800) 836-6010

Elmira, New York

Family Services of Chemung County (607) 737-5369
National Suicide Prevention Lifeline (800) 273-8255
New York State Domestic Violence Hotline (800) 942-6906
Sexual Assault Resource Center (888) 810-0093
Veterans Crisis Line (800) 273-8255 and press 1
Rachael Patten, LMSW (607) 873-6691
Clinical Associates of the Southern Tier (607) 936-1771

On-Campus Resources

Students on each campus have access to licensed psychologists who serve as LECOM's Directors of Behavioral Health. Directors of Behavioral Health offer consultation, support, and referral Monday through Friday between 8:00 am and 4:30 pm for students who are not in crisis. The LECOM Directors of Behavioral Health function to assist students to access the services of various off-campus licensed professionals and to refer students to for short or long-term counseling or treatment. The Directors may make referrals for counseling or treatment as needed to external professionals in the community which may be confidential.

Students have the opportunity to explore adjustment issues, find ways of gaining greater self-awareness, and develop better decision-making, problem-solving, and interpersonal skills with the LECOM Directors of Behavioral Health, psychologist, serving as consultants. Students are also encouraged to consult with the Campus Directors of Behavioral Health if they are experiencing anxiety, relationship problems, loneliness, depression, alcohol and/or substance abuse, and personal matters (i.e., in-depth issues), as well as for test anxiety, general academic stress, and concerns related to school adjustment.

Contacting On-Campus Support

Richard Hahn, Psy.D.

Interim Director of Behavioral Health
LECOM: Erie, Seton Hill, and Elmira
1858 West Grandview Boulevard
Erie, PA 16509
Office B2-213
(814) 860-5172
rhahn@lecom.edu

Wendy Hahn, Psy.D.

Acting Director of Behavioral Health
LECOM: Bradenton
5000 Lakewood Ranch Boulevard
Bradenton, FL 34211
Office 283
(941) 782-5645
whahn@lecom.edu

Note on confidentiality of student information: Information disclosed to the Directors of Behavioral Health is not disclosed to others *** without the student's consent within the legal and ethical limitations related to safety of the student and others. Drs. Hahn adhere to the ethical code of the American Psychological Association.

In addition to the Directors of Behavioral Health, all students have access to assistance 24/7 through LECOM's emergency protocols. To facilitate access to emergency resources, each campus has identified responders for immediate intervention who are available 24/7 by cell phone. Students can contact Police/Security on any campus 24/7 for assistance and facilitation of connection to the appropriate responder.

8.1.1. Protocol for Managing Students in Distress

LECOM utilizes an Emergency Paging Response System to provide immediate response in the event of an emergency involving any individual on campus. For students who are in distress:

1. Student Affairs, faculty and staff will ensure that students know to seek immediate assistance if feeling any distress or medical issue during class time.
2. Students feeling a need for medication during class may either take it in the class or excuse themselves for a brief period to take the medicine.
3. Where medication is not involved, and a student feels any type of medical distress, the student may excuse themselves to make use of a rest room or request aid.
4. If students excuse themselves, they should return to class if possible or alert Student Affairs and/or Security if they feel a need to leave. Security will activate the Emergency Response Paging System.
5. Such students should not attempt to drive themselves if there is any doubt of their ability to do so. Likewise, Student Affairs and/or Security should advise the student to wait and arrange for transportation if the student seems impaired.
6. Where a student expresses a need for aid to an instructor, Student Affairs and/or Security should be immediately contacted by the instructor.
7. Student Affairs and/or Security will make any reasonable accommodation for a student. If the situation calls for immediate medical treatment, 911 will be called. Security may also arrange for transport for the student to their residence or to a medical facility if the situation does not call for an emergency response.
8. Where appropriate, Security or Student Affairs will call the student's emergency contact.
9. In every case, when in doubt, LECOM personnel should err on the side of the greatest possible accommodation for the student. If the situation includes behavioral/emotional problems and/or distress the Director of Behavioral Health will be consulted and assist with intervention.
10. The student will not be allowed back in school without designated (e.g., psychiatric/psychological) medical/clinical professional clearance through written documentation and/or may have to comply with specific security measures.

8.1.2. LECOM Behavioral Intervention Team

All LECOM campuses participate in an Institutional Behavioral Intervention Team (BIT) which reviews incidents of behavior of individuals who pose a potential risk to the student, employees and/or the institution. Any student whose conduct violates LECOM policies in a material way may be reviewed by the BIT. BIT has the authority to enforce LECOM policies and to apply specific consequences to students (up to expulsion) or require referral for medical, psychological, or psychiatric treatment as a requirement for continued matriculation.

LECOM reserves the right to require a student to submit a drug and alcohol screen at any time. Providing the authorization for the release/receipt of information is mandatory in situations involving violation of LECOM policies such as drug and alcohol use or abuse or anti-harassment policies. It is also mandatory when students are referred to independent qualified examiners/evaluators for alcohol and drug screens, to Physicians' Health Programs (PHP), Committee for Physicians Health (CPH) for the State of New York, the Florida PRN service or other state entities, as necessary. Payment for an initial visit to an independent qualified examiner/evaluator may be made by LECOM, upon special consideration, when referrals are either highly advised or required by LECOM policy. Authorization for the release/receipt of information related to such evaluations and treatment is required to obtain the written documentation necessary to assure compliance and progress of the student in treatment, as well as to assure the safety and wellbeing of all of LECOM. Permission for reciprocal release of information between LECOM and other specialists will likely also be required.

Students consulting with external licensed professionals may be asked to sign an Authorization for Release/Receipt of Information forms allowing for communication and sharing of appropriate information between such specialists and LECOM. Giving this permission is voluntary but advisable, as it is intended to allow the Directors of Behavioral Health to monitor services, and thereby facilitating academic progress and treatment compliance through coordination of supports.

8.2. STUDENT HEALTH SERVICES

LECOM provides general health care services for its students enrolled in the Highmark Blue Cross/Blue Shield Community Blue Student Insurance Plan. It is mandatory for all students to have healthcare coverage through LECOM's student policy, unless covered by their parent's or spouse's employer's health insurance, TriCare (military), or Medicaid issued by the state where the student will be attending classes (see Section [8.8.2 Mandatory Student Health Insurance Policy](#)).

LECOM Erie

For students without a personal physician in the area, LECOM Erie's clinical partners at Millcreek Community Hospital and Medical Associates of Erie, provides general health care services for students with no co-pay using the LECOM Student Health Insurance Program. Suggested nearby locations where services are provided include:

West Grandview Primary Care

Mark Baker, DO
2000 West Grandview Blvd.
Erie, PA
(814) 868 -1088

Plaza 38 Medical Center

2010 West 38th Street
Erie, PA
(814) 868-5481

Millcreek Community Hospital

5515 Peach Street
Erie, PA 16509
(814) 464-4031

Corry Memorial Hospital

965 Shamrock Lane
Corry, PA 16407
(814) 664-4641

LECOM at Seton Hill

For students without a personal physician in the area, LECOM at Seton Hill has an agreement with the Allegheny Health Network, where they will accept the LECOM Student Health Insurance program. Suggested nearby locations where services are provided include:

Forbes Family Medicine-PCMH

2550 Mosside Boulevard, Suite 500,
Monroeville, PA.

Forbes Family Medicine – Murrysville

4262 Old William Penn Highway, Suite 109
Murrysville, PA 15668

412-457-1100

Phone (412) 325-5810

AHN Hempfield Primary Care

6321 Route 30, 2nd Floor
Greensburg, PA 15601
Phone (724) 671-1750

These practices will accept students as new patients. Any LECOM at Seton Hill student who has an urgent or acute matter may contact one of these practices to be seen within twenty-four hours (or referred to emergency care, if appropriate).

LECOM at Elmira

For students without a personal physician in the area, LECOM at Elmira has an agreement with ArnotHealth, where they will accept the LECOM Student health Insurance program. Suggested nearby locations where services are provide include:

Arnot Ogden Medical Center

600 Roe Avenue
Elmira, NY 14905
607-737-4100

AMS IMAST Internal Medicine

200 Madison Avenue, 3rd Floor
Elmira, NY 14901
607-734-1581

AMS Eastside Primary Care

200 Madison Avenue, #2B
Elmira, NY 14901
607-732-1310

AMS OB/GYN (Women's Health Center)

600 Fitch Street, #102
Elmira, NY 14095
607-734-6544

Any LECOM at Elmira student who has an urgent or acute matter can seek care at any of the following locations:

Arnot Ogden Medical Center

600 Roe Avenue
Elmira, NY 14905
607-737-4194

AMS – Horseheads Walk-In Care

100 John Roemmelt Drive
Horseheads, NY 14845
607-737-4499

St Joseph's Hospital

555 St Joseph's Boulevard
Elmira, NY 14901
607-337-7806

LECOM Bradenton

For students without a personal physician in the area, LECOM at Bradenton an agreement with PrimeCare of Manatee or Urgent Care Walk-in Clinics, where they will accept the LECOM Student Health Insurance program. Suggested locations where services are provided include:

**PrimeCareof Manatee or Urgent Care
Walk-In Clinics** (a Division of MAX Health)
Stephen Coppa, D.O
LECOM Clinical Assistant Professor of
Internal Medicine

Location
6110 53rd Avenue East
Bradenton, Florida 34203
941-755-4242
A minimal co-pay will apply.

Student health is a priority at LECOM, students must be healthy in order to be successful in the

curriculum and to give their best to each patient. Students requiring diagnostic and preventative health services are advised to try to seek those appointments outside of the normal curriculum if at all possible. It is recognized that therapeutic health services are often unpredictable and interruptions in the curriculum are unavoidable in these circumstances. Whether students are seeking a diagnostic, preventative or therapeutic health service, if it is during a scheduled class period or an exam, you must follow the procedures to request an excused absence as outlined in Section [9.3 Attendance, Tardiness and Absences](#).

In the case of emergencies, LECOM understands that this is not always possible. In those cases where prior excused absences are not possible, we ask that you inform the proper personnel as soon as you are able. If you are missing an examination or required laboratory, please also provide documentation regarding the nature of the emergency and the steps taken as soon as you can provide them to appropriate personnel as outlined in 9.3. Medical appointments planned in advance that require an absence from class require the student to fill out a “Student Request Form For Excused Absence” in advance of the planned absence.

- * When experiencing a medical emergency, students are advised to call 911 immediately. LECOM provides a list of providers in Appendix A for emergency services. If you feel you or a fellow student are having a medical emergency or any other emergency, call 911 immediately.

8.3. DISABILITY SERVICES

8.3.1. Requesting Special Accommodations Due to a Disability

Students requesting special accommodations for examinations, laboratory procedures, or other activities must submit a [Request for Special Accommodation Due to a Disability Form](#) and required supporting documentation to the Director of Student Affairs at the Erie or Bradenton campus or to the Assistant Dean of Problem Based Learning for LECOM at Seton Hill and the Associate Dean of Academic Affairs for LECOM at Elmira. The completed form and required documentation must be submitted thirty (30) days prior to the start of the semester to permit sufficient time for the review and approval process to be completed prior to the start of the semester. Requests submitted at other times may take up to thirty (30) days to be processed upon the receipt of the completed request form and all required documentation.

Documentation of the assessment by a licensed/certified professional who is not a family member must be submitted in support of the completed [Request for Special Accommodation Due to a Disability Form](#) using the [Physician’s/Clinician’s Disability Accommodation Verification Form](#). An appropriately qualified licensed/certified professional with expertise and sufficient knowledge in the area of the asserted disability must provide a current assessment of the student's disability.

Documentation which shows that the same, or similar, accommodation was granted at a previously attended undergraduate or graduate institution may be submitted along with the completed [Request for Special Accommodation Due to a Disability Form](#). See the [Request for Special Accommodation Due to a Disability – Guidelines for Documentation](#) for more information about required documentation.

The [Request for Special Accommodation Due to a Disability Form](#), [Physician’s/Clinician’s Disability Accommodation Verification Form](#), and [Request for Special Accommodation Due to a Disability – Guidelines for Documentation](#) are available on the LECOM portal and may be obtained from Student Affairs.

All requests for special accommodations are reviewed by the designated members of Student Affairs in LECOM at Erie and Bradenton, Assistant Dean for Problem-Based Learning for LECOM at Seton Hill, or the Associate Dean of Academic Affairs at LECOM at Elmira in consultation with the appropriate dean. Strict confidentiality is maintained in the review of each request. The student is responsible for any costs related to any additional evaluation or testing required in support of the request for special

accommodation. The student will receive written notification of LECOM's decision regarding the request for special accommodation. If a request for special accommodation is granted by LECOM, a letter of agreement stating the nature and extent of the accommodation will be prepared for signature by the student and appropriate LECOM representative for inclusion in the student's permanent record.

8.3.2. LECOM Accommodations for Testing and Licensing Examinations

It must be noted that LECOM is only able to provide special accommodation for examinations that are under the institution's control. In particular, the licensure examinations for osteopathic physicians, pharmacists, podiatrists, and dentists, parts of which are required in some programs for advancement within and graduation from LECOM, are administered by the national licensure boards listed below. Any requests for special accommodation on licensure examinations must be made directly to the appropriate board. LECOM's approval of a request for special accommodation does not guarantee a similar response from the licensure board.

- The Comprehensive Osteopathic Medical Licensing Examination (COMLEX) is administered by the National Board of Osteopathic Medical Examiners (NBOME).
- The North American Pharmacist Licensure Examination (NAPLEX) is administered by the National Association of Boards of Pharmacy (NAPB).
- The National Board Dental Examinations (NBDE) are administered by the ADA's Joint Commission on National Dental Examinations (JCNDE).
- The American Podiatric Licensing Examinations (APMLE) are administered by the National board of Podiatric Medical Examiners (NBPME).

8.3.3. Contact for Disability Services by LECOM Campus

LECOM at Erie
David Fried, Ph.D.
1858 W. Grandview Boulevard
Erie, Pennsylvania 16509
(814) 866-8116
kthomas@lecom.edu

LECOM at Bradenton
Debra Horne, Director of Student Affairs
5000 Lakewood Ranch Boulevard
Bradenton Florida 34211
(941) 782-5933
dhorne@lecom.edu

LECOM at Seton Hill
David Fried, Ph.D.
1858 W. Grandview Boulevard
Erie, Pennsylvania 16509
(814) 866-8116
kthomas@lecom.edu

LECOM at Elmira
Angela Wood, Student Affairs Coordinator
1 LECOM Place
Elmira, NY 14901
(607) 442-3560
awood@lecom.edu

8.3.4. Discrimination Prohibited

LECOM prohibits and does not engage in discrimination on the basis of disability. LECOM is committed to ensuring that qualified students with disabilities have equal opportunity to participate in LECOM's educational programs and activities.

It is LECOM's intention to provide appropriate, reasonable accommodations for students who voluntarily disclose and provide professional documentation of a disability in accordance with the Americans with Disabilities Act of 1990 (ADA), including changes made by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. LECOM will take all reasonable steps to

accommodate qualified students and applicants with disabilities as defined by applicable law.

8.4. LEAVE OF ABSENCE

Leave of Absence refers and is limited to students who, while in good academic standing need to temporarily suspend their LECOM program of study, due to reasons beyond their control, such as illness, military service, financial exigency, or pressing personal reasons justifying an interruption of the degree program. No academic activities may be conducted during a Leave of Absence and this leave may not be used to avoid payment of tuition. Students may be given a leave of absence for other reasons (e.g., medical leave) as noted elsewhere in this Academic Catalog and following LECOM's policies. Students who have had federal financial aid may be subject to additional restrictions and should check with Financial Aid.

Process for Requesting Leave of Absence

A student requesting a Leave of Absence for any reason must go through the following procedure:

- Student must meet with their advisor and/or appropriate Associate/Assistant Dean, Director or Pathway director to discuss the LOA.
- The student must complete a *Request for a Leave of Absence Form* (Appendix E) Part B of the Request for Leave of Absence Form requires the student to receive financial aid counseling by the LECOM Office of Financial Aid and complete a *Leave of Absence Form for Financial Aid* (Appendix F).
- The completed *Request for Leave of Absence Form* (Appendix E), completed *Leave of Absence Form for Financial Aid* (Appendix F), letter explaining the reason for the request, and documentation appropriate to the reason (for example, a letter which includes a diagnosis from the attending physician for a medical reason) are all to be provided to the appropriate Associate/Assistant Dean.
- Requests for a medical Leave of Absence must be accompanied by letter from the treating physician that includes a diagnosis supporting the request. The treating physician's clearance is also required to return from a medical leave of absence. The physician submitting the diagnosis and clearance cannot be a family member.
- The request will be reviewed followed by an official letter from the Dean sent to the student indicating whether or not the leave of absence has been approved. If the leave of absence is approved the letter will include the frequency of required interim contact by the student with LECOM during the absence and will designate the LECOM official the student is to contact.
- If the leave of absence is approved by the Dean, copies of the *Request for Leave of Absence Form* and the official letter from the Dean will be provided to the Director of Student Affairs, the Office of Financial Aid, the SPG Committee of the student's program and the Bursar.
- When a student returns from a Leave of Absence, tuition for the semester or term of return will be charged on a prorated basis.

If the leave is approved, tuition charges will be in accordance with LECOM's refund policy. During the leave, the student will be required to contact a designated LECOM representative at intervals specified in the approval letter. Any request for an extension of a student's leave of absence must be made in writing to the Assistant/Associate Dean at least 30 days in advance of the end of the current leave, and must be approved, by the appropriate Dean.

Once the appropriate parties are notified of the approved leave of absence, access to the LECOM student

portal is deactivated. The student's email account will remain active, but the student will not be included in the email grouping for their respective class.

Health Insurance During Leave of Absence:

During a Leave of Absence, a student must maintain some type of health insurance. For a medical Leave of Absence, the student may remain enrolled in the LECOM Student Health Plan for up to six months. An additional six months of coverage is allowable with LECOM approval. The student shall pay all required premiums directly to the local provider at Hub International.

Return from Leave of Absence

Students who are on an approved Leave of Absence for sixty (60) days or more, must meet with the Associate/Assistant Dean, the Director of Student Affairs, and the appropriate Dean (or if the Dean designates, the Dean's representative) two weeks prior to being reinstated in their program of study.

Students may be required to provide documentation of ability to return to the program depending on the circumstances of their leave of absence. Students on medical leaves of absence are required to provide a medical release from their treating physician prior to their return to class. To return to school, students must provide an up-to-date immunization record, a current background check, and evidence of ability to pay if so directed by the Director of Student Affairs. A student returning from a LOA shall be responsible for tuition and fees for the return semester.

A student may be required to take an examination to determine the retention of material prior to being permitted to return. The student may then be required to review certain topics and be tested to ensure the student is able to progress with their class.

Grades earned by a student are good for two (2) years. If a student is on a leave of absence for greater than two (2) years, all coursework prior to the leave of absence must be repeated.

A student who is in the first semester of the first year is not eligible for a Leave of Absence. The student must withdraw. A student will not receive a leave of absence in order to avoid course failures.

Students should be aware of the following potential implications of a leave of absence:

- The anticipated graduation date may be changed to reflect the time of completion of graduation requirements.
- If a student cannot complete the graduation requirements by July 1 of the year they intend to graduate, eligibility to participate in the match will not be granted.
- The reason for the leave of absence will be included in the Medical School Performance Evaluation (MSPE) or any other Deans letters requested.

8.5. MANDATORY LEAVE OF ABSENCE

LECOM offers a robust program of services and accommodations to ensure qualified students with disabilities have equal opportunity to participate in LECOM's programs and activities.

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, or where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, and the student does not want to take a leave voluntarily, the Dean of the student's particular College or School has the authority to place the student on a mandatory leave of absence. Before placing a student with a disability on a mandatory leave of absence, LECOM will do an individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in the educational program without taking a leave of absence. Such decision may be appealed

in writing to the President within seven business days of notification.

A student on a mandatory leave of absence may request reinstatement when the circumstances that resulted in the leave no longer exist or have moderated in severity such that the student no longer poses a significant risk to the health or safety of others or an actual risk to their own safety. The request shall provide evidence of the change in circumstances. Reinstatement may be granted by the same official who imposed the mandatory leave. If a request is denied on grounds of health or safety, the decision may be appealed in writing to the President, within seven (7) business days of notification of denial.

8.6. WITHDRAWAL POLICY

Attendance at LECOM is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct.

LECOM reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation.

A student wishing to voluntarily withdraw from further study at LECOM for any reason during or at the end of the academic year should go through the following procedures:

- A. The student is encouraged to consult with their faculty advisor and/or the appropriate Associate/Assistant Dean. If still wishing to withdraw, obtain a withdrawal form from the advisor or from the Student Affairs.
- B. The student should submit the completed withdrawal form to the Office of Student Affairs at their location (see Appendix G – Student Change of Status Form).
- C. If the withdrawal occurs during the first 50% of the designated length of a course, the student will receive a “W” for that course. If withdrawal occurs during the last 50% of the designated length of a course, the student will receive a “WP” or “WF”, depending upon the determination by the instructor of the course as to whether the student was passing or failing at the time of last date of attendance.
- D. No withdrawals will be permitted during the final two weeks of a semester or term.

Once a student has withdrawn and, if eligible, has received a full or partial refund of tuition and fees and/or financial aid, the student is not eligible for a medical leave of absence.

Once the appropriate departments are notified, the access to the LECOM Student Portal is deactivated and the student account is deleted.

A student who has withdrawn from LECOM and wishes to be reconsidered for admission must reapply and go through the full application process.

8.7. ACADEMIC FREEDOM

All faculty at LECOM are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

LECOM recognizes that its faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.

As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that

they are not speaking for the institution.

Guidelines

The right to academic freedom is essential for enabling faculty members to carry out their functions successfully. The following rights are known collectively as academic freedom:

1. Faculty members have the freedom in the classroom to teach and present material in a fashion that is generally considered appropriate.
2. Faculty members have the right to select methods and topics of research, subject to the review and approval of the appropriate dean, and if applicable, the Institutional Review Board (“IRB”).
3. Faculty members have the right to assign reasonable academic tasks to students, but faculty members must give students full credit for their work.
4. Faculty members have the right to make public research findings and other products of scholarship but have the concomitant responsibility to strive for scholarly objectivity, truth and to respect the privacy and dignity of any research subjects. They must also comply with all applicable laws and regulations.

8.8. HEALTH RECORDS POLICY

8.8.1. Health Records for First Year Students

Prior to matriculation, first year students must submit health and immunization records to the Student Affairs. All students must be current on immunizations prior to the beginning of courses. Health forms and instructions for submitting forms are mailed as part of the matriculation packet to all students after their acceptance into LECOM. Each student must submit the following documentation:

- An **Immunization Status Report** must be completed and signed by a physician. This report must indicate that the student has immunity to the following diseases and documentation of a student’s immunity must be attached to the report: diphtheria, tetanus, pertussis, chicken pox, polio, measles, mumps, rubella, and hepatitis B. Students must also have current results of a 2-Step Mantoux PPD or QuantiFERON-TB Gold Test (QFT-G). If found to be necessary, a student will be required to receive an additional dose of a MMR vaccine.
- A **Health History** must be completed by the student.
- A **Physical Exam** must be completed and signed by a physician. This must be completed within one (1) year of matriculation.
- A **Records Release** form must be signed by the student authorizing the physician to release the student’s health records to LECOM. This form also authorizes LECOM to release a student’s records to hospitals where the students are in training.
- An **Emergency Data** form allows the student to designate a person to contact in case of an emergency. It also asks the student to name any known allergies or pre-existing health-related conditions.
- A signed **Matriculation Agreement** wherein the student agrees to submit the above-mentioned items as well as additional tuition, residency, and background check requirements. The Matriculation Agreement must be submitted no later than first day of Orientation.

The **Two-Step PPD or QuantiFERON-TB Gold Test (QFT-G)** is required for students working in hospitals, pharmacies, or clinics. Both tests show whether or not an individual has been exposed to tuberculosis. It is the student’s responsibility to get an initial two-step PPD or QFT-G and provide

documentation of the results to Student Affairs prior to matriculation. If the result of either test is positive, the student must have a diagnostic evaluation and those results must also be sent to Student Affairs. The status of the student is evaluated, and appropriate action will be determined and communicated to the student. A PPD or QFT-G test is required for all subsequent years.

For students on rotations, an annual flu shot is required. In addition, some pharmacies, hospitals, and clinics may require additional documentation of vaccines or tests which are not required by the school. ***In such cases, it is the student's responsibility to satisfy the health requirements of the hospital where they are training.***

8.8.2. Mandatory Student Health Insurance Policy

Participation in the LECOM Student Health Plan available through Highmark Blue Cross and Blue Shield Community Blue is mandatory for all LECOM students. Students must maintain the Highmark Blue Cross and Blue Shield health insurance throughout the program of study. All students are required to purchase this plan, with the following exceptions:

- Students covered as a dependent by a parental health insurance plan.
- Students covered as a dependent by a spouse's employer health insurance plan.
- ***All students in the College of Medicine going out on rotations must be enrolled in the LECOM Student Health Plan.***

Waiver consideration may be granted on a case-by-case basis for students in the military who are enrolled in TriCare, and students with dependent children who are covered by Medicaid. ***Individual insurance plans (other than the LECOM Student Health Plan) are prohibited. Misrepresentation of coverage will be deemed an honor code violation.***

Students who have been granted a waiver for any reason must update the waiver information on the LECOM Portal twice a year, June 1 and December 1, and provide a current Proof of Coverage letter from their insurer.

Current student health insurance waiver information must include:

- Name, address, and customer service number of the insurer;
- Name of policyholder, and their relationship to a student; and
- Policy and group number and effective date of coverage.

8.9. LIVING ACCOMMODATIONS

All LECOM students live in privately-owned, off-campus housing. Student Affairs at each location may have available information on rental properties or rental agencies. However, please note that any information made available to a student does not represent an endorsement of any kind. It is the student's responsibility to identify housing within a reasonable distance of the campus and to research and inspect a listing to determine its suitability. ***Students should read leases before signing them.***

LECOM staff and students are prepared to assist new students in becoming more familiar with local neighborhoods and to help them evaluate accessibility to shopping and recreation areas. LECOM disclaims any warranty or guarantee as to the price, quality, or safety of off-campus housing.

Students are expected to maintain living accommodations near campus (less than 30 mins travel) to increase academic success by limiting the time lost to travel and to be close in instances when academic schedules undergo unforeseen updates or changes.

Student Telephone Emergency Message System

Should an emergency arise with a student's family, the family may contact Student Affairs to initiate contact with the student. Students are asked to inform family members/friends that only emergency messages will be relayed to students. The caller must clearly state that an emergency exists. The caller will be asked for their name, telephone number, their relationship to the student, and the nature of the emergency. Verifiable student information may also be requested.

8.10. LOCKER ASSIGNMENT POLICY

Lockers are assigned to all first- and second-year medical, pharmacy, dental, and podiatric medicine students. Locker assignments will be made at the beginning of each academic year. All lockers must be cleaned out by the last day of classes for each academic year. Student lockers are not available for use during the summer months. If a student withdraws, transfers, or is dismissed from LECOM, they must clean out their locker and notify Police and Security by the last day of attendance.

At no time does LECOM relinquish control of lockers or any other part of the school building or property. School officials reserve the right to and will randomly search all school property at any time without specific cause. These searches may be done without student/employee consent. These searches may encompass all items stored in lockers or in any other area of school property. In addition, school officials have the right to search student and employee automobiles on school property.

Searches may include, but are not limited to, utilization of a certified police drug detection dog, metal detection devices, or any other device deemed useful in protecting the health and welfare of the school population /employee's and visitors. Any contraband found will be seized.

8.11. STUDENT DEATH

When the student's death occurs on campus:

1. The individual first responding to the scene should contact Security immediately. Security officers will respond appropriately and take the lead role at the scene.
2. Security will notify the Director of Security who will notify the Provost, President, and Director of Student Affairs.
3. The Director of Student Affairs, in consultation with the Provost, will notify the appropriate deans, Director of Behavioral Health, and Director of Communications.
4. As directed by the Provost, the Director of Student Affairs will notify next of kin.
5. The Director of Behavioral Health will convene a meeting of the B.I.T. Committee to review the incident and appropriate steps to be taken.
6. The Director of Communications will prepare an announcement after family permission, to the campus community and any news media inquiries.
7. The Director of Student Affairs will request a copy of the death certificate and provide that to the Registrar, and will notify Financial Aid, IT, and the Bursar to deactivate all accounts.
8. The Director of Behavioral Health will make available appropriate grief counseling services to students, staff, faculty, and friends.

When the student's death occurs off campus:

1. Any person who becomes aware of the death of a matriculating student should contact the Security Office Immediately.
2. The Security Office will communicate with appropriate law enforcement and medical

personnel to verify the student's death and gather essential information.

3. Steps 2 through 8 above are implemented.

Financial Aid procedure

1. If a deceased student was the recipient of federal loans, the loans are discharged upon the student's death.
2. It is necessary for the family to provide a death certificate to the student loan servicer.
3. In the case of private loans, the family is advised to contact the lender.

Posthumous Degrees

A posthumous degree may be awarded at the request of or with approval of the family of the deceased if the student, at time of death, was:

1. In good academic standing
2. Enrolled in final semester of study
3. Verified to have passed all necessary Board exams
4. Current on all financial obligations

8.12. BOOKSTORE

The LECOM Bookstore for all campuses is online only. Any textbooks not on VitalSource are available for purchase through the online website. The bookstore stocks LECOM logo apparel & gifts, supplies, and instruments relevant to course work. Only credit cards (MasterCard, Visa, Discover or Amex) can be used for online purchase. LECOM bookstore also offers free pick up at the LECOM Erie campus.

8.13. CREDIT CARD MARKETING POLICY

LECOM prohibits credit card institutions, banks, or any other financial or lending institutions from soliciting students on campus and does not permit them access to campus mail and/or electronic addresses to establish credit card accounts without prior authorization.

8.14. STUDENT ACTIVITIES

8.14.1. Grade Requirements for Participation Policy

Students must maintain at least a 3.0 grade point average, have no course failures, may not be on probation for any reason, may not be repeating an academic year and must be passing all currently enrolled courses to:

- Serve as an officer in SGA;
- Serve as an officer of a LECOM club or organization;
- Serve on a LECOM committee; or
- Attend any off-campus conference/meeting.

Students wishing to attend off campus meetings or conferences must submit requests for approval (Appendix D) (normally *at least* thirty days in advance of the travel date, circumstances permitting); be approved in advance; and be excused from any classes that will be missed. Travel arrangements can only be made by the student *after* receiving the approval to travel. To receive housing, food, or transportation support from LECOM, students must be willing to assist in LECOM activities, if any, at

the event. All rules relating to student conduct are in force when students attend any such meetings or conferences. No travel requests will be granted where a student is failing a course. No international travel will be permitted.

8.14.2. LECOM Student Government

The Student Government is the official voice for all students. The clubs/organizations are open to all students and welcome proposals and participation from the entire student body. The responsibilities of Student Government include collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body, promoting osteopathic medicine, supporting club and class activities, and working to improve the quality of life for all students at LECOM. Student Affairs serves as the liaison between the administration and Student Government.

The SGA provides additional information at its website - <https://www.lecomsga.org/>. It is the organization's responsibility to maintain and update that site.

8.14.3. LECOM Clubs and Organizations

College or school specific clubs are listed in the Student Handbooks for each campus program and campus location ([Appendix Q - LECOM Clubs and Organizations](#)).

8.14.4. College Committees

LECOM encourages student representations on committees. Specifically, student representation is provided on the LECOM Safety Committee, Curriculum Committee, Strategic Planning Committee and Accreditation Self-Study Committee. Students may recommend a list of candidates from their class to serve on committees with final approval from the appropriate dean. Students must be in good academic standing in order to serve on committees or participate in club or organization activities.

8.14.5. Recognition of Student Organizations

The first step in obtaining recognition for a new student organization is the submission of a petition to the Student Government Association (SGA). The petition must include the goals of the organization, the proposed charter, the name of the faculty advisor, a list of club officers and a list of charter members. The petition to form a new club or organization must be signed by the prospective officers and the faculty advisor of the new organization.

Once the petition has been approved by the SGA, it must be submitted to the Director of Student Affairs for administrative review, who will forward the petition to the Provost for final approval. The approved status of an organization is valid for one year, renewable on an annual basis with submission of the Annual Student Club Registration Form and the Faculty Advisor Form.

Administrative approval is important because only officially approved organizations and groups can use LECOM facilities, be listed in LECOM publications and be eligible for institutional support. Membership in a LECOM organization may include an application, GPA minimum, essay, service hours and/or dues. Hazing within any organization is strictly prohibited.

8.14.6. Student Organization Stationery and Use of College Logos

Student clubs or organizations requesting the use of the LECOM logo, seal, or facsimile thereof for correspondence or other purposes must have approval from the Director of Student Affairs and the Director of Communication and Marketing. The request to use the College/School logo or seal, or facsimile must be submitted in a proposal, be signed by the faculty advisor, and be submitted **in writing** to the Director of Student Affairs and the Director of Communications and Marketing.

8.14.7. Student Sponsored Events

Any event conducted by a student club or organization recognized by LECOM is considered a student-sponsored event. Events of this nature require the approval of the Office of Student Affairs and requests must be submitted in writing to the Office of Student Affairs. Requests should include a statement of purpose and the facilities required for the event. Event scheduling forms requiring the use of institutional facilities are available through the Office of Student Affairs. All off-campus events sponsored by a LECOM club or organization are subject to the same approval process and must receive approval prior to the event or activity and prior to contacting any off-campus facility or organization to schedule or host the event. ***Alcoholic beverages are prohibited at any LECOM sponsored student club or organization on or off-campus event or activity.*** No student organization may promote any gambling activities. Raffles may be conducted with permission. The faculty advisor for the participated student organization or the advisor's designee must be present for each student sponsored event.

8.14.8. LECOM Video Bulletin Board

Students or student organizations wishing to post an announcement or notice on the LECOM Video Bulletin Board must first receive approval. LECOM reserves the absolute right to reject or edit any submitted announcement or notice intended for posting on the Video Bulletin Board.

8.14.9. Student Participation in LECOM Sponsored Research

LECOM students who wish to participate in research must adhere to the following institutional guidelines regarding such activity.

Any student wishing to participate in research must meet the following criteria:

1. Must be passing all courses.
2. Must have successfully completed the first semester of their program.
3. Must have a cumulative GPA of 3.0 or higher.
4. Must not be on probation for academic, conduct, or professionalism reasons.
5. Must be on schedule to take board examinations.

In addition, students wishing to participate in research must:

1. Have a faculty mentor for the project.
2. Submit a project title and description, signed by the faculty mentor, to the Director of Research for that school.
3. Have completed all relevant CITI training modules.
4. Satisfactorily complete all relevant safety training.
5. Submit and receive approval from relevant regulatory committees (IACUC, IRB).

Students wishing to complete a research elective rotation in their third or fourth year must:

1. Have a faculty mentor for the project.
2. Submit a project title and description, signed by the faculty mentor, to (a) the Director of Research for that school and (b) the Clinical Education office.
3. Receive approval by the Clinical Education office prior to beginning the rotation.
4. Complete an end-of-rotation summary of their project and findings.
5. Meet all other rotation requirements according to the Clinical Education office.

9. STUDENT CONDUCT AND PROFESSIONALISM

INTRODUCTION: CODE OF STUDENT CONDUCT AND PROFESSIONALISM

The Code of Student Conduct and Professionalism consists of the Student Honor Code and the Standards of Academic and Social Conduct. The Code of Student Conduct and Professionalism is **not** a contract and serves only as guidance for the fulfillment of fundamentally fair process procedures. The Board of Trustees and its designees have the authority and may modify or change the Code of Student Conduct and Professionalism at any time. **Each student is expected to be knowledgeable about all published policies, rules, and regulations of LECOM.** LECOM will hold each student responsible for compliance with these and all other policies, rules, and regulations. The student is responsible for reviewing any published materials that update the items in this Code. **Additionally, students are also expected to comply with all federal, state, and local laws.** Students may be sanctioned for conduct off-campus, which is likely to have an adverse effect on LECOM or the educational process.

To the extent applicable, students are also subject to and will be expected to observe the provisions of the Code of Ethics of the American Osteopathic Association. (see Appendix I)

Note that the procedure to be followed in the event of an allegation of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence and stalking is in the *Title IX Policy* attached as Appendix K and not in Section 9 Student Conduct of this handbook.

9.1. PURPOSE OF THE STUDENT CODE

LECOM's primary concern is the student. LECOM attempts to provide all students with a learning environment that is conducive to academic endeavor, social growth, and individual self-discipline. Enrolled students at LECOM are bound by the rules, regulations and guidelines governing student behavior. The student is responsible for being aware of this information. In addition, all students are expected to obey all federal, state, and local laws and are expected to familiarize themselves with the requirements of such laws. Any student who violates any provision of those laws is subject to disciplinary action, including suspension or expulsion, notwithstanding any action taken by civil authorities on account of the violation.

9.2. STUDENT HONOR CODE AND PROFESSIONAL CONDUCT

In keeping with the obligations of integrity, honesty, responsibility, and personal honor, which are integral to professional practice. LECOM, the LECOM Board of Trustees, faculty, staff, and students promulgate this Honor Code to uphold these important values.

No student at LECOM shall participate by any means in actions of dishonesty, cheating, plagiarizing, stealing, or lying to any College official, as described in the "Code of Student Conduct and Professionalism." All students subject to this code have an obligation to report suspected violations. All reports of suspected violations must be made in writing to the Chairperson of the SPG/ASP Committee within seven (7) working days of the alleged offense. Any student who has knowledge (other than unsubstantiated rumor) or is a witness to any violation or possible violation, and who knowingly fails to report such is also in violation of this Honor Code and is subject to disciplinary sanctions. Any student found to report another student intentionally and maliciously for the purpose of harassment will be subject to disciplinary sanctions as set forth herein. Faculty and staff who witness violations of the Honor Code shall also report them in writing to the appropriate dean and/or the Chairperson of the SPG/ASP Committee within seven (7) working days.

All students must respect and follow the rules on copyrights. Unauthorized use of or distribution of copyrighted materials, including, but not limited to peer-to-peer file sharing is a violation of federal law

that can subject students to fines or imprisonment and would be considered an honor code violation, which can result in expulsion, etc.

9.3. ATTENDANCE, TARDINESS AND ABSENCES

As professionals, students are expected to adhere to the attendance policy with diligence. As such, attendance is required at all scheduled instructional periods and will be taken regularly. Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered during the periods. Unexcused absences will be viewed as violations of the Code of Student Conduct and Professionalism and may result in disciplinary action by the SPG/ASP Committee including, but not limited to, loss of remedial privileges, removal from any leadership position with any student club, organization or student government office, and possible notation in the Dean's Letter. In extreme cases, absenteeism or tardiness may result in dismissal.

Attendance

- Attendance will be checked daily at random times and possibly multiple times per day.
- Students **must be in their assigned seats**.
- Any assigned seat change request must be requested through the appropriate Asst/Associate Dean. If a seat change request involves exchanging assigned seats with another student, both students must request the seat change.
- Absence is defined as a student who is not present at an instructional period when attendance is taken. If the student had a preapproved excuse for not being present, they are recorded as an excused absence, if they had no preapproval, they are recorded as unexcused absence for that instructional period and for that day.

Excused Absences for Planned Activities

Medical Reasons

For an absence to be considered excused for medical reasons, notice must be received by LECOM prior to the missed class or activity, and a note must be submitted from a local physician or other practitioner in a physician's practice upon the student's return to class. The note will not be accepted if the signee is a relative of the student. The note must be sent directly from the physician's office by fax or secure business email. Notes electronically submitted by students are not acceptable. Students on rotation or in the clinical setting must abide by the additional requirements contained in the College or School Clinical Manual.

Non-Medical Reasons

Students may receive excused absences to attend LECOM-related activities or national meetings of student clubs and organizations. No absences will be excused without approval from the appropriate Assistant/Associate Dean. Any request for an excused absence must be submitted using the Student Request for Excused Absence Form, to the Assistant/Associate Dean at least 30 days prior to the anticipated absence. The form can be found under the Student tab on the *myLECOM* Portal.

Students must complete the excused absence request form for illness, doctor appointments, conferences, emergencies, funerals, etc. and it must be approved by the appropriate Assistant/Associate Dean.

Students must also obtain an “**Excused Absence Student Request Form**” for a planned absence. This form must be filled out by the student and signed by the pathway director and/or appropriate Assistant/Associate Dean. Students should do this in-person and have it completed prior to the anticipated absence. Students must be in good standing with a grade point average of 3.0 GPA in order to be granted an excused absence from school-related activities or to attend organizational meetings or

any other extracurricular activity. **The Student Affairs Office may be asked to verify the grade point average.**

If the excused absence is planned in advance, the form should be received by the appropriate Assistant/Associate Dean 30 days in advance (conferences, weddings, established medical appointments, etc.). If the excused absence is emergent (illness, emergencies, funerals, unplanned medical appointments) the student must notify the appropriate Assistant/Associate Dean and Pathway Director the day the issue arises.

Excused Absence for Unplanned Reasons

If this absence is due to unplanned illness or emergency that necessitates missing an instructional period, quiz, or exam the notification of the illness/absence **MUST** be received by the appropriate Assistant/Associate Dean's office by email or phone message prior to the start of the instructional period, quiz, or exam for it to be eligible for consideration of an excused absence.

No travel arrangements may be made without completing a Travel Request Form (Appendix D) and receiving approval. Absences may be excused for:

- Medical necessity: illness of the student or member of the immediate family. For an absence to be considered excused for medical reasons, a note must be submitted from the examining physician upon the student's return to class stating the specific reason for the absence, with a diagnosis and treatment plan included. *NOTE: Absences prior to seeing the physician will not be excused.*
- Death in family: death of immediate family member, significant other or close relative. Documentation may be required.
- Special circumstances/other: circumstances outside of the above situations (vehicle accidents, etc.).
- Attendance at certain LECOM-related activities such as conferences.

In cases of unplanned absence or lateness, the student must notify the appropriate administrative assistant as soon as possible prior to the missed class/activity. In addition, if the student misses an exam, it is the student's responsibility to notify the appropriate administrative assistant via phone and email when it is first noted that an absence will be necessary. This notification must be prior to the start of the instructional period or quiz/exam for it to be eligible for consideration of an excused absence.

The Student Excused Absence Form can also be used for unplanned absences to be considered excused. This form must be filled out by the student and signed by the pathway director and appropriate dean. Students should do this in person and are responsible for obtaining any make-up materials within three (3) school days.

Missed Class Time

If a student misses a class, they are still responsible for the material missed. It should be noted that making up certain academic sessions is not permitted. Simulation and laboratory courses such as OMM, H & P, and Clinical Examination may have special requirements for attendance, tardiness, and absences. Students on rotations or clinical settings must abide by the College or Schools Clinical Manual.

Students with a pattern of absences (excused or unexcused) will be referred to the Assistant/Associate Dean for counseling. Students missing >20% of a course's instructional period/quiz/exam days due to excused/unexcused absences may receive an incomplete for the course and will need to take part in the make-up course during the scheduled remediation periods to receive their final grade (whatever they originally earned).

Promptness is another trait that a professional health care practitioner must display.

Additionally, tardiness in class both disturbs the professor and the entire student body and is thus markedly inconsiderate and rude. Repeated violations will be considered improper professional behavior and will be referred to the Assistant/Associate Dean and may result in disciplinary action and notation in the Dean's Letter of Evaluation.

Consequences of Absence

1. Students will be notified of unexcused absences as they occur, and their total accumulated number will be shown in that notification.
2. Students with **3** unexcused absences will receive a letter of admonition and meet with the Assistant/Associate Dean. Admonition may include restrictions on participation in clubs, research, or extracurricular activities.
3. Students with **4** unexcused absences will be placed on Conduct Probation (Section [9.7.1 Behavioral Penalties](#))
4. Students with **5+** unexcused absences will be referred to SPG/ASP for disciplinary action.
5. Unexcused absence totals will not reset between preclinical years (repeating a year would reset the student to the total at the beginning of their repeated year).

9.3.1. Cell Phone Usage

Personal use of cell phones during class is prohibited. Cell phone usage should be kept to a minimum and should never interfere with instruction, work, or class.

Use of personal hotspots in the lecture halls interferes with the LECOM wireless network and is prohibited.

The use of cell phone cameras or video/audio recording devices is prohibited during class. Any usage of photographs, videos, or audio recordings must be with the consent of individuals as delineated in Section [9.12.1](#).

9.3.2. LECOM Physical Health Policy including COVID-19

The Lake Erie College of Osteopathic Medicine (LECOM) views the safety and well-being of its students, faculty, and staff as a top priority. Due to the nature of the educational environment at the institution, students are in close proximity with peers, faculty, staff, and patients in the clinical setting. It is imperative to be aware of one's individual health status. If you are feeling ill, running a temperature, etc. stay home and follow your campus' call protocol. If an illness is severe, lasts longer than anticipated, or impairs our ability to effectively do self-care, one should consult their primary care physician, or a local urgent care center. It is imperative that students monitor their health status to ensure that they do not inadvertently transmit pathogens to others within their learning environment.

Students exhibiting symptoms, such as:

- Fever
- Vomiting
- Diarrhea
- Runny or stuffy nose
- Sore throat
- Cough
- Sneezing
- Body aches or a mild headache

are encouraged to stay home and contact their Assistant/Associate Dean, preceptor, director of medical education/clerkship director, or other LECOM point of contact to inform them of their current health status. If a student is out for greater than 48 hours (2 days), a return to school excuse from the attending physician is required. Students are further directed to review Section 9.3 for further discussion on the topic of absences, tardiness, and associated policies.

Students, staff, and faculty are to use standard infection control measures to help prevent the spread of illness and keep the LECOM Community safe and healthy.

Simple actions such as:

1. Washing your hands with soap and water frequently.
2. Avoid touching one's face.
3. Using hand sanitizer.
4. Sneezing into a tissue and disposing of properly-- or at a minimum, a sleeve.
5. Sanitizing workspace/eating area before and after use.

Items to consider before returning to campus:

1. Are you feeling better? (have symptoms decreased or resolved?)
 - a. Cough has resolved, decreased to marginal and nonproductive.
 - b. Body aches/sweats have resolved.
 - c. Retained foods/fluids for a whole 24 hrs. without the use of medications.
2. Afebrile for 24 hrs. without the use of antipyretics.
3. Feel capable of putting in a whole academic day.

LECOM continues to maintain best practices for the overall health and safety of all faculty, staff, and students on campuses and clinical training sites. The LECOM Health Operations Center (HOC) closely monitors and evaluates infectious disease situations including the COVID-19/influenza pandemics and environmental factors that can impact our community health. LECOM follows and implements guidelines related to these events to include transmission, length of threat/impact, and considers options based on federal, state, and local government guidelines, including, but not limited to, World Health Organization (“WHO”), Centers for Disease Control and Prevention (“CDC”) guidelines and Departments of Health and Environmental Resources.

LECOM has protocols in place and has taken a series of precautions to mitigate the community spread of respiratory pathogens such as COVID-19 to best protect all LECOM campuses.

9.3.3. Cancellation of Class

Students at all locations should use the Omnilert Campus System to check on possible closures. LECOM Erie and LECOM Bradenton utilize the LECOM Omnilert Campus system, local media, and school email to notify students of events of inclement weather and campus closure. LECOM at Seton Hill is closed whenever the Seton Hill University campus is closed for inclement weather. LECOM at Seton Hill students utilize the Seton Hill University Omnilert Campus system or check local media for the status of classes. LECOM at Elmira uses the Omnilert system in conjunction with Elmira College's system in case of a campus emergency or the closure of campus amenities.

In the event of inclement weather, tune in to local radio stations for the announcement of school closings. No clinical duties will be canceled because of the weather; only didactic and laboratory classes may be canceled.

The delivery of learning may change to an online curriculum due to a pandemic, weather related event or similar act beyond the scope of either the student or the institution.

9.4. DRESS CODE POLICY

Students must maintain a neat-and-clean appearance befitting a student who is attending professional school. Professional attire must be maintained whenever the student is on LECOM grounds including in or adjacent to leased property at LECOM at Seton Hill, LECOM at Elmira on a clinical experience, or on rotation.

Students must be professionally dressed for all examinations, classes, laboratory classes or workshops. Student changing areas and lockers are provided to change into appropriate dress for OMM labs, H & P labs, and gross anatomy labs (except at LECOM at Seton Hill and LECOM at Elmira). Students do not have to maintain professional attire after 5:30 p.m., Monday through Friday, or on weekends, except when notified by the College or School administration to be professionally attired.

All students must have at least one short, white consultation jacket. Student ID badges must be prominently displayed, and the badges must be worn at all times.

A clean and well-cared-for appearance should be maintained. Men must wear dress trousers, shoes, dress shirt, and necktie. Men's hair must be above the collar. Beards and moustaches must be neat and must be kept trimmed at all times. Man-buns and other extreme styles or colors are not permitted. Excessive body piercings (more than one per ear), ear gauges, and all other visible body piercings are not acceptable. Sandals and open-toe footwear are prohibited. All other shoes must be worn with socks.

Women are required to wear appropriate dresses of reasonable length (no more than four inches above the knee) or slacks (to the ankle) with appropriate blouses. Leggings are not permitted unless worn with a dress. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing. Hairstyles should be clean and neat, avoiding extreme length, styles, or colors. Revealing or tight, form fitting clothing is unacceptable. Excessive body piercings (more than one per ear), ear gauges, and all other visible body piercings are not acceptable. Capri pants, yoga pants, shorts of any length, jeans, T-shirts, and sandals are not permitted. Students are required to wear shoes with stockings or socks.

Hats, caps, or sunglasses may not be worn during classes or examinations. Any student wearing a hat, cap, or sunglasses will be asked to remove it. **At all times, wearing unapproved masks or costumes is forbidden.**

Students inappropriately dressed or groomed may be requested to leave the campus and not return until appropriately attired. Any class missed during that time will be considered an unexcused absence. Questionable or disputed cases of dress or grooming shall be presented to Student Affairs, whose decision will be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action.

LECOM will follow guidelines set by the CDC and the Commonwealth of Pennsylvania during any health emergencies and/or global pandemics. The wearing of personal protective equipment (PPE), including masks, may be required at LECOM facilities and functions. LECOM may require PPE for students based on local health emergencies and health emergencies within the student population.

9.5. THE STUDENT PROMOTION AND GRADUATION (SPG) COMMITTEE AND ACADEMIC STANDING AND PROFESSIONALISM (ASP) COMMITTEE

The Student Promotion and Graduation Committees (SPG) and Academic Standing and Professionalism (ASP – School of Pharmacy) are responsible for reviewing the academic achievement and advancement of students within their designated College or School. The composition and functions of the committee are as follows:

Student Promotion and Graduation Committee

A. Composition of the Committees

- The College of Medicine/Graduate School of Biomedical Sciences SPG Committee is comprised of academic deans, other administrators, and elected basic science and clinical faculty members.
- The School of Pharmacy the ASP Committee is comprised of the Director of Academic Standing and Promotion, Pathway Dean/Director, the Dean of the School of Pharmacy, Directors of Experiential Education, and elected full-time Pharmaceutical Science and Pharmacy Practice faculty members. The students enrolled in the Distance Education Pathway will be considered by the ASP committee of the Erie campus. Meetings may be conducted live, by video conference, or by phone conference. Recording of meetings is not permitted.
- The School of Dental Medicine SPG Committee is comprised of the Assistant Deans and appointed full-time dental pre-clinical and clinical faculty members, and legal counsel, as necessary.
- The School of Health Services Administration SPG Committee is comprised of the program directors, one of whom acts as chairperson, and one additional faculty member from each program.
- The School of Podiatric Medicine SPG Committee is comprised of the Associate/Assistant Dean and appointed full-time pre-clinical and clinical faculty members, and legal counsel, as necessary.

B. Frequency of Meetings:

- The College of Medicine/Graduate School of Biomedical Sciences SPG Committee meets twice monthly at all locations to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG Committee by the course director, systems coordinator and/or pathway directors. Student conduct and discipline may also be reviewed. These meetings are in addition to meetings that may be held at each campus to discuss students who are “off schedule” for any reason.
- The School of Pharmacy meets each semester, the ASP Committee shall periodically review the academic achievements and performance of all students. The names and grades of students in academic difficulty shall be made available to the ASP Committee by Course Coordinators with additional input from the Associate Dean/Pathway Director.
- The School of Dental Medicine meets semester, the Committee shall periodically review the academic achievements and performance of all students. The names and grades of students in academic difficulty shall be made available to the Committee by Course Directors with additional input from the Assistant/Associates and Vice Deans.
- The School of Health Services Administration SPG Committee meets on a quarterly and as-needed basis to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG committee by the course directors.
- The School of Podiatric Medicine Committee shall review the academic achievements and performance of all students concurrently with the Erie COM SPG. The names and grades of

students in academic difficulty shall be made available to the Committee by Course Coordinators.

- C. The SPG/ASP has the authority to call any student before it who has shown academic or behavioral problems. Students are submitted to the Committee for consideration from:
- Any of the academic Deans;
 - Director of Student Affairs; or
 - Faculty members.
- D. Students may be referred to the Committee for:
- Honor code violations including any allegations of cheating or academic dishonesty;
 - Non-honor code violations including issues of professionalism, failure to meet financial obligations to the College or School, or behavioral issues either on campus or during clinical experiences; or
 - Failure to progress academically or academic failure.
- E. Student names are submitted to the Chairperson of the SPG/ASP and placed on the agenda for the next regularly scheduled meeting. If the matter is urgent, a special meeting of the Committee is called. Prior to the meeting, the Committee is provided with any written records, academic records, advisor input, attendance records, etc. prior to meeting with the student. These records will be treated with full confidentiality.
- F. Students meet with the Committee and are informed of the reason for their appearance. They are given an opportunity to address the Committee and allowed to submit any supporting documentation. The Committee members are given an opportunity to question the student.
- G. After students have left the meeting and the Committee has considered the written records in front of it, the members confer and then vote on recommendations to be submitted to the appropriate dean.
- H. The Chairperson of the Committee prepares and submits the Committee's recommendations to the Dean, who may accept, reject, or modify the recommendations.
- I. The student will be notified by the appropriate Dean or Chair of SPG committee.

This is distinct from that for appeal hearings set forth in Section 9.8 F Appeals to the Dean's decision may be taken to the President within seven days of notification of a decision by the Dean. Students in the Master of Medical Science, Post Baccalaureate Program, Pharmacy Enrichment Program or RN to Pharm.D. Bridge program may not take appeals to the President.

9.6. ADJUDICATION OF HONOR CODE VIOLATIONS

In matters involving the allegations of student Honor Code violations, the SPG/ASP Committee will be the Committee of review. The Committee will review each report as an independent case and, where applicable, will utilize the "Code of Student Conduct and Professionalism" as its guideline in deliberations.

The Committee has the authority to formulate sanctions for any substantial findings of Honor Code violations. In all affairs the Committee shall proceed as expeditiously and thoroughly as possible. When a violation is reported, students, faculty, and staff with potential information concerning the alleged violation may be called before the Committee to give oral or written statements regarding their knowledge that is pertinent to the investigation. The student who has been accused of an Honor Code

violation and a representative (non-attorney) from the institution who is involved in the matter have the right to appear before the Committee.

Upon concluding its investigation, the Committee shall make a finding as to whether a violation has occurred, or whether the investigation is inconclusive. If it is decided that a violation has occurred, a sanction shall be formulated. Examples of possible sanctions are described below in Section 9.7.1. At that time, the student against whom the sanction has been made will be informed, in writing, as to the findings and sanctions, as well as the established procedural process. If the student disagrees with the decision of the Committee, they will retain rights through the subsequent procedures as described herein and in Section 9.8.1 [Enrollment Status During Appeal](#).

The student, or any involved faculty or staff member who does not agree with the finding and/or sanction of the Committee, may have the decision reviewed. The desire to appeal must be made in writing to the appropriate Dean within three (3) working days of the Committee's decision.

Should the student and the other party agree to the findings and sanction(s) formulated by the Committee, then the sanction shall be final and implemented accordingly, and rights are thereby waived. The decision must be signed by the student and the administration. Appeals may be taken from the decision of the appropriate dean to the President within seven (7) working days of the notification of the dean's decision. The decision of the President shall be final. The President will only hear arguments and evidence presented below.

The standard of proof to be used for all alleged violations of the Student Code (Honor Code and Non-Honor Code) is preponderance of the evidence. **If it is found that it is more likely than not that the student violated the Code, a finding of an infraction will be made.**

All Committee members shall keep any matter brought before them in absolute confidence. Individuals with official access to this confidential information are limited to the Committee members and individuals with official reasons to have knowledge of the case. In accordance with the Family Educational Rights and Privacy Act (FERPA), the individual against whom an allegation is made shall have access to their records. Anyone found to have violated this confidentiality provision shall be subject to discipline through established disciplinary procedures.

To the extent possible, the identity of individuals who report violations or make statements to the Committee will be protected and kept confidential. This confidentiality applies to students, faculty, and staff alike. These individuals must realize, however, that they may have to appear before another member of the LECOM Administration if the matter is not resolved at the Committee level.

9.6.1. Functioning of the Student Code

Infractions of the student code for which students are subject to discipline are normally categorized depending on whether they are Honor Code offenses. Student Honor Code infractions consist of actions of dishonesty, cheating, plagiarizing, stealing, or lying to any College official. Examples of these types of infractions are listed in Examples of Honor Code Infractions. Non-Honor Code infractions represent actions of misconduct which do not result in or contribute to violations of the Honor Code infractions. Examples of these types of infractions are provided.

9.6.2. Examples of Honor Code Infractions

A. Cheating on academic work, for example:

- Copying, giving the appearance of copying, or attempting to copy, from another student's test or other academic work;
- Using, during a test, material not authorized by the person giving the test;

- Collaborating, without authority, with another person during an examination or in preparing academic work offered for credit;
 - Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or in part, the contents of an un-administered test;
 - Substituting for another student, or permitting another student to substitute for oneself, to take a test;
 - Obtaining an un-administered test or information about an un-administered test;
 - Obtaining an administered secure examination, which has been designated for viewing only;
 - Failure to abide by the rules of administration of all external examinations including but not limited to, subject examinations or NBOME examinations;
 - Misrepresentations in connection with the taking of standardized examinations or on other material matters; or
 - Using another person's password or identity in any LECOM related matters
 - Obtaining a non-administered test or information or security code for a test for purposes of accessing the exam from an unapproved location.
 - Use of Artificial Intelligence (AI) during examinations, quizzes, or other forms of assessment, including standardized assessments unless expressly permitted by course policies.
- B. Plagiarism or the appropriation of an author's work and the unacknowledged incorporation of that work in one's own written work offered for credit or for publication;
- C. Forgery, alteration, destruction, or misuse of LECOM documents, medical records, prescriptions, or physician's excuses;
- D. Dishonesty concerning academic and non-academic issues, such as dishonesty regarding insurance coverage or otherwise knowingly furnishing false information to a LECOM official;
- E. Attempted or actual theft of property of LECOM or of a member of the LECOM community or of a campus visitor;
- F. Tampering with the election of any LECOM recognized student organization;
- G. Theft, unauthorized access or other abuse of computer/IT systems;
- H. Unauthorized possession, duplication or use of keys to any LECOM premises, or unauthorized entry, or use of LECOM premises;
- I. Any violation of HIPAA, including placing HIPAA protected information on personal electronic devices or transmitting such information to home e-mail addresses;
- J. Failing to report any alcohol or drug related arrest or citation; or any other arrests/ citations for violation of federal, state or local laws (not including minor traffic offences) within five business days of the occurrence;
- K. Being enrolled in a school other than LECOM;
- L. Failure to abide by the conditions of a signed contract with PHP, CPH or PRN, or any other sanctions/requirements imposed by the SPG/ASP; or
- M. Conspiring, planning, or attempting to achieve any of the above acts.

9.6.3. Examples of Non-Honor Code Infractions

- A. Nonprofessional behavior during class, laboratory, clinical rotation, online learning environment, etc., including, but not limited to the following:
 - Non sex-based harassment and hazing;
 - Inappropriate dress or appearance;
 - Not appearing for patient appointments;
 - Being intoxicated;
 - Illegal use, possession or sale of any quantity, whether usable or not, of any narcotic drug or controlled substance or being under the influence of any said narcotic, drug or controlled substance;
 - Violation of any course director's class rules;
 - Wearing headphones or earphones in class; or
 - Use of profane or threatening language.
- B. Violation of LECOM policies or regulations, which have been published and are readily available to the students.
- C. Fighting, horseplay, pranks, or other forms of disorderly conduct on LECOM-owned or controlled property and at LECOM-sponsored or supervised functions.
- D. Obstruction, interruption, or disruption of teaching whether in the classroom, laboratories, or in clinics on- and off-campus or in designated outside teaching institutions and research facilities, as well as obstruction or disruption of administration, disciplinary procedures, or other LECOM activities, including public service functions or other authorized activities on or off LECOM premises.
- E. Use, possession, or carrying in any manner or conveyance of firearms, hand billies, dirk knives, or other dangerous cutting instruments, explosives, or any other weapons on LECOM owned or controlled property, at LECOM-sponsored or supervised activities, at Seton Hill University or at Elmira College.
- F. Illegal use, possession, sale, manufacture, distribution or effective control of chemical precursors, controlled substances, controlled substance analogues, dangerous or illegal drugs; misuse, possession or effective control with intent to misuse a legal drug or other substance which when not used in accordance with legal intent could cause harm to the user; possession of drug or being a party to any of the above, whether on or off campus; or any violation of federal, state or local laws relating to drugs or alcohol. The student found in violation of this section shall receive a minimum sanction of suspension for one semester; in addition to the remainder of the semester in which the violation was discovered. Additional or more severe sanctions may be assigned based upon the specific facts of the case.
- G. Use, possession, or distribution of alcoholic beverages except as expressly permitted by law and LECOM regulations, or public intoxication.
- H. Conduct, which is disorderly, obscene, or indecent; breach of peace; or aiding, abetting, or procuring another to breach the peace on LECOM premises or at functions sponsored by or participated in by LECOM.
- I. An act constituting a violation of federal, state, civil, or criminal laws or city ordinances.

- J. Misconduct relating to official obligations between the student and LECOM or its officials, including but not limited to the following:
 - Issuance of a check without sufficient funds;
 - Failure to fulfill financial obligations to LECOM;
 - Failure to fulfill other legally binding obligation(s) to LECOM; or
 - Failure to comply with the sanction(s) imposed under the Student Code of Conduct or sanctions otherwise imposed by LECOM.
- K. Conduct which adversely affects the LECOM Community.
- L. Conduct unbecoming of a professional student.
- M. Conspiring, planning, or attempting to achieve any of the above acts.

9.7. PENALTIES

Interim Disciplinary Action

The Office of Student Affairs, a member of LECOM administration, or the Office of the Dean/Associate/Assistant Dean may take immediate interim disciplinary action. Such action may include deactivation of a student's ID badge with restricted access to LECOM facilities. It may also include suspension, pending a hearing against a student for violation of a rule or regulation of LECOM, when in LECOM's judgment the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process. In such cases, the Office of Student Affairs, the appropriate dean, or the chair of SPG/ASP, will, if possible, meet with the student prior to suspension, discuss the reasons for the interim suspension and allow the student to explain their reasons for not being dismissed or suspended pending a full hearing if such a hearing is requested by the student. In all cases referred to Student Affairs, whether interim action is taken, the student will meet, when possible, with the Office of Student Affairs and discuss the case.

9.7.1. Behavioral Penalties

After a student is charged with an infraction, the matter will be taken up by the SPG/ASP Committee. The SPG/ASP Committee may impose one or more of the following behavioral penalties upon individuals, groups, or organizations. Penalties for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are also civil or criminal violations. Whenever disciplinary actions lead to the student leaving LECOM, grades will be assigned in accordance with the LECOM grading policy.

- A. **Admonition:** This consists of a verbal or written warning. Admonitions will not become a part of the student's longitudinal record and may not be reviewed or appealed by the student. Admonitions and all the following penalties may contain a directive that the student be evaluated or submit to treatment for any perceived psychological issues.
- B. Ineligibility for election and/or removal from student office or organizational office for specified period-of-time.
- C. Withholding of official transcript, barring re-admission to LECOM, and/or preventing a student from enrolling for a specified period of time.
- D. Restitution, whether monetary or by specific duties, or reimbursement for damages to or misappropriation of LECOM, student, staff, or faculty property.
- E. **Academic Sanctions:** Writing a paper; reduction of grade on an examination, assignment, or course; being assigned additional clinic or laboratory activities or coursework; repeating of an exam, coursework, or even an entire course, academic year or semester; or other appropriate

penalties.

- F. **Conduct Probation:** A penalty levied for a specific time, the duration of which will be determined by the seriousness of the circumstances. It is given with it a warning that any further violation of LECOM regulations will result in more serious disciplinary action. Conduct probation will be removed from the student's longitudinal record in the Office of Student Affairs.
- G. **Disciplinary Probation:** A penalty for a definite period determined by the circumstances of the case. This is the most severe penalty under which a student may remain at LECOM. Disciplinary probation may result in a warning that further violations may be cause for disciplinary suspension or expulsion. A record of the disciplinary probation remains a part of the student's longitudinal record in the Office of Student Affairs.
- H. **Suspension:** This penalty may be imposed for continued and/or flagrant violation of the disciplinary probation terms, or it may be imposed directly in first offense cases that warrant such action. In the case of suspension, the student will be barred from all campus and non-campus activities.
- I. **Withdrawal:** Withdrawal is administrative removal of a student from a class or from LECOM and may be imposed in instances of unmet financial obligation to LECOM; for reasons of health; or pending the outcome of competent medical evaluation. The withdrawn student may also be barred from re-enrollment until such time as specific conditions have been met.
- J. **Expulsion:** Expulsion is permanent severance from LECOM.
- K. **Revocation of Degree:** The revocation of degree may occur for discovered misconduct of prior students. Allegations of misconduct, which may result in a revocation of a granted degree, will be considered by the Provost.

Violations of the LECOM Honor Code and other rules and regulations, or instances of aberrant behavior may subject a student to review by the Behavioral Intervention Team. BIT has the authority to refer a student for assessment or evaluation, for anger management or other types of treatment, disciplinary procedures, or in extreme cases, to law enforcement.

Students who are arrested or cited for alcohol or drug related offenses, such as DUI, will be suspended pending a psychological/psychiatric evaluation and drug/alcohol testing and must be cleared by a treating healthcare professional to return to class. Failure to report such arrests/citations to school officials will result in disciplinary action by SPG/ASP.

9.8. STUDENT DISCIPLINARY PROCEDURES

A. Authority for Initiation of Disciplinary Action

Under the direction of the President, the Dean the College/School, the Associate/Assistant Deans, the Directors of Student Affairs, Pathway Directors, Course/System/ Directors, and/or other staff members, or certain committees to whom this responsibility has been delegated, have the authority to administer disciplinary procedures.

Disciplinary action may originate from Student Affairs, the appropriate dean, or a faculty member as an initial matter. Exceptions would be those cases which by their nature, or because of state statute, require initial action by another individual, department, or committee, such as:

- **Code violations:** Honor Code and Non-Honor Code violations shall first be considered by the SPG/ASP Committee in accordance with the procedures stated in the Academic Catalog and Student Handbook. Should either party appeal the decision of the SPG/ASP Committee, the appeal should follow the established procedures stated herein.

- **Financial Matters:** In matters involving a violation of a financial obligation to LECOM, including issuance of a check without sufficient funds, the department in which the funds are owed may assign penalties such as late fees, service charges, fines, loss of money-related privileges, blocked from re-enrollment, etc. If the student believes the penalties to have been applied prejudicially or in an arbitrary or capricious manner, or where the penalties are the result of an alleged error on the part of LECOM, the student may have the matter reviewed by the appropriate department, then the procedures set out in this code are to be followed.

Upon the failure of the student to meet financial obligations within time limits set by the state statutes, the appropriate department may recommend the student's withdrawal from LECOM. Financial withdrawal is not a disciplinary measure but may require nullification of the institution/student relationship in the event of unpaid financial obligations. The student's withdrawal will be processed by the appropriate dean after LECOM has complied with the state statutory requirements for notification. After the debt has been paid and all administrative procedures have been met, the student may request, within a set time, reinstatement, or re-enrollment.

B. Disciplinary Procedures for an Initial Hearing

The following disciplinary procedures will be used for initial hearings with the Office of Student Affairs, the appropriate dean or faculty member (the hearing officer):

- When a report alleging misconduct is received, the student may be summoned by the hearing officer. Failure to report after two notices may result in immediate referral to SPG/ASP.
- After preliminary investigation of alleged misconduct by the hearing officer, the student will be read the charges, and the procedures will be explained. The student will be given copies of the Code of Student Conduct, and disciplinary procedures and the charges. The student may also be informed of the names of any witnesses and a summary of their testimony. The student will be given an opportunity to present their case.
- The hearing officer shall then determine if disciplinary action is necessary and, if so, shall recommend appropriate misconduct penalties including admonition, or a period of conduct probation, to the appropriate Dean or to SPG/ASP. The hearing officer may also choose to refer the matter to the SPG/ASP Committee. The student may not appeal the sanction admonition. With any greater sanction, the student can either accept the recommended penalties, or request that the matter be reviewed by the SPG/ASP Committee. If the student accepts the recommended penalty, it becomes final. The student must sign a statement indicating understanding of the penalty and shall automatically waive all further rights to procedure for disciplinary review. If the student chooses to have the matter heard by the SPG/ASP, the hearing officer shall forward all materials to the SPG/ASP chairperson.

C. Procedure for Review by the SPG Committee

When any initial hearing is referred to SPG/ASP, either at the request of the student or the hearing officer, the SPG/ASP chairperson has the authority to vary time limits for any request for review by the Committee when it is in the best interest of the student or LECOM to do so.

If the student seeks review, the student must, within three (3) working days from the date on which they were notified that disciplinary action was recommended against them, complete and submit to the chairperson of the SPG/ASP Committee a written request for a review specifically setting forth the following:

- Student name, address, and telephone number;

- Description, date(s) and place(s) of alleged act(s);
- Date discipline was recommended;
- The recommended disciplinary penalty;
- Date of the initial hearing;
- Circumstances which merit review; and
- Signature and date.

D. Authority of the SPG/ASP Committees

1. The Committee will have authority to summon witnesses. Refusal to obey the summons may subject the student to disciplinary action.
2. The Committee will have the authority to review disciplinary matters which have been properly brought before the Committee. Upon completion of its hearing, the Committee will have the authority to issue, modify, reject, or uphold the disciplinary penalties, if appropriate.
3. All members of the Committee will be cautioned to respect the confidentiality of the Committee's entire function and instructed not to discuss the case with anyone other than authorized persons.
4. An Institutional Representative may be named by the Provost to present the case for LECOM.

E. Duties of the Chair of the Committee shall include:

1. As soon as practical after the receipt of a request for hearing, request the complainant or the member of administration directly involved in the matter to submit a written statement of their position;
2. Thereafter, the Committee Chair shall notify all committee members of the referral and distribute the statement of the Institutional Representative's position (if any) and any other relevant documents;
3. Thereafter, arrange a meeting of the Committee, Institutional Representative, and student. The meeting shall be arranged as soon as practical. The student will normally have three (3) working days' notice prior to the meeting. Such notices shall include a brief explanation of the procedure. The above procedures shall be implemented on a timely basis but may be modified by the Chair if it is in the best interest of the student or LECOM to do so;
4. Summon witnesses if the Chair determines it is necessary or if requested by the student and/or the Institutional Representative and indicate when such witnesses are to be available;
5. Preside over the hearing before the Committee and ensure compliance with appropriate procedures to assure due process. Hearing procedures may be modified by the Chair or the Dean if in their judgment such deviation is necessary to effect justice; and
6. Send a written statement to the student and the appropriate dean within a reasonable time - normally five (5) working days after the completion of the hearing - stating any decision or recommendation of the Committee and disciplinary penalties, if any.

F. Procedure for Further Appeals

Appeals to a Dean -- Within three (3) working days after the decision has been received, either or both parties may give notice of appeal to the appropriate dean. The decision will be reviewed upon the basis of the written transcript/minutes of the hearing and/or documents filed and produced at the hearing and/or any witnesses the dean wishes to call. The dean may request both parties to submit oral or written arguments to support their positions. For the appeal to be

considered, all the necessary documentation to be filed by the appealing party, including written arguments when appropriate must be filed with the dean within seven (7) working days after notice of appeal is given. The dean may approve, reject, or modify the decision in question or may require that the original hearing be re-opened for the presentation of additional evidence and reconsideration of the decision.

Appeals to the President -- Either or both parties may then give written notice of appeal to the President within seven (7) working days after the decision has been rendered by the dean and received by the party seeking appeal. The President shall decide solely on the record as it exists and/or, at the President's sole discretion, individuals may be summoned to give oral or written statements. The President may approve, reject, or modify the decision of the dean or may send the case back to the Committee for further consideration. All decisions by the President concerning the matters of student disciplinary appeal are final.

9.8.1. Enrollment Status During Appeal

Any student dismissed from LECOM, who has filed an official appeal of this decision with the Office of the President will be permitted to remain in classes and/or clinical clerkship rotations during the period of appeal until or unless one or more of the following circumstances is determined by the Dean of the College/School to exist:

- The appeal has not been made according to officially recognized procedures for appealing a dismissal decision;
- The presence of the student in classes or clinical rotation constitutes a disruptive influence to the educational process or to patient care activities; or
- The presence of the student is potentially harmful to faculty, staff, other students, or patients or would affect adversely the delivery of patient care.

Academic work including examinations or other evaluations will not be scored or graded during any period of enrollment while under appeal of a dismissal action. The Office of the Registrar will hold all grade reports and transcripts during the appeal process pending resolution of the appeal.

9.9. PROCEDURE FOR STUDENT GRIEVANCE/APPEAL

A student seeking to resolve any problem or complaint, other than a sanction for academic or non-academic misconduct, as provided for by the Honor Code and/or Student Code of Conduct and Professionalism, should first seek a solution through the following administrative channels, entering at the appropriate level and proceeding in the order stated: Director of Student Affairs, Course Instructor or Preceptor or Course Coordinator or Systems Coordinator or DME, Associate/Assistant Deans, and the SPG Committee. The student seeking to resolve a problem or complaint must initiate such action in writing within seven (7) working days from the occurrence of the matter in question. Review of a student problem or complaint at each of the applicable administrative steps will be carried out as expediently as possible. In general, an appeal at a given administrative step should take no more than seven (7) working days.

If a party to the dispute is not satisfied with the decision given, an appeal to the next administrative step may be made. Continuation of the appeal must be made, in writing, within three (3) working days of the decision given. In like manner, the appeal may continue to the Dean of Academic Affairs. The decision made by the Dean of Academic Affairs is final. They shall notify the student of their decision in writing. It is expected that documentation will be kept at each step of the appeals process to ensure that appropriate procedures have been followed.

9.10. PROTOCOL FOR INPUT ON MATTERS OF STUDENT CONCERN

LECOM defines a complaint as a written, signed, and dated letter which is related to tuition and fee policies, accreditation standards, incidents of discrimination, and Institutional policies / procedures of or applicable to a LECOM college or school or to the LECOM organization.

A written, signed, and dated complaint must contain the following information so that a full, fair, and unbiased investigation may be completed in a timely manner:

- Complaining party's name, address and telephone number;
- Name of the LECOM college, school, program, department, or individual about which you are complaining;
- Short description of what your complaint concerns;
- When the event/incident occurred;
- How and why you believe LECOM acted improperly or incorrectly; and
- Any other information you feel is helpful in addressing your complaint.

In addition, attach any document(s) relating to the complaint. If the submission is electronic kindly send as attached files.

A record of complaints regarding a specific college or school, including students' complaints received or made available, is kept for consideration on file at the General Counsel's office for 7 years. Records of complaints are considered during scheduled evaluations, or a special evaluation, as the case may require from time to time. Said procedures will grant all parties the ability to receive a fair and equitable result in a timely and efficient manner.

LECOM recognizes the seriousness of filing a complaint with the institution; therefore, in such cases, all documents concerning the complaint will be maintained in a confidential file in the Provost's office unless official action is required by the institution. Confidential information is information received during the complaint that is not otherwise public and/or is not authorized to be made public. This process is designed to promote public confidence and to uphold integrity.

Procedure when a complaint is received:

- A. To receive formal consideration, all complaints must be signed, dated, and submitted in writing. The complaint should describe the reasonable efforts that were made to resolve the complaint informally or alternatively should describe why such efforts would be unavailing.
- B. Following receipt, complaints are transmitted within five (5) working days to the Provost, for consideration.
- C. Following consultation by the Provost with relevant individuals, as needed, the Provost will determine whether the complaint relates to tuition and fee policies, accreditation standards, discrimination, or Institutional policies. Upon receipt of a complaint regarding accreditation standards a letter with the accreditors address will be sent to the complainant, reminding them of their ability to write directly to the accrediting agency.
 - If the complaint does not relate to tuition and fee policies, accreditation standards, discrimination or to established Institutional policies, the person initiating the complaint

shall be notified accordingly within twenty (20) working days following receipt of the complaint by LECOM and the matter shall be closed.

- If the complaint does relate to the tuition and fee policies, accreditation standards, discrimination, or to established Institutional policies, the Provost shall acknowledge receipt of the complaint within twenty (20) working days and share with the complaining party a description of the process and policies which pertain to handling such complaints, as detailed below.
- The Provost shall notify the Dean of the complaint's program, or other responsible administrator, as applicable, of the substance of the complaint and shall request a preliminary investigation and report on the findings within thirty (30) days of the Provost's request.
- The Provost may request further information or material relative to the complaint from the complaining party, the Institution, or other relevant sources.
- Requests for confidentiality shall be respected to the extent that identifying information is not necessary for the resolution of the complaint.

D. On receipt of the responses referenced above, the Provost shall consider the complaint and all relevant information obtained in the course of investigation and shall formulate an appropriate action according to the following guidelines:

- If the complaint is determined to be unsubstantiated or unrelated to the tuition and fee policies, established accreditation standards, discrimination, or Institutional policies, the complaining party, and the officials of the program in question will be so notified within ten (10) days of the completion of the investigation.
- If the investigation reveals the program may not be or may not have been in substantial compliance with the tuition and fee policies, accreditation standards, discrimination, or established Institutional policies, one of two approaches shall be taken:
- The program may submit a report and documentation within thirty (30) days following the investigation demonstrating the manner the substantiated complaint has been corrected. Should the Provost be satisfied with the response, the program and the party filing the complaint should be notified of the Provost's satisfaction with the resolution of the matter.
- Should the Provost deem the program's response to the complaint inadequate and lacking in evidence of the program's continuing substantial compliance with the Standards, adherence to accreditation policies, nondiscrimination policies, and/or Institutional policies, the Provost may request additional documentation that appropriately satisfies the compliance of the program with the Standards or adherence to accreditation policies, nondiscrimination policies and/or Institutional policies. The program and the party filing the complaint should be notified when the program has satisfactorily resolved the matter.

9.11. LEGAL LIMITATIONS ON THE PRACTICE OF MEDICINE, PHARMACY, DENTISTRY, AND PODIATRIC MEDICINE

It is a violation of law and contrary to the policy of LECOM for an unlicensed person to attempt to

engage in the professional practice of health care. Students are cautioned to engage in clinical activities with patients only (1) during assigned clinical educational activities at LECOM-affiliated sites or approved elective rotation sites, and (2) during LECOM-approved health fairs, and the like, with appropriate supervision.

Students who engage in unofficial voluntary clinical experiences outside of the curriculum (i.e., like those offered by some hospitals to students between the first- and second-year school or missions' trips) are cautioned that LECOM's liability insurance does not cover those activities.

9.12. LECOM FACILITIES POLICIES

9.12.1. Photography, Videotaping, and Audio Recording

Photography, videography, and audio recording is prohibited on all LECOM properties without permission of the institution and consent of all involved subjects (i.e., the individuals being recorded or photographed). All individuals in a photograph, videotape, or recording must sign the LECOM Consent to Photograph, Videography, and Audio Recording Form (Appendix C) and provide the form to the photographer or videographer prior to taping or recording. The Office of Communications and Marketing handles requests and approvals related to permission for photography and videography, as well as maintaining the records of signed consent.

To maintain the quality and consistency of the image of LECOM, the following guidelines must be followed for all photography, videography, and audiotaped activities:

- Photographs and videos taken by LECOM staff or by professionals hired by LECOM must be done in accordance with the professional standards of LECOM, including the LECOM dress code (Section 9.4).
- Photographs, videos, and audio recordings should project a positive portrayal of students, faculty, administrators, and others.
- Before appearing in photographs or videos, subjects should be asked to remove visible name badges, lanyards or identifying information. As necessary, subjects should also be requested to adjust clothing and undergarments to avoid visual distraction.
- Photographs and videos from social events may not show administrators, faculty, staff, students, or others eating, smoking, or holding or consuming alcoholic beverages.
- For photographs, if individuals are engaged in activities involving movement, all activity should be paused for the photo opportunity and individuals should be positioned so that faces are visible in the photograph.
- For photographs, all subjects should be positioned in front of a neutral or attractive background and distracting background objects, such as plants, signs, lamps, etc., should be removed or adjusted.
- Photographs should be taken approximately six to 10 feet away from the subject with the zoom set between 50-105 mm.

LECOM Communications and Marketing offers consultative guidance for photography shoots, video projects, and archived images. Communications and Marketing also serves as a resource for recommendations of photographers and videographers for media-related projects and special events.

Non-LECOM photographers and videographers may retain ownership and copyright of their images and may grant usage rights to LECOM.

9.12.2. Recording of Lectures

Any recording of lectures or verbatim or near-verbatim transcribing of lectures is strictly at the discretion of the respective faculty, including both regular and visiting faculty. Prior approval of the faculty must be granted, and the privilege may be withdrawn at any time. In no way, are faculty expected by or pressured from the LECOM administration to be recorded or transcribed.

Recorded lectures provided by LECOM are for the sole use of students and may not be shared with others, posted to online sources/sites, or distributed/reproduced in any manner. Whether recorded by LECOM or by a student (upon approval by faculty), the recording of a lecture or content contained therein be used for any purpose other than for a student's education at LECOM.

9.12.3. Food and Beverage Directives

Food and beverages, including chewing gum, are not permitted in lecture halls, laboratories, classrooms, break-out rooms, study rooms, or the Learning Resources Centers at any time.

Any student found with food or drinks in a prohibited area will be identified, asked to remove the offending item, and referred to SPG/ASP committee for a professionalism violation.

The student lounge areas and outdoor areas may be used for eating and drinking. Appropriate trash receptacles are located throughout all campuses.

9.12.4. Recycling

LECOM supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand for the earth's limited resources. Success of this program depends on all of us actively participating. All are encouraged to make a commitment to recycle and be a part of this solution.

LECOM encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources. By recycling, LECOM is helping to solve trash disposal and control problems as well as following local regulations. If you have any questions or new ideas and suggestions for the recycling program, contact the Safety Committee.

10. APPENDICES

APPENDIX A - EMERGENCY NUMBERS

In Emergencies Dial 9-1-1

LECOM and Campus Police Non-Emergencies

LECOM Police and Security at the Erie Campus
(814) 866-8415

LECOM at Seton Hill/Seton Hill Campus Police
Office: (724) 830-4999

LECOM at Elmira Security
Office: (607) 442-3510; Cell: 607-857-7550

LECOM Security Bradenton Campus, College of Medicine and School of Pharmacy
(941) 782-5908

LECOM Security Bradenton Campus, School of Dental Medicine
(941) 405-1520

Elmira College Campus Safety
Office: (607) 735-1777

Community Police Non-Emergencies

Erie, PA
Erie, Pennsylvania Police (Non-Emergency)
(814) 870-1125

Millcreek, Pennsylvania Police (Non-Emergency)
(814) 833-7777

Pennsylvania State Police
(814) 898-1641

Greensburg, PA
Greensburg Police Department
(724) 834-3800

Elmira, NY
Elmira College Campus Safety
Dial x1777 from Elmira College phones
Dial (607) 735-1777 from non-Elmira College phones

Elmira Police Department
(607) 735-8600

Chemung County Sheriff
(607) 737-2987, ext. 104

Bradenton, FL
Manatee County Sheriff's Office (Non-Emergency)
(941) 747-3011

Sarasota County Sheriff's Office
(941) 316-1201 (non-emergency number)

Florida Highway Patrol
(941) 741-4800

DeFuniak Springs, Florida
Walton County Sheriff
(850) 892-8111

DeFuniak Springs Police Department
(850) 892-8513

State Police
Pennsylvania State Police
(724) 832-3288

New York State Police (Horseheads Barracks)
607-739-8797

Crime Victim and Other Counseling Services

Erie, PA Resources

Crime Victim Center of Erie County
24 hour hotline: (814) 455-9414

Safe Harbor Mental Health
24 hour Crisis Center: (814) 456-2014
Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)
24 hour crisis hotline: (814) 454-8161

Millcreek Community Hospital
(814) 868-4031 (Ask for Behavioral Health)

Stairways Behavioral Health
(888) 453-5806

Physicians Health Program (PHP
Pennsylvania)
(866) 747-2255 or (717) 558-7819

Greensburg, PA Resources

Rape Crisis Center
(Pittsburgh Action against Rape)
24-hour helpline: (866) 363-7273
(412) 431-5665

Westmoreland Mental Health Crisis
Intervention Hotline
24-hour hotline: (800) 836-6010

Center for Victims of Violence and Crime
24-hour hotline: (866) 644-2882

National Suicide Prevention Lifeline
(800) 273-8255

Bradenton, FL Resources

Bradenton - Hope Family Services, Inc.
(941) 747-7790

Rape Crisis Hotline - Bradenton
(941) 708-6059

Safe Place and Rape Crisis Center - Sarasota
24-hour hotline: (941) 365-1976

Centerstone Crisis Center
(941) 782-4600

Bayside Center for Behavioral Health
Sarasota Memorial Hospital
24-hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota
24-hour Crisis Stabilization Unit: (941) 364-9355
Assessments: (941) 552-1950

Elmira, NY Resources

Family Services of Chemung County
(607) 737-5369

Crisis Line (24/7 availability)
607-442-6900

New York State Domestic Violence Hotline
(800) 942-6906

Sexual Assault Resource Center
(888) 810-0093

Veterans Crisis Line
(800) 273-8255 and press

APPENDIX B - SOCIAL NETWORKING POLICY

Introduction

Social networking is becoming increasingly popular in businesses and with the general public and is a useful tool for the communications and marketing department. While social networking can be useful, if improperly used, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the school's reputation.

Definition of Social Networking

As used in this policy, "social networking" means communicating with others over the Internet for social purposes. Typically, this interaction occurs on sites such as Facebook, Twitter, Instagram, LinkedIn, YouTube, or blogs, but can also occur on "media sites" that are offered by television networks, newspapers, and magazines.

Application of Policy

This policy applies to all types of social networking activity (a) using the College's computers, mobile devices, or other technology, and (b) using personal devices when linked to the LECOM's systems. Nevertheless, when engaged in social networking on personal devices that are not linked to the College's systems, students, faculty, and staff should use this policy as a guide. Use of LECOM's IT systems for social networking must comply with LECOM's IT policy. Use of the handheld devices may be prohibited in some circumstances. In all cases, LECOM-issued technology must be used in accordance with all applicable rules.

Use of LECOM's Time

Faculty and staff employees who have been approved to manage blogs or participate in social networking sites on LECOM's IT systems for work-related reasons should confirm approval of the site(s) by the Provost. Those faculty and staff members may access the approved site(s) as necessary for the performance of their duties. Personal use of the College's IT systems to access social networking sites is permitted, but should be limited, not interfere with or impact normal business operations, comply with all College policies, not compromise the security or reputation of LECOM, not burden the College with unreasonable incremental costs, and comply with all other provisions of this policy.

Social Networking Site Terms of Use

Anyone participating in a social network for any reason is responsible for reading, understanding, and complying with the site's terms of use. Any concerns about the terms of use for a site should be reported to the IT Director.

Contact Information

Many networking sites permit users to search for or import contact information from the user's contact list. Due to confidentiality and privacy concerns, users are prohibited from importing or uploading any of LECOM's contacts to any networking sites where the information may be used beyond name recognition software purposes.

Content of Posting

Some social networking sites may provide an appropriate forum to keep current on matters of interest, to make professional connections, and to locate links to other pertinent sources. Users must be careful, however, that their online postings do not adversely impact or create problems for LECOM or its audience. *Users are personally responsible for all content they post on social networking sites.*

Remember that it is difficult to delete content once posted to a site, so be cautious when writing any posting. If a user has a question about the propriety of any posting, they should consult the Provost.

Users must follow these guidelines for all postings:

1. Post only content that you would be comfortable with your colleagues, LECOM’s audience, and the general public reading, hearing, or seeing.
2. Do not post anything that would potentially embarrass you or LECOM, or call into question your or LECOM’s reputation, including photographs or other images.
3. Do not discuss LECOM’s business, unless the Provost authorizes you to do so.
4. Do not leak confidential information.
5. Be careful to identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
6. Obtain approval from LECOM’s legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM’s employees, students, its broadcasts, its guests, or an inquiry about any other legal matter.
7. Unless previously authorized by the Provost, do not use LECOM’s logo or suggest you are writing on behalf of LECOM.
8. Don’t use LECOM’s network or email lists to influence polls, rankings, or web traffic.
9. Show good judgment when “friending” someone within a social network.
10. Monitor your site regularly and promptly remove any inappropriate content.
11. Obey the law. Refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

Violations of This Policy

Due to the importance of this policy, LECOM cannot tolerate violations. All students and LECOM personnel, including managers and staff, are subject to sanctions for violations of this policy.

Consequences may include such measures as immediate termination of employment, or any other action deemed appropriate by LECOM under the circumstances.

APPENDIX C - CONSENT TO PHOTOGRAPH



Lake Erie College of Osteopathic Medicine
Consent to Photograph

Print Name: _____

I permit the Lake Erie College of Osteopathic Medicine, aka LECOM, to use photographs and/or video taken of me. I understand that these photographs and/or video will be used for the promotion of LECOM. I release LECOM from all liability for the taking and use of the photographs and/or video.

Signature

Date

Witness Signature

Date

Parent must sign for consent for minor under age 18.

APPENDIX D - STUDENT SIGNATURE PAGE FOR TRAVEL REQUESTS

Student Signature Page for Travel Requests

I, _____, have submitted this completed informational sheet to my Dean, _____, Program Director and System Coordinator (if applicable) on _____, and to my SGA President, _____, on _____ for submission to Administration, and have retained a copy for my files.

I understand that I must meet the specified 60-day deadline for submission of the request form in order to be considered for housing. I also understand that housing is a privilege and is not always provided for students traveling to conferences.

I understand that males and females will be housed separately; No exceptions unless married.

I understand that specific rooming assignment requests will not be honored.

I understand that once housing arrangements are made, no room changing will be permitted.

I understand that if I am unhappy with my rooming assignment, I am free to make my own hotel reservation, at my expense.

I understand that if I am NOT requesting travel accommodations, I am still responsible for notifying administration 60 days in advance of my intentions to attend said meeting and completing an excused absence form.

I understand that, should any problem(s) arise during the conference, I will contact the Director of Student Affairs or the specific Associate/Assistant Dean of my program, for assistance.

Signed,

Signature

Date

Please Print:

Name

Contact Phone Number: ()

APPENDIX E - REQUEST FOR LEAVE OF ABSENCE FORM

LECOM REQUEST FOR LEAVE OF ABSENCE FORM

Part A, to be completed by student (please print)

Student's Name _____
Last First Middle Initial

E-Mail _____ Phone Number _____

Current Address _____

LECOM Program _____

Beginning Date of Leave Requested _____ Expected Date of Return _____

Reason Leave Requested (check one):

_____ Medical Leave

_____ Family Leave (i.e. family member health issue, death, etc.)

_____ Other Personal Leave (specify) _____

A leave of absence will not be approved for the purpose of avoiding the consequences of academic failure. A letter must be attached to this form explaining the reason for the request. Additionally, documentation appropriate to the reason must also be attached (for example, for a medical reason a letter, including a diagnosis, from the attending physician). Failure to provide the documentation will result in the denial of the request.

Part B, to be completed by LECOM Financial Aid Department

Student has received the required pre-leave of absence financial aid counseling and a Leave of Absence Form for Financial Aid has been completed.

Financial Aid Counselor's Signature _____ Date _____

Part C, Student Certification and Signature

I certify that I have read and understand the information on this form. It has been explained and I understand the effects that taking a leave of absence will have on my financial aid. Furthermore, I certify that the reason for the requested leave of absence is because of the reason indicated on this form and that all of the information on this form and the accompanying documentation is true and correct.

Student's Signature _____ Date _____

Part D, to be completed by the appropriate Dean (provide this completed Request for Leave of Absence form, the completed Leave of Absence Form for Financial Aid, letter explaining the reason for the request, and documentation to the appropriate Dean after Parts A, B, and C have been completed)

The request for leave of absence has been reviewed and has been

_____ Denied

_____ Approved to begin on _____ and end no later than _____

Dean's Signature _____ Date _____

APPENDIX F - LEAVE OF ABSENCE FORM FOR FINANCIAL AID

LEAVE OF ABSENCE FORM for FINANCIAL AID

This form is for financial aid purposes only and does not represent an approved leave of absence for academic purposes. The purpose of this form is to certify that you are aware of the financial aid implications of a leave of absence.

I, _____, understand that the following applies if I am on a Leave of Absence from the Lake Erie College of Osteopathic Medicine (LECOM) for the dates listed below:

1. While I am on an approved leave of absence, my enrollment status will be reported to my lenders as Leave of Absence.
2. If I am notified by my lender(s) that my loans are in repayment, I will need to contact my lender(s) and request a **hardship forbearance or economic hardship deferment**.
3. While I am on an approved leave of absence, I am not eligible for any additional federal student financial aid and private education loans.
4. Upon my return from leave of absence, any subsequent financial aid disbursements may be delayed until I again meet the standards for satisfactory academic progress towards the completion of my degree.
5. If I do not return from the leave of absence, my loans will go into repayment based on the start date of the leave of absence. This could result in the depletion of some or all of my grace period of my student loan(s).
6. The leave of absence and any additional leaves of absence must not exceed a total of 180 days in any 12-month period pursuant to federal regulations.

Beginning Date of Leave of Absence: _____

Expected Date of Return: _____

Reason for request for Leave of Absence: _____

Student's Signature

Date

Reviewed By: _____

APPENDIX G - STUDENT CHANGE OF STATUS FORM

Student ID# _____

Last Name _____ **First Name** _____ **MI** _____

Local Address:

| | | | |
|--------|------|-------|-----|
| Street | City | State | Zip |
|--------|------|-------|-----|

Forwarding Address:

| | | | |
|--------|------|-------|-----|
| Street | City | State | Zip |
|--------|------|-------|-----|

Cell Phone Number: _____ Other Phone Number: _____

Personal Email: _____

TYPE OF CHANGE (*Check One*)

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Withdrawal | <input type="checkbox"/> Dismissal-no appeal | <input type="checkbox"/> Remediation |
| <input type="checkbox"/> Suspension <180days | <input type="checkbox"/> Dismissal with appeal | <input type="checkbox"/> Off Schedule |
| <input type="checkbox"/> Suspension ≥180days | <input type="checkbox"/> M/TS/R | |
| <input type="checkbox"/> Change of Program/Location | <input type="checkbox"/> Dismissal to repeat the current year | |
| <input type="checkbox"/> Leave Of Absence (LOA) - Personal | Months Starting: _____ | Ending _____ |
| <input type="checkbox"/> Leave of Absence - Medical | Months Starting: _____ | Ending _____ |

PROGRAM OF STUDY: (*Check One*)

- | | |
|---|---|
| <input type="checkbox"/> College of Medicine | <input type="checkbox"/> MS Biomedical Sciences |
| <input type="checkbox"/> School of Pharmacy | <input type="checkbox"/> MS Medical Education |
| <input type="checkbox"/> School of Dental Medicine | <input type="checkbox"/> MSN Clinical Nurse Leader |
| <input type="checkbox"/> School of Podiatric Medicine | <input type="checkbox"/> MS of BioMedical Ethics |
| <input type="checkbox"/> Master of Health Services Admin. | <input type="checkbox"/> MS of Medical Sciences (MMS) |
| <input type="checkbox"/> MS in Public Health | <input type="checkbox"/> Doctor of Health Care Admin. |
| <input type="checkbox"/> Pharmacy PB/RN-PharmD | <input type="checkbox"/> Ph.D. in Anatomy Education |
| <input type="checkbox"/> Ph.D. in Microbiology | <input type="checkbox"/> Ph.D in Medical Education |
| <input type="checkbox"/> Ph.D in Pharmacy Education | <input type="checkbox"/> Other: _____ |

LOCATION: (*Check One*) Erie Bradenton LECOM at Seton Hill LECOM at Elmira

PATHWAY: (If applicable) _____

FOR INTERNAL USE ONLY

PLEASE RETURN TO THE STUDENT AFFAIRS OFFICE FOR ROUTING/ NOTIFICATION

| | Distribution List | | Date of Notification |
|--------------------------|-------------------------------------|--|----------------------|
| Admissions Office | Appropriate Admissions Coordinator: | | |
| Advisor | Appropriate Academic Advisor: | | |
| Behavioral Health | Richard Hahn, Psy.D. | rhahn@lecom.edu | |
| | Wendy Hahn, Psy.D. | whahn@lecom.edu | |
| Bookstore | Naz Krol | nirani@lecom.edu | |
| Bursar | Amy Majczyk | amajczyk@lecom.edu | |
| Disability Insurance | Beverly Chan | blamourchan@covalagroup.com | |
| Financial Aid | Financial Aid Office | financialaid@lecom.edu | |
| Health Insurance | HUB | studenthealth@hubinternational.com | |
| IT | Jesi Bartlett | jbartlett@lecom.edu | |
| Learning Resource Center | Dan Welch | dwelch@lecom.edu | |
| Registrar | Angela Llanos | allanos@lecom.edu | |
| Security | Kevin Goode | kgoode@lecom.edu | |
| | Harry Whipple | hwhipple@lecom.edu | |
| DPTS | Regan Shabloski | rshabloski@lecom.edu | |

Notes:

APPENDIX H – NAME OR GENDER DESIGNATION CHANGE REQUEST FORM

Instructions: Please fill out this form in its entirety and submit along with it the required documentation to the Office of the Registrar. If you are unable to bring original documents to the Office of the Registrar to be viewed, you must submit copies with original notary seals. Faxed copies are not accepted. International students' names must appear on college records exactly as they appear on the passport issued by the student's home county.

For those who are in the process of obtaining financial aid, the applicant's name on the FAFSA **must match** the name associated with the applicant's Social Security number. After obtaining a legal name change, the student will need to file Form SS-5 with the Social Security Administration to change the name on their Social Security card if they wish to obtain financial aid.

Name Change: Are you requesting to change your legal name on your official academic records with required documentation attached including diploma)? (Please circle Yes *or* No)

Student ID #: _____

Former Legal Name: _____
Last Name First Name Middle Name

New Legal Name: _____
Last Name First Name Middle Name

In order to change your legal name in your official academic record, the Office of the Registrar requests the following documentation:

- Government Issued Document** (Original or notarized copy of passport, driver's license, birth certificate etc.) reflecting new name.
- Licensing Body Approval Document** (Original or notarized copy of Licensing Bureau or other appropriate entity in the state where you practice reflecting the name change) (If Applicable)

As well as ONE of the documents listed below:

- Court order:** Original court order signed by the presiding judge and bearing the county filing stamp.
- Marriage Certificate:** Original or copy with original notarized seal, of marriage license with county or parish filing stamp.
- Divorce Decree:** Original or copy with original notarized seal of divorce decree that includes a specific decree granting restoration of the maiden or other name, signed by the judge and bearing the co. filing stamp.
- Certificate of Naturalization:** Original or copy with original notarized seal.

Gender Designation: Are you requesting to change your gender designation on your official academic records with required documentation attached? (Please circle Yes *or* No)

In order to change your gender designation please provide:

- Government Issued Document** (original or notarized copy of passport, driver's license, birth certificate etc.) reflecting the new gender designation.
-

Fee: Please mail a \$500.00 cashiers or certified check made payable to LECOM

Student Name: _____ Student Signature: _____

Student's ID: _____ Date: _____

APPENDIX I - THE OSTEOPATHIC OATH

I hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices, which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast implications upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be alert to further the application of basic biologic truths to the healing arts and to develop the principles of Osteopathic Medicine, which were first enunciated by Andrew Taylor Still.

In the presence of this gathering, I bind myself to my oath.

APPENDIX J - AOA CODE OF ETHICS

LECOM Board of Trustees endorses the AOA Code of Ethics

The American Osteopathic Association (AOA) Code of Ethics is a document that applies to all physicians who practice osteopathically throughout the continuum of their careers, from enrollment in osteopathic medical college/school through post graduate training and the practice of osteopathic medicine. It embodies principles that serve as a guide to the prudent physician. It seeks to transcend the economic, political, and religious biases, when dealing with patients, fellow physicians, and society. It is flexible in nature in order to permit the AOA to consider all circumstances, both anticipated and unanticipated. The physician/patient relationship and the professionalism of the physician are the basis for this document.

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic and allopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

Section 1. The physician shall keep in confidence whatever they may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

Section 2. The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

Section 3. A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose their physician. The physician must have complete freedom to choose patients whom they will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make their services available.

Section 4. A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when they withdraw from the case so that another physician may be engaged.

Section 5. A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

Section 6. The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is

due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

Section 7. Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

Section 8. A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless they are actually licensed on the basis of that degree in the state or other jurisdiction in which they practice. A physician shall designate their osteopathic or allopathic credentials in all professional uses of their name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

Section 9. A physician should not hesitate to seek consultation whenever they believe it is in the best interest of the patient.

Section 10. In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

Section 11. In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

Section 12. Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

Section 13. A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

Section 14. In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

Section 15. It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

Section 16. Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

Section 17. From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement

of the care rendered in their practices, shall be considered to have acted in an unethical manner.

SECTION 18. A physician shall not intentionally misrepresent themselves or their research work in any way.

SECTION 19. When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

APPENDIX K - LECOM TITLE IX POLICY

I. SUMMARY

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Additionally, state law prohibits such conduct.

Lake Erie College of Osteopathic Medicine (LECOM) forbids discrimination and harassment on the basis of sex and any form of sexual misconduct in all of its education programs and activities, as well as its employment practices. Likewise LECOM forbids retaliation against anyone who seeks to avail themselves of their rights under Title IX and state law or participates in a related investigation.

The term “sexual misconduct” is a broad term used to refer to all the prohibited sexual violence and sexual harassment behaviors under this policy. As used in this policy, sexual misconduct may also encompass criminal conduct under state and/or federal law. Additionally, sexual misconduct under this policy may result in civil and/or administrative legal consequences.

Disclaimer: This policy contains certain provisions, including, but not limited to, the New York Students’ Bill of Rights and Pennsylvania and New York Alcohol and Drug Use Amnesty that are applicable only to students enrolled in programs or residing in certain states. In the interest of completeness and clarity, we combine all of these policies here.

II. DEFINITIONS

Actual knowledge:

Notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator, a Deputy Title IX Coordinator, or any official who has the authority to institute corrective measures. Actual notice is not imputation of knowledge based solely on vicarious liability or constructive notice.

Advisor:

The parties may select an advisor of their choice who may be, but isn’t required to be, an attorney. The advisor may provide support to a party. In a hearing, cross-examination must be done by an advisor, and not by a party. For a hearing, if a party does not have an advisor present, LECOM must provide one without fee to the party. The advisor provided by LECOM to conduct cross-examination at a hearing (if the party does not have an advisor of choice) does not have to be an attorney even if the other party has hired an attorney as their advisor of choice. Advisors conducting cross-examination that are not professionals (attorneys or experienced advocates) must at least be adults capable of understanding the purpose and scope of cross-examination. The parties’ advisors do not have to be of equal competency.

Any opportunity provided by LECOM to have an advisor of choice present during any phase of the Title IX process must be given to both parties. LECOM may limit the extent that an advisor may participate in the proceedings, but the restrictions must apply equally to both parties. The choice of advisor will not be limited with the exception of decorum issues explained in the

Hearings section below.

Complainant:

An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Consent:

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

Dating Violence:

Violence committed by a person

- who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship
 - The type of relationship
 - The frequency of interaction between the persons involved in the relationship

Domestic Violence:

The term “domestic violence” includes felony or misdemeanor crimes of violence committed by

- a current or former spouse or intimate partner of the victim; or
- a person with whom the victim shares a child in common; or
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; or
- a person similarly situated to a spouse of the victim; or
- any other person against an adult or youth victim who is protected from that person's acts under applicable domestic or family violence laws.

Education Program or Activity:

Includes locations, events, or circumstances over which LECOM exercised substantial control over both the Respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by LECOM. Factors to consider include whether LECOM funded, promoted, or sponsored the

event or circumstance where the alleged harassment occurred.

Program or activity includes LECOM's computer and internet networks, digital platforms, and computer hardware or software owned or operated by or used in LECOM operations.

Incapacitation:

Incapacitation is a condition that prevents a person from having the capacity to give consent. It may be due to the use of drugs or alcohol, when a person is asleep or unconscious, or because of an intellectual or other disability.

Intimidation:

Intimidation means to make fearful or to put into fear. Generally, proof of actual fear is not required in order to establish intimidation. It may be inferred from conduct, words, or circumstances reasonably calculated to produce fear.

Parties:

This term refers to the Complainant and the Respondent collectively.

Remedies:

Where a determination of responsibility for sexual harassment has been made against the Respondent following a grievance process, remedies may be provided to the Complainant. Remedies are designed to restore or preserve equal access to LECOM's education program or activity. Remedies provided may include the same individualized services given as "supportive measures" (see definition below), however remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Reporter:

A person reporting alleged conduct prohibited by this policy. The Reporter may be the Complainant or any other person.

Respondent:

An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Assault:

Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. It includes both non-consensual sexual contact and intercourse.

Sexual Exploitation:

Taking sexual advantage of another person or violating the sexual privacy of another when consent is not present. This includes, but is not limited to, the following actions (including when they are done via electronic means, methods or devices):

- Sexual voyeurism or permitting others to witness or observe the sexual or intimate activity of another person without that person's consent;
- Indecent exposure or inducing others to expose themselves when consent is not present;

- Recording or distributing information, images or recordings of any person engaged in sexual or intimate activity in a private space without that person’s consent.
- Prostituting another individual;
- Knowingly exposing another individual to a sexually transmitted disease or virus without that individual’s knowledge; and
- Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

Sexual Harassment:

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) A LECOM employee conditioning the provision of a LECOM aid, benefit, or service on an individual’s participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to LECOM’s education program or activity; or
- (3) “Sexual assault,” “dating violence,” “domestic violence,” or “stalking.”

Stalking:

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to

- fear for his or her safety or the safety of others; or
- suffer substantial emotional distress.

A course of conduct is when a person engages in two or more acts that include, but are not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveys, threatens, or communicates to or about a person in a prohibited way, or interferes with a person’s property.

Stalking includes the concept of cyberstalking, in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

Supportive Measures:

Non-disciplinary, non-punitive individualized service offered as appropriate and reasonably available without fee to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint is filed. Supportive measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party. The measures are designed to protect the safety of all parties or the educational environment or to deter sexual harassment. They may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Witness:

A person who has knowledge related to specific aspects of a case and may have reported such aspects to the institution.

III. POLICY**A. Title IX, VAWA and Nondiscrimination Statement**

LECOM prohibits any form of discrimination and harassment on the basis of sex, race, color, age, religion, national or ethnic origin, sexual orientation, gender identity or expression, pregnancy, marital or family status, medical condition, genetic information, veteran status, or disability in any decision regarding admissions, employment, or participation in a LECOM program or activity in accordance with the letter and spirit of federal, state, and local non-discrimination and equal opportunity laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, The Age Discrimination in Employment Act, The Americans with Disabilities Act and ADA Amendments Act, The Equal Pay Act, any applicable local nondiscrimination ordinance and the Pennsylvania Human Relations Act.

LECOM also complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act, as amended by the Violence Against Women Act (VAWA). Title IX prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. VAWA imposes additional duties on universities and colleges to investigate and respond to reports of sexual assault, stalking, and dating or domestic violence, and to publish policies and procedures related to the way these reports are handled. LECOM has designated the Title IX Coordinator, with assistance of the Deputy Title IX Coordinators, to coordinate LECOM's compliance with Title IX and VAWA and to respond to reports of violations. LECOM has directed the Title IX Coordinator to coordinate LECOM's compliance with the Clery reporting related VAWA requirements. LECOM will promptly and equitably respond to all reports of sexual misconduct in order to eliminate the misconduct, prevent its recurrence, and redress its effects on any individual or the community.

B. Scope of Policy

This policy applies to conduct prohibited by Title IX and its related regulations. There is no time limit for reporting allegations of sexual misconduct, however, LECOM strongly encourages the prompt reporting of sexual misconduct to allow LECOM to respond promptly and effectively. If the reported Respondent is not a member of the LECOM community or is no longer associated with LECOM at the time of the report or at the time a resolution process is initiated, LECOM may be unable to conduct an investigation or take disciplinary action.

Please see the *Reporting Sexual Misconduct* section below to make a report of misconduct, discrimination and/or harassment, or to file a complaint.

C. Statement on Privacy and Confidentiality

LECOM will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, any Complainant, any individual reported to be the perpetrator of sex discrimination, any Respondent, and any witness except as permitted by the FERPA statute or

otherwise required by law or to carry out the conduct of any Title IX investigation, hearing, or judicial proceeding.

LECOM is committed to protecting the privacy of all individuals involved in a report of sexual misconduct. Every effort will be made to protect the privacy interests of all individuals involved. Privacy, confidentiality and privilege have distinct meanings under this policy.

Privacy generally means that information related to a report of sexual misconduct will only be shared with a limited circle of individuals, including individuals who “need to know” in order to assist in the review, investigation, or resolution of the report or to deliver resources or support services. While not bound by confidentiality or privilege, these individuals will be discreet and respect the privacy of all individuals involved in the process. All participants in an investigation of sexual misconduct, including advisors and witnesses, will be informed that privacy helps enhance the integrity of the investigation and protect the privacy interests of the parties and will be asked to keep any information learned in an investigation meeting or hearing confidential, to the extent consistent with applicable law.

Certain individuals are designated as having confidentiality. For reports made to employees designated with having confidentiality, LECOM will respect the reporting party’s expectations of privacy to the extent permissible by law while still ensuring compliance with other reporting obligations. For example, complaints involving minors are subject to mandatory reporting requirements.

Individuals designated as having confidentiality are required to report the nature, date, time and general location of an incident to the Title IX Coordinator. Confidential resources will not share other information with the Title IX Coordinator or any other employee of LECOM without the express permission of the disclosing party. Confidential resources can provide information about LECOM and off-campus resources, support services and other options. As noted above, because of the confidential nature of these resources, disclosing information to or seeking advice from a confidential resource does not constitute a report or complaint to LECOM and will not result in a response or intervention by LECOM. A person consulting with a confidential resource may later decide to make a report to LECOM and/or law enforcement.

Communication with certain individuals may be privileged by operation of law and reports made to these individuals will not be shared with the LECOM Title IX Coordinator or law enforcement except in very limited situations, such as when failure to disclose the information would result in imminent danger to the individual or to others or as otherwise required by law. There are no LECOM employees, including the Directors of Behavioral Health, who provide officially sanctioned confidential counseling at LECOM.

LECOM will generally respect a Complainant’s choice whether to report an incident to local law enforcement or initiate LECOM’s sexual misconduct resolution process, unless LECOM determines that there is an overriding interest with respect to the safety or welfare of the LECOM community. Where a report involves suspected abuse of a child (an individual under the age of 18 at the time of the incident(s) as reported), all LECOM employees and volunteers are required to notify LECOM police and the appropriate state authority (in Pennsylvania - ChildLine of the

Pennsylvania Department of Human Services; in Florida - the Abuse Hotline of the Florida Department of Children and Families; in New York - Keeping Children Safe of the Administration for Children's Services). All other members of the LECOM community are strongly encouraged to report suspected child abuse to law enforcement and the appropriate state authority.

When a Complainant desires to initiate a grievance process started with the signing of a formal complaint, the Complainant cannot remain anonymous or prevent the Complainant's identity from being disclosed to the Respondent.

All LECOM proceedings are conducted in compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Clery Act, Title IX of the Education Amendments of 1972 ("Title IX"), Violence Against Women Act (VAWA), state and local law, and LECOM policy. No information will be released from such proceedings, except as required or permitted by law and LECOM policy.

LECOM may share non-identifying information about reports received in aggregate form, including data about outcomes and sanctions.

D. Prohibited Conduct

LECOM prohibits the following forms of conduct:

- Sexual assault including sexual penetration without consent, sexual contact without consent and statutory sexual assault
- Sexual harassment
- Sexual exploitation
- Intimate-partner violence, including dating violence and domestic violence
- Stalking
- Retaliation

This prohibited conduct can affect all genders, gender identities and sexual orientations. Some of these prohibited forms of conduct may also be crimes under state or federal law.

E. Alcohol and Drug Use Amnesty

The health and safety of every student at LECOM is of utmost importance. LECOM recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. LECOM strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to LECOM officials or law enforcement will not be subject to disciplinary action under LECOM's code of conduct for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

LECOM may request the individual attend an approved alcohol or drug education program and

without assessing any charges for such program. This amnesty provision also applies to student groups making a report of sexual misconduct. Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes. Referral to PHP/CPH/SARPh/PRN/Centerstone may be made. Such a referral is not a disciplinary action but rather is a referral for the health of the referred individual and to ensure that they are safely able to practice their profession following graduation.

F. Prohibition of False Accusations

Deliberately false and/or malicious accusations of sexual misconduct, relationship violence, stalking or other conduct prohibited by this policy, as opposed to complaints which, even if erroneous, are made in good faith, are serious and will subject the perpetrator of those accusations to appropriate disciplinary action. Good faith means that a report is made based on fact or reasonable beliefs and not solely on personal animus against the person accused.

G. General Considerations about the Title IX Grievance Process

- Complainants and Respondents must be treated equally.
- The Respondent will be presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- Remedies must be designed to restore or preserve equal access to LECOM's education program or activity.
- The remedies may include the same individualized "supportive measures," but remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.
- There must be an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
- Credibility determinations may not be based on a person's status as a Complainant, Respondent, or Witness.
- The Title IX Coordinator, investigator, decision-maker, or other designated person to facilitate an informal resolution process may not have a conflict of interest or bias for or against Complainants or Respondents generally or specifically to individual Complainants or Respondents.

IV. REPORTING SEXUAL MISCONDUCT

A. Reporting Options

Any individual, including a third party, may make a report concerning sexual misconduct. Complainants and third parties are encouraged to report sexual misconduct as soon as possible to allow LECOM to respond promptly and effectively.

A person who has experienced sexual misconduct under this policy, or a person who witnesses sexual misconduct under this policy, has the right to simultaneously file a complaint with LECOM and to pursue a criminal complaint with law enforcement. Victims and witnesses of sexual misconduct have the right to be assisted by LECOM in notifying law enforcement authorities of sexual misconduct or they can decline to notify such authorities. LECOM may, however, have a statutory reporting obligation when it becomes aware of certain factual allegations. Parties may also have options to file civil actions in court or with administrative

agencies.

LECOM has designated the Title IX Coordinator to oversee complaints of sexual misconduct at LECOM. An individual who has experienced sexual misconduct has the right to choose whether to report the incident to LECOM's Title IX Coordinator/designee or a Deputy Title IX Coordinator. These officials are trained to work with individuals who report sexual misconduct and have knowledge about resources and services, both on and off campus, including the availability of supportive measures.

LECOM Title IX Coordinator and Deputy Coordinators

Institutional Title IX Coordinator

Aaron E. Susmarski, J.D.

Institutional Director of Human Resources

(814) 860-5101

asusmarski@lecom.edu

LECOM Erie

Dr. Nancy Carty, Deputy Coordinator

Assistant Dean of Preclinical Education

(814) 866-8418

ncarty@lecom.edu

LECOM Bradenton (including DeFuniak Springs)

Ms. Debra Horne, Deputy Coordinator

Director of Student Affairs

(941) 782-5933

dhorne@lecom.edu

Dr. Julie J. Wilkinson, Deputy Coordinator

Professor of Pharmacy Practice

(941) 782-5678

jwilkinson@lecom.edu

LECOM at Seton Hill

Dr. Dennis Min, Deputy Coordinator

Assistant Professor of Gastroenterology

(724) 552-2892

dmin@lecom.edu

LECOM at Elmira

Dr. Richard Terry, Deputy Coordinator

Associate Dean of Academic Affairs

(607) 321-3111

rterry@lecom.edu

Please Note: The Title IX Coordinator and Deputy Coordinators are not confidential sources of support. While they will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. See the list below of outside services which may provide confidential counseling.

Please Also Note: Making a report is different from filing a complaint. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator/designee. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; and/or (3) the filing of a formal complaint. See *Process After Report of Sexual Misconduct* section below for subsequent steps.

B. Electronic and Anonymous Reporting

You may also file a complaint about sexual misconduct using the appropriate links below. While anonymous complaints are accepted, LECOM's ability to address misconduct reported anonymously is significantly limited.

Individuals may use this link on the LECOM portal to electronically file a report of sexual misconduct with LECOM by clicking here: <https://appweb.stopitsolutions.com/login>

Please use the following Access Code to login: **ONELECOM**

An immediate auto-response email with information about resources and options will be sent in response to reports filed electronically.

C. Criminal Reporting Options

LECOM police are employees of LECOM and obligated to promptly report incidents of sexual misconduct that also constitute criminal conduct of which they become aware during the scope of their employment to the Title IX Coordinator, regardless of whether the individual who is making the report chooses to pursue criminal charges.

A Complainant may seek resolution through LECOM's Title IX process. A Complainant may also seek to initiate a criminal complaint, independent of or parallel with any resolution process of LECOM. LECOM's policy, definitions, and burden of proof may differ from state criminal law. Neither law enforcement's decision whether to prosecute, nor the outcome of any criminal prosecution, is determinative of whether sexual misconduct has occurred under this policy. In cases where there is a simultaneous law enforcement investigation, there may be circumstances when LECOM may need to temporarily delay its investigation while law enforcement gathers evidence. However, LECOM will generally proceed with its investigation and resolution of a complaint even during the time of a pending law enforcement investigation.

Local Law Enforcement

At all LECOM locations, call 9-1-1 to contact local law enforcement, fire, or EMS to report an emergency or crime. Call 9-9-1-1 from a LECOM or Seton Hill University phone.

Erie, Pennsylvania

Erie Police Department

(814) 870-1125

Millcreek Police Department
(814) 833-7777

Pennsylvania State Police Department
(814) 898-1641

LECOM Campus Police and Security Office
Located inside the north entrance
1858 West Grandview Boulevard
Erie, Pennsylvania 16509
(814) 866-8415

If an officer is not at the desk, callers may leave a message or call the cell phone of the officer on duty at (814) 434-3927.

Bradenton, Florida
Manatee County Sheriff
(941) 747-3011

Bradenton Police Department
(941) 932-9300

LECOM Security Office for College of Medicine & School of Pharmacy Building
Located inside the southwest entrance
5000 Lakewood Ranch Boulevard
Bradenton, Florida 34211
(941) 782-5908

LECOM Security Office for School of Dental Medicine Building
Located inside the south entrance
4800 Lakewood Ranch Boulevard
Bradenton, Florida 34211
(941) 405-1520

DeFuniak Springs, Florida
Walton County Sheriff
(850) 892-8111

DeFuniak Springs Police Department
(850) 892-8513

Security Office for LECOM DeFuniak Springs Dental Offices
Located inside the main entrance
101 LECOM Way

DeFuniak Springs, Florida 32435
(850) 951-0200

LECOM at Seton Hill in Greensburg, Pennsylvania
Greensburg, Pennsylvania Police Department
(724) 834-3800

Pennsylvania State Police
(724) 832-3288

Seton Hill University (SHU) Police Department
Room 115 Administrative Annex
One Seton Hill Drive
Greensburg, PA 15601
(724) 830-4999

LECOM at Elmira in Elmira, New York
Elmira Police Department
(607) 735-8600

Chemung County Sheriff
(607) 737-2987, ext. 104

New York State Police
(607) 739-8797

LECOM Security Office
Located inside the main entrance
250 West Clinton Street
Elmira, NY 14901
(607) 442-3510

D. External Reporting Options

A person may also file a complaint with the U.S. Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> or calling 1-800-421-3481 or emailing OCR.Philadelphia@ed.gov.

A person may also file a complaint with the Pennsylvania Human Relations Commission by calling 717-787-9780 for the Harrisburg Regional Office; 412-565-5395 for the Pittsburgh Regional Office; or 215-560-2496 for the Philadelphia Regional Office or visiting <https://www.phrc.pa.gov/Pages/default.aspx>.

Employees may also file a charge with the Equal Employment Opportunity Commission regarding an alleged violation of Title VII by calling 1-800-669-4000 or visiting <https://www.eeoc.gov/employees/howtofile.cfm>.

E. Assessment and Timely Warnings

The Title IX Coordinator or designee, in consultation with a Title IX assessment team and others (as necessary), will conduct an initial assessment of the conduct, the reporting party's desired course of action, and the necessity for any interim measures or services to protect the safety of the Complainant or the community. The goal is to eliminate any hostile environment. If a report of misconduct discloses a serious or immediate threat to the campus community, LECOM will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the Complainant.

V. PROCESS AFTER REPORT OF SEXUAL MISCONDUCT

A. Title IX Outreach

Upon receipt of a report of sexual misconduct, the Title IX Coordinator or designee will provide resources and support information by contacting the potential Complainant and offering an initial meeting between the reporting party and the Title IX Coordinator or designee. The initial meeting is optional and the reporting party may decline. The purpose of the initial meeting is for the Title IX Coordinator or designee to gain a basic understanding of the nature and circumstances of the report and provide information about resources, supportive measures, and resolution options to the reporting party.

B. Interim and Supportive Measures

The Title IX Coordinator or a Deputy Title IX Coordinator will promptly contact the Complainant to discuss supportive measures and how they are available with or without the filing of a formal complaint, consider the Complainant's wishes with respect to supportive measures, and explain to the Complainant the process for filing a formal complaint. The Respondent and other affected parties may also be provided supportive measures. These measures may be to protect, assist, and/or to forestall retaliation. LECOM may also take interim measures to protect the LECOM community at large. See the definition of "supportive measures" in the *Definitions* section.

LECOM's primary goal is to ensure that the parties and the LECOM community are safe. Regardless of whether a Complainant chooses to pursue disciplinary action, LECOM will take interim measures to protect those involved and ensure that all safety, emotional, and physical well-being concerns are met.

Reasonable interim measures to protect the safety of the parties will be determined on a case-by-case basis. In making the determination, LECOM will consider, at a minimum, the parties' expressed need, the severity or pervasiveness of the allegations, the continuing effects, the likelihood that the parties will come into contact with each other through daily activities, and whether any legal steps have been taken to protect either party.

Student Supportive Measures:

Some examples of supportive measures LECOM may provide to students include modifying class schedules, workplace schedules, and/or extracurricular activities; assisting in obtaining counseling and academic support services; student financial aid guidance; offering extra time to complete a course if possible; providing escort services on campus from the campus police; and

initiating a no contact order. Also see the *Emergency Removal of the Respondent* section.

Staff Supportive Measures:

Some examples of supportive measures LECOM may provide to a staff member include modifying work schedule, workplace department or location, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the employee; initiating a no-contact order; and issuing a *persona non grata* order to prevent a person from coming on campus.

Faculty Supportive Measures:

Some examples of supportive measures LECOM may provide to a faculty member include modifying teaching schedule, workplace schedule, extracurricular schedule, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the faculty member; initiating a no-contact order; and issuing a *persona non grata* order to prevent a person from coming on campus.

C. Formal Complaint

A formal complaint is a document filed by a Complainant alleging sexual harassment against a Respondent and requesting that LECOM investigate the allegation of sexual harassment. A formal complaint may be filed with the Title IX Coordinator or a Deputy Title IX Coordinator in person, by mail, by electronic mail, or using an available online reporting system. A formal complaint filed by a Complainant must have the Complainant's physical or digital signature or otherwise indicate that the Complainant is the person filing the formal complaint.

There is no specific form required to file a formal complaint. Moreover, there is no requirement that the formal complaint include a detailed statement of facts or the name of the Respondent if that is not known.

In addition to a Complainant, there are circumstances when the Title IX Coordinator may sign a formal complaint. Other third parties cannot. A Title IX Coordinator may sign a formal complaint in the absence of one signed by a Complainant in order to protect the educational community. In deciding whether to sign a formal complaint, the Title IX Coordinator may consider a variety of factors, including a pattern of alleged misconduct by a particular Respondent; allegations of the use of violence and/or the use of weapons; or similar factors. The Title IX Coordinator may sign a formal complaint only after the Title IX Coordinator has contacted the Complainant (the person alleged to have been victimized by sexual harassment) to discuss the availability of supportive measures, considered the Complainant's wishes with respect to supportive measures, and explained to the Complainant the process for filing a formal complaint.

When the Title IX Coordinator decides to sign a formal complaint that originated with an anonymous complaint, the written notice of the allegations must be sent to both parties and include the identity of the parties, if known.

The signing of a formal complaint by the Title IX Coordinator does not place the Title IX Coordinator in a position adverse to the Respondent. When the Title IX Coordinator initiates an

investigation based on allegations of which the Title IX Coordinator has been made aware, the Title IX Coordinator is not prevented from being free from bias or conflict of interest with respect to any party.

An investigation and grievance process cannot proceed pursuant to this Title IX policy in the absence of a signed formal complaint. If the Complainant's identity is unknown, the grievance process may proceed if the Title IX Coordinator determines it is necessary to sign a formal complaint. In that case, the written notice of the allegations would not include the Complainant's identity as it is unknown.

A Complainant's formal complaint must be investigated even if the Complainant does not know the Respondent's identity because an investigation may reveal the Respondent's identity. Once a Respondent's identity is known, LECOM will send written notice to both parties.

Formal complaints against more than one Respondent or by more than one Complainant may be consolidated if they arise out of the same facts or circumstances. In that instance, there may be a combined grievance process. A consolidation of formal complaints may include counter-complaints by one party against the other party.

D. Emergency Removal of the Respondent

LECOM is permitted to remove a Respondent from its education program or activity on an emergency basis if LECOM undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In that instance, LECOM will provide the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

E. Dismissal After Filing of a Formal Complaint

The Title IX grievance process described in this policy applies only to alleged sexual harassment that occurred in a LECOM education program or activity against a person in the United States. The terms "sexual harassment" and "education program or activity" are defined above in the *Definitions* section.

Formal Title IX complaints must be dismissed if the alleged conduct:

- was not "sexual harassment" as defined; or
- did not occur in a LECOM education program or activity as defined; or
- was not perpetuated against a person in the United States (i.e. in another country and not in the United States)

Formal Title IX complaints may be dismissed (or it may be decided that the Title IX process continue) if at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein
- The Respondent is no longer enrolled at or employed by LECOM
- Specific circumstances prevent LECOM from gathering enough evidence to reach a determination as to the formal complaint or the allegations therein

Upon a dismissal of a formal complaint, written notice of the dismissal and reasons therefor will be sent to the parties simultaneously. In the event that LECOM dismisses the Title IX formal complaint, LECOM may proceed using the non-Title IX code of conduct violation process.

F. Notice After Filing of a Formal Complaint

When a formal complaint is received (whether signed by the Complainant or the Title IX Coordinator), written notice must be sent to the known parties that includes:

- Notice of the grievance process including any informal resolution process
- Notice of the allegations of potential sexual harassment including sufficient details, if known at the time (identities of the parties involved in the incident; conduct allegedly constituting sexual harassment; date and location of the alleged incident(s))
- A statement that the Respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process
- A statement that the parties may have an advisor of their choice who may be, but is not required to be, an attorney
- A statement that the parties may inspect and review the evidence as permitted by this policy and law after the investigation
- A statement that knowingly making false statements or knowingly submitting false information during the Title IX grievance process violates LECOM's code of conduct.

Known parties will be provided notice of additional allegations being investigated not included in the initial notice.

VI. SEXUAL MISCONDUCT GRIEVANCE AND RESOLUTION PROCESS

A. Informal Resolution

Only after a formal complaint has been filed, the parties may decide to participate in an informal resolution process, however such participation may not be required. LECOM may facilitate an informal resolution process at any time prior to reaching a determination regarding responsibility. Informal resolution processes do not involve a full investigation and adjudication and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

At any time prior to agreeing to a resolution, any party may withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. The parties must provide voluntary written consent for an informal resolution process to proceed. In that event, the parties must be provided written notice disclosing the allegations and the requirements of the informal resolution process. No informal resolution process is available regarding allegations that an employee sexually harassed a student.

B. Participant Roles

The roles of complainant, respondent, parties, witness, and advisor are defined above in the *Definitions* section. All participants have the responsibility to be truthful with the information they share at all stages of the process. Any individual who knowingly or intentionally provides false information in any stage of the process may be subject to discipline. This provision does not apply to a good faith report that is not substantiated or proven by a preponderance of the evidence.

The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s). The Title IX Coordinator may serve as the investigator.

C. Conflict of Interest

Parties have the opportunity to raise the issue to the Title IX Coordinator of a potential conflict of interest within two (2) days of being advised of the identity of the investigator(s) or decision-maker(s) and others on the resolution team, including appeals. No investigator, decision-maker, or others on the resolution team, including appeals, will make findings or determinations in a case in which they have a conflict of interest. The Title IX Coordinator or designee will determine whether a conflict of interest exists.

D. Burden of Proof

The burden of proof refers to who has the responsibility of showing a violation has occurred. It is always the responsibility of LECOM to satisfy the burden of proof. The Respondent does not have the burden to prove that a violation did not occur. Respondents may decide not to share their side of the story or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from LECOM and does not indicate responsibility. Additionally, there will not be an adverse inference against a Respondent for the Respondent's refusal to participate in an investigation or hearing, nor will Respondent's refusal to participate result in increased sanctions if the Respondent is found responsible for the accusations.

E. Standard of Proof

LECOM uses the preponderance of the evidence standard in investigations and adjudications of complaints alleging sexual misconduct and any related violations. This means that it is determined whether it is more likely than not that a violation of the policy occurred.

F. Timeline for Resolution

LECOM will resolve all cases in a reasonably prompt manner with the goal of conducting grievance processes fairly in a way that reaches reliable outcomes. The timeline may vary based on the circumstances of the case, including breaks in the academic calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Reasonable delays may be made for good cause. Good cause for short-term delays includes, but is not limited to, absence of the parties and/or witnesses due to reasonable causes, concurrent law enforcement activity, transportation needs for parties and/or witnesses, technology issues to troubleshoot to facilitate a live hearing, the need for language assistance or accommodation of disabilities, and the need to provide an advisor for a hearing.

While LECOM will attempt to accommodate the schedules of parties and witnesses throughout the grievance process in order to provide parties with a meaningful opportunity to exercise their rights under this policy, a grievance process can proceed to conclusion even in the absence of a party or witness.

G. Retaliation Prohibited

LECOM does not tolerate retaliation and will pursue actions against those who take retaliatory measures against reporters, witnesses, or parties. Neither LECOM nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing.

Retaliation includes intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment if the purpose is to interfere with any right or privilege secured by Title IX.

Complaints alleging retaliation may be filed according to the Title IX grievance procedures for sex discrimination. An individual may be charged with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding, however a determination regarding responsibility is not sufficient alone to conclude that a party made a materially false statement in bad faith.

H. Investigation Process of a Formal Complaint

If it is appropriate and the parties choose and complete an informal resolution process there may be no formal investigation. If necessary, a full investigation will be promptly engaged. Such investigations will include interviews with the Complainant, Respondent, and relevant witnesses. In conducting the investigation, the manager of the investigation/resolution process may be assisted by other individuals, including special consultants engaged for the particular investigation. A thorough review of pertinent physical and documentary evidence will also occur. The evidence may include photographs, videos, electronic messages (including emails and text messages), social media postings, and any other relevant resources. The parties should be most scrupulous in preserving all evidence.

The parties are not granted the right to depose parties or witnesses, nor to invoke a court system's subpoena powers to compel parties or witnesses to appear at hearings.

About the investigation process:

- A Complainant is not required to participate in the Title IX process or to provide any information to the Title IX Coordinator.
- LECOM may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity and were made and maintained in connection with the provision of treatment to the party unless the party provides voluntary written consent to do so for a grievance process.
- Both parties must be given an equal opportunity to present fact and expert witnesses and other inculpatory and exculpatory evidence.
- Neither party should be restricted in the ability to discuss the allegations under investigation or to gather and present relevant evidence.

- Both parties must have the same opportunities, if any, to have others present during any meeting or grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- LECOM may establish restrictions regarding the extent to which the parties' advisors may participate in the proceedings; such restrictions shall apply equally to both parties.
- Both parties must be given written notice of all hearings, investigative interviews, or other meetings at which they are invited or expected to attend with sufficient time to prepare. Notice must include the date, time, location, participants, and purpose.
- Both parties must be provided with an equal opportunity to inspect and review any evidence obtained in the investigation of the allegations raised in a formal complaint, including evidence LECOM does not intend to rely on in reaching a determination regarding responsibility. Such evidence includes inculpatory and exculpatory evidence. It includes evidence obtained from a party or other source.
- Non-participating Complainants must also be given the opportunity to inspect, review, and respond to the evidence.
- Prior to completion of the investigative report, both parties must be sent (including their advisor, if any), the evidence subject to inspection and review in an electronic format or a hard copy and given at least ten days to submit a written response. The investigator must consider such written responses prior to completion of the investigative report. This evidence must be available at any hearing so that it may be referred to or used for cross-examination.
- LECOM may impose on the parties and each party's advisor restrictions or require a non-disclosure agreement (NDA) not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process, as long as doing so does not violate Title IX regulations or other applicable laws.

About the investigation report:

After the investigation and the parties have been given an opportunity to submit a response to the evidence they were able to inspect and review, the investigator will create an investigative report that summarizes the relevant evidence. The report must be sent at least ten days prior to a hearing or other time of determination regarding responsibility to each party and each party's advisor, if any. The report must be sent in an electronic format or a hard copy for their review and written response.

All evidence summarized in the investigative report must be relevant. Evidence is relevant if it is probative of any material fact concerning the allegations, with exceptions. The investigator may redact from the investigative report information that is not relevant and also information protected by a legally recognized privilege, or treatment records for which there is no written consent to use. The investigative report may include facts and interview statements.

The investigator may include recommended findings or conclusions in the investigative report, however the decision-maker is under an independent obligation to objectively evaluate relevant evidence and cannot simply defer to the recommendations made by the investigator in the investigative report.

A single investigative report may be made in the context of a grievance process that involves multiple Complainants, multiple Respondents, or both.

I. Hearings

Formal complaints not dismissed or resolved by informal resolution will proceed to a live hearing. Elements of the live hearing follow.

- Hearings are held live, however at the request of either party, the live hearing may occur with the parties located in separate rooms with technology enabling the decision maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
- Parties' advisors may represent parties during the entire live hearing.
- Parties must inform LECOM at least seven (7) days prior to a hearing whether the party intends to bring an advisor of choice to the hearing. If the party does not intend to bring an advisor of choice, LECOM will appoint an advisor for that party for the hearing.
- If a party appears at a hearing without an advisor and LECOM did not have the seven day advance notice to appoint an advisor for the party, the hearing will stop and may be rescheduled if necessary to permit LECOM to assign an advisor to that party to conduct cross-examination.
- Parties and advisors must participate respectfully and non-abusively during a hearing; this includes not yelling at the other party or others in the hearing. If a party's advisor refuses to act in a respectful and non-abusive manner, LECOM may require the party to use a different advisor.
- LECOM may permit the parties' advisors to make brief opening or closing statements.
- LECOM may make an opening or closing statement.
- LECOM may present evidence to the decision-maker which may be used by the decision-maker in reaching a determination regarding responsibility.
- The decision-maker has the right and responsibility to ask questions and elicit information from parties and witnesses on the decision-maker's own initiative to aid the decision-maker in obtaining relevant evidence both inculpatory and exculpatory, and the parties also have an equal right to present evidence in front of the decision-maker so the decision-maker has the benefit of perceiving each party's unique perspective about the evidence.
- At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses relevant and follow-up questions, including to challenge credibility. Cross-examination must be conducted directly, orally, and in real time by the party's advisor, but never by a party personally.
- Only relevant cross-examination and other questions may be asked of a party or witness. Before a question is answered by a party or witness, the decision-maker(s) must first determine whether the question is relevant and explain decisions to exclude a question as not relevant.
 - In determining what evidence is relevant, a layperson's determination that a question is not relevant is made by applying logic and common sense, but not against a backdrop of legal expertise.
 - At a hearing, a decision-maker may find that a question is irrelevant because it is not probative of any material fact concerning the allegations.
 - Where evidence is duplicative of other evidence, the decision-maker may deem the evidence not relevant.

- Information that is not relevant includes information protected by a legally recognized privilege and any party's medical, psychological, and similar records unless the party has given voluntary written consent.
- Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless such evidence is offered to prove that someone other than the Respondent committed the alleged conduct or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
- Relevant evidence will not be excluded solely because such relevant evidence may be unduly prejudicial, concern prior bad acts, or constitute character evidence.
- Written questions may not be submitted for the purpose of ascertaining relevance prior to or during a hearing.
- The advisors may discuss the relevance determination with the decision-maker during the hearing, however there will be no challenging the relevance determination after receiving the decision-maker's explanation during the hearing.
- Parties and witnesses may not waive a question.
- The decision-maker(s) cannot draw an inference about responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- Where a grievance process is initiated because the Title IX Coordinator, and not the Complainant, signed the formal complaint, the Complainant who did not wish to initiate a grievance process remains under no obligation to then participate in the grievance process.
- LECOM will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review. LECOM is not obligated to send the parties a copy of the recording or transcript.
- The decision-maker(s) must issue a written determination regarding responsibility using the standard of evidence adopted, preponderance of the evidence.
 - The decision-maker must objectively evaluate all relevant evidence, both inculpatory and exculpatory, and independently reach a determination regarding responsibility without giving deference to the investigative report.
 - Admissible, relevant evidence must be evaluated for weight or credibility by the decision-maker.
 - Credibility determinations are not based solely on observing demeanor, but also are based on other factors (e.g., specific details, inherent plausibility, internal consistency, corroborative evidence).
 - The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility is a matter to be decided by the decision-maker after having the opportunity to ask questions of parties and witnesses and observing how parties and witnesses answer the questions posed by the other party.

Possible remedies and disciplinary sanctions:

Upon a finding that the Respondent was responsible for the alleged actions constituting prohibited activities under this policy, the potential penalties range from remedies similar to supportive measures to probation, suspension, and dismissal from LECOM.

J. Decision-Maker's Written Determination

The written determination must include:

- Identification of the allegations potentially constituting sexual harassment
- A description of the procedural steps taken from the receipt of the formal complaint through the determination. Include notifications to the parties, interviews with the parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
- Findings of fact supporting the determination. The decision-maker must lay out the evidentiary basis for conclusions reached in the case.
 - There is no requirement that the written determination address evaluation of contradictory facts, exculpatory evidence, “all evidence” presented at a hearing, or how credibility assessments were reached.
- Conclusions regarding the application of LECOM's code of conduct to the facts
- A statement with the determination regarding responsibility for each allegation and the rationale for each such determination
- Disciplinary sanctions to be imposed on the Respondent
- Whether remedies designed to restore or preserve equal access to LECOM's education program or activity will be provided to the Complainant, however the nature of the remedies provided to the Complainant should not appear in the written determination. Remedies which do not directly affect the Respondent must not be disclosed to the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies.
- Procedures and permissible bases for the Complainant and Respondent to appeal

The written determination must be provided to the parties simultaneously. The determination regarding responsibility is final either on the date that the written determination of the result of an appeal is provided to the parties, if an appeal is filed, or on the date when an appeal would no longer be considered timely.

If it is determined that a violation of the Title IX policy did not occur, but the reported behavior would violate a different LECOM policy such as the student code of conduct, the case may be referred for resolution as appropriate.

K. Right to Appeal

Both parties may appeal from a determination regarding responsibility and from a dismissal of a formal complaint or any allegations therein on these bases:

- Procedural irregularity that affected the outcome of the matter
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter

The other party will be notified in writing when a party files an appeal and will be provided the appeal document. The other party may file a written statement in response to the appeal within seven (7) business days of the date the appealing party's appeal was provided.

An appeal must be filed with the Title IX Coordinator within seven (7) business days of the date of the decision-maker's written determination. The appeal must include an explanation of the basis of the appeal. The Title IX Coordinator will forward the appeal, the decision-maker's written determination, and all other materials from the investigation and hearing to the President of LECOM for a final decision.

The President will review the materials provided using a preponderance of the evidence standard and will issue in a reasonably timely manner an Appeal Outcome Letter detailing the final decision and the rationale for the result, which may affirm, reverse or modify the determination of the decision-maker. The decision of the President is final. The written appeal decision will be simultaneously provided to both parties.

VII. RIGHTS AND RESPONSIBILITIES

- A. Reports and complaints have different meanings. An individual has a right to make a report of sexual misconduct to LECOM, which may be accompanied by request for supportive measures. An individual also has a right to make a complaint of sexual misconduct, which is a request to initiate LECOM's informal resolution process or a formal disciplinary process, which includes an investigation and may proceed to a formal hearing.
- B. Prior to the conclusion of a sexual misconduct investigation, the reporting party may request to withdraw the complaint by contacting the Title IX Coordinator or designee in writing. He or she will determine whether to close the case or conclude the investigation without the Complainant's continued participation.
- C. An individual also has the right to report sexual misconduct to law enforcement, separate and apart from any report or complaint made to LECOM.
- D. At the time a report is made, the reporting party does not have to decide whether to file a complaint or make a report of sexual misconduct to law enforcement.
- E. An affected party has the right to request supportive measures from LECOM, which may include interim contact restrictions.
- F. The reporting party has the right to seek medical treatment to address physical and mental health and to preserve evidence.
- G. A report may become a formal complaint, either initiated by the Complainant or the Title IX Coordinator. To file a formal complaint, please contact the Title IX Coordinator/designee.

VIII. CRIME VICTIM AND OTHER COUNSELING SERVICES

Erie, Pennsylvania Resources

Crime Victim Center of Erie County

24 hour hotline: (814) 455-9414

Safe Harbor Mental Health

24 hour Crisis Center: (814) 456-2014

Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)
24 hour crisis hotline: (814) 454-8161
Main number: (814) 455-1774

Millcreek Community Hospital
Main hospital number: (814) 864-4031, ask for Behavioral Health

Stairways Behavioral Health
(888) 453-5806

Physicians Health Programs (PHP; Pennsylvania)
(866) 747-2255 or (717) 558-7819

Secundum Artem Reaching Pharmacists with help (SARPh)
(800) 892-4484

Bradenton, Florida Resources
Centerstone Student Assistance Program
(941) 782-4379

Centerstone Crisis Center
(941) 782-4600

Bradenton- Hope Family Services, Inc.
(941) 755-6805

Rape Crisis Hotline - Bradenton
(941) 708-6059

Sarasota- Safe Place and Rape Crisis Center
24 hour hotline: (941) 365-1976

Bayside Center for Behavioral Health
Sarasota Memorial Hospital
24 hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota
24 hour Crisis Stabilization Unit: (941) 364-9355
Assessments: (941) 552-1950

DeFuniak Springs, Florida Resources
Shelter House, Domestic and Sexual Violence Center
Domestic Violence 24 hour hotline: (850) 863-4777 or (800) 442-2873
Sexual Assault 24 hour helpline: (850) 226-2027

Greensburg, Pennsylvania Resources

Blackburn Center (Greensburg, PA)

24 hour hotline: (888) 832-2272

(724) 837-9540

Westmoreland Mental Health Crisis Intervention Hotline (Westmoreland County, PA)

24 hour hotline: (800) 836-6010

Rape Crisis Center (Pittsburgh Action against Rape) (Pittsburgh, PA)

24 hour helpline: (866) 363-7273

(412) 431-5665

Center for Victims of Violence and Crime (Pittsburgh, PA)

24 hour hotline: (866) 644-2882

Physicians Health Programs (PHP; Pennsylvania)

(866) 747-2255 or (717) 558-7819

Elmira, New York Resources

Family Services of Chemung County

(607) 733-5696

Chemung County Crisis Program

(607) 737-5369

New York State Domestic Violence Hotline

(800) 942-6906

Sexual Assault Resource Center

(888) 810-0093

Committee for Physicians Health (New York)

(518) 436-4723

New York Students' Bill of Rights **

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a

- meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
 6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
 7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
 8. Be protected from retaliation by the institution, any student, the accused and/or the Respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
 9. Access to at least one level of appeal of a determination;
 10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or Respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
 11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

** Applicable to students enrolled at LECOM at Elmira.

APPENDIX L - LECOM BOARD OF TRUSTEES

The LECOM Board of Trustees has legal control, final decision-making and financial authority over all campuses: LECOM (Erie), LECOM Bradenton, LECOM at Elmira and LECOM at Seton Hill.

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APPENDIX M - LECOM ERIE: COLLEGE OF OSTEOPATHIC MEDICINE

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Richard E. Ferretti, Esq., *Instructor of Medical Jurisprudence, Director of Risk Management; General Counsel*; B.A., University of Pittsburgh; J.D., Duquesne University; M.B.A., The Behrend College of Pennsylvania State University

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Christopher C. Keller, Ph.D., C.P.H., *Director of Curriculum and Student Achievement; Professor of Microbiology, Director of Doctoral Program in Microbiology Education Course Director of Microbiology/Immunology, Public Health Laboratory of Human Pathogens*; B.S., Biology, University of Pittsburgh at Bradford; Ph.D., Infectious Diseases and Microbiology, Graduate School of Public Health, University of Pittsburgh

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Matthew Roll, Ph.D., *Assistant Professor of Biochemistry*; B.Sc., Chemistry, Edinboro University, M.Sc., Molecular and Cellular Biology, SUNY at Buffalo, Ph.D. Philosophy, Cancer Biology Concentration, Wake Forest University, NC.

Regan P. Shabloski, D.O., Assistant Dean of Plans, Operations, Training and Safety; *Clinical Associate Professor of Emergency Medicine*; B.A., M.S., Mansfield University of Pennsylvania; D.O., Kirksville College of Osteopathic Medicine

Diana Speelman, Ph.D., *Associate Professor, Biochemistry, Director of College of Medicine Research*; B.S. Biochemistry and Molecular Biology, University of Maryland; Ph.D., Philosophy, Medical Biochemistry, University of Maryland

Lisa Stevens, D.O., *Clinical Assistant Professor of Surgery/Pathology; Course Director of Pathology*; B.S., Biology, Ohio Northern University; D.O., Lake Erie College of Osteopathic Medicine

Mark Strazisar, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine/Psychiatry*; B.S. Gannon College; M.S. Medical Education, Lake Erie College of Osteopathic Medicine; D.O., Lake Erie College of Osteopathic Medicine

Mark A. Terrell, Ed.D., *Assistant Dean of Medical Education/Institutional Director for Faculty Development & Inter-professional Education, Professor of Anatomy & Biostatistics, Director of Masters in Science of Medical Education, Co-Director of Ph.D. Program in Anatomy Education, Director of Educational Research*; B.S., Education, State University of New York-College of Fredonia; M.S., Geology, Ball State University; M.A., Educational and Cognitive Psychology, Ball State University; Ed.D., Biology, Ball State University

Richard Terry, D.O., M.B.A., FAAFP, FACOFP, *Associate Dean of Academic Affairs, LECOM at Elmira*; B.A., Psychology, Alfred University; M.B.A., University of Massachusetts Amherst; D.O. New York College of Osteopathic Medicine

Noelle Thielman, Ph.D., *Assistant Professor of Microbiology and Immunology*; B.S. Edinboro University, Ph.D. Johns Hopkins University School of Medicine

Joshua Tuck, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Surgery and Orthopedics*; B.S. Notre Dame College;; D.O. University of New England College of Osteopathic Medicine; M.S. Medical Education, Lake Erie College of Osteopathic Medicine

Frank Tursi, D.O., *Clinical Professor of Family Medicine/Geriatric Medicine*; B.S., Biology, Widener College; D.O., Philadelphia College of Osteopathic Medicine

Steven Wolfe, D.O., M.P.H., *Clinical Professor of Family Medicine, Regional Dean*; B.S. Chemistry, University of Pittsburgh;; D.O., Lake Erie College of Osteopathic Medicine; M.P.H., University of Pittsburgh

LECOM HEALTH MEDICAL ASSOCIATE OF ERIE (MAE) PHYSICIANS

Rodolfo Arreola, M.D., *Clinical Assistant Professor of Surgery*

Bryant Bojewski, D.O., *Clinical Assistant Professor of Internal Medicine*

Mark Baker, D.O., *Clinical Assistant Professor of Family Medicine*

Micalyn Baney, D.O., *Clinical Associate Professor of Family Medicine*

David Beaton, D.O., *Clinical Associate Professor of Surgery, Obstetrics/Gynecology*

Matthew Becker, M.D., Clinical Associate Professor of Cardiology

Amy Beckman, D.O., Clinical Assistant Professor of Family Medicine

David Bodosky, D.O., *Clinical Associate Professor of Family Medicine*

Sarah Breon, D.O., *Clinical Assistant Professor of Family Medicine*

Christopher Buzas, D.O., *Clinical Assistant Professor of Ophthalmology*

Seth Carter, D.O., *Clinical Associate Professor of Geriatrics*

Lori Dulabon, D.O., *Clinical Assistant Professor of Urology*

Karl J. Falk, D.O., *Clinical Associate Professor of Family Medicine/OMM*

Kevin Falk, D.O., M.S. (Med.Ed), *Clinical Assistant Professor of OMM*

Anthony Jon Ferretti, D.O., *Clinical Professor of Surgery/Orthopedics*

John M. Ferretti, D. O., F.A.C.O.I., *Clinical Professor of Internal Medicine*

David Figueroa, D.O., *Clinical Assistant Professor of Psychiatry*

Douglas Fronzaglia, D.O., M.S. (Med.Ed), *Clinical Assistant Professor of Internal Medicine*

Douglas Grisier, D.O., *Clinical Professor of Family Medicine*

Danielle Hansen, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine*

John Kalata, D.O., *Professor of Family Medicine*

Jay Kiessling, M.D., *Clinical Instructor of Surgery*

James Lin, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine/Geriatrics; Course Director of Geriatric System*

Ryan Lynch, D.O., *Clinical Assistant Professor of Family Medicine*

Meghan McCarthy, D.O., *Clinical Assistant Professor of Psychiatry*

Fernando Melaragno, D.O., M.S. (Med. Ed), *Clinical Assistant Professor of Internal Medicine*

Eric J. Milie, D.O., M.S. (Med. Ed.), *Clinical Associate Professor of Internal Medicine*

Gary L. Peterson, Jr., D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Family Medicine*

Christopher Rial, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Family Medicine/Sports Medicine/Integrated Care*

Armando Ricci, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Family Medicine/OMM*

Beth Ann Ricci, D.O., M.S. (Med. Ed.), *Clinical Professor of Family Medicine/OMM*

Gary Ritten, M.D., *Clinical Assistant Professor of Surgery and OB/GYN*

Chip Rohrbach, D.O., *Clinical Assistant Professor of Internal Medicine*

Prianka Sinha, D.O., *Clinical Assistant Professor of Psychiatry*

David Snow, D.O., *Clinical Assistant Professor of Psychiatry*

Lisa Stevens, D.O., *Clinical Assistant Professor of Pathology*

Shawn Storm, D.O., *Clinical Assistant Professor of Surgery/Orthopedics*

Joshua A. Tuck, D.O., M.S. (Med. Ed.), *Clinical Assistant Professor of Surgery/Orthopedics*

Frank Tursi, D.O., *Clinical Professor of Family Medicine/Geriatric Medicine*

Brian Viviano, D.O., M.S. (Med. Ed.), *Adjunct Clinical Assistant Professor of Internal Medicine/Gastroenterology*

William Wismer, D.O., *Adjunct Assistant Professor of Internal Medicine/Gastroenterology*

Stefanie L. Young, C.N.M., M.S.N., *Instructor of OB/Gyn*

**APPENDIX N - LECOM BRADENTON:
COLLEGE OF OSTEOPATHIC MEDICINE
ADMINISTRATION, FACULTY AND STAFF**

John M. Ferretti, D.O.

President /CEO

Silvia M. Ferretti, D.O.

Provost /Senior Vice President and Dean of Academic Affairs

Steven G. Inman, C.P.A., C.G.M.A.

CFO / Vice President of Finance

Mark K. Kauffman, D.O., MS MED, FACOFP

Associate Dean of Academic Affairs

Michael P. Rowane, D.O. M.S. FAAFP, FAAO

Associate Dean of Clinical Education

Professor of Family Medicine and Osteopathic Manipulative Medicine

Travis Smith, D.O.

Associate Dean of Clinical Assessment and Integration

James Gnarra, Ph.D.

Assistant Dean of Preclinical Education

Professor of Microbiology and Immunology

Julie Marion, M.D.

Assistant Dean of Clinical Education

Assistant Professor of Pediatrics

Nicole Greenwood, MD, FAAP

Director of Clinical Education

Assistant Professor of Pediatrics

Despina Isihos, DO, FACOI

Director of Assessment and College of Medicine Accreditation

Assistant Professor of Internal Medicine

Dan Welch, M.L.S.

Institutional Director of the Learning Resource Center/IT

Aaron E. Susmarski, J.D.

Institutional Director of Human Resources

Institutional Title IX Coordinator

Student Affairs

Debra A. Horne

Director of Student Affairs

Nicole Giovetsis

Assistant Director of Financial Aid

Katlyn Jackson

Admissions Representative

Cynthia Galang

Admissions Representative

Betty Brucee

Receptionist /Admissions Representative

Angela Llanos

Registrar

Kandyse Taylor

Assistant Registrar

Monica Skipper

Admissions Representative

Christine Kramer

Admissions Representative

Lauren Caso

Financial Aid Counselor

Management and Support Staff

Sally Lynch

Executive Assistant to the Dean

Tara VandeHei

Administrative Assistant – Preclinical
Education

Erin Judge Stearns

Director of Clinical Rotations

Christine Jagannath

Clinical Coordinator

Chloe Crews

Clinical Coordinator

Joseph Tolomeo

Operations Supervisor

Delbert Briley

Skilled Maintenance

Chad Carrier

Director of Security – LECOM Florida

Michelle Peck

Administrative Assistant – OPP and MMS
Program

Alexandria Hennessey

Clinical Coordinator

Rebecca Middleton

Clinical Coordinator

Michael Arrigo

Food Services Manager

Jeffrey Shores

Skilled Maintenance

Jack Hines, JR.

Director of Security

Leothus C. Jackson, Jr.
Lead Security Officer

Jacqueline Nie
Marketing and Communications Specialist

BRADENTON COLLEGE OF MEDICINE FACULTY

Thomas Arnold, Ph.D., *Professor of Biochemistry*; Ph.D., University of South Florida College of Medicine, B.S., University of Florida

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Alina Beyer, M.D., L.L.B., L.L.M., *Associate Professor of Medicine*; M.D., “Carol Davila” University of Medicine and Pharmacy; L.L.B., L.L.M., University of Cape Town

Roger Biringer, Ph.D., *Professor of Biochemistry*; Ph.D., University of California, M.S., San Jose State University, M.A., University of California

Anupam Bishayee, Ph.D., *Professor of Pharmacology*; Ph.D., Jadavpur University; M.Pharm., Jadavpur University; B.Pharm., Jadavpur University

David Boesler, D.O., F.A.A.O., *Associate Professor of Osteopathic Principles and Practice*; D.O., Des Moines University College of Osteopathic Medicine; B.S., Villanova University; B.A., LaSalle University

Paul Cervone, M.D., *Associate Professor of Obstetrics and Gynecology*; M.D., University of Pittsburgh, B.S., University of Pennsylvania

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Alfredo Cordova, M.D., *Instructor*; Universidad San Martin de Porres; Pre-Med, Johns Hopkins School of Medicine; M.D.

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Paul R. Danahy, M.D., *Clinical Professor of Surgery*; M.D., University of Rochester; B.S., Canisius College

Margo Dougherty, Ph.D., *Assistant Professor of Neuroscience*; Ph.D., Drexel University College of Medicine; B.S., Ursinus College

Kimberly Fabre, D.D.S., *Clinical Instructor*; D.D.S., University of Minnesota; A.A., Dental Hygiene, Normandale Community College

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Kenneth Hauck M.D., *Clinical Instructor, Otolaryngology*; M.D., The George Washington University; B.S., United States Military Academy

Milena Henzlova, M.D., Ph.D., *Assistant Professor*; Ph.D., Charles University; M.D., Charles University

Teresa Hunter-Pettersen, M.D., M.P.H., M.S. *Institutional Director of Diversity, Equity and Inclusion, Associate Professor of Medical Education*; M.D., LaUniversidad del Noreste; M.P.H., New York University; M.S. Medical Education, LECOM; B.S., St. Joseph's College

Mohamed Hussein, Ph.D., D.V.M., M.S., *Professor of Physiology*; D.V.M., University of Khartoum; Ph.D., M.S., The Ohio State University; M.S., University of Wisconsin-Madison

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Ross Longley, Ph.D., *Basic Science Faculty*, Ph.D., M.S., B.S., University of Oklahoma

Santiago Lorenzo, Ph.D., *Associate Professor of Physiology, Course Director of Problem Based Learning*; B.S., M.S., M.S.MED, Ph.D., University of Oregon

Jean-Marc Lucas, D.O., *Assistant Professor of Medicine*, D.O., Lake Erie College of Osteopathic Medicine, B.A., University of Buffalo, B.S., Canisius College

Michael Majewski, M.D., *Clinical Instructor*; M.D., Dartmouth Medical School

Yasmin Mali, M.D., *Physician Faculty*, M.D., Robert Wood Johnson Medical School; B.A., Rutgers University

Jonathan Maltz, M.B.Bch., *Clinical Instructor*; M.B.Bch, University of the Witwatersrand, Johannesburg, South Africa; B.A., University of the Witwatersrand

Julia Marian, M.D., *Assistant Dean of Clinical Education, Assistant Professor of Pediatrics*; M.D., “Carol Davila” University of Medicine and Pharmacy;

Nicole Myers, D.O., *Assistant Clinical Professor of Osteopathic Manipulative Medicine, Course*

Director of Osteopathic Principles and Practice; D.O., M.S., Philadelphia College of Osteopathic Medicine; B.S., University of Pittsburgh

Thomas Quinn, D.O., *Clinical Professor of Family Medicine; D.O., Philadelphia College of Osteopathic Medicine; B.S., LaSalle University*

Bradley Reese, M.D., M.S., *Instructor; M.D., Temple University, M.S., C.W.Post University, B.S., University of Florida*

Oren Rosenthal, Ph.D., M.P.T., *Professor of Anatomy; Ph.D., University of South Florida; M.P.T., Rutgers University; B.A., University of Buffalo*

Allison Salib, D.O., *Assistant Professor of Internal Medicine; D.O., Kansas City University of Medicine and Biosciences – College of Osteopathic Medicine, B.S., Immaculata University*

Edward Salib, D.O., *Instructor; D.O., New York College of Osteopathic Medicine, NY Institute of Technology; M.B.A., Saint Leo University; B.S., New York Institute of Technology*

Holly Schisani, D.O.; *Instructor; D.O., NOVA Southeastern College of Osteopathic Medicine; B.S., University of Florida*

Robert Schwartz, M.D., *Instructor; M.D., University of Connecticut School of Medicine; M.P.H., Yale University; B.S., Fairfield University*

Brian Selius, D.O., *Instructor; D.O., Philadelphia College of Osteopathic Medicine, B.S, Suffolk University*

Cheryl Lee Sellers, D.O., *Clinical Instructor; Family Practice & OPP; D.O., Nova Southeastern University; B.A., Smith College*

Rebecca Steiner, Ph.D., *Assistant Professor; Ph.D. Ohio State University; B.S. University of Mount Union*

Laura Yard, M.D., *Instructor; M.D., University of Texas Southwestern; B.J., University of Missouri- Columbia*

Jonathan Yousef, D.O., *Clinical Instructor, Family Practice & OPP, D.O., Lake Erie College of Osteopathic Medicine; B.S., SUNY Stony Brook*

**APPENDIX O - LECOM AT SETON HILL:
COLLEGE OF OSTEOPATHIC MEDICINE
ADMINISTRATION, FACULTY AND STAFF**

LECOM at Seton Hill also shares administrators listed under the College of Medicine Erie Campus.

ADMINISTRATION

Devora Cohen-Karni, Ph.D.

Assistant Dean of Problem Based Learning
Associate Professor of Biochemistry and Molecular Biology

Ronald Fecek, Ph.D.

Director of Problem-Based Learning
Assistant Professor of Microbiology

Julie K. Freeman, M.U.R.P., M.B.A., J.D.

Assistant General Counsel
Assistant Professor of Family Medicine

STAFF

Kelly Murphy

Faculty Coordinator Administrative Assistant

Avery Murphy

Administrative Coordinator

Andrea Beers

Admissions Representative

Judy Cross

Student Affairs Representative

Karla Ball

Financial Aid Coordinator

Isolino (Mark) Venzin, M.B.A.

IT Service Manager

Brandon Gerst

IT Service

Andrew Koval M.S.L.S.

Health Science Librarian

Brandon Stiffler

LRC Assistant

FACULTY

In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Seton Hill.

Daniel Borsch, Ph.D., *Assistant Professor of Physiology*; B.S., Biology, University of Pittsburgh; Ph.D., Anatomy, West Virginia University.

Jennifer Burgoon, Ph.D., *Associate Professor of Anatomy*; B.S., Biology, Baldwin-Wallace College, M.S., M.S., Cell Biology and Anatomy, University of North Carolina at Chapel Hill; Ph.D., Education, University of North Carolina at Chapel Hill

Jean Carr, Ph.D., *Professor of Biochemistry and Biostatistics*; Ph.D., Louisiana State University; M.S.H., Tulane University; B.A., St. John's College; M.S., Mount Holyoke College

Jennifer Cummings, D.O., *Assistant Professor of Emergency Medicine*, B.S. Chemistry, West Chester University, D.O., Philadelphia College of Osteopathic Medicine

Devora Cohen-Karni, Ph.D., *Associate Professor of Biochemistry and Molecular Biology; Assistant Dean of Problem-Based Learning*; B.Sc., Materials Engineering, B.A., Chemistry, Technion – Israel Institute of Technology; M.Sc., Structural and Molecular Biology, Weizmann Institute of Science; Ph.D., Molecular Cell Biology and Biochemistry, Boston University.

Kathleen B. Daniele, M.D., *Assistant Professor of Family Medicine*; B.S., University of Notre Dame, M.D., University of Connecticut School of Medicine

Francis DeFabo, M.D., *Assistant Professor of Obstetrics and Gynecology* B.S., Biology, IUP. M.D., Temple University Medical School, OB/GYN residency Western Pennsylvania Hospital

Christopher Divito Ph.D., *Assistant Professor of Basic Sciences*. Ph.D., Neurobiology, University of Pittsburgh.

Ronald J. Fecek, Ph.D., *Assistant Professor of Microbiology and Immunology; Assistant Director of Problem-Based Learning Pathway, Director of Exam Management year 1*; B.S., M.S., Biology, California University of Pennsylvania; Ph.D., Microbiology and Immunology, West Virginia University

Irving (Irv) Freeman, Ph.D., J.D., *Professor Emeritus and Director of IRB Operations*; A.B., Political Science, The University of Michigan; M.A., Educational Leadership, Eastern Michigan University; Ph.D., Higher Education, University of North Texas; J.D., Duquesne University School of Law

Julie K. Freeman, M.U.R.P., M.B.A., J.D., *Assistant Professor of Family Medicine, Assistant General Counsel*; B.A., Urban Studies, University of Pittsburgh; M.U.R.P., M.B.A., University of Pittsburgh; J.D., Duquesne University School of Law

Joseph Galley, Ph.D., *Assistant Professor of Pharmacology*; B.A., Biochemistry, Ph.D., Pharmacology, University of Pittsburgh

Mary Haus M.D. FAAOS FASAM., *Professor of Orthopedic Surgery* B.S. Biology Rensselaer Polytechnic Institute M.D. Albany Medical College

Victoria L. Hrach, Ph.D., *Assistant Professor of Microbiology*; B.S., Biology, Seton Hill University; Ph.D., Biological Sciences, Duquesne University

Cathleen S. McGonigle, D.O., MSMED, CAQSM - *Assistant Professor of Family Medicine and Osteopathic Principles & Practice (O.P.&P.), Course Director of Osteopathic Principles & Practice*, B.S., Chemistry, Allegheny College; D.O., Lake Erie College of Osteopathic Medicine, M.S., Medical Education, Lake Erie College of Osteopathic Medicine; C.A.Q. Sports Medicine, American Board of Family Medicine

Timothy A. Mietzner, Ph.D., *Associate Professor of Microbiology*; B.S., Biology, Portland State University; Ph.D., Microbiology, Oregon Health Sciences University

Dennis Min, D.O., *Assistant Professor of Gastroenterology; Director of Exam Management year 2*, B.S., Premedical Studies, Oklahoma State University, D.O. Oklahoma State University College of Osteopathic Medicine

Nicole L. Temofonte, D.O., *Assistant Professor of Internal Medicine; Course Director, History and Physical Examination*, B.S., Biology, St. Vincent College; D.O., Lake Erie College of Osteopathic Medicine

Bruce Wright, Ph.D., *Professor of Physiology*; B.S., Biological Sciences, University of New Orleans. Ph.D., Physiology, Louisiana State University Health Sciences Center.

**APPENDIX P - LECOM AT ELMIRA:
COLLEGE OF OSTEOPATHIC MEDICINE
ADMINISTRATION, FACULTY AND STAFF**

LECOM at Elmira also shares administrators listed under the College of Medicine Erie Campus.

ADMINISTRATION

Richard Terry, D.O., M.B.A., F.A.C.O.F.P

Associate Dean of Academic Affairs
Professor of Family Medicine

Kayla Penta, Ph.D.

Director of Problem-Based Learning
Assistant Professor of Basic Sciences

John Weston, D.O.

Director of OPP/H&P
Clinical Professor of Family Medicine/OMM

Constantino Lambroussis, D.O., M.S.

Assistant Director of OMM
Assistant Clinical Professor of Family Medicine/OMM

Kristina Cummings, D.O.

Assistant Director of H&P
Assistant Professor of History & Physical Examination

STAFF

Patricia Morse

Executive Assistant to the Office of the Dean

Natalie Woughter

Administrative Assistant to PBL Faculty

Jessica Blackwell

Administrative Assistant to OPP/H&P Faculty

Jennifer Spencer

Regional Clinical Education Coordinator (New York Sites)

Angela Wood, M.S.Ed., M.B.A.

Student Affairs and Regional EAP Coordinator

Shelby Makowiec

Admissions Representative

Erin Barone

Interim Director of Financial Aid

Susan Harkness

Assistant Director of Admissions

Theresa Bliss, M.L.I.S

Health Science Librarian

Patricia Bennett

LRC Assistant

Brandon Crane
Information Technology Support

John Sykes
Skilled Maintenance Supervisor

FACULTY

In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Elmira.

Rosemary L. Anthony, B.S.N., M.S.E., R.N., *Clinical Instructor*; M.S. Adult Education, Elmira College; B.S.N, College Misericordia

Werner Brammer, M.D., *Physician Faculty*; M.D., University of Hawaii John A Burns School Of Medicine

Lindsay Burwell, Ph.D., *Assistant Professor of Biochemistry*; B.A., Biology, SUNY Potsdam; Ph.D., Biochemistry, University of Rochester

Manzy Byrd, D.O., *Clinical Instructor, Emergency Medicine*; B.S. Biology, Morehouse College, M.S Biomedical Sciences, Philadelphia College of Osteopathic Medicine, D.O., Philadelphia College of Osteopathic Medicine - Georgia

Warren Chin, D.O., *Assistant Professor of Family Medicine*; B.A/B.S, Biology/Chemistry, Columbia College; M.S., Physiology, St. John’s University, Queens, NY; D.O., New York College of Osteopathic Medicine

Jennifer Coseo, M.D., *Assistant Professor of Pediatrics*; B.A Psychology, Villanova University; M.D., State University of New York at Buffalo School of Medicine and Biomedical Sciences

Maxim Crasta, Ph.D., *Associate Professor of Physiology*; B.S., Biology, St. Aloysius College; M.S. Kasturba Medical College; Ph.D., Manipal University, India

Kristina Cummings, D.O., *Assistant Professor of History & Physical Examination*, B.A., Biology, The King’s College, D.O., University of New England College of Osteopathic Medicine (UNECOM)

Zachary Dunbar, Ph.D., *Assistant Professor of Basic Sciences*, B.S., Natural Products Chemistry, SUNY College of Environmental Science and Forestry; Ph.D., Cancer Sciences – Health Behavior Concentration, State University of New York at Buffalo

Octavia Flanagan, Ph.D., RN, WHNP-BC; *Assistant Professor of Problem-Based Learning*; B.S., Nursing, York College of Pennsylvania; Women’s Health Nurse Practitioner, WHNP,

University of North Carolina at Chapel Hill; M.S., Nursing, University of North Carolina at Chapel Hill; Ph.D., Nursing, University of North Carolina - Chapel Hill

Aeryn Fulton, M.D. Ph.D., *Assistant Professor of Immunology*, B.S., University of Pittsburgh, M.D. & Ph.D., West Virginia University School of Medicine

Raj Gulati, M.D., FACS, *Assistant Professor of Anatomy*; M.D., University of Vermont College of Medicine

Constantino Lambrousis, D.O., *Assistant Clinical Professor of OMM*; B.S., Biology, Montclair State University, NJ, M.S., Molecular Biology, Montclair State University, NJ; D.O., Lake Erie College of Osteopathic Medicine

Cynthia Meyer, D.O., *OMM Table Trainer*; B.S., Biology- Minor in Health Policy and Administration, Penn State University; D.O., Lake Erie College of Osteopathic Medicine - Bradenton

Gokhan Ozuner, M.D., FASCRS., FACS., *Physician Faculty*; Robert College, Istanbul, Turkey; M.D., Cerrahpasa Medical School, Istanbul University

Lorrie Penfield, M.D., *Assistant Professor of Internal Medicine*; B.S., Cornell University; M.A., Teaching, Cornell University; M.D., Upstate Medical Center (SUNY Health Sciences Center at Syracuse)

Kayla Penta, Ph.D., *Assistant Professor of Basic Science*; B.S., Biology and Chemistry, Utica College; Ph.D., University of South Carolina

Alexander Porter, D.O., *Physician Faculty*; B.S., Chemistry w/ Economics minor, Allegheny College; D.O., Lake Erie College of Osteopathic Medicine - Erie

Rubina Qadeer, D.C., *Clinical Instructor of Anatomy*; B.S., Psychology, SUNY Albany; Doctor of Chiropractic Degree, New York Chiropractic College; M.S., Applied Clinical Nutrition, New York Chiropractic College

Roger Schenone, D.O., FACOI, *Assistant Professor of Internal Medicine and Geriatrics*, B.S. Life Sciences, New York Institute Technology, D.O., New York College of Osteopathic Medicine

John F. Schiavone, M.D., *Assistant Professor of Internal Medicine*, B.A. Biology, State University of New York at Buffalo, M.D. University of Bologna School of Medicine and Surgery

Randolph Scott, M.D., Pharm.D., *Assistant Professor of General Surgery*; Pharm.D., Creighton University; M.D., Columbia University, College of Physicians & Surgeons

Munir Syed, M.D., M. Phil., *Associate Professor of Pathology*; M.Phil. Microbiology, University of the Punjab, Lahore, Pakistan; M.B.B.S (M.D.), Medicine & Surgery, Khyber Medical College, University of Peshawar, Pakistan

Varum Soti, Ph.D., *Assistant Professor of Pharmacology*; Bachelor of Pharmacy (B.Pharm.), FTM, Moradabad, UP, Uttar Pradesh Technical University; Master of Pharmacy (M.Pharm.) in Pharmacology, JSS College of Pharmacy, Ooty, JSS University, Mysore, KA, India; Doctor of Philosophy (Ph.D.) in Pharmaceutical Sciences (Molecular Medicine and Pharmacogenomics), Nova Southeastern University

Jeff Wiseman, M.D., M.S., FACS, FASCRS, *Assistant Professor of General Surgery*; B.S., Biology, Muhlenberg College; M.S., Surgery/Physiology, Michigan State University; M.D., Medical College of Pennsylvania

APPENDIX Q - LECOM CLUBS AND ORGANIZATIONS

Students are encouraged to participate in extracurricular activities through membership in the various clubs and organizations established by students. The following clubs and organizations are currently available to interested students on an optional basis.

LECOM Erie

- ACOS-MSS (formerly SOSA)
- Asian Pacific American Medical Student Association
- American College of Osteopathic Family Physicians (ACOFP)
- Christian Medical and Dental Association (CMDA)
- Dermatology Club
- DO2 MAX
- Emergency Medicine Club (ER Club)
- International Medical Society (IMS)
- Internal Medical Club
- LECOM Allies (GSDA)
- Mentoring Program
- Military Medical Club
- Muslim Medical Student Association
- Neuro/Psychology Club
- Oncology Club
- Ophthalmology Interest Group
- Pediatrics Club
- PMNR Club
- Radiology Club
- Sigma Sigma Phi National Osteopathic Honor Society
- Simulation Club
- Sports Medicine Club
- Student Osteopathic Medical Association (SOMA)
- Student American Academy of Osteopathy (SAAO)
- Women's Health and Medical Society (WHMS)

LECOM at Seton Hill

- Addiction Awareness Club
- American College of Osteopathic Surgeons - Medical Student Section (ACOS-MSS)
- Anesthesiology Club
- Christian Medical and Dental Association (CMDA)
- Emergency Medicine Club
- Evidence Based Medicine Club
- Family Medicine Club
- Global and Underserved Medicine Club (GUM Club)
- Internal Medicine Club
- LGBTQIA+ Club
- National Alliance on Mental Illness (NAMI)
- Neurology Club

OB/Gyn Club
Oncology Club
Pediatrics Club
Physical Medicine and Rehabilitation Club
Primary Care Club
Radiology Club
Sigma Sigma Phi National Osteopathic Honor Society
Sports Medicine Club
Student American Academy of Osteopathy (SAAO)
Student Government Association
Student Osteopathic Medical Association (SOMA)
Students for Students
Wellness Club

LECOM at Elmira

Anesthesiology Club
Emergency Medicine Club
Family Medicine Club
Global/Underserved Medicine Club
Internal Medicine Club
National Alliance on Mental Illness (NAMI)
OB/Gyn Club
Pediatrics Club
Radiology Club
Sigma Sigma Phi National Osteopathic Honor Society
Student Osteopathic Medical Association (SOMA)
Student Osteopathic Surgery Association (SOSA)
Psychiatry/Neurology Club
Dermatology Club
Orthopedics/PMNR Club
Cardiology Club
African American Student Association
Asian Pacific American Medical Student Association
Christian Medical & Dental Association
LGBTQIA Club
Muslim Medical Student Association
Community Service Club
American Medical Women's Association

LECOM Bradenton

American College of Osteopathic Family Physicians (ACOFP)
AOC of Physical Medicine and Rehabilitation (AOCPMR)
Anesthesiology Club
Christian Medical and Dental Association (CMDA)
Dermatology Club
Emergency Medicine Club (EMed)

Florida Osteopathic Medical Association (FOMA)
Habitat for Humanity (H4H)
Hospital Hope Committee (HHC)
Institute for Healthcare Improvement (IHI)
Internal Medicine Club (IM Club)
Integrative Medicine Club (IMC)
International Medical Society (IMS)
Johnston Surgical Society
Latino Medical Student Association (LMSA)
Mentoring Club
Military Medicine Club
Muslim Medical Student Association (MMSA)
OBGYN/Women's Health Interest Group
Orthopedics and Sports Medicine (OASM)
Pediatrics Club
Radiology
Student American Academy of Osteopathy (SAAO)
Student Osteopathic Medical Association (SOMA)
Student Osteopathic Surgery Association (SOSA)
Student Research Association (SRA)
Sigma Sigma Phi – National Honor Society
Student Advocacy Association