



## **SCHOOL OF HEALTH SERVICES ADMINISTRATION**

**DOCTOR OF HEALTHCARE ADMINISTRATION  
MASTER OF SCIENCE IN MEDICAL CANNABINOID THERAPEUTICS  
MASTERS IN HEALTH SERVICES ADMINISTRATION  
MASTER OF SCIENCE IN BIOMEDICAL ETHICS  
MASTERS IN PUBLIC HEALTH**

### **ACADEMIC CATALOG AND STUDENT HANDBOOK**

**2024-2025**



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**LECOM**  
**School of Health Services Administration**  
**Academic Calendar**

**MHSA ACADEMIC CALENDARS**

**New MHSA U24 Cohort in Academic Year 2024-2025**

**Graduating Class of 2026: Start June 2024 – Cohort Designation MHSA U24**

May 30, 2024	Last day for applications
May 30, 2024	Last day of enrollment cycle
May 27, 2024	Memorial Day (no classes)
June 1, 2024	First semester begins (Virtual Orientation)
July 4, 2024	Independence Day
September 2, 2024	Labor Day (no classes)
November 28-29, 2024	Thanksgiving (no classes)
December 25, 2024	Holiday Break (no classes)
December 28, 2024	End of 1 <sup>st</sup> Semester
January 1, 2025	New Year's Day (no classes)
January 5, 2025	Second Semester Begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
May 26, 2025	Memorial Day (no classes)
May 31, 2025	End of Second Semester
June 22, 2025	Third Semester Begins
July 4, 2025	Independence Day
September 1, 2025	Labor Day (no classes)
November 27-28, 2025	Thanksgiving
December 25, 2025	Holiday Break (no classes)
December 13, 2025	End of Third Semester
January 4, 2026	Fourth Semester begins
January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King Jr. Day (no classes)
May 25, 2026	Memorial Day (no classes)
May 30, 2026	End of fourth semester
May 31, 2026	ERIE Commencement Class of 2026
June 7, 2026	BRADENTON Commencement Class of 2026



**Continuing MHSA U23 Cohort in Academic Year 2023-2024**  
**Graduating Class of 2025: Start June 2023 – Cohort Designation MHSA U23**

May 14, 2023	Last day for applications
May 14, 2023	Last day of enrollment cycle
May 29, 2023	Memorial Day (no classes)
June 3, 2023	First semester begins (Virtual Orientation)
July 4, 2023	Independence Day
September 4, 2023	Labor Day (no classes)
November 23-24, 2023	Thanksgiving (no classes)
December 25, 2023	Holiday Break (no classes)
January 1, 2024	New Year's Day (no classes)
January 13, 2024	End of first Semester
January 14, 2024	Second Semester Begins
January 15, 2024	Martin Luther King Jr. Day (no classes)
May 27, 2024	Memorial Day (no classes)
June 29, 2024	End of Second Semester
June 30, 2024	Third Semester Begins
July 4, 2024	Independence Day
September 2, 2024	Labor Day (no classes)
November 28-29, 2024	Thanksgiving
December 14, 2024	End of Third Semester
December 25, 2024	Holiday Break (no classes)
January 1, 2025	New Year's Day
January 5, 2025	Fourth Semester begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
May 26, 2025	Memorial Day (no classes)
May 31, 2025	End of fourth semester
June 1, 2025	ERIE Commencement Class 2025
June 8, 2025	BRADENTON Commencement Class 2025

## MSBE ACADEMIC CALENDAR

### New MSBE U24 Cohort in Academic Year 2024-2025

### Graduating Class of 2026: Start June 2024 – Cohort Designation MSBE U24

May 30, 2024	Last day for applications
May 30, 2024	Last day of enrollment cycle
May 27, 2024	Memorial Day (no classes)
June 1, 2024	First semester begins (Virtual Orientation)
July 4, 2024	Independence Day
September 2, 2024	Labor Day (no classes)
November 28-29, 2024	Thanksgiving (no classes)
December 25, 2024	Holiday Break (no classes)
December 28, 2024	End of 1 <sup>st</sup> Semester
January 1, 2025	New Year's Day (no classes)
January 5, 2025	Second Semester Begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
May 26, 2025	Memorial Day (no classes)
May 31, 2025	End of Second Semester
June 22, 2025	Third Semester Begins
July 4, 2025	Independence Day
September 1, 2025	Labor Day (no classes)
November 27-28, 2025	Thanksgiving
December 25, 2025	Holiday Break (no classes)
December 13, 2025	End of Third Semester
January 4, 2026	Fourth Semester begins
January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King Jr. Day (no classes)
May 25, 2026	Memorial Day (no classes)
May 30, 2026	End of fourth semester
May 31, 2026	ERIE Commencement Class of 2026
June 7, 2026	BRADENTON Commencement Class of 2026

**Continuing MSBE U23 Cohort in Academic Year 2023-2024**  
**Graduating Class of 2025: Start June 2023 – Cohort Designation MSBE U23**

May 14, 2023	Last day for applications
May 14, 2023	Last day of enrollment cycle
May 29, 2023	Memorial Day (no classes)
June 3, 2023	First semester begins (Virtual Orientation)
July 4, 2023	Independence Day
September 4, 2023	Labor Day (no classes)
November 23-24, 2023	Thanksgiving (no classes)
December 25, 2023	Holiday Break (no classes)
January 1, 2024	New Year's Day (no classes)
January 13, 2024	End of first Semester
January 14, 2024	Second Semester Begins
January 15, 2024	Martin Luther King Jr. Day (no classes)
May 27, 2024	Memorial Day (no classes)
June 29, 2024	End of Second Semester
June 30, 2024	Third Semester Begins
July 4, 2024	Independence Day
September 2, 2024	Labor Day (no classes)
November 28-29, 2024	Thanksgiving
December 14, 2024	End of Third Semester
December 25, 2024	Holiday Break (no classes)
January 1, 2025	New Year's Day
January 5, 2025	Fourth Semester begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
May 26, 2025	Memorial Day (no classes)
May 31, 2025	End of fourth semester
June 1, 2025	ERIE Commencement Class 2025
June 8, 2025	BRADENTON Commencement Class 2025

## MPH ACADEMIC CALENDAR

### New MPH U24 Cohort in Academic Year 2024-2025

### Graduating Class of 2026: Start June 2024 – Cohort Designation MPH U24

May 30, 2024	Last day for applications
May 30, 2024	Last day of enrollment cycle
May 27, 2024	Memorial Day (no classes)
June 1, 2024	First semester begins (Virtual Orientation)
July 4, 2024	Independence Day
September 2, 2024	Labor Day (no classes)
November 28-29, 2024	Thanksgiving (no classes)
December 25, 2024	Holiday Break (no classes)
December 28, 2024	End of 1 <sup>st</sup> Semester
January 1, 2025	New Year's Day (no classes)
January 5, 2025	Second Semester Begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
May 26, 2025	Memorial Day (no classes)
May 31, 2025	End of Second Semester
June 22, 2025	Third Semester Begins
July 4, 2025	Independence Day
September 1, 2025	Labor Day (no classes)
November 27-28, 2025	Thanksgiving
December 25, 2025	Holiday Break (no classes)
December 13, 2025	End of Third Semester
January 4, 2026	Fourth Semester begins
January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King Jr. Day (no classes)
May 25, 2026	Memorial Day (no classes)
May 30, 2026	End of fourth semester
May 31, 2026	ERIE Commencement Class of 2026
June 7, 2026	BRADENTON Commencement Class of 2026

**Continuing MPH U23 Cohort in Academic Year 2023-2024**  
**Graduating Class of 2025: Start June 2023 – Cohort Designation MPH U23**

May 14, 2023	Last day for applications
May 14, 2023	Last day of enrollment cycle
May 29, 2023	Memorial Day (no classes)
June 3, 2023	First semester begins (Virtual Orientation)
July 4, 2023	Independence Day
September 4, 2023	Labor Day (no classes)
November 23-24, 2023	Thanksgiving (no classes)
December 25, 2023	Holiday Break (no classes)
January 1, 2024	New Year's Day (no classes)
January 13, 2024	End of first Semester
January 14, 2024	Second Semester Begins
January 15, 2024	Martin Luther King Jr. Day (no classes)
May 27, 2024	Memorial Day (no classes)
June 29, 2024	End of Second Semester
June 30, 2024	Third Semester Begins
July 4, 2024	Independence Day
September 2, 2024	Labor Day (no classes)
November 28-29, 2024	Thanksgiving
December 14, 2024	End of Third Semester
December 25, 2024	Holiday Break (no classes)
January 1, 2025	New Year's Day
January 5, 2025	Fourth Semester begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
May 26, 2025	Memorial Day (no classes)
May 31, 2025	End of fourth semester
June 1, 2025	ERIE Commencement Class 2025
June 8, 2025	BRADENTON Commencement Class 2025

## MS MCT ACADEMIC CALENDAR

### New MS MCT U24 Cohort in Academic Year 2024-2025

### Graduating Class of 2026: Start June 2024 – Cohort Designation MS MCT U24

May 30, 2024	Last day for applications
May 30, 2024	Last day of enrollment cycle
May 27, 2024	Memorial Day (no classes)
June 1, 2024	First semester begins (Virtual Orientation)
July 4, 2024	Independence Day
September 2, 2024	Labor Day (no classes)
November 28-29, 2024	Thanksgiving (no classes)
December 25, 2024	Holiday Break (no classes)
December 28, 2024	End of 1 <sup>st</sup> Semester
January 1, 2025	New Year's Day (no classes)
January 5, 2025	Second Semester Begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
May 26, 2025	Memorial Day (no classes)
May 31, 2025	End of Second Semester
June 22, 2025	Third Semester Begins
July 4, 2025	Independence Day
September 1, 2025	Labor Day (no classes)
November 27-28, 2025	Thanksgiving
December 25, 2025	Holiday Break (no classes)
December 13, 2025	End of Third Semester
January 4, 2026	Fourth Semester begins
January 1, 2026	New Year's Day
January 19, 2026	Martin Luther King Jr. Day (no classes)
May 25, 2026	Memorial Day (no classes)
May 30, 2026	End of fourth semester
May 31, 2026	ERIE Commencement Class of 2026
June 7, 2026	BRADENTON Commencement Class of 2026

**Continuing MS MCT U23 Cohort in Academic Year 2023-2024**  
**Graduating Class of 2025: Start June 2023 – Cohort Designation MS MCT U23**

May 14, 2023	Last day for applications
May 14, 2023	Last day of enrollment cycle
May 29, 2023	Memorial Day (no classes)
June 3, 2023	First semester begins (Virtual Orientation)
July 4, 2023	Independence Day
September 4, 2023	Labor Day (no classes)
November 23-24, 2023	Thanksgiving (no classes)
December 25, 2023	Holiday Break (no classes)
January 1, 2024	New Year's Day (no classes)
January 13, 2024	End of first Semester
January 14, 2024	Second Semester Begins
January 15, 2024	Martin Luther King Jr. Day (no classes)
May 27, 2024	Memorial Day (no classes)
June 29, 2024	End of Second Semester
June 30, 2024	Third Semester Begins
July 4, 2024	Independence Day
September 2, 2024	Labor Day (no classes)
November 28-29, 2024	Thanksgiving
December 14, 2024	End of Third Semester
December 25, 2024	Holiday Break (no classes)
January 1, 2025	New Year's Day
January 5, 2025	Fourth Semester begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
May 26, 2025	Memorial Day (no classes)
May 31, 2025	End of fourth semester
June 1, 2025	ERIE Commencement Class 2025
June 8, 2025	BRADENTON Commencement Class 2025

## **DHA ACADEMIC CALENDAR**

### **Doctor of Healthcare Administration**

#### **Graduating Class of 2027: Start July 2024 – Cohort Designation DHA U24**

#### **DHA U24 Academic Year 1**

#### **2024-2025 O1 Semester**

July 15, 2024	Last day for applications
July 15, 2024	Last day of enrollment cycle
July 20, 2024	First semester begins section A
July 20, 2024	Virtual Residency Session 1-Orientation
August 17, 2024	Virtual Synchronous Session Conf. 1
September 2, 2024	Labor Day (no classes)
September 14, 2024	Virtual Synchronous Session Conf. 2
September 28, 2024	First semester section A ends
October 6, 2024	First semester section B begins
October 12, 2024	Virtual Residency Session 2
November 16, 2024	Virtual Synchronous Session Conf. 3
November 28-29, 2024	Thanksgiving (no classes 26th)
December 14, 2024	First semester section B ends
December 14, 2024	End of first semester

#### **DHA U21 Academic Year 1**

#### **2024-2025 O2 Semester**

January 11, 2025	Second semester begins
January 11, 2025	Second semester section A begins
January 11, 2025	Virtual Residency Session 3
January 20, 2025	Martin Luther King Jr. Day (no classes)
February 15, 2025	Virtual Synchronous Session Conf. 4
March 22, 2025	Second semester section A ends
March 23, 2025	Second semester section B begins
March 29, 2025	Virtual Residency Session 4
April 5, 2025	Virtual Synchronous Session Conf. 5
May 10, 2025	Virtual Synchronous Session Conf. 6
May 26, 2025	Memorial Day (no classes)
May 31, 2025	Second semester section B ends
May 31, 2025	Second semester ends



**Doctor of Healthcare Administration**  
**Graduating Class of 2027: Start July 2024 – Cohort Designation DHA U24**

**DHA U24 Academic Year 2**  
**2025-2026 O1 Semester**

July 19, 2025	First semester begins
July 19, 2025	First semester section A begins
July 19, 2025	Virtual Residency Session 5
August 16, 2025	Virtual Synchronous Session Conf. 7
September 1, 2025	Labor Day (no classes)
September 13, 2025	Virtual Synchronous Sessions Conf. 8
September 27, 2025	First semester section A ends
October 5, 2025	First semester section B begins
October 18, 2025	Virtual Residency Session 6
November 15, 2025	Virtual Synchronous Session Conf. 9
November 27-28, 2025	Thanksgiving (no classes 25th)
December 13, 2025	First semester section B ends
December 13, 2025	First semester ends

**DHA U24 Academic Year 2**  
**2025-2026 O2 Semester**

January 10, 2026	Second Semester begins
January 10, 2026	Semester section A begins
January 10, 2026	Virtual Residency Session 7
January 19, 2026	Martin Luther King Jr. Day (no classes)
February 14, 2026	Virtual Synchronous Session Conf. 10
March 21, 2026	Second semester section A ends
March 22, 2026	Second semester section B begins
March 28, 2026	Virtual Residency Session 8
April 25, 2026	Virtual Synchronous Session Conf. 11
May 9, 2026	Virtual Synchronous Session Conf. 12
May 25, 2026	Memorial Day (no classes)
May 30, 2026	Second semester section B ends
May 30, 2026	Second semester ends

**Doctor of Healthcare Administration**  
**Graduating Class of 2027: Start July 2024 – New Cohort Designation DHA U24**  
**DHA U24 Academic Year 3**  
**2026-2027 01 Semester**

July 18, 2026	First semester begins
July 18, 2026	First semester section A begins
July 18, 2026	Virtual Residency Session 9
August 15, 2026	Virtual Synchronous Session Conf. 13
September 7, 2026	Labor Day (no classes)
September 12, 2026	Virtual Synchronous Session Conf. 14
September 26, 2026	First semester section A ends
October 4, 2026	First semester section B begins
October 17, 2026	Virtual Residency Session 10
November 14, 2026	Virtual Synchronous Session Conf. 15
November 26-27, 2026	Thanksgiving (no classes 24th)
December 12, 2026	First semester section B ends
December 12, 2026	First semester ends

**DHA U24 Academic Year 3**  
**2026-2027 02 Semester**

January 9, 2027	Second semester begins
January 9, 2027	Second semester section A begins
January 9, 2027	Virtual Residency Session 11- BRADENTON
January 18, 2027	Martin Luther King Jr. Day (no classes)
February 13, 2027	Virtual Synchronous Session Conf. 16
March 13, 2027	Virtual Synchronous Session Conf. 17
March 20, 2027	Second semester section A ends
March 21, 2027	Second semester section B begins
April 3, 2027	Virtual Synchronous Session Conf. 18
May 31, 2027	Memorial Day (no classes)
April 10-May 20, 2027	Session 12- Dissertation Defense
May 29, 2027	Second semester section B ends
May 29, 2027	Second semester ends
June 6, 2027	Commencement class Bradenton 2027

**Doctor of Healthcare Administration**  
**Graduating Class of 2025: Start July 2022 – Continuing Cohort Designation DHA U22**  
**DHA U22 Academic Year 1**  
**2022-2023 O1 Semester**

July 1, 2022	Last day for applications
July 4, 2022	Independence Day (no classes)
July 15, 2022	Last day of enrollment cycle
July 23, 2022	First semester begins section A
July 23-24, 2022	Virtual Orientation BRADENTON
August 20, 2022	Virtual Synchronous Session Conf. 1
September 5, 2022	Labor Day (no classes)
September 17, 2022	Virtual Synchronous Session Conf. 2
October 1, 2022	First semester section A ends
October 2, 2022	First semester section B begins
October 1-2, 2022	Virtual Residency Session 2- BRADENTON
November 19, 2022	Virtual Synchronous Session Conf. 3
November 24-25, 2022	Thanksgiving (no classes 26th)
December 10, 2022	First semester section B ends
December 10, 2022	End of first semester
December 26, 2022	Holiday Break (no classes)
January 2, 2023	New Year's Day
January 7-8, 2023	Virtual Residency Session 3-BRADENTON
January 16, 2023	Martin Luther King Jr. Day (no classes)

**DHA U22 Academic Year 1**  
**2022-2023 O2 Semester**

January 8, 2023	Second semester begins
January 8, 2023	Second semester section A begins
February 18, 2023	Virtual Synchronous Session Conf. 4
March 18, 2023	Second semester section A ends
March 19, 2023	Second semester section B begins
March 25-26, 2023	Virtual Residency Session 4- BRADENTON
April 15, 2023	Virtual Synchronous Session Conf. 5
May 13, 2023	Virtual Synchronous Session Conf. 6
May 29, 2023	Memorial Day (no classes)
June 3, 2023	Second semester section B ends
June 3, 2023	Second semester ends

**Doctor of Healthcare Administration**  
**Graduating Class of 2025: Start July 2022 – Cohort Designation DHA U22**

**DHA U22 Academic Year 2**  
**2023-2024 O1 Semester**

July 4, 2023	Independence Day
July 22, 2023	First semester begins
July 22, 2023	First semester section A begins
July 22-23, 2023	Virtual Residency Session 5- BRADENTON
August 19, 2023	Virtual Synchronous Session Conf. 7
September 4, 2023	Labor Day (no classes)
September 16, 2023	Virtual Synchronous Sessions Conf. 8
September 30, 2023	First semester section A ends
October 7, 2023	First semester section B begins
October 7-8, 2023	Virtual Residency Session 6- BRADENTON
November 18, 2023	Virtual Synchronous Session Conf. 9
November 23-24, 2023	Thanksgiving
December 16, 2023	First semester section B ends
December 16, 2023	First semester ends
December 25, 2023	Holiday Break

**DHA U22 Academic Year 2**  
**2023-2024 O2 Semester**

January 1, 2024	New Year's Day
January 13, 2024	Second Semester begins
January 13, 2024	Semester section A begins
January 13-14, 2024	Virtual Residency Session 7- BRADENTON
January 15, 2024	Martin Luther King Jr. Day (no classes)
February 17, 2024	Virtual Synchronous Session Conf. 10
March 23, 2024	Second semester section A ends
March 30, 2024	Second semester section B begins
March 30-31, 2024	Virtual Residency Session 8- BRADENTON
April 20, 2024	Virtual Synchronous Session Conf. 11
May 18, 2024	Virtual Synchronous Session Conf. 12
May 27, 2024	Memorial Day (no classes)
June 9, 2024	Second semester section B ends
June 9, 2024	Second semester ends

**Doctor of Healthcare Administration**  
**Graduating Class of 2025: Start July 2022 – New Cohort Designation DHA U22**  
**DHA U22 Academic Year 3**  
**2024-2025 01 Semester**

July 20, 2024	First semester begins
July 20, 2024	First semester section A begins
July 20, 2024	Virtual Residency Session 9- BRADENTON
August 17, 2024	Virtual Synchronous Session Conf. 13
September 2, 2024	Labor Day (no classes)
September 14, 2024	Virtual Synchronous Session Conf. 14
September 28, 2024	First semester section A ends
October 5, 2024	First semester section B begins
October 5, 2024	Virtual Residency Session 10- BRADENTON
November 16, 2024	Virtual Synchronous Session Conf. 15
November 28-29, 2024	Thanksgiving (no classes 24th)
December 14, 2024	First semester section B ends
December 14, 2024	First semester ends

**DHA U22 Academic Year 3**  
**2024-2025 02 Semester**

January 11, 2025	Second semester begins
January 11, 2025	Second semester section A begins
January 11, 2025	Virtual Residency Session 11- BRADENTON
January 20, 2025	Martin Luther King Jr. Day (no classes)
February 15, 2025	Virtual Synchronous Session Conf. 16
March 8, 2025	Virtual Synchronous Session Conf. 17
March 22, 2025	Second semester section A ends
March 23, 2025	Second semester section B begins
April 19, 2025	Virtual Synchronous Session Conf. 18
May 26, 2025	Memorial Day (no classes)
April 5-June 8, 2025	Session 12- Dissertation Defense
May 31, 2025	Second semester section B ends
May 31, 2025	Second semester ends
June 8, 2025	Commencement class Bradenton 2025

**Doctor of Healthcare Administration**  
**Graduating Class of 2026: Start July 2023 – Continuing Cohort Designation DHA U23**  
**DHA U23 Academic Year 1**  
**2023-2024 O1 Semester**

July 1, 2023	Last day for applications
July 4, 2023	Independence Day (no classes)
July 15, 2023	Last day of enrollment cycle
July 23, 2023	First semester begins section A
July 23, 2023	Virtual Orientation BRADENTON
August 19, 2023	Virtual Synchronous Session Conf. 1
September 4, 2023	Labor Day (no classes)
September 16, 2023	Virtual Synchronous Session Conf. 2
September 30, 2023	First semester section A ends
October 8, 2023	First semester section B begins
November 18, 2023	Virtual Synchronous Session Conf. 3
November 23, 2023	Thanksgiving (no classes 26th)
December 16, 2023	First semester section B ends
December 16, 2023	End of first semester
December 25, 2023	Holiday Break (no classes)
January 1, 2024	New Year's Day

**DHA U23 Academic Year 1**  
**2023-2024 O2 Semester**

January 7, 2024	Second semester begins
January 7, 2024	Second semester section A begins
January 15, 2024	Martin Luther King Jr. Day (no classes)
February 17, 2024	Virtual Synchronous Session Conf. 4
March 16, 2024	Second semester section A ends
March 24, 2024	Second semester section B begins
April 3, 2024	Virtual Synchronous Session Conf. 5
May 11, 2024	Virtual Synchronous Session Conf. 6
May 27, 2024	Memorial Day (no classes)
June 1, 2024	Second semester section B ends
June 1, 2024	Second semester ends

**Doctor of Healthcare Administration**  
**Graduating Class of 2026: Start July 2023 – Cohort Designation DHA U23**

**DHA U23 Academic Year 2**  
**2024-2025 O1 Semester**

July 20, 2024	First semester begins
July 20, 2024	First semester section A begins
August 17, 2024	Virtual Synchronous Session Conf. 7
September 2, 2024	Labor Day (no classes)
September 14, 2024	Virtual Synchronous Sessions Conf. 8
September 28, 2024	First semester section A ends
October 6, 2024	First semester section B begins
November 16, 2024	Virtual Synchronous Session Conf. 9
November 28-29, 2024	Thanksgiving Break
December 14, 2024	First semester section B ends
December 14, 2024	First semester ends

**DHA U23 Academic Year 2**  
**2024-2025 O2 Semester**

January 11, 2025	Second Semester begins
January 11, 2025	Semester section A begins
January 20, 2025	Martin Luther King Jr. Day (no classes)
February 15, 2025	Virtual Synchronous Session Conf. 10
March 22, 2025	Second semester section A ends
March 23, 2025	Second semester section B begins
April 26, 2025	Virtual Synchronous Session Conf. 11
May 17, 2025	Virtual Synchronous Session Conf. 12
May 26, 2025	Memorial Day (no classes)
May 31, 2025	Second semester section B ends
May 31, 2025	Second semester ends

**Doctor of Healthcare Administration**  
**Graduating Class of 2026: Start July 2023 – New Cohort Designation DHA U23**  
**DHA U23 Academic Year 3**  
**2025-2026 01 Semester**

July 19, 2025	First semester begins
July 19, 2025	First semester section A begins
August 16, 2025	Virtual Synchronous Session Conf. 13
September 1, 2025	Labor Day (no classes)
September 13, 2025	Virtual Synchronous Session Conf. 14
September 27, 2025	First semester section A ends
October 5, 2025	First semester section B begins
November 15, 2025	Virtual Synchronous Session Conf. 15
November 27-28, 2025	Thanksgiving (no classes 24th)
December 13, 2025	First semester section B ends
December 13, 2025	First semester ends

**DHA U23 Academic Year 3**  
**2025-2026 02 Semester**

January 10, 2026	Second semester begins
January 10, 2026	Second semester section A begins
January 19, 2026	Martin Luther King Jr. Day (no classes)
February 14, 2026	Virtual Synchronous Session Conf. 16
March 7, 2026	Virtual Synchronous Session Conf. 17
March 21, 2026	Second semester section A ends
March 22, 2026	Second semester section B begins
March 28, 2026	Virtual Synchronous Session Conf. 18
May 25, 2026	Memorial Day (no classes)
May 30, 2026	Second semester section B ends
May 30, 2026	Second semester ends
April 4-June 7, 2026	Session 12- Dissertation Defense
June 7, 2026	Commencement class Bradenton 2026



# 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 School of Health Services Administration (SHSA), leading to the degrees Masters in Health Services Administration (MHSA), Master of Science in Biomedical Ethics (MSBE), Masters in Public Health (MPH), Master of Science in Medical Cannabinoid Therapeutics (MS MCT) and Doctor of Healthcare Administration (DHA) programs hereafter referred to as (Programs). 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 and pertinent to the student body. Separate reference guides are provided for the College of Osteopathic Medicine, 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 31<sup>st</sup> 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, 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]<sup>1</sup> 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. 38<sup>th</sup> 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  
4<sup>th</sup> Floor, MB #166  
Wilmington, DE 19801  
(267) 284-5011.

#### **College of 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](mailto:complaints@msche.org) or via the commissions website: [Complaints and Third Party Comments - Middle States Commission on Higher Education \(msche.org\)](https://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](mailto: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](mailto:csinfo@acpe-accredit.org) (regarding a professional degree program) or [ceinfo@acpe-accredit.org](mailto: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](mailto: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 – SCHOOL OF HEALTH SERVICES ADMINISTRATION**

### **2.1. MISSION VISION AND VALUES OF THE SCHOOL OF HEALTH SERVICES ADMINISTRATION**

#### **School of Health Services Administration Mission**

The mission of the LECOM School of Health Services Administration (SHSA) is to develop and deliver high quality masters and doctoral degree programs that prepare clinicians and graduate students for executive healthcare administration roles. Honoring osteopathic principles, educational excellence is maintained through an outcome-focused, case-based curriculum with experiential discovery and action research taught through a flexible on-line learning platform. Graduates are transformed into formally trained public and private healthcare industry leaders who can effectively adapt to rapidly changing requirements and provide exceptional strategic, operational, and ethical support to hospitals, clinical practices, and other healthcare organizations.

#### **School of Health Services Administration Vision**

The LECOM School of Health Services Administration aspires to create and deliver top U.S. graduate program in executive healthcare administration. The school envisions a lifelong relationship with alumni to advise, foster, and contribute to the dynamic evolution and success of their careers.

#### **School of Health Services Administration Values**

The LECOM SHSA and program adheres to the following overarching LECOM values:

- 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 and truthfulness and 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 for the whole.
- 7. Respect for Different Perspectives**  
reverence for and dignified treatment of each individual.
- 8. Diversity**  
distinction with identity.

## **9. Proactive Organization**

persistence, tenacity and leadership to achieve a vision and strategic goals.

## **2.2. ADMISSIONS**

### **2.2.1. MASTERS PROGRAMS OF THE SCHOOL OF HEALTH SERVICES ADMINISTRATION**

Including: Masters in Health Services Administration (MHSA), Masters in Public Health (MPH), , Master of Science in Biomedical Ethics (MSBE), and Master of Science in Medical Cannabinoid Therapeutics (MS MCT)

#### **Applicants shall meet these minimum requirements:**

- A. Applicants will have completed a baccalaureate degree from an accredited college or university by the time of enrollment or be currently enrolled in the Lake Erie College of Osteopathic Medicine (LECOM) College of Medicine (COM), School of Pharmacy (SOP) or School of Dental Medicine (SDM).
- B. Applicants not currently enrolled in LECOM COM, SOP or SDM must submit two letters of recommendation from professional associates familiar with the applicant's work and credentials.
- C. Applicants enrolled in LECOM's COM, SOP or SDM may enroll in a SHSA program. However, students may only be enrolled in two programs concurrently. To apply, students must have a minimum grade point average (GPA) of 3.0, two letters of recommendation: one from a faculty member and the second from the Dean, Pre-clinical or Clinical Assistant/Associate Dean of their school.
- D. Applicants must be a U.S. citizen or permanent resident.
- E. Foreign trained applicants interested in enrolling in a SHSA program must have passed the GRE (Graduate Record Examination) with a minimum of B (150 in verbal reasoning, 150 in quantitative reasoning) and 3 in analytical writing.
- F. If English is not the applicant's native language, the applicant must successfully pass the Test of English as a Foreign Language (TOEFL) with a minimum of B (20 points in reading session, 20 points in speaking session, 20 points in listening session and 20 points in writing session).
- G. Successful candidates will typically reflect an overall GPA of 3.0 or above in their college degree transcripts.
- H. Applicants must provide a current copy of one of the following official government issued photo ID to verify their identity: State issued driver's license, US passport or US military ID.

### **2.2.2. DOCTORAL PROGRAM OF THE SCHOOL OF HEALTH SERVICES ADMINISTRATION**

Including: Doctor of Healthcare Administration

**Applicants shall meet these minimum requirements:**

- A. Applicants will have completed a master's degree from an accredited college or university by the time of enrollment or hold a doctorate professional degree in medicine, dentistry, pharmacy, podiatry, nursing, speech pathology, or related discipline and level.
- B. Applicants must submit two letters of recommendation from professional associates familiar with the applicant's work and or academic credentials.
- C. Applicants must be a U.S. citizen or permanent resident.
- D. Applicants may be required to pass the GMAT Analytical Writing Assessment, Integrated Reasoning, Verbal, and Quantitative with a minimum score of 561 on a scale of 200-800. The GMAT requirement may be waived under certain conditions by the Dean of the LECOM School of Health Services Administration if any of the following special conditions are met:
  - 1. The applicant has posted an acceptable score for either the GMAT or GRE within five (5) years of the start of the applied to DHA program.
  - 2. The applicant is a graduate of any of the LECOM School of Health Services Administration master's degree programs.
  - 3. The applicant can validate significant (minimum of five years) of healthcare industry administrative and leadership experience during the interview process.
  - 4. At the discretion of the SHSA Dean
- E. Foreign trained applicants interested in enrolling in the DHA program must have passed the GRE (Graduate Record Examination) with a minimum of B (150 in verbal reasoning, 150 in quantitative reasoning) and 3 in analytical writing.
- F. If English is not the applicant's native language, the applicant must successfully pass the Test of English as a Foreign Language (TOEFL) with a minimum of B (20 points in reading session, 20 points in speaking session, 20 points in listening session and 20 points in writing session).
- G. Successful candidates will typically reflect an overall GPA of 3.0 or above reflected on their college degree transcripts, which official copies of each must be provided.
- H. Applicants must provide a current copy of one of the following official government issued photo ID to verify their identity: State issued driver's license, US passport or US military ID.
- I. Applicant must complete an interview (either in person or via video conference) with DHA program director and be recommended for admission into the program by the LECOM School of Health Services Administration Admissions Committee and Dean.

**2.2.3. SHSA MASTERS AND DOCTORAL APPLICATION PROCEDURE**

Interested individual to the programs of the School of Health Services administration can requested additional information and access to the secure LECOM application system utilizing the following link:

[School of Health Services Administration Programs Inquiry | LECOM Portal](#)

Once the initial inquiry form is completed, the associated program director will call the submitter to discuss their program of interest and the personal goals of the candidate. An email link will be sent

directly to the interested individuals via email account with secure log in information, username and password to submit their application. Once all application materials have been received by the SHSA student affairs representative including all official transcripts, letters of recommendation and government issued ID, the SHSA admissions committee will be notified that the candidate is ready to be reviewed.

1. An admissions file will be created for each applicant with their academic records, transcripts, letters of recommendation and any other documentation. Review of the applicants submitted documentation may take up to 4 weeks for verification and admission committee processing.
2. Each application will be reviewed by the SHSA Admissions Committee once complete.
3. Recommendations for admission will be submitted to the Dean by the SHSA Admissions Committee for final approval.
4. Applicants will typically be notified of admission status at least two weeks prior to the start of classes.

Individuals interested in applying to SHSA programs are strongly encouraged to apply at least 10 weeks prior to the start of classes but no later than May 15<sup>th</sup>.

#### **2.2.4. ADMISSIONS INFORMATION**

For further information about the LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION Programs, please call (941) 405-1533. For the Office of Admissions at LECOM Bradenton please call (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. Should LECOM learn that a prospective student has failed a drug or alcohol test subsequent to accepting the student or if the student is involved in a drug or alcohol related incident subsequent to acceptance, LECOM reserves the right to rescind the acceptance or to condition acceptance on the student's entrance into an alcohol or drug treatment program.

#### **2.2.5. TRANSFER POLICY FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION**

Credits for prior learning and transfer credits for matriculation into the MHSA, MSBE, MPH, MS MCT and DHA programs are not awarded. Transferability of credits earned while matriculating within the MHSA, MSBE, MPH, MS MCT or DHA programs is at the discretion of the accepting institution. It is the student's responsibility to confirm whether or not credits will be accepted by another institution of the student's choice.

### **2.3. PROGRAMS OF THE SCHOOL OF HEALTH SERVICES ADMINISTRATION**

#### **2.3.1. MASTERS IN HEALTH SERVICES ADMINISTRATION (MHSA)**

##### **INTRODUCTION AND MISSION STATEMENT**

##### **MHSA Mission**

The mission of the LECOM Masters in Health Services Administration (MHSA) program is to prepare executive healthcare administrators through educational excellence in a focused, case-based curriculum with experiential discovery and action research delivered through a flexible on-line learning platform.

Graduates can effectively adapt to rapidly changing health care systems and deliver effective interprofessional strategic leadership throughout the healthcare continuum.

### **MHSA Vision Statement**

The LECOM Masters in Health Services Administration (MHSA) program aspires to be recognized as a top U.S. graduate program in executive healthcare administration. The reputation of the program will be recognized as graduates will demonstrate exceptional skills and leadership abilities in hospitals, clinical practices, and nursing care facilities. The program envisions a lifelong relationship with alumni to advise, foster, and contribute to the dynamic evolution and success of their careers.

### **MHSA Values**

In accomplishing our Mission and Vision, the LECOM MHSA program will promote and adhere to the following Values:

- Excellence. Setting the highest standards for our students, faculty and curricula through continuous improvement and acknowledging achievement and accountability.
- Introducing novel methods and approaches to enhance learning outcomes and adaptability to evolving healthcare community needs.
- Promoting honest, transparent, and ethical behavior and principles in teaching, learning, research, and practice.
- Promoting Diversity, Equity, and Inclusion (DEI). We commit to increasing diversity among our students and faculty, challenge and respond to bias and discrimination, and promote an environment where every individual feels a sense of belonging and inclusion.
- Cooperation, respect and teamwork are encouraged and promoted in order to create an environment where all faculty and students feel a part of a mutually respected community of scholars.
- Lifelong Learning. A commitment to continuously refine the knowledge, skills and understanding required by the dynamic nature and evolution of healthcare organizations and institutions.

### **MHSA Program-Level Learning Domains and Competencies**

The MHSA program aims to develop graduates that demonstrate knowledge and skills across four domains of learning. The four domains of learning flow directly from the program mission and are made measurable via program-level learning competencies that are mapped across the curriculum.

#### **Domain 1 – Communication and Interpersonal Effectiveness Skills**

**The MHSA program aims to develop healthcare leaders that employ skills of effective communication and collaboration skills as a healthcare scholar and practitioner.**

- **Competency 1.1:** Graduates will demonstrate the ability to articulate effective skills of verbal communication and presentation tailored to the requirements of individual stakeholders.
- **Competency 1.2:** Graduates will demonstrate the ability to engage in positive relationships with individuals and teams and participate effectively as both a team leader and member.
- **Competency 1.3:** Graduates will demonstrate the ability to communicate and sustain an inclusive organizational culture that inspires collaboration and innovation.

#### **Domain 2 – Critical Thinking Analysis, and Problem-Solving Skills**

**The MHSA program aims to develop healthcare leaders that utilize reasoning, research, and**

### **analysis for data-driven strategic planning and decision-making.**

- **Competency 2.1:** Graduates will demonstrate the ability to analyze real or potential problems for the purpose of developing and evaluating innovative solutions in healthcare settings.
- **Competency 2.2:** Graduates will demonstrate the ability to use qualitative methods, predictive analytics, and market data to determine patterns and trends that impact decision-making.
- **Competency 2.3:** Graduates will demonstrate the ability to formulate market-driven business plans that accomplish objectives relating to the accomplishment of the organization's mission, vision, and values.
- **Competency 2.4:** Graduates will demonstrate the ability to mitigate issues of risk in healthcare organizations through ongoing evaluation of quality, compliance, and efficiency.

### **Domain 3 – Leadership and Professional Knowledge Skills**

**The MHSA program aims to develop healthcare leaders that understand and apply evidence-based and sound principles of leadership and management to ensure the delivery of high-quality, value-based healthcare.**

- **Competency 3.1:** Graduates will be able to use critical thinking skills to formulate processes and procedures that incorporate sound principles of organizational behavior and management.
- **Competency 3.2:** Graduates will be able to manage change leadership through creating a shared vision and then responding to periods of external uncertainty and evolution to bring about needed adaptive strategies which will ensure organizational growth and survival.
- **Competency 3.3:** Graduates will demonstrate the ability to utilize financial and budgeting techniques for effective stewardship of healthcare resources.
- **Competency 3.4:** Graduates will be able to understand and respond to healthcare policies relating to regulatory compliance and the need for continuous quality improvement of patient safety and the quality of care.

### **Domain 4 – Foundational Skills to Lead in the Healthcare Sector**

**The MHSA program aims to develop healthcare leaders that embrace and enforce expected tenants of professionalism, ethics, risk mitigation, and humanism within the healthcare industry.**

- **Competency 4.1:** Graduates will gain an understanding of population health initiatives to address the effects of social determinants, the environment, and individual behaviors on community health status levels.
- **Competency 4.2:** Graduates will gain an understanding of the structure, history and current emerging issues in the U.S. healthcare system, including the organization, delivery, and regulation of healthcare organizations at the Federal, state and local levels.
- **Competency 4.3:** Graduates will gain an understanding of national and local health policy development and implementation, especially as it relates to healthcare operational and compliance issues.
- **Competency 4.4:** Graduates will learn the importance of the need for continuous collaboration between multiple healthcare private, not-for-profit, and governmental entities in order to accomplish local healthcare improvement activities.
- **Competency 4.5:** Graduates will demonstrate the ability to align personal and organizational conduct with ethical, legal, and professional standards.

#### **2.3.1.1. TUITION AND FEES**

Tuition and fees are due and payable by as indicated below, unless special arrangements have been made with the Accounting Office. LECOM reserves the right to change tuition and fees without advance

notice and to make such changes applicable to present as well as future students.

**Masters in Health Services Administration (MHSA)  
24 Month Program Covering 4 Semesters  
2024-2025 COST OF EDUCATION**

	Year 1 (1st & 2nd semesters)	Year 2 (3rd & 4th semesters)
Tuition**	\$14,700	\$12,820
Technology Fee	\$300	\$300
Books	\$730	\$730
Internet Connection	\$840	\$840
Ave. Loan Fees	\$200	\$150
Total	\$16,770	\$14,840

Total Estimated Cost of the June Cohort MHSA Program Matriculation: **\$31,610**

**Matriculation Fee\***

Payment credited to the tuition fee upon matriculation \$150.00

**Tuition**

See refund policies in Section [3.4 Tuition Refund Policy](#).

For students who are not currently enrolled in another program (at LECOM or another institution), room, board, transportation, and other miscellaneous expenses may be added to your cost of education budget. Please contact the Office of Financial Aid for more information and a possible cost of education adjustment.

Students will need to provide documentation of the purchase of a computer to be included in the cost of education budget.

The Cost of Education is subject to change without notice. Financial aid is available only for the months the student is enrolled, so please plan accordingly.

The Cost of Education represents average costs and may not always meet the student's full financial responsibilities. Total loan amounts borrowed, and scholarships awarded from all sources cannot exceed the Cost of Education.

**Health Insurance** – Optional for non-concurrent LECOM students

Cost for LECOM health insurance for a single student \$4,623 per /year and is subject to change.

\*The matriculation fee will be waived for currently enrolled LECOM students applying to the program.

\*\*Current LECOM students and alumni are eligible to apply for a LECOM tuition scholarship. Fees are not included in any scholarships awarded. Students must apply to the MHSA program prior to enrollment deadline to qualify.

\*\*Current LECOM employees and affiliate organizations may apply for a tuition discount. Fees are not included in any discounts applied.

All LECOM student scholarships and discounts are subject to change without notification.



LECOM dual enrolled students may only receive one LECOM Scholarship so if the MHSA scholarship is accepted, any core program scholarships are no longer effective.

### 2.3.1.2. CURRICULUM

The MHSA curriculum consists of 50 credits. There are ten core courses (30.0 credits) required for all students. Each student also completes three electives. Students must participate in experiential discovery through our executive interview and analysis courses (6.0 credits). Students complete either a Master's Thesis Project (5.0 credits) or Capstone Experience (5.0 credits) as a Program Final Course and must pass the final comprehensive examination (non-credit assignment) with a 70% or greater for all ten test sections.

#### Course Numbering

As a masters level program, all courses are designated as upper-division-level courses requiring advanced **Core Courses** academic preparation.

#### Course Sequence and Credit Hours for the Masters in Health Service Administration (MHSA)

Abbr.	Number	Course Title	Credit Hours
<b>Masters in Health Service Administration (MHSA) Summer/Fall Year 1</b>			
HSA	5000	Healthcare Organizations and Administration	3.0
HSA	5020	Professional and Communication Skills Development	3.0
HSA	5040	Health Policy Formulation, Implementation and Evaluation	3.0
HSA	5050	Legal and Ethical Issues in Business and Clinical Decision Making	3.0
Total Semester Hours			12.0
<b>Masters in Health Service Administration (MHSA) Winter/Spring Year 1</b>			
HSA	5010	Population Health and Status Assessment	3.0
HIA	5220	Financial Analysis and Risk Management	3.0
HSA	5090	Economic Analysis and Application in Decision Making	3.0
Total Semester Hours			9.0
<b>Masters in Health Service Administration (MHSA) Summer/Fall Year 2</b>			
HSA	5030	Research Methodology and Application	3.0
HSA	5065	Information Systems and Quality Assurance	3.0
HSA	5080	Governance, Leadership and Strategic Planning	3.0
HSA	5430	Executive Interviews and Analysis I	3.0
Total Semester Hours			12.0
<b>Masters in Health Service Administration (MHSA) Winter/Spring Year 2</b>			
HSA	5431	Executive Interviews and Analysis II	3.0
HSA	5410/20	MHSA Thesis or Capstone Experience	5.0
	Elective I	HIA 5200 or HIA 5260	3.0
	Elective II	HIA 5210 or HIA 5230 or MPH 5300 or HIA 5270	3.0
	Elective III	HIA 5240 or HIA 5250	3.0
HSA	5500	Comprehensive Final Exam (Pass/Fail)	0.0
Total Semester Hours			17.0
<b>Masters in Health Service Administration (MHSA) Electives</b>			
HIA	5200	Human Resources Management	3.0
HIA	5210	Market Analysis, Research and Assessment	3.0
HIA	5250	Health Care Management Operations	3.0



Abbr.	Number	Course Title	Credit Hours
HIA	5230	Long-Term Care Administration I	3.0
HIA	5240	Long-Term Care Administration II	3.0
MPH	5300	Healthcare Services Delivery: Prevention, Wellness, Infections Diseases, Chronic Diseases and Disaster Preparedness	3.0
HIA	5260	Nursing Executive Management I	3.0
HIA	5270	Nursing Executive Management II	3.0
Total Program Hours			50.0

### 2.3.1.3. COURSE DESCRIPTIONS

#### **HSA-5000: Healthcare Organizations and Administration Credits: 3.0**

Pre-requisite: None

This course is an overview and introduction to the main topics in health services administration providing an understanding of organizational theories, behaviors and designs from social science and business disciplines.

#### **HSA-5010: Population Health and Status Assessment Credits: 3.0**

Pre-requisite: None HIA 5220

This course focuses on the socioeconomic determinants of population health and health disparities, non-communicable and communicable diseases, public health law, policy and ethics, environmental health, practice of health promotion, lifestyles, prevention and wellness and methods for assessing community health needs. Topics of study will also include the public health system and institutions, public and private finance of healthcare, as well as managed care in the context of public health services.

#### **HSA-5020: Professional and Communication Skills Development Credits: 3.0**

Pre-requisite: None

This course offers studies in the establishment of professional networks and relationships with peers, superiors and subordinates, the development of teamwork, and how to conduct oneself in a manner that cultivates confidence and trust. In addition, this course will provide fundamental knowledge for effective writing processes and managerial communication including oral presentation, public speaking and the use of office and medical writing technology.

#### **HSA-5030: Research Methodology and Application Credits: 3.0**

Pre-requisite: HSA- 5090

This course provides the knowledge and skills to master fundamental concepts of descriptive and inferential statistics concepts and procedures, needs analysis, market assessment, outcome evaluation, forecasting, quality assessment and improvement using statistical analysis tools, planning and data collection strategies, constructing and using databases, interpreting substantive statistical results, and communicating those results.

#### **HSA-5040: Health Policy Formulation, Implementation and Evaluation Credits: 3.0**

Pre-requisite: HSA-5050

This course covers the distribution of health services; inequalities and social disparities in health services, quality health care and health care delivery, measurement and impact assessment of quality care, private and public health services delivery, payment for health care in the public and private sectors, and effects of competition and privatization of health care delivery. In addition, this course will teach the methodology of health policy formulation, evaluation and implementation, the role of health professionals in defining health policies and health care reform and its impact on health care delivery systems.

**HSA-5050: Legal & Ethical Issues in Business and Clinical Decision Making** Credits: 3

Pre-requisite: HSA-5020

This course will review legal concepts, principles and provisions of contracts, torts, statutes and regulations that apply to health care institutions and their operations. Compliance and fiduciary responsibilities, risk assessment and management strategies of these entities will be examined. In addition, ethical principles relating to health care professionals and institutions will be explored. Legal and ethical issues dealing with medical treatments, patient and employee communications, clinical research, emergency treatment and operations, and disaster preparedness strategies will be presented.

**HSA-5065: Information Systems and Quality Assurance** Credits: 3

Pre-requisite: HSA-5030

This course provides the knowledge and systems tools needed for management and implementation of quality assessment and improvement in healthcare organizations. The importance of patients, physicians and other health care professionals in quality assessment and improvement processes will be discussed. The role of clinics and primary health facilities in the provision of patient care and quality care is presented as well as the importance of healthcare accreditation, professional credentials, continuing education, licensure, and peer review in the quality improvement process.

**HSA-5080: Governance, Leadership and Strategic Planning** Credits: 3

Pre-requisite: HSA-5065

This course studies the nature and role of governance as applied to for-profit and non-profit organizations (hospitals and health systems), legal and ethical issues in the decision making process, the status of health services organizations (corporate structure, stakeholders, constituents), community and social accountability, concepts and theories of leadership, leading organizational changes, development and maintenance of high performance teams and basic foundations for strategic planning.

**HSA-5090: Economic Analysis and Application in Decision Making** Credits: 3

Pre-requisite: HSA-5010

This course provides the knowledge and tools needed for budgeting, costing technique and cost-benefit principles, calculating labor costs, flow of funds, insurance needs, and risk pooling, assessing market and labor markets, and planning production of products and services.

**HIA-5220: Financial Analysis and Risk Management** Credits: 3

Pre-requisite: HSA-5040

This course provides the knowledge and skills to develop risk and investment returns analysis, reviews of financial statements, cost allocations, development of capital and operating budgets and cash flow, use of cost containment tools and financial analysis of institutions and projects.

## Elective Courses

### **HIA-5200: Human Resources Management** Credits: 3

Pre-requisite: 10 core courses

This course provides the methodology and techniques associated with job analysis, employee recruitment, retention, selection and placement, training and development, performance appraisal, compensation and benefits, labor relations, motivation theory, cultural competency and job satisfaction. Topics will also include legal and ethical aspects of human resources management.

### **HIA-5210: Market Analysis, Research and Assessment** Credits: 3

Pre-requisite: 10 core courses

This course offers the analytical tools for the study of market segmentation, health care services/products usage patterns, analysis of consumer behavior, market price, analysis of market channels for services and products, market communication, publicity and promotions for health care products and services.

### **MPH-5300: Healthcare Services Delivery: Prevention, Wellness, and Infectious Diseases, Chronic Diseases and Disaster Preparedness** Credits: 3

Pre-requisite: 10 core courses

Students will learn health education and health (social) marketing strategies focusing on wellness, preventive interventions, management of chronic diseases, and epidemics/pandemics. In addition, this course focuses on social behavioral issues, health detriments and community resources. Issues such as child obesity, women's health, diabetes, heart/lung diseases, and geriatric issues are incorporated as part of managing care and marketing strategies. In addition, the course will introduce students to practical issues about healthcare institutions' preparedness for emergencies and unforeseen events.

### **HIA-5230: Long-Term Care Administration I** Credits: 3

Pre-requisite: 10 core courses

As a major component of the healthcare delivery system, long-term care (LTC) has been receiving increasing attention in both developed and developing countries. LTC is closely associated with disabilities emanating from chronic conditions that are mostly related to human aging. This course will provide a broad understanding of long-term care as a distinct segment of the health care delivery system, LTC clients and services, policy perspective and industry perspectives lay the foundation for managing any LTC organization.

### **HIA-5240: Long-Term Care Administration II** Credits: 3

Pre-requisite: 10 core courses

As a major component of the healthcare delivery system, long-term care (LTC) has been receiving increasing attention in both developed and developing countries. LTC is closely associated with disabilities emanating from chronic conditions that are mostly related to human aging. This course will provide a broad understanding of long-term care as a distinct segment of the health care delivery system, LTC clients and services, policy perspective and industry perspectives lay the foundation for managing any LTC organization.

**HIA-5250: Health Care Management Operations Credits: 3**

Pre-requisite: 10 core courses

This course serves as a foundational work to develop practical skills in operations management for rising health care administrators. Concepts reviewed in the text tend to 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. The issues of efficient production of patient care services, management of labor costs and supply chain, pharmaceuticals, and translation of operational performance improvement to financial sustainability are no different in a physician clinic, home health agency, community health center, or ambulatory care facility. Basic introductory content on items such as the third-party payment system, the physician as the patient agent for purchase of health care services, and the general definition of an output in the health care system are presented, but aimed at facilitating correlation of the operations management discipline with other parts of the health care management milieu. Also, the review of basic health system concepts in this text are provided as a means of setting forth a motivation for the student new to the field of health care operations management to understand its value in the management of a successful health care provider organization.

**HIA-5260: Nursing Executive Management I Credits: 3**

Pre-requisite: 10 core courses

This course covers a broad range of topics and demonstrates the inter-connectivity between finance and other aspects of healthcare. Main topic areas include: necessary essentials for financial viability, providing value-based service and health care and the economy. Real-world examples and cases enhance connection to patient needs.

**HIA-5270: Nursing Executive Management II Credits: 3**

Pre-requisite: 10 core courses

This course continues to covers a broad range of topics and demonstrates the inter-connectivity between finance and other aspects of healthcare. Main topic areas include: budget principles, financial strategies and finance and accounting issues. Focus on collaboration in decision making and quantum leadership driving success.

**HSA-5410: MHSA Thesis Credits: 5**

Pre-requisites: 10 core courses

Students will apply scientific methods to research, prepare and present a Master's Thesis as a final project. The project will be an application of the integration of knowledge obtained through didactic, clinical, and work experiences in order to gather data or review the literature and perform the analysis and understanding of healthcare management and operational problems. The systematic format of this process will enable the learner to acquire the skills of solving complex problems in a strategic and organized method and presenting them in a professional manner.

**HSA-5420: Capstone Experience Credits: 5**

Prerequisites: 10 core courses

This course explores the integrative and cross-functional nature of strategy and decision-making in the health services sector to solve real-world administrative and leadership challenges. Students will utilize the principles of 'good business' to create an integrative approach to complex problem solving. Leaders will link strategies with marketing, human resources management, accounting, finance, and operations

management, through the use of effective communication to guide business strategy.

### **HSA-5430 & 5431: Executive Interviews & Analysis I & II** Credits 3 for each course

Pre-requisites: HSA 5030

Students will complete on-site discovery at various healthcare organizations under a student observation arrangements. The program is self-paced over a 12 month period. Student's will identify a healthcare organization for their discovery site and execute a student observation agreement allowing executive interviews with administrators. Interviews will be documented and analyzed to create a SWOT report and strategic tactics.

## **2.3.2. MASTERS IN BIOMEDICAL ETHICS (MSBE)**

### **INTRODUCTION AND MISSION STATEMENT**

The MSBE curriculum offers a maximum of 36 credits comprised of 13 courses. Students must complete a minimum of 36 credits to graduate and be awarded the Master of Science in Biomedical Ethics degree.

Students completing the MSBE program will possess the ability to analyze, mediate, and resolve ethical dilemmas using key ethical concepts, frameworks, and arguments in their fields of specialization, enabling them to contribute to policy discussion and development in a wide range of professional, institutional, and industry settings.

#### **MSBE Mission**

The mission of the Lake Erie College of Osteopathic Medicine's Master of Science in Biomedical Ethics (MSBE) program is to strive to move learners beyond knowledge acquisition and skills development to behavioral changes that result in the delivery of excellent patient-centered care focused on shared-decision making and patient choices. The program will be flexible and responsive to students' needs, new challenges, and the evolving demands of healthcare education by readily developing and adding new curricular pieces and features to enhance current offerings as appropriate. The MSBE program will utilize innovative technology and a case-based curriculum with experiential discovery and action research delivered through a flexible on-line learning platform approach to keep students engaged and advancing in their program and careers.

#### **MSBE Vision**

Modern health care requires that professionals have both the theoretical foundation of relevant ethics/compliance knowledge and its critical application to enhance care delivery in general and to improve patient satisfaction. Today's health professionals are also expected to adequately develop and hone their interprofessional skills. The ability to work collaboratively and cooperatively in daily care delivery and management is critical not only for the sake of the integrity of their professions, but also for the benefit of their patients, and it supports the holistic approach of the Osteopathic philosophy. Our learning environment provides the opportunity to practice the holistic approach of caring for the whole person, mind, body & spirit

#### **MSBE Goals**

Completion of this program will develop graduates' ability to analyze, mediate, and resolve ethical dilemmas using key ethical concepts, frameworks, and arguments in their fields of specialization, enabling them to contribute to policy discussion and development in a wide range of professional, institutional, and industry settings. Whether students are preparing for, or continuing, a career in health care, science, law, chaplaincy/church ministry, education, advocacy, or management, the MS in Biomedical Ethics will provide the ethical understanding required to confidently approach their

respective disciplines informed with the appropriate knowledge, skills, and mindset.

### **Goal 1 - Master Ethical Content**

- A. Apply ethical principles in patient-centered care situations
- B. Understand and facilitate an ethics consult
- C. Lead an ethically sound strategic initiative aimed at patient safety
- D. Identify and process ethical dilemmas

### **Goal 2 – Develop Interprofessional Strategic Leadership Skills**

- A. Demonstrate cultural competency in providing health care to diverse patient populations
- B. Show competency in effective communication within the diverse interprofessional team
- C. Respond and resolve conflict between patients and families, peers and colleagues
- D. Formulate a strategic plan for the development of an ethics committee and consultation plan

### **Goal 3 - Further the Mission of a Holistic Approach to the Education and Practice of Healthcare Ethics**

- A. Recognize and accept the patient as a unique whole person--mind, body, and spirit
- B. Recognize and support the unique and changing healthcare needs of individual patients across the lifespan
- C. Design an interprofessional approach to effective collaboration with colleagues that enhances each professional's efforts and benefits patients
- D. Use frameworks to resolve ethical dilemmas to enhance the delivery of patient centered care

### **MSBE Competencies**

The Core Competencies for Health Care Ethics are defined by the American Society for Bioethics and Humanities. The competencies represent those skills necessary within the ethics team to support ethics consultants, educational programs that help prepare individuals, teams or committees, and those competencies required to conduct “ethics” policy reviews.

- A. Knowledge
  - i. Ethical Theory
    - 1 History & Scope of Bioethics
    - 2 Clinical Ethics 1
    - 3 Conflict Resolution, Mediation, & Communication
    - 4 Building Cultural Competence
    - 5 Clinical Ethics 2
    - 6 Compliance Issues: Patient Rights & Safety
    - 7 Organizational Ethics
    - 8 Research Ethics
    - 9 Public Health Ethics
    - 10 Clinician as the Problem
    - 11 Capstone Experience
    - 12 Executive Ethics Interviews and Analysis
  - ii. Modes of Moral Reasoning
    - 1 History & Scope of Bioethics
    - 2 Clinical Ethics 1
    - 3 Conflict Resolution, Mediation, & Communication
    - 4 Building Cultural Competence

- 5 Clinical Ethics 2
- 6 Compliance Issues: Patient Rights & Safety
- 7 Organizational Ethics
- 8 Research Ethics
- 9 Public Health Ethics
- 10 Clinician as the Problem
- 11 Capstone Experience
- 12 Executive Ethics Interviews and Analysis
- iii. Bioethical Issues and Concepts
  - 1 History & Scope of Bioethics
  - 2 Clinical Ethics 1
  - 3 Conflict Resolution, Mediation, & Communication
  - 4 Building Cultural Competence
  - 5 Clinical Ethics II
  - 6 Compliance Issues: Patient Rights & Safety
  - 7 Organizational Ethics
  - 8 Research Ethics
  - 9 Public Health Ethics
  - 10 Clinician as the Problem
  - 11 Capstone Experience
  - 13 Executive Ethics Interviews and Analysis
- iv. Policies and Health Systems Information
  - 1 History & Scope of Bioethics
  - 2 Clinical Ethics 1
  - 3 Conflict Resolution, Mediation, Communication
  - 4 Building Cultural Competence
  - 5 Clinical Ethics 2
  - 6 Compliance Issues: Patient Rights & Safety
  - 7 Organizational Ethics
  - 8 Research Ethics
  - 9 Public Health Ethics
  - 10 Clinician as the Problem
  - 11 Capstone Experience
  - 12 Executive Ethics Interviews and Analysis
- v. Clinical and Other Consensus Guidelines Regarding Common Ethical Problems
  - 1 History & Scope of Bioethics
  - 2 Clinical Ethics 1
  - 3 Conflict Resolution, Mediation, & Communication
  - 4 Building Cultural Competence
  - 5 Clinical Ethics 2
  - 6 Compliance Issues: Patient Rights & Safety
  - 7 Organizational Ethics
  - 8 Research Ethics
  - 9 Public Health Ethics
  - 10 Clinician as the Problem
  - 11 Capstone Experience
  - 12 Executive Ethics Interviews and Analysis
- vi. Codes of Ethics
  - 1 History & Scope of Bioethics

- 2 Clinical Ethics I
- 3 Building Cultural Competence
- 4 Clinical Ethics 2
- 5 Compliance Issues: Patient Rights & Safety
- 6 Organizational Ethics
- 7 Research Ethics
- 8 Public Health Ethics
- 9 Conflict Resolution, Mediation, & Communication
- 10 Clinician as the Problem
- 11 Capstone Experience
- 12 Executive Ethics Interviews and Analysis

## B. Skill

### i. Assessment and analysis

- a. Identify and articulate value uncertainty or conflict
- b. Gather relevant information; note beliefs, values, and assumptions
- c. Apply relevant ethical knowledge and concepts

#### **Applicable Courses**

1. History & Scope of Bioethics
2. Clinical Ethics 1
3. Conflict Resolution, Mediation, & Communication
4. Building Cultural Competence
5. Clinical Ethics 2
6. Compliance Issues: Patient Rights & Safety
7. Organizational Ethics
8. Research Ethics
9. Public Health Ethics
10. Clinician as the Problem
11. Capstone Experience
12. Executive Ethics Interviews and Analysis

### ii. Process Skills

- a. Triage consult requests; establish expectations; introductions
- b. Convene and facilitate meetings
- c. Recognize underlying system issues
  1. Clinical Ethics 1
  2. Conflict Resolution, Mediation, & Communication
  3. Building Cultural Competence
  4. Clinical Ethics 2
  5. Compliance Issues: Patient Rights & Safety
  6. Organizational Ethics
  7. Research Ethics
  8. Public Health Ethics
  9. Clinician as the Problem
  10. Capstone Experience
  11. Executive Ethics Interviews and Analysis

### iii. Interpersonal Skills

- a. Listen, clarify, and respond
- b. Communicate respect, understanding, and empathy
- c. Elicit moral views
- d. Enable effective communications



### **Applicable Courses**

1. Conflict Resolution, Mediation, & Communication
2. Building Cultural Competence
3. Compliance Issues: Patient Rights & Safety
4. Organizational Ethics
5. Public Health Ethics
6. Mental Health Ethics
7. Clinician as the Problem
8. Capstone Experience
9. Executive Ethics Interviews and Analysis

#### iv. Attributes

- ii. Tolerance, patience, compassion
- iii. Honesty, forthrightness, and self-knowledge
- iv. Courage
- v. Prudence and humility
- vi. Leadership
- vii. Integrity

### **Applicable Courses**

1. Clinical Ethics I
2. Conflict Resolution, Mediation, & Communication
3. Building Cultural Competence
4. Clinical Ethics II
5. Compliance Issues: Patient Rights & Safety
6. Organizational Ethics
7. Research Ethics
8. Public Health Ethics
9. Mental Health Ethics
10. Clinician as the Problem
11. Capstone Experience
12. Executive Ethics Interviews and Analysis

### **2.3.2.1. TUITION AND FEES**

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

#### **24 Month Program Covering 4 Semesters Master of Science in Biomedical Ethics (MSBE) 2024-2025 Cost of Education**

	Year 1 (1 <sup>st</sup> and 2 <sup>nd</sup> Semesters)	Year 2 (3 <sup>rd</sup> and 4 <sup>th</sup> Semesters)
Tuition **	\$10,650	\$10,650
Technology Fee	\$300	\$300
Books	\$150	\$150
Internet Connection	\$840	\$840
Ave. Loan Fees	\$128	\$128
Total	\$12,068	\$12,068

Total Estimated Cost of the MSBE Program Matriculation: **\$24,136**

### **Matriculation Fee\***

Payment credited to the tuition fee upon matriculation \$150.00

For students who are not currently enrolled in another program (at LECOM or another institution), room, board, transportation, and other miscellaneous expenses may be added to your cost of education budget. Please contact the Office of Financial Aid for more information and a possible cost of education adjustment.

Students will need to provide documentation of the purchase of a computer to be included in the cost of education budget.

The Cost of Education is subject to change without notice. Financial aid is available only for the months the student is enrolled, so please plan accordingly.

The Cost of Education represents average costs and may not always meet the student's full financial responsibilities. Total loan amounts borrowed, and scholarships awarded from all sources cannot exceed the Cost of Education.

### **Health Insurance** – Optional for non-concurrent LECOM students

Cost for LECOM health insurance for a single student \$4,623 per /year and is subject to change.

\*The matriculation fee will be waived for currently enrolled LECOM students applying to the program.

\*\*Current LECOM students and alumni are eligible to apply for a LECOM tuition scholarship. Fees are not included in any scholarships awarded. Students must apply to the MHSA program prior to enrollment deadline to qualify.

\*\*Current LECOM employees and affiliate organizations may apply for a tuition discount. Fees are not included in any discounts applied.

All LECOM student scholarships and discounts are subject to change without notification.

LECOM dual enrolled students may only receive one LECOM Scholarship so if the MSBE scholarship is accepted, any core program scholarships are no longer effective.

## **2.3.2.2. CURRICULUM**

The MSBE curriculum offers a maximum of 36 credits comprised of 12 courses. Students must complete a minimum of 36 credits to graduate and be awarded the Master of Science in Biomedical Ethics degree.

### **Course Numbering**

As a master's level program, all courses are designated as upper-division-level courses requiring advanced academic preparation.

### **Course Sequence and Credit Hours for the Master of Science in Biomedical Ethics (MSBE)**

<b>Abbr.</b>	<b>Number</b>	<b>Course Title</b>	<b>Credit Hours</b>
<b>Master of Science in Biomedical Ethics (MSBE) Summer/Fall Year 1</b>			
MBE	1010	History & Scope of Bioethics	3.0
MBE	1020	Compliance: Patient Right & Safety	3.0
MBE	1030	Clinical Ethics I	3.0
MBE	3000	Executive Ethics Interviews and Analysis I	1.0

Abbr.	Number	Course Title	Credit Hours
			Total Semester Hours
			10.0
<b>Master of Science in Biomedical Ethics (MSBE) Winter/Spring Year 1</b>			
MBE	1040	Clinical Ethics II	3.0
MBE	2010	Conflict Resolution, Mediation, and Communications	3.0
MBE	2020	Building Cultural competence	3.0
			Total Semester Hours
			9.0
<b>Master of Science in Biomedical Ethics (MSBE) Summer/Fall Year 2</b>			
MBE	2040	Research Ethics	3.0
MBE	2030	Organizational Ethics	3.0
MBE	3001	Executive Ethics Interviews and Analysis II	2.0
			Total Semester Hours
			8.0
<b>Master of Science in Biomedical Ethics (MSBE) Winter/Spring Year 2</b>			
MBE	3010	Public Health Ethics	3.0
MBE	3020	Clinician as the Problem	3.0
MBE	5500	Final Comprehensive Exam (Pass/Fail)	0.0
MBE	3100	Capstone	3.0
			Total Semester Hours
			9.0
			Total Program Hours
			36

### 2.3.2.3. COURSE DESCRIPTIONS

#### **MBE 1010: History and Scope of Bioethics Credits: 3**

Prerequisite: None

This course provides a foundational introduction to healthcare ethics. The course presents and analyzes basic concepts and dominant methods in healthcare ethics from historical, systematic, and religious perspectives. Starting from a historical examination of the major moral traditions (Hippocratic tradition, sanctity/quality of life, the Enlightenment, and beyond, to the present) as well as the philosophical debate on the goals of health care, and specific ethical problems in care. Practical ethical theories and principles are discussed such as Principlism and Virtue Ethics.

#### **MBE 1020: Compliance: Patient Rights and Safety Credits: 3**

Prerequisite: MBE 1010

This course will instruct students on some of the strictly regulated issues associated with healthcare ethics including patient rights/safety laws and compliance issues. Topics will include HIPAA, Patient Safety and Quality Improvement Act of 2005 (PSQIA), Privacy Rule (Standards for Privacy of Individually Identifiable Health Information), compliance and institutional rules & procedures. Students will explore the concept of informed consent and what that really means to the formulation of ethical clinical and research practices, as well as to providing daily care that preserves the practitioner's integrity and honors patients. Students will also hear discussions on the laws involving privacy and confidentiality and formulate a better understanding of what a culture of patient safety requires from different stakeholder perspectives--practitioners, patients, and the organization, and why that is especially relevant to ethics.

#### **MBE 1030: Clinical Ethics I Credits: 3**

Prerequisite: MBE 1010: History and Scope of Bioethics

MBE 1020: Compliance: Patient Rights and Safety

This course focuses on end-of-life issues and the inherent ethical dilemmas. It will allow students to explore their own attitudes while becoming familiar with applying ethical principles to end-of-life and other areas of care. It will include the philosophical debate on the goals of health care, the concepts of suffering, futility, and compassion. Specific ethical concerns in end-of-life care will be analyzed: withholding and withdrawing treatment; artificial nutrition and hydration; palliative care; euthanasia; and assisted death.

**MBE 1040: Clinical Ethics II** Credits: 3

Prerequisite: MBE 1010: History and Scope of Bioethics  
MBE 1020: Compliance: Patient Rights and Safety

The course will allow students to become familiar with ethical issues and their inherent ethical dilemmas especially related to the beginning of life. It will include the philosophical debate on the goals of health care and supporting ethical concepts. Beginning of life issues will include abortion, contraception, fetal diagnosis, and reproductive medicine. The end of the course will begin the discussion of organ donation.

**MBE 2010: Conflict Resolution, Mediation and Communications** Credits: 3

Prerequisite: MBE 1030: Clinical Ethics I  
MBE 1040: Clinical Ethics 2

This course's emphasis is on mediation and conflict resolution training that will introduce professionals in the medical and health care industry to the world of conflict resolution. The course begins with an understanding of conflict resolution models. Then one of those models, mediation, is reviewed in detail including an overview of communication techniques (styles and breakdowns). Students are encouraged to understand how the corporate culture can vary considerably from facility to facility, why, how it can affect the process, and how to manage differences.

**MBE 2020: Building Cultural Competence** Credits: 3

Prerequisite: MBE 1030: Clinical Ethics I  
MBE 1040: Clinical Ethics 2

This course focuses on end-of-life issues and the inherent ethical dilemmas. It will allow students to explore their own attitudes while becoming familiar with applying ethical principles to end-of-life and other areas of care. It will include the philosophical debate on the goals of health care, the concepts of suffering, futility, and compassion. Specific ethical concerns in end-of-life care will be analyzed: withholding and withdrawing treatment; artificial nutrition and hydration; palliative care; euthanasia; and assisted death.

**MBE 2040: Research Ethics** Credits: 3

Prerequisite: MBE 2020 Building Cultural Competence

Cultural mores, folkways, and religious practices can strongly affect attitudes, priorities, and decision-making regarding health and health care. All healthcare practitioners need a basic awareness of this fact and how to manage it to establish and maintain the professional-patient relationship, respect a patient's worldview, honor preferences, and actively provide patient-centered care. While not comprehensive, this course will help students to improve their cultural competence in the healthcare setting by providing a sampling of some of the basic tenets of selected religions and features of various cultures and subgroups and by discussing how they may apply to provision of care. Students will be guided to do the following: identify relevant ethical issues and any religious/cultural/societal norms that affect giving or receiving

care; identify if there are any authoritative documents or recommendations from leaders or authority figures and/or popular interpretations relevant to particular ethnic or social communities and subgroups that drive/restrict behavior or decision making; and identify potential legal issues and precedent, if existing, that involve provision of care.

**MBE 2030: Organizational Ethics** Credits: 3

Prerequisite: MBE 2040: Research Ethics

The course examines the role of organizational ethics in health care. Business ethics and corporate ethics (with accompanying topics of risk management, compliance, and quality improvement) are included within the description of organizational ethics. Analyses focus on the integration of clinical, professional, and organizational ethics in health care that foster patient safety and the delivery of patient-centered care. Relevant standards in the field will be considered, such as the Joint Commission or DNV GL's accreditation standards for hospitals, and theoretical issues, relevant principles, and practical concerns will be discussed.

**MBE 3010: Public Health Ethics** Credits: 3

Prerequisite: MBE 2010: Conflict Resolution, Mediation and Communications  
MBE 2020: Building Cultural Competence

The ethical dimensions of health concepts, health promotion, prevention, epidemiology, immunization, screenings, and health policies are examined. The course presents the public health perspective, the general principles and issues of public health ethics, and how these may sometimes seem to contrast with traditional medical ethics. Commonly accepted existing practices that are being challenged, like childhood vaccinations, and other public health initiatives that may seem to impinge on individual rights will be discussed.

**MBE 3020: Clinician as the Problem** Credits: 3

Prerequisite: Completion of all courses except MBE 3000: Executive Ethics Interviews & Analysis and MBE 3100: Capstone

Uncovering, examining, and understanding how to set aside personal biases are not only important steps in becoming an effective bioethicist, but they also are necessary skills for any clinical worker faced with providing genuine patient-centered care. This course encourages both self-reflection and interaction as it challenges students through the presentation of dilemmas specifically related to common personal biases and the opportunity to work through them.

**MBE 3000: Executive Ethics Interviews and Analysis I** Credits: 1

Prerequisite: Completion of Clinical Ethics I & II

This course is the companion course to MBE 3005. This course provides students an opportunity to define their participation in clinical ethics issues and activities and in the institutional ethics committee. The student will design the blueprint for their activities. As the clinical component is so interwoven with the organizational component in health care, the rotation will focus upon the dynamic relationship between clinical, organizational, and professional ethics. This course also can be adapted individually to suit a specific facility's requirements and the student's area of interest. Students will complete on-site discovery at various healthcare organizations under a student observation arrangement. This course provides students opportunity to participate in clinical ethics issues and activities, and in the institutional

ethics committee. The program is self-paced over the semester. Student's will identify a healthcare organization for their discovery site and execute a student observation agreement allowing executive interviews with administrators within the ethics function. Interviews will be documented and analyzed to create a SWOT report and with strategic tactics created.

**MBE 3001: Executive Ethics Interviews and Analysis II Credits: 2**

Prerequisite: Completion of MBE 3000

Students will complete on-site discovery at various healthcare organizations under a student observation arrangement. This course provides students opportunity to participate in clinical ethics issues and activities, and in the institutional ethics committee. The program is self-paced over the semester. Student's will identify a healthcare organization for their discovery site and execute a student observation agreement allowing executive interviews with administrators within the ethics function. Interviews will be documented and analyzed to create a SWOT report and strategic tactics.

**MBE 3100: Capstone Experience Credits: 3**

Prerequisite: Completion of all courses except MBE 3000: Executive Ethics Interviews & Analysis

Students may elect to prepare, submit and defend a research thesis as their final project. The Master's Thesis Project will be an integration of knowledge obtained through didactic, clinical and work experiences. Students will be assigned to a faculty advisor who will be available to guide them through their coursework and preparation of their research thesis. The Thesis Project is an opportunity for students to apply the knowledge and skills acquired in the Program for the analysis and understanding of biomedical ethics' problems in private and/or public healthcare institutions or programs Thesis Projects will be presented to a faculty panel prior to graduation

**MBE-5500:** Comprehensive Final Exam (Pass/Fail) requires 70% in all core courses

### **2.3.3. MASTERS IN PUBLIC HEALTH (MPH)**

#### **INTRODUCTION AND MISSION STATEMENT**

The LECOM Masters in Public Health (MPH) program is comprised of fourteen core courses, and one capstone course. Students completing the MPH program will be prepared public health professionals to actively and effectively contribute to population-based, culturally appropriate, and innovative approaches concerning current and emerging public health problems. The MPH curriculum builds upon the foundational competencies of biostatistics, epidemiology, health policy and management, environmental and occupational health, and social and behavioral sciences. Additionally, students further focus their skills by completing course work in advanced topics that will strengthen their overall understanding of public health within the United States and the world.

#### **MPH Mission**

The mission of the Lake Erie College of Osteopathic Medicine's (LECOM) Masters in Public Health (MPH) is to improve the health, health care, and well-being of individuals, families, and communities with a geographic focus on North America by applying the philosophy of osteopathic medicine which seeks to treat the whole person, mind, body and spirit. The program will be flexible and responsive to students' needs, new challenges, and the evolving demands of healthcare education by readily developing and adding new curricular pieces and features to enhance current offerings as appropriate.

The program will utilize innovative technology and a case-based curriculum with experiential discovery and action research delivered through a flexible on-line learning platform approach to keep students engaged and on track.

### **Vision**

The vision of the Lake Erie College of Osteopathic Medicine's Masters in Public Health is to improve the public health of the United States through the impact of our graduates.

### **Values**

Diversity	Health Equality-Social Justice
Service	Equitable Partnerships
Innovation	Stewardship of Resources
Excellence	Person Centered Practice

### **MPH Goals**

The primary goal of the MPH program is to educate students to become prepared public health professionals to actively and effectively contribute to population-based, culturally appropriate, and innovative approaches concerning current and emerging public health problems.

Graduates of the LECOM Masters in Public Health will be able to:

1. Assess the health needs of a community.
2. Identify social determinants of health.
3. Plan and manage programs to promote health.
4. Design programs that integrate social and behavioral components of health promotion.
5. Assess population needs, assets, and capacities to effect community health.
6. Influence public health policy.
7. Apply principles of leadership, governance and management which include creating a vision, empowering others, fostering collaboration, and guiding group decision making.
8. Apply Osteopathic Principles and Practice to the practice of a public health professional.

### **Objectives of the Program**

The LECOM Masters in Public Health program ensures that all graduates are grounded in foundational public health knowledge. Grounding in foundational public health knowledge is measured by the students' achievement of the learning objectives listed below, or higher-level versions of the same objectives.

### **Profession & Science of Public Health**

1. Explain public health history, philosophy and values.
2. Identify the core foundations of public health and the [10 Essential Services](#).
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other relevant communities.
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, and education.
6. Explain the critical importance of evidence in advancing public health knowledge.

### **Factors Related to Human Health**

7. Explain effects of environmental factors on a population's health.
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.

10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

## **MPH Competencies**

MPH curriculum has been designed according to 8 domains and 22 competencies in accordance with the accreditation guide set forth by the Council of Education for Public Health (CEPH). They are as follows:

- I. Evidence-based Approaches to Public Health**
  1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
  2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
  3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
  4. Interpret results of data analysis for public health research, policy or practice.
- II. Public Health & Health Care Systems**
  5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
  6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.
- III. Planning & Management to Promote Health**
  7. Assess population needs, assets and capacities that affect communities' health.
  8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
  9. Design a population-based policy, program, project or intervention.
  10. Explain basic principles and tools of budget and resource management.
  11. Select methods to evaluate public health programs.
- IV. Policy in Public Health**
  12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
  13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
  14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
  15. Evaluate policies for their impact on public health and health equity.
- V. Leadership**
  16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
  17. Apply negotiation and mediation skills to address organizational or community challenges.
- VI. Communication**



18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

**VII. Interprofessional Practice**

21. Perform effectively on interprofessional teams.

**VIII. Systems Thinking**

22. Apply systems thinking tools to a public health issue.

**2.3.3.1. TUITION AND FEES**

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

**Masters in Public Health (MPH)  
24 Month Program Covering 4 Semesters  
2023-2024 COST OF EDUCATION**

	Year 1 (1st & 2nd semesters)	Year 2 (3rd and 4th semesters)
Tuition**	\$12,495	\$12,495
Technology Fee	\$300	\$300
Books	\$908	\$332
Internet Connection	\$840	\$840
Ave. Loan Fees	\$155	\$159
<b>Total</b>	<b>\$14,698</b>	<b>\$14,126</b>

Total Estimated Cost of the June Cohort MPH Program Matriculation: **\$28,824**

**Matriculation Fee\***

Payment credited to the tuition fee upon matriculation \$150.00

**Tuition**

See refund policies in Section [3.4 Tuition Refund Policy](#).

For students who are not currently enrolled in another program (at LECOM or another institution), room, board, transportation, and other miscellaneous expenses may be added to your cost of education budget. Please contact the Office of Financial Aid for more information and a possible cost of education adjustment.

Students will need to provide documentation of the purchase of a computer to be included in the cost of education budget.

The Cost of Education is subject to change without notice. Financial aid is available only for the months the student is enrolled, so please plan accordingly.

The Cost of Education represents average costs and may not always meet the student’s full financial responsibilities. Total loan amounts borrowed, and scholarships awarded from all sources cannot exceed the Cost of Education.

**Health Insurance** – Optional for non-concurrent LECOM students

Cost for LECOM health insurance for a single student \$4,623 per /year and is subject to change.

\*The matriculation fee will be waived for currently enrolled LECOM students applying to the program.

\*\*Current LECOM students and alumni are eligible to apply for a LECOM tuition scholarship. Fees are not included in any scholarships awarded. Students must apply to the MPH program prior to enrollment deadline to qualify.

\*\*Current LECOM employees and affiliate organizations may apply for a tuition discount. Fees are not included in any discounts applied.

All LECOM student scholarships and discounts are subject to change without notification.

LECOM dual enrolled students may only receive one LECOM Scholarship so if the MPH scholarship is accepted, any core program scholarships are no longer effective.

**2.3.3.2. CURRICULUM**

The MPH curriculum consists of 45 credits. Students complete the Capstone Experience (3 credits) as a Program Final Course.

**Course Numbering**

As a master’s level program, all courses are designated as upper-division-level courses requiring advanced academic preparation.

**Course Sequence and Credit Hours for the Masters in Public Health (MPH)**

Abbr.	Number	Course Title	Credit Hours
<b>Masters in Public Health (MPH) Summer/Fall Year 1</b>			
MPH	5000	Introduction to Public Health	3.0
MPH	5010	Biostatistics	3.0
MPH	5020	Epidemiology	3.0
MPH	5030	Environmental Health	3.0
Total Semester Hours			12.0
<b>Masters in Public Health (MPH) Winter/Spring Year 1</b>			
MPH	5040	Social and Behavioral Health Sciences	3.0
MPH	5050	Health Services Administration	3.0
MPH	5060	Cultural Competence and Social Justice	3.0
Total Semester Hours			9.0
<b>Masters in Public Health (MPH) Summer/Fall Year 2</b>			
MPH	5070	Leadership and Professionalism	3.0
MPH	5130	Strategic Advocacy for Change	3.0
MPH	5080	Community and Global Health	3.0
MPH	5090	Program Planning and Evaluation	3.0
Total Semester Hours			12.0
<b>Masters in Public Health (MPH) Winter/Spring Year 2</b>			
MPH	5100	Healthcare Policy	3.0
MPH	5500	Comprehensive Final Exam (Pass/Fail)	0.0

Abbr.	Number	Course Title	Credit Hours
MPH	5120	Health communications	3.0
MPH	5110	Health Education and Promotion	3.0
MPH	5140	MPH Capstone I	3.0
			Total Semester Hours
			12.0
			Total Program Hours
			45.0

### 2.3.3.3. COURSE DESCRIPTIONS

#### **MPH-5000: Introduction to Public Health** Credits: 3

Pre-requisite: None

This course introduces the history, philosophies, and values of public health. Students will learn the core functions of public health and the “Ten Essential Services” that are defined by the United States Department of Health and Human Services Centers for Disease Control and Prevention. Instruction will be provided to guide students to recognize stakeholders and create connections to promote public health outcomes. The importance of advocating for political, social, or economic policies and programs to support diverse populations will also be introduced.

#### **MPH-5010: Biostatistics** Credits: 3

Pre-requisite: MPH 5000

This course introduces the basic principles of biostatistics and provides the opportunity for students to apply these principles to describe and analyze public health data. Topics include descriptive statistics, probability distributions, point and interval estimation of population parameters, and hypothesis testing. A variety of one and two-sample parametric and non-parametric tests for continuous and categorical data are also covered, as is simple ANOVA for three or more samples. Students will analyze data using SPSS software, interpret results and present findings in a variety of formats.

#### **MPH-5020: Epidemiology** Credits: 3

Pre-requisite: MPH-5010

This course introduces the basic principles and methods of epidemiology as applied to domestic public health problems. The focus of this course is on epidemiologic measures and study designs. Topics include disease transmission, morbidity and mortality, surveillance, screening, descriptive and analytic study designs, bias, measures of association, causation, and ethical and professional issues in epidemiology. The application of epidemiology for the evaluation of health services and screening programs and the influence of epidemiology on domestic public policy will be presented.

#### **MPH-5030: Environmental Health** Credits: 3

Pre-requisite: MPH 5020

This course examines health issues, the scientific understanding of causes, and possible future approaches to control of the major domestic health problems in both urban and rural settings. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging environmental health problems.

**MPH-5040: Social and Behavioral Health Sciences Credits: 3**

Pre-requisite: MPH 5030

Social, cultural, and behavioral dynamics and processes infuse health research and public health practice. Identifying, understanding, integrating and translating these dynamics into public health action to reduce health disparities, to improve the design and impact of interventions and programs, and to engage marginalized and isolated communities, form a critical foundation for working effectively in public health. Topics include the role of cultural and social dynamics and health-related behaviors on differential risk and protection, health disparities by social categories, and a variety of theories of health behavior to connect social, cultural, and community dynamics with domestic public health improvement.

**MPH-5050: Health Services Administration Credits: 3**

Pre-requisite: MPH 5040

This course is an introductory core course providing an overview of the structure and functions of the U.S. Health Care System. The course will provide students with the foundational knowledge of the health care delivery systems, organizational theory, and the conceptual basis of managerial and executive leadership roles in health care facilities. Emphasis will be placed on theory and application of evidence based best business practices to develop competent leaders who can navigate the interface between Public Health and U.S. Health Care System. Topics covered include: the health system; strategic planning; organizational structure; analysis of organizational performance; motivation, leadership, management, and communication; and interprofessional collaboration.

**MPH-5060: Cultural Competence and Social Justice Credits: 3**

Pre-requisite: MPH 5050

Students will learn and discuss structural bias, social inequities, and racism in regard to barriers to health equity at organizational, community, and societal levels. The course will develop awareness of cultural values and practices for application in the design and implementation of public health policies and programs. Analysis of quantitative and qualitative data will be used to assess population needs related to health. Students will apply their understanding of the social, political, and economic determinants of health and how they contribute to population health equity for application to public health decision making. Concepts of cultural competence related to communication skills and the ability to participate in interprofessional teams will be explored.

**MPH-5070: Leadership and Professionalism Credits: 3**

Pre-requisite: MPH 5060

This course will engage students in discussion and application of principles related to leadership, governance, and management. Activities will promote skills related to creating vision, empowering others, fostering collaboration, and guiding decision making. Students will learn concepts and skills related to negotiation, mediation, budget, and resource management. The ability to use evidence to guide decision making and collaborate with interprofessional teams will be emphasized.

**MPH-5080: Community and Global Health Credits: 3**

Pre-requisite: MPH 5070

Evaluation frameworks, needs assessments, and logic models will be studied with a particular emphasis on evaluating community-based programs. Performance evaluation as well as formative, process, impact, and outcome evaluation purposes and techniques will be compared. Theoretical and pragmatic approaches to the design and implementation of evaluation protocols will be explored, along with the role of both quantitative and qualitative methods. Topics include the global burden of disease and mortality in multiple dimensions (e.g., geography, socioeconomic class, race, and gender), the social, political, and economic determinants of health disparities, factors that impact global health systems, analysis of health care delivery systems, and influential health system analysis.

**MPH-5090: Program Planning and Evaluation Credits: 3**

Pre-requisite: MPH 5080

Students will utilize skills attained from previous courses, such as qualitative and quantitative methods, to analyze major causes and trends with the U.S. and other communities to use as the basis for program planning. They will be able to discuss and identify cultural values, structural bias, social inequalities and racism that have created the health challenges within various communities. They will also be able to explain how different types of programs advance public health knowledge and develop skills to evaluate these programs through standard methods. Students will design their own population-based program, taking into account the audience and their cultural values and practices.

**MPH-5100: Healthcare Policy Credits: 3**

Pre-requisite: MPH 5090

The aim of this e course is to provide students with the understanding of policymaking and legal process that form the basic structure of the individual and public healthcare systems in the United States. The course will explore fundamental problems and contemporary issues in the U.S. health policy, and review factors that affect future health policy initiatives. Special attention will be given to the status of health reform and the interaction of the healthcare system with local, states and federal political systems in healthcare spending and delivery. Impact of policymaking on access to healthcare and healthcare programs such as Medicare and Medicaid, and the relationship between the public and private sectors on health policy will be evaluated.

**MPH-5110: Health Education and Promotion Credits: 3**

Pre-requisite: MPH 5120

This course will empower students to design a population-based policy, program, project, or intervention. Using quantitative and qualitative data collection and data analysis, students will understand program design and evaluation of the results of the program. The science of primary, secondary, and tertiary prevention will be used to determine the most appropriate intervention. Application of communication skills for implementation of programs to promote improved health will be necessary. Systems thinking will be addressed along with the application of health education to person-centered healthcare with an interprofessional team approach.

**MPH-5120: Health Communication Credits: 3**

Pre-requisite: MPH 5100

This course focuses on applying organizational communication theories and concepts to understand others better and to control one's own communication in organizations. Theoretical overview of organization communication including communication flow, networks, organizational relationships,

groups, conflict, and language will be presented. Special topics including teams in organizations, diversity, organizational politics, leadership, and change will be presented. Issues such as terrorism, public health crises, and corporate malfeasance have increased the importance of crisis communication. Enhancing effective crisis communication skills; promoting the understanding of the counter-intuitive nature of crisis communication; utilizing crisis communication theory and perspectives to argue for effectiveness and ineffectiveness in crisis communication; and assisting interactions between students, researchers, and policy makers on effective crisis communication will also be presented.

**MPH-5130: Strategic Advocacy for Change Credits: 3**

Pre-requisite: MPH 5060

This professional coursework explores the multiple roles that health advocates assume as they create productive change on behalf of patients, families, and communities. Advocacy is crucial to public health, working toward policy change and improved implementation of existing policies and eliminating barriers to health triggered by environmental destruction, poverty, and illiteracy. Students will explore concepts, models, and practices of health advocacy, and appraise strategies used by health advocates and consumers to leverage more power in making decisions, defining issues, designing programs, and developing policies. Students will also be responsible for conducting three (3) executive interviews of leaders in the field of public health.

**MPH-5140: Masters in Public Health Capstone Credits: 5090**

Pre-requisite: Major Required Courses

The Capstone is a comprehensive review of skills and competencies that the student would be expected to demonstrate at a level of proficiency or expertise. This course provides students the opportunity to integrate all previous MPH learning experiences and work to solve “real world” ethics and leadership problems. Students will benefit from live presentations with Q&A sessions and from working in groups, interprofessionally when possible. There also will be opportunities for one-on-one mentoring from selected instructors. The comprehensive review will be done in person over a 3-day period. Students will present individually or in groups as directed. Some preparatory work in advance of attendance will be required.

## **2.3.4. MASTER OF SCIENCE IN MEDICAL CANNABINOID THERAPEUTICS (MS MCT)**

### **INTRODUCTION AND MISSION STATEMENT**

The LECOM Master of Science in Medical Cannabinoid Therapeutics (MS MCT) program is comprised of eleven core courses, one thesis course and one symposium. Students completing the MS MCT program will be prepared as public health professionals to actively and effectively contribute to population-based, culturally appropriate, and innovative approaches concerning medical cannabinoid therapeutics as an emerging public health issue. The MS MCT curriculum builds upon the foundational competencies of biostatistics, epidemiology, health policy and management, environmental and occupational health, and social and behavioral sciences. Additionally, students further focus their skills by completing course work in advanced topics that will strengthen their overall understanding of public health, healthcare economics, ethics and compliance within the United States and the world.

### **MS MCT Mission**

The mission of the Lake Erie College of Osteopathic Medicine’s (LECOM) Master of Science in

Medical Cannabinoid Therapeutics (MS MCT) is to seek and understand potential improvements to health, health care, and well-being of individuals, families, and communities by applying the philosophy of osteopathic medicine which seeks to treat the whole person, mind, body and spirit. The program supports an advanced informed understanding of medical cannabinoid therapeutics throughout the healthcare industry with a focus on pharmacy, medicine and health services administration.

### **Vision**

The vision of the Lake Erie College of Osteopathic Medicine’s Master of Science in Medical Cannabinoid Therapeutics (MS MCT) is to improve the public health of the United States through the impact of our graduates.

### **Values**

Diversity	Health Equality-Social Justice
Service	Equitable Partnerships
Innovation	Stewardship of Resources
Excellence	Person Centered Practice

*At no time will LECOM students, faculty and staff come into contact with cannabis or its derivatives. This master’s program is theory based and has no lab component. All federal, state and local laws will be followed at all times.*

### **MS MCT Goals**

The primary goal of the MS MCT program is to educate students to become prepared public health professionals ready to actively and effectively contribute to population-based, culturally appropriate, and innovative approaches concerning current and emerging public health issues surrounding medical cannabinoid therapeutics.

Graduates of the LECOM MS MCT will be able to:

1. Assess the health needs of a community.
2. Identify social determinants of health.
3. Plan and manage new innovative programs to promote health.
4. Design programs that integrate social and behavioral components of health promotion.
5. Assess population needs, assets, and capacities to effect community health.
6. Influence public health policy to align with whole person care.
7. Apply principles of leadership, governance and management which include creating a vision, empowering others, fostering collaboration, and guiding group decision making.
8. Apply Osteopathic Principles and Practice to positively impact public health.

### **Objectives of the Program**

The LECOM MS MCT program ensures that all graduates are grounded in foundational public health knowledge. Produce graduates in the field of medical cannabinoid therapeutics with the ability to work with or obtain employment within the medical cannabis industry or provide health care professionals the ability to expand their knowledge and career opportunities.

### **Measurable Objectives**

1. After completion of the program, students will have the ability to apply knowledge of basic and clinical sciences for, administration, and monitoring of patients.
2. Apply knowledge of basic science and drug development to assure safe manufacture and design of cannabis products as well as research and development of new products.

3. Identify, analyze, and advocate for emerging ethical issues related to patients receiving medical cannabis and its impact on their overall health.
4. Apply knowledge of medical cannabis laws and regulations to engage in health-policy decision making processes related to medical cannabis.
5. Identify areas for future research related to science, health effects, and policy of medical cannabis, and describe the challenges associated with such research.
6. Understand key aspects of the “business of healthcare” vertically integrated structure surrounding this multi-billion-dollar emerging industry and workforce requirements.

### **MS MCT Competencies**

LECOM will become one of the early leaders and innovators world-wide in master’s level education focused Medical Cannabinoid Therapeutics and whole person wellness. Our interprofessional structure including medicine, pharmacy and health services administration provides LECOM the key expertise needed to become the gold standard for this emerging industry.

The goals of the program will be fulfilled by the curriculum with a focus on the listed competencies.

#### 1. Scientific knowledge of medical cannabis

- MCT 5000** Introduction to the History of Cannabis
- MCT 5010** Cannabinoid Pharmacology & Classification
- MCT 5020** Cannabinoid Economics & Vertical Business Integration
- MCT 5070** Quantitative Analysis of Cannabinoid Biosynthetic Pathways

#### 2. Clinical dosing decisions related to cannabis therapy

- MCT 5030** Therapeutic Effects & Ethical Cannabis Dispensary Patient Education
- MCT 5040** Cannabinoid Dosing Strategies
- MCT 5050** Evidence Based Therapeutics & Health System Integration
- MCT 5080** Cannabinoid Therapeutic Drug Design, Manufacture and Efficacy

#### 3. Medical Ethics and Advocacy in the Cannabis industry

- MCT 5060** Ethics, Public Health, Transparency and Safety Issues
- MCT 5080** Cannabinoid Therapeutic Drug Design, Manufacture and Efficacy

#### 4. Laws and regulations related to Medical Cannabis

- MCT 5090** Cannabis Government Regulations and Policies

#### 5. Research related to medical cannabinoid therapeutics

- MCT 6000** Research Design and Methods
- MCT 6010** Thesis Course
- MCT 6020** Capstone Course

#### 6. Political policy and economic impacts of medical cannabis within and surrounding the healthcare industry

- MCT 5000** Introduction to the History of Cannabis
- MCT 5020** Cannabinoid Economics & Vertical Business Integration
- MCT 5080** Cannabinoid Therapeutic Drug Design, Manufacture and Efficacy
- MCT 5090** Cannabis Government Regulations and Policies



### 2.3.4.1. TUITION AND FEES

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

**Master of Science in Medical Cannabinoid Therapeutics (MS MCT)  
24 Month Program Covering 4 Semesters  
2024-2025 COST OF EDUCATION**

	Year 1 (1 <sup>st</sup> and 2 <sup>nd</sup> semesters)	Year 2 (3 <sup>rd</sup> and 4 <sup>th</sup> semesters)
Tuition**	\$12,495	\$12,495
Technology Fee	\$300	\$300
Books	\$908	\$332
Internet Connection	\$840	\$840
Ave. Loan Fees	\$155	\$159
Total	\$14,698	\$14,126

Total Estimated Cost of the June Cohort MS MCT Program Matriculation: **\$28,824**

#### **Matriculation Fee\***

Payment credited to the tuition fee upon matriculation \$150.00

#### **Tuition**

See refund policies in Section [3.4 Tuition Refund Policy](#).

For students who are not currently enrolled in another program (at LECOM or another institution), room, board, transportation, and other miscellaneous expenses may be added to your cost of education budget. Please contact the Office of Financial Aid for more information and a possible cost of education adjustment.

Students will need to provide documentation of the purchase of a computer to be included in the cost of education budget.

The Cost of Education is subject to change without notice. Financial aid is available only for the months the student is enrolled, so please plan accordingly.

The Cost of Education represents average costs and may not always meet the student's full financial responsibilities. Total loan amounts borrowed, and scholarships awarded from all sources cannot exceed the Cost of Education.

#### **Health Insurance** – Optional for non-concurrent LECOM students

Cost for LECOM health insurance for a single student \$4,623 per year and is subject to change.

\*The matriculation fee will be waived for currently enrolled LECOM students applying to the program.

\*\*Current LECOM students and alumni are eligible to apply for a LECOM tuition scholarship. Fees are not included in any scholarships awarded. Students must apply to the MS MCT program prior to enrollment deadline to qualify.

\*\*Current LECOM employees and affiliate organizations may apply for a tuition discount. Fees are not included in any discounts applied.

All LECOM student scholarships and discounts are subject to change without notification.

LECOM dual enrolled students may only receive one LECOM Scholarship so if the MS MCT scholarship is accepted, any core program scholarships are no longer effective.

### 2.3.4.2. CURRICULUM

#### Course Sequence and Credit Hours for the Master of Science in Medical Cannabinoid Therapeutics (MS MCT)

Abbr.	Number	Course Title	Credit Hours
<b>Master of Science in Medical Cannabinoid Therapeutics (MS MCT) Summer/Fall Year 1</b>			
MCT	5000	Introduction to the History of Cannabis	3.0
MCT	5070	Quantitative Analysis of Cannabinoid Biosynthetic Pathways	3.0
MCT	5010	Cannabinoid Pharmacology & Classification	3.0
MCT	5040	Cannabinoid Dosing Strategies	3.0
Total Semester Hours			12.0
<b>Master of Science in Medical Cannabinoid Therapeutics (MS MCT) Winter/Spring Year 1</b>			
MCT	5030	Therapeutic Effects & Ethical Cannabis Dispensary Patient Education	3.0
MCT	5020	Cannabinoid Economics & Vertical Business Integration	3.0
MCT	5090	Cannabis Government Regulations and Policies	3.0
Total Semester Hours			9.0
<b>Master of Science in Medical Cannabinoid Therapeutics (MS MCT) Summer/Fall Year 2</b>			
MCT	5050	Evidence Based Therapeutics & Health System Integration	3.0
MCT	5060	Ethics, Public Health, Transparency and Safety Issues	3.0
MCT	5080	Cannabinoid Therapeutic Drug Design, Manufacture and Efficacy	3.0
Total Semester Hours			9.0
<b>Master of Science in Medical Cannabinoid Therapeutics (MS MCT) Winter/Spring Year 2</b>			
MCT	6000	Research Design and Methods	3.0
MCT	6010/20	Ethics Course or Capstone Course	6.0
MCT	6030	Cannabinoid Symposium Collaboration	6.0
MCT	6040	Comprehensive Final Examination	0.0
Total Semester Hours			15.0
Total Program Hours			45.0

### 2.3.4.3. COURSE DESCRIPTIONS

#### **MCT 5000** Introduction to the History of Cannabis 3 credit hours

An overview of the Medical Cannabinoid Therapeutics industry including pharmacology and economic evolution. Core industry resources will be reviewed as a benchmark for development.

#### **MCT 5010** Cannabinoid Pharmacology & Classification 3 credit hours

This course introduces students to all factors that impact drug action as it enters the body. The aspects of pharmacology and pharmacodynamics will be covered as well as dosing considerations and dose-response relationships. The course will introduce the concepts of pharmacokinetics and bioavailability of cannabis products. Students will learn the classification system for cannabinoids and their components. The course will also go into detail regarding the various cannabis-derived products such as oils, flavonoids, terpenoids, etc.

#### **MCT 5020** Cannabinoid Economics & Vertical Business Integration 3 credit hours

The first half of this course introduces students to the understanding the macro and microeconomic factors surrounding the emerging medical cannabinoid therapeutics industry. The course maps the business elements of the MCT industry and how they are related through contractual relationships and vertical integration.

#### **MCT 5030** Therapeutic Affects & Dispensary Patient Education 3 credit hours

This course provides an overview of patient care skills including communication, ethics, and cultural competence. It introduces the student to the research evidence and expected therapeutic effects related to cannabis products and the importance of patient education throughout the therapeutic process. Considerations regarding special population risks and benefits are also discussed.

#### **MCT 5040** Cannabinoid Dosing Strategies 3 credit hours

In this course, students will evaluate available research evidence and published case studies related to dosing strategies and formulations of cannabis products based on specific disease states or conditions. Treatment strategies will be explored with the consideration side effects, drug interactions, and precautions related to specific cannabis formulations.

#### **MCT 5050** Evidence Based Therapeutics & Health System Integration 3 credit hours

This course will engage students in the therapeutics of cannabis and explain various roles in treatment of disease states and conditions. Students will gain the ability to find and interpret cannabis studies and apply them to patients. In this course students will demonstrate clinical decision making while considering dosing strategies, formulations, and the impact of the addition of cannabis to a patient's current treatment list. The course will include the integration of compliant information sharing among the patient's healthcare providers and systems.

#### **MCT 5060** Cannabinoid Public Health, Transparency, Ethics and Safety Issues 3 credit hours

This course will discuss the effects of Medical Cannabinoid Therapeutics on community mental, physical and emotional health and wellness. Student's will establish direct communication with their local substance abuse coalition(s) seeking to understand and support abuse prevention strategies and maintain public safety.

**MCT 5070** Quantitative Analysis of Cannabinoid Biosynthetic Pathways 3 credit hours

This course will focus on the structuring research and statistical analysis techniques as an overview specifically pertaining to the cannabis industry.

**MCT 5080** Cannabinoid Therapeutic Design, Manufacture and Efficacy 3 credit hours

This course reviews the chemical characteristics of cannabis and ties them to their pharmacological action. The course also covers the various formulations of the methods for drug design. The course will also explore the methods by which plant constituents are extracted, purified, and concentrated into cannabis products.

**MCT 5090** Cannabis Government Regulations and Policies 3 credit hours

This course will review government regulations and policies at the federal, state, and local levels surrounding the Medical Cannabinoid Therapeutic industry. Focus will be placed on current legislative initiatives that affect the medical dispensary legalization, taxation, reporting and access to financial capital systems for development and expansion.

**MCT 6000** Research Design and Methods 3 credit hours

This course will provide fundamental instruction on conducting qualitative, quantitative and mixed discipline academic research needed for Thesis and Capstone course projects. Research methods selection criteria to properly match research goals with design. Students will be introduced to core social science theories to support their research. Statistical analysis will be introduced along with use of supporting applications.

**MCT 6010** Thesis Project 6 credit hours

Student will prepare a thesis research project for presentation at the LECOM Bradenton Interprofessional Research Day even in April just prior to their graduation. All projects will include LECOM Institutional Review Board (IRB) review, approval or waiver, CITI training and faculty oversight. Project may not involve any student or faculty contact with any cannabis product or derivative. No bench research will be conducted. Thesis projects will be social science only involving survey and other data mining methods.

OR

**MCT 6020** Capstone Project 6 credit hours

Student will prepare a capstone research project for presentation at the LECOM Bradenton Interprofessional Research Day even in April just prior to their graduation. All projects will include LECOM Institutional Review Board (IRB) review, approval or waiver, CITI training and faculty

oversight. Project may not involve any student or faculty contact with any cannabis product or derivative. No bench research will be conducted. Thesis projects will be social science only involving survey and other data mining methods.

### **MCT 6030** Cannabinoid Symposium Collaboration 6 credit hours

Students will be placed into teams and conduct executive interview and analysis related to the MCT industry. The teams will establish a set of core research questions which they will use in the interview process. Analysis on data collected will lead to creation of a SWOT Analysis Report (Strengths, Weaknesses, Opportunities, Treats) and include recommended organizational tactics for leadership consideration.

**MCT 6040** Comprehensive Final Exam Pass/Fail exam covering all core courses.  
Must achieve 70% or greater to Pass.

## **2.3.5. DOCTOR OF HEALTHCARE ADMINISTRATION (DHA)**

### **INTRODUCTION AND MISSION STATEMENT**

#### **D.H.A. Mission**

The mission of the Lake Erie College of Osteopathic Medicine's (LECOM) Doctor of Healthcare Administration (D.H.A.) program is to prepare innovative, senior level professionals to apply next generation technologies, processes and systems to confidently lead U.S. healthcare industries and academic institutions in the implementation of the philosophy of osteopathic medicine that treats the whole person; mind, body and spirit.

#### **D.H.A. Vision and Values**

**Vision:** The vision of the Lake Erie College of Osteopathic Medicine's Doctor of Healthcare Administration program is to improve the overall health and wellness of the United States through the development of effective and innovative terminal degree graduates prepared to lead our healthcare industry organizations and solve the complex problems facing America.

**Values:** Excellence in Healthcare Industry Innovation, Technology and Systems Application; Conduct of Disciplined, Ethical Research in both Healthcare Industry and Academic Settings; Honoring Community Service and Partnerships; Ensuring the Highest Quality, Whole Person Healthcare Delivery Possible.

#### **D.H.A. Goals and learning Objectives**

##### **Goals of the Program**

The primary goal of the D.H.A. program is to educate students to become prepared healthcare professionals and college faculty members that can effectively apply and teach next generation healthcare industry technology, processes and systems to create innovative approaches to solve current and emerging complex healthcare issues facing our U.S. population.

##### **Graduates of the LECOM Doctor of Healthcare Administration will be able to:**

1. Assess the health needs of communities and populations.
2. Identify social determinants of health.
3. Plan and manage programs to promote health utilizing advanced healthcare industry systems and technology.

4. Design, conduct and publish effective research that integrates social and behavioral components of health promotion, assess population needs, assets, and capacities to effect community health, influence public health policy.
5. Apply principles of leadership, governance and management which include creating a vision, empowering others, fostering collaboration, and guiding group decision making.
6. Apply Osteopathic Principles and Practice to the practice of a public health professional.

### **Objectives of the D.H.A Program**

The LECOM Doctor of Healthcare Administration program objectives seeks to ensure that all graduates acquire knowledge, skills of next generation healthcare industry technology and systems. This forward-looking healthcare knowledge will then provide solid grounding for graduates to deliver effective, confident and competent healthcare industry leadership in multiple settings.

### **The Profession & Science of Healthcare**

- 1) Explain the history of the U.S. healthcare industry, philosophy and values.
- 2) Identify the core elements of U.S. healthcare systems surrounding Quality, Cost and Access.
- 3) Demonstrate quantitative and qualitative research methods abilities to describe and assess a population's health and wellness.
- 4) Identify the major causes and trends of morbidity and mortality in the US or other relevant communities and how advance systems and technologies can positively impact.
- 5) Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, and education.
- 6) Explain the critical importance of verifiable and reproducible data gathering methods and analysis techniques in advancing the U.S. healthcare system knowledge and enhancements.

### **Factors Related to Human Health and Wellness Homeostasis**

1. Explain effects of environmental factors on a population's sustained health and wellness.
2. Explain biological and genetic factors that affect a population's health and how advanced data gather and analysis can impact.
3. Explain behavioral and psychological factors that affect a population's health including the impact of drug addiction on the U.S. population.
4. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
5. Explain how globalization affects global burdens of disease on U.S. populations.
6. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health). Elements needed to create a wellness homeostasis in the U.S.
7. Become a confident, willing and able health industry next generation leader.

### **D.H.A. Competencies**

The competencies of the D.H.A. program center around the Six Domains of Health Care Quality as established by the Agency for Healthcare Research and Quality (AHRQ) under the U.S. Department of Health and Human Services. This framework is utilized by the Institute of Medicine (IOM). The framework will be augmented with the application of next generation technologies and systems to improve overall quality of healthcare delivery in various settings.

### **Framework:**

**Safe:** Avoiding harm to patients from the care that is intended to help them.

- Quality Measurement Resources

**Effective:** Providing services based on scientific knowledge to all who could benefit and refraining from providing services to those not likely to benefit (avoiding underuse and misuse, respectively).

- Types of Measures You Can Report

**Patient-centered:** Providing care that is respectful of and responsive to individual patient preferences, needs, and values and ensuring that patient values guide all clinical decisions.

- Selecting the Right Measures for Your Report

**Timely:** Reducing waits and sometimes harmful delays for both those who receive and those who give care.

- Measures of Quality for Different Healthcare Settings

**Efficient:** Avoiding waste, including waste of equipment, supplies, ideas, and energy.

- Understanding Data Sources

**Equitable:** Providing care that does not vary in quality because of personal characteristics such as gender, ethnicity, geographic location, and socioeconomic status.

**Harnessing Data:** Environmental Scans to Ensure Equitable Healthcare Delivery

The framework domains are consumer focused related to the meaning and relevance of quality healthcare measures. Studies have shown that providing consumers with a framework for understanding quality helps them value a broader range of quality indicators. When measures are properly grouped, healthcare consumers can more clearly see the meaning of the measures and better understand how they relate to their own concerns surrounding their personal healthcare.

References Cited:

Institute of Medicine (IOM). *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, D.C: National Academy Press; 2001. Institute of Medicine (IOM). *Performance Measurement: Accelerating Improvement*. Washington, D.C: National Academy Press; 2005. Hibbard JH, Pawlson LG. *Why Not Give Consumers a Framework for Understanding Quality?* Joint Commission Journal on Quality Improvement 2004 June. 30(6); 347-351.

## II. Planning & Management to Promote Effective Healthcare Delivery Systems

1. Use next generation healthcare industry technology and systems to assess population needs, assets and capacities that affect communities' health.
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
3. Design a population-based policy, program, project or intervention.
4. Explain basic principles and tools of budget and resource management.
5. Select methods to evaluate public health programs.

## III. Policy in Healthcare

1. Discuss multiple dimensions of the policy-making process in the world of artificial intelligence, machine learning and virtual medicine including the roles of ethics and evidence.
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing health outcomes.
3. Advocate for political, social or economic policies and programs that harness the power of next generation technologies to improve healthcare delivery in diverse populations.
4. Evaluate policies for their impact on community health and health equity.

#### **IV. Leadership**

1. Apply principles of effective leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making for a new generation of healthcare industry leaders.
2. Apply effective negotiation, collaboration and mediation skills to solve organizational or community challenges.

#### **V. Communication**

1. Select communication strategies best suited for different audiences and sectors based upon access to technologies.
2. Effectively communicate audience-appropriate health content, both in writing and through oral presentation.
3. Describe the importance of cultural competence in communicating healthcare industry content.
4. Impacts of Virtual Medicine on Cost, Quality and Access to healthcare.
5. Creating value through collaboration.

#### **VI. Interprofessional Practice**

1. Perform effectively on interprofessional teams bridging the gap between academia, healthcare industry and information systems technologies.
2. Expanded roles of healthcare providers to meet the needs of an aging nation.
3. Alignment of healthcare industry resources to maximize outcomes.
4. Creating value through partnering.

#### **VII. Systems Thinking**

1. Apply a “systems thinking” approach to solving complex healthcare industry issues.
2. Demonstrate models for information sharing to improve quality of care while protecting confidentiality.
3. Understand impacts of Cyber security on healthcare systems.
4. Understand impacts of the Accountable Care Organization (ACO) healthcare system structure on U.S. wellness.

##### **2.3.5.1. TUITION AND FEES**

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



**36 Month Program Covering 3 Years**  
**Doctor of Healthcare Administration (DHA)**  
**2024-2025 COST OF EDUCATION**

	<u>Year 1</u> <u>(1st &amp; 2nd semesters)</u>	<u>Year 2</u> <u>(3rd &amp; 4th semesters)</u>	<u>Year 3 (5th &amp; 6th semesters)</u>
Tuition	\$20,300	\$20,300	\$20,000
Technology Fee	\$300	\$300	\$300
Books	\$750	\$750	\$750
Ave. Loan Fees	\$248	\$248	\$248
<b>Total</b>	<b>\$21,598</b>	<b>\$21,598</b>	<b>\$21,598</b>

Total Estimated Cost of the July Cohort D.H.A. Program Matriculation: **\$64,794**

**Matriculation Fee\***

Payment credited to the tuition fee upon matriculation \$150.00

**Tuition**

See refund policies in Section [3.4 Tuition Refund Policy](#).

For students who are not currently enrolled in another program (at LECOM or another institution), room, board, transportation, and other miscellaneous expenses may be added to your cost of education budget. Please contact the Office of Financial Aid for more information and a possible cost of education adjustment.

Students will need to provide documentation of the purchase of a computer to be included in the cost of education budget.

The Cost of Education is subject to change without notice. Financial aid is available only for the months the student is enrolled, so please plan accordingly.

The Cost of Education represents average costs and may not always meet the student’s full financial responsibilities. Total loan amounts borrowed, and scholarships awarded from all sources cannot exceed the Cost of Education.

**Health Insurance** – Optional for non-concurrent LECOM students

Cost for LECOM health insurance for a single student \$4,623 per /year and is subject to change.

\*The matriculation fee will be waived for currently enrolled LECOM students applying to the program.

\*\*Current LECOM students and alumni are eligible to apply for a LECOM tuition scholarship. Fees are not included in any scholarships awarded. Students must apply to the DHA program prior to enrollment deadline to qualify.

\*\*Current LECOM employees and affiliate organizations may apply for a tuition discount. Fees are not included in any discounts applied.

All LECOM student scholarships and discounts are subject to change without notification.

LECOM dual enrolled students may only receive one LECOM Scholarship so if the DHA scholarship is accepted, any core program scholarships are no longer effective.

## ADDITIONAL FEES

<b>Late Payment Fee (per week)</b>	\$50
<b>Breakage Fee</b> Loss or damage to college property and equipment is charged to the student(s) responsible.	Cost of Replacement
<b>Transcript Fee</b>	\$10
<b>Student Identification/Key Card – Replacement</b>	\$25
<b>Remediation Course Fee</b>	\$500
<b>Application Fee</b> Non-refundable	\$50

Non-refundable fees are limited to \$150.00 per student per year in Florida.

### 2.3.5.2. CURRICULUM

The D.H.A. curriculum consists of 72 total semester credit hours. This includes 12 credits hours of dissertation course work requiring formal defense. The Doctor of Healthcare Administration degree is intended to qualify healthcare industry professionals as faculty members, preparing them to perform research and teach “the business of healthcare” at the college level and/or equip senior healthcare executives for advanced healthcare industry career opportunities. D.H.A. graduates will have the next generation understanding of artificial intelligence, machine learning, conduct rigorous research and analysis with the objective of applying the findings to real-world decision-making throughout the healthcare industry and effectively interfacing with local, state and federal governments related to healthcare issues. The program provides intellectual growth as students work closely with faculty in seminars, through research projects and other assignments that develop their research skills and ability to clearly communicate their findings to a broad audience of both practitioners and researchers. It also offers students the opportunity to develop a portfolio of skills that, when combined with industry experience, uniquely qualifies them to serve in practitioner faculty positions.

The D.H.A. degree program will be distance education learning. The LECOM Doctor of Healthcare Administration degree is a three-year 72 credit hour program. Student cohorts will meet on-campus in Bradenton Florida for a total of Twelve (12), 1-day virtual synchronous sessions, scheduled within each of the six (6) program semesters. The cohort will also participate in eighteen (18), evening synchronous video conference sessions during the months without full day sessions. Students move through the program together as a cohort, taking the same classes, which can vary from cohort to cohort as the program evolves to continue to meet current healthcare industry requirements. The first two years of the program are predominantly core course and research skills development. The final year is focused on the candidate's dissertation requirements and final course work. The program offers substantive coverage of a broad variety of qualitative and quantitative research techniques by allowing students the flexibility to focus more deeply on personal areas of interest during their dissertation. The D.H.A. program requires 72 credit hours beyond the master's degree. Students are expected to take all classes listed in illustrated sequence in three major categories: Next Generation Healthcare Operations & Inspirational Leadership

(27 credit hours), Healthcare Doctoral Research (27), and Healthcare Innovation (18). Candidates will work with their assigned committee advisors throughout the program. Doctoral candidate's dissertation requires a publicly noticed oral defense to the student's dissertation faculty committee that is open to the community.

### Course Numbering

As a doctorate level program, all courses are designated as upper-division-level courses requiring advanced academic preparation.

### Course Sequence and Credit Hours for the Doctor of Healthcare Administration (DHA)

Abbr.	Number	Course Title	Credit Hours
<b>Doctor of Healthcare Administration (DHA) Summer/Fall Year 1</b>			
DH	6010	Next Generation Doctoral Studies	3.0
DH	6020	HC Research Methods – New Tools	3.0
DH	6030	HC Quantitative Analysis	3.0
DH	6040	HC Artificial Intelligence	3.0
Total Semester Hours			12.0
<b>Doctor of Healthcare Administration (DHA) Winter/Spring Year 1</b>			
DH	6050	HC Leadership & Communication	3.0
DH	6060	HC Mind, Body, Spirit-Whole Person Care	3.0
DH	6070	HC Qualitative Analysis	3.0
DH	6080	Effective Writing & Publication	3.0
Total Semester Hours			12.0
<b>Doctor of Healthcare Administration (DHA) Summer/Fall Year 2</b>			
DH	7010	Outcomes Focused Healthcare Strategy	3.0
DH	7020	HC Case Study Design & Delivery	3.0
DH	7030	HC Ethics & Sustainability	3.0
DH	7040	Virtual Medicine	3.0
Total Semester Hours			12.0
<b>Doctor of Healthcare Administration (DHA) Winter/Spring Year 2</b>			
DH	7050	Effective Negotiations & Partnering	3.0
DH	7060	HC Leveraging Machine Learning	3.0
DH	7080	Communities as Living Laboratories	3.0
DH	7070	HC Economics & Finance	3.0
Total Semester Hours			12.0
<b>Doctor of Healthcare Administration (DHA) Summer/Fall Year 3</b>			
DH	8010	Dissertation I – Qualifying Exam	3.0
DH	8020	U.S. E-Healthcare System	3.0
DH	8030	Dissertation II – Draft I	3.0
DH	8040	Climate & Culture of Wellness	3.0
Total Semester Hours			12.0
<b>Doctor of Healthcare Administration (DHA) Winter/Spring Year 3</b>			
DH	8050	Dissertation III – Draft II	3.0
DH	8060	HC Organizational Compliance	3.0
DH	8070	Effective College Educators	3.0
DH	8080	Dissertation IV – Final Paper & Defense	3.0
Total Semester Hours			12.0

Abbr.	Number	Course Title	Credit Hours
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Total Program Hours 72

### 2.3.5.3. COURSE DESCRIPTIONS

#### **DH 6010 Next Generation Doctoral Studies Credits: 3**

Pre-requisite: None

This course introduces students to the overall structure and delivery of the LECOM D.H.A. program. Students will learn how best to maximize their learning experience by properly harnessing all program resources, collaborations and strategic opportunities. Creates a clear understanding of this program’s doctoral education’s focus on the importance of conducting defensible healthcare industry research that incorporates innovation and forward thinking. Students will learn “*how to learn*” throughout the program, with a common goal of applying acquired knowledge and skills in both industry and academia. Setting student expectations while always keeping the joy of discovery as a foundational element. Next generation systems and technologies will be introduced as a common thread throughout the program

#### **DH 6020 HC Research Methods – New Tools Credits: 3**

Pre-requisite: None

This course introduces how the basic principles of biostatistics provides the opportunity for students to apply these principles to easily describe, analyze and visualize complex healthcare industry big data sets. Topics include descriptive statistics, probability distributions, point and interval estimation of population parameters, and hypothesis testing. A variety of one and two-sample parametric and non-parametric tests for continuous and categorical data are also covered, as is simple ANOVA for three or more samples. Students will analyze data using SPSS software, interpret results and present findings in a variety of formats.

#### **DH 6030 HC Quantitative Analysis Credits: 3**

Pre-requisite: DH 6010 & 6020

This course introduces how artificial intelligence (AI) systems can be deployed in various healthcare settings to more efficiently gather data and provide industry professionals real-time analysis. This data can be gathered from various environmental, clinical, governmental and financial sources to create the potential for prospective decision making in healthcare delivery systems. The ability to sift through large amounts of data can help hospital administrators optimize performance and improve the use of existing resources, generating time and cost savings. Hospitals, healthcare systems, and medical groups can improve data driven practice management and performance monitoring of institutional operations, finance and research programs by effectively applying these tools.

#### **DH 6040 HC Artificial Intelligence Credits: 3**

Pre-requisite: DH 6010 & 6020

This course examines how the growth of computational power utilizing artificial intelligence (AI) has led to a massive increase in the amount and granularity of stored digital medical and healthcare data. The ability of technology to quickly analyze large volumes of this data and create meaningful – and actionable – insights will have profound effects on how healthcare is delivered, received and impacts overall administration. Providers are able to more easily classify subpopulations and tailor medical treatment to individual characteristics, as well as analyze and draw inferences from vast amounts of data points from a multitude of data sets including both population, family, and patient extensive histories,

laboratory results and genetic information. How enhanced power to determine which treatments will work best for specific patients, as well as gain an enhanced understanding of the underlying mechanisms by which different diseases occur, improving quality of patient care, enabling cost-effectiveness, reducing readmissions and mortality rates – all as part of routine medical care.

**DH 6050 HC Leadership & Communications Credits: 3**

Pre-requisite: DH 6030 & 6040

Next generation healthcare leaders will be expected to communicate in a clear, multi-dimensional fashion. They must deliver compelling, relevant, meaningful, and immersive information exchange. Understanding the evolution of how healthcare communication is conducted and accomplished is the cornerstone of establishing true continuing relationships essential to sustained success. New artificial intelligence and machine learning capabilities can empower leaders to better focus their communications on more high-value tasks and increase the opportunity for valued one-on-one interactions between providers and patients. Understanding the fundamentals of effective communications prepares healthcare leaders to open new and existing channels to enhance wellness outcomes.

**DH 6060 HC Mind, Body, Spirit-Whole Person Care Credits: 3**

Pre-requisite: DH 6030 & 6040

The course explores Osteopathic Medicine which is designed to work in partnership with patients to help them achieve a high level of wellness by focusing on health education, injury prevention, and disease prevention. It espouses therapeutic techniques that emphasize prevention treating the patient “as a whole”, just not “a collection of symptoms”. The reality is that there are insufficient resources to fully deliver such service to our society. Further the amount and depth of information needed on individual patients; the number of patients; the amount of knowledge on disease, wellness, and courses of action to address both; and, the increasing complexity of the inter-relationships and interactions among all these truly exceed the ability of humans and their current systems to accomplish the holistic wellness goal. Artificial intelligence (AI) is now offering an opportunity to achieve this goal for all patients. Technology’s predictive abilities promise new applications that will one day transform health systems. AI can enable providers to focus on the human issues of wellness delivery (both medical and affiliated fields of service delivery and their economic business delivery) and be superior generalists backed up by Artificial Intelligence as specialist assistants, Machine Learning (ML) as personalized long-term care monitors and coaches, and Robotics as the master craftsmen of procedures and reoccurring care. Rather than replacing human clinical judgement, these technologies should augment the clinical acumen to scales not seen today, providing a hybrid, the human and the machine together, that is more powerful than either alone.

**DH 6070 HC Qualitative Analysis Credits: 3**

Pre-requisite: DH 6050 & 5060

The student will learn how even simple administrative activities of healthcare providers can be improved. Delays of weeks, months or even years are too often incurred in executing a number of everyday tasks, including adjudicating claims, scheduling appointments, hiring new employees, procuring services, conducting investigations and approving investments. The resulting costs are both financial and reputational, as their inability to deliver core services in a timely manner directly impacts their ability to execute the mission. However, for those people whom they serve, the stakes are even higher, as delays can have livelihood, peace of mind, or even life and death consequences. Advanced systems and technologies, machine learning and artificial intelligence are ideally suited to resolve these types of situations. They can automate low-value, repetitive tasks, executing them more efficiently and accurately than humans, freeing individuals to play higher-level roles requiring greater empathy, cognitive analysis

and more strategic thinking about healthcare and wellness delivery. They can also improve the speed and quality of decision making, allowing for better navigation of increasingly complex and massive amounts of data; allowing administrators to more consistently arrive at the best possible outcome for all stakeholders.

**DH 6080 Effective Writing & Publication Credits: 3**

Pre-requisite: DH 6050 & 5060

This course will focus affective writing for academia, industry and the general population. It will explore various outlets and the potential speed of dissemination. The ability of the healthcare industry leader to effectively communicate through narrative is essential. Regardless how the pros are distributed in our multi-media networks, it must be impactful, precise and concise in order to influence. In a time when “fake news” dominates the headlines, being viewed as a credible source of information both inside and outside of our organization is foundational to success.

**DH 7010 Outcome Focused Healthcare Strategy Credits: 3**

Pre-requisite: DH 6070 & 6080

This course explores the use of advanced systems technologies that allows providers to create a digital patient which is a lifelong, integrated, personalized model of a patient that is updated with each measurement, scan or exam, and that includes behavioral and genetic data as well. A digital patient is more than just a static digital record. It integrates and analyzes every bit of information over time – like a smart assistant that accompanies patients and their caregivers along the patient’s life journey. At some point these could include patient-specific digital models of human organs, such as the heart, to support with diagnosis, treatment planning and guidance. The digital patient paradigm has the potential to make healthcare more precise, personalized, and preventative, by equipping caregivers with the right insights at the right time. Each person becomes their own “case”, who’s insights and outcomes can influence the health and well-being of not only themselves, but also future generations to follow.

**DH 7020 HC Case Study Design & Delivery Credits: 3**

Pre-requisite: DH 6070 & 6080

Students will learn the case study research design method, which has been utilized for decades as a both a learning tool and for complex problem solving. It is an excellent tool for investigating and evaluating trends throughout the healthcare industry including administration. This method of study is especially useful for testing widely accepted theoretical models by applying them in real world situations. Students will write and submit a formal case for publication.

**DH 7030 HC Ethics & Sustainability Credits: 3**

Pre-requisite: DH 7010 & 7020

The aim of this course is to provide students with understanding ethical issues surrounding policymaking and legal process that form the basic structure of the individual and public healthcare systems in the United States. The course will explore fundamental challenges and contemporary issues in U.S. health policy, and review factors that affect future health policy initiatives. Special attention will be given to the status of health reform and the interaction of the healthcare system with local, state and federal political systems in healthcare spending and delivery. Impact of policymaking on access to healthcare and healthcare programs such as Medicare and Medicaid, and the relationship between the public and private sectors on health policy will be evaluated. Patient privacy issues will also be

explored.

**DH 7040 Virtual Medicine Credits: 3**

Pre-requisite: DH 7010 & 7020

Medicine is evolving to an expanded format for healthcare diagnosis and delivery of services. Patients coming to a central location is giving way to telemedicine and high-tech communications devices and systems. Patients and providers are connected to regional hospitals, labs, and diagnostic centers where a greater range of expertise is available 24/7. This course will explore the design and impacts of virtual medicine on the Quality, Access and Cost of healthcare delivery.

**DH 7050 Effective Negotiations & Partnering Credits: 3**

Pre-requisite: DH 7030 & 7040

This course focuses on applying organizational communication theories and concepts to understand others better to increase negotiation effectiveness and partnering opportunities. Theoretical overview of organizational communication including communication flow, networks, organizational relationships, groups, conflict, and language will be presented. Special topics including teams in organizations, diversity, organizational politics, leadership, and change will be presented. Issues such as terrorism, public health crises, and corporate malfeasance have increased the importance of crisis communication. Enhancing effective crisis communication skills; promoting the understanding of the counter-intuitive nature of crisis communication; utilizing crisis communication theory and perspectives to argue for effectiveness and ineffectiveness in crisis communication; and assisting interactions between students, researchers, and policy makers on effective crisis communication will also be presented.

**DH 7060 Leveraging HC Machine Learning Credits: 3**

Pre-requisite: DH 7030 & 7040

This course will learn how Machine Learning (ML) algorithms can impact Access, Quality and Cost of healthcare administration decision making. As the amount of and sources of data increase exponentially in healthcare and other industry, how we capture and harness that information becomes the challenge. ML offers the potential for 24/7 real-time data collection and processing to create predictive models that both providers and administrators can rely upon to maximize wellness outcomes.

**DH 7070 HC Economics & Finance Credits: 3**

Pre-requisite: DH 7050 & 7060

Today, AI's predictive analytics allows for the automation of evidence gathering and the production of complex data reports, saving time and improving overall healthcare delivery services. This course will focus on how a clear understanding of healthcare key economic indicators can help mitigate risk and advance an organization's strategic initiatives. Students will learn how healthcare administrators can maximize finite resources, create fiscally responsible financial forecasts and develop accurate accounting reports that all stakeholders can understand.

**DH 7080 Communities and Living Laboratories Credits: 3**

Pre-requisite: DH 7050 & 7060

This experiential coursework explores the multiple research roles local communities can fill to create productive change on behalf of individual patients, families and communities. How data can be shared

and correlated to improve wellness. Understanding the role of advocacy is crucial to public health and facilitates policy change and eliminating barriers to health triggered by environmental destruction, poverty, and illiteracy. Students will explore concepts, models, and practices of health advocacy, and appraise strategies used by health advocates and consumers to leverage more power in making decisions, defining issues, designing programs, and developing policies. Students will also be responsible for conducting three (3) executive interviews with various healthcare leaders in their community which will be used to design a community-wide living laboratory research project for the betterment of all.

**DH 8010      Dissertation I-Qualifying Exam Credits: 3**

Pre-requisite: DH 7070 & 7080

The Dissertation I course is the first formal course in a four (4) course series. It is a comprehensive review of skills and competencies that the student would be expected to demonstrate at a level of proficiency or expertise. This course provides students the opportunity to integrate all previous D.H.A. learning experiences and apply to healthcare industry “real world” original research dissertation project. Students will benefit from live presentations with Q&A sessions and from working in interprofessional groups. One-on-one mentoring with course instructors and mentors will take place throughout the dissertation process. Students will formally present their dissertation topic which they wish to defend in their final semester. Each presentation must include topic introduction with thesis statement, research relevance, and research methods being utilized detailing expected data being gathered and statistical analysis. Passing of the qualifying exam is required for the student to move into a formal doctoral degree candidate designation by the program.

**DH 8020      U.S. Healthcare System Credits: 3**

Pre-requisite: DH 7070 & 7080

Students will learn about the details of U.S. healthcare system, which can be difficult to understand even for those who have worked in and around it for decades. Composed of numerous individual organizations including governments and nonprofit and for-profit enterprises, it requires case dissection and discussion of how it creates a functional system. Vertical and horizontal integration of organizations will be discussed. Exploring how future roles of new healthcare industry players such as Amazon and Single Payer Systems may impact the wellness of future generations. As with previous courses, we will frame on Quality, Access and Costs.

**DH 8030      Dissertation II-Draft I Credits: 3**

Pre-requisite: DH 8010 & 8020

The Dissertation II course is the second formal course in a four (4) course series. Students will benefit from live presentations with Q&A sessions and from working in interprofessional groups. One-on-one mentoring with course instructors and mentors will take place throughout the dissertation process. Students will formally present their second required draft sections of their dissertation paper which they will defend in their final semester. Each presentation must pass this requirement for the student to move to the third dissertation course.

**DH 8040      Climate & Culture of Wellness Credits: 3**

Pre-requisite: DH 8010 & 8020

This course explores “wellness” as an active process of becoming aware of and making choices toward a



healthy and fulfilling life. How group cultures and climates impact illness and achieving a state of homeostasis physically, mentally, socially and spiritual. Wellness is not merely the absence of disease or infirmity. Effective leadership techniques will be learned on how to create positive corporate climates.

**DH 8050      Dissertation III-Draft II Credits: 3**

Pre-requisite: DH 8030 & 8040

The Dissertation III course is the third formal course in a four (4) course series. Students will benefit from live presentations with Q&A sessions and from working in interprofessional groups. One-on-one mentoring with course instructors and mentors will take place throughout the dissertation process. Students will formally present their third required draft sections of their dissertation paper which they will defend in their final semester. Each presentation must pass this requirement for the student to move to the third dissertation course.

**DH 8060      HC Organizational Compliance Credits: 3**

Pre-requisite: DH 8030 & 8040

The Office of Inspector General (OIG) U.S. Department of Health & Human Services has developed a series of voluntary compliance program guidance documents directed at various segments of the health care industry, such as hospitals, nursing homes, third-party billers, and durable medical equipment suppliers, to encourage the development and use of internal controls to monitor adherence to applicable statutes, regulations, and program requirements. This course will explore these standards and organize in a fashion that harnesses advanced software monitoring solutions to provide real-time dashboard informatics to healthcare administrators.

**DH 8070      Effective College Educators Credits: 3**

Pre-requisite: DH 8050 & 8060

In addition to more traditional careers in healthcare management, terminally trained graduates may advance their career in other areas including college and university education. Healthcare industry experts can translate their professional administrative experience achieved from pharmaceutical companies, health insurance companies, management consulting, hospitals, revenue cycle institutions, long-term care facilities, professional societies and state and Federal agencies into the classroom. Today's students seek instruction from those who have real-world experience. This course will help prepare industry professionals to make the transition either part-time or full-time into higher education opportunities where their formal education and mentoring skills will make a powerful combination.

**DH 8080      Dissertation IV-Final Paper & Defense Credits: 3**

Pre-requisite: DH 8050 & 8060

The Dissertation IV course is the final formal course in a four (4) course series. Students will benefit from live presentations with Q&A sessions and from working in interprofessional groups. One-on-one mentoring with course instructors and mentors will take place throughout the dissertation process. Students will formally present their final written dissertation paper and defend in a publically noticed event. The dissertation committee must vote to pass the student's defense performance for the doctoral degree to be conferred.

## **2.4. ACADEMIC POLICIES AND PROCEDURES FOR THE SCHOOL OF HEALTH SERVICES ADMINISTRATION**

### **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”:
  - 1. Assignment of a grade that is malicious and/or discriminatory: *i.e.*, in determining the grade, the course director clearly did not apply the same standards he/she used for grading other members of the class whose work and behavior were similar to those of the appealing student.
  - 2. Assignment of a grade that is arbitrary and/or capricious: *i.e.*, the professor had no apparently discernible rationale for arriving at the grade given.
  - 3. 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
- B. The following reasons do not constitute “good cause” for the purposes of appealing a grade:
  - 1. Disagreement with the course or systems requirements established by the professor;
  - 2. Disagreement with the grading standards established by the professor;
  - 3. Disagreement with the judgment of the Professor in applying his/her grading standards so long as he/she has 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;

Or,

  - 4. 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.
- C. Students repeating any academic year are ineligible for grade appeals.

#### **2.4.1.2. PROCEDURE FOR FINAL GRADE APPEALS**

##### **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 also inform the Program Director in writing or electronically.

1. The student-faculty member conference shall take place within ten (10) working days after official notification of the grade from the registrar's office.
2. If either the student or faculty member wants the conference to take place in the presence of a third party, a request will be submitted to the Dean or another member of the institution to sit in on the conference.
3. The student shall explain the reasons for appealing the grade (*see* Cause for Final Grade Appeals), and the faculty member shall explain the reasons for assigning the grade.
4. If the faculty member believes the grade should not be changed, the student shall be notified electronically or in writing (with a copy to the Program Director) within five (5) working days after the conference has occurred.
5. The Program Director 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 Cause for Final Grade Appeals.
6. The student will be notified electronically or in writing within a reasonable time period, typically ten (10) working days, of the Directors' decision.

#### Step 2: Appeal to the Dean of The LECOM School of Health Services Administration

1. If the student is not satisfied with the decision of the Program Director, he/she may file an appeal to the Dean.
2. This appeal must be submitted in writing or electronically, and shall contain the student's reasons for appealing the grade.
3. The appeal should be made within 10 (ten) working days after the student receives the written notification from the Program Director.

#### Step 3: Appeal to the President

1. If the Dean rules against the student, the decision may be appealed to the President within 10 working days after the student receives notification of the decision. The decision of the President in the matter shall be final.
2. If a student's grade appeal is sustained by either the Director or the Dean, the affected faculty member may make an appeal.

## 2.4.2. SATISFACTORY ACADEMIC PROGRESS POLICY

### Minimum Competency

A student is considered to be making satisfactory academic performance progress if they demonstrate required course competencies and learning objectivities; however, students can have no more than 12 credits of "C" grades on their final transcripts to progress to graduation. Any grades reflected below a 70% competency level (C), or courses with a "C" beyond the 12-credit maximum, must be successfully remediated prior to the student advancing to the next academic semester. Exceptions to this policy may

be made on an individual basis.

### **Incompletes**

Any incompletes must also be resolved and removed from the record prior to progression to the next semester. Exceptions to this policy may 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). Students will be evaluated for satisfactory academic progress at the end of each semester.

### **Coursework Submissions**

Coursework submitted more than two weeks after required deadlines will receive 0% for that assignment unless an extension for submission has been approved by the course director.

### **Financial Aid Warning**

If a student fails to achieve satisfactory academic progress while on “Financial Aid Warning” status, he/she 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, or rotations are passed. See Section 3.14, Remediation. See Section 6.7, Satisfactory Academic Progress Standard for Financial Aid Recipients.

### **Program Length Maximum**

MHSA, MSBE, MPH, MS MCT students must complete the program requirements within four (4) years of original matriculation. DHA students must complete the program requirements within six (6) years of original matriculation. If a student is unable to meet the maximum time frame allotted, he/she will be dismissed.

## **2.4.3. PROMOTION**

Promotion is defined as progression from one academic semester to the next.

- A. The SPG committee will recommend students to the Dean for promotion.
- B. A student will not be recommended for progression to the next academic semester with any outstanding grades of (I) or (F).
- C. 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.
- D. A student will be promoted only if all academic, behavioral, legal and financial requirements of LECOM are satisfied.

## **2.4.4. ACADEMIC PROBATION**

- A. Academic probation is defined as a period of time during which a student’s academic progress will be closely monitored by the SPG Committee, the Director and the Dean.

Students will be placed on probation after failure of a course, unsatisfactory academic performance such as honor code violations or for other cause as stated in this document, such as seriously deficient ethical, professional, personal or illegal conduct.

Members of the faculty or administration may report, in writing to the SPG Committee, any student whose professional or personal conduct is deemed unsatisfactory. Professional and personal conduct includes, but is not limited to: lack of attendance, timely submission of coursework, cooperation with instructors, appropriate attitude toward and interactions with peers and associates, attendance of regularly scheduled meetings with faculty advisors and personal appearance appropriate to the circumstances.

- B. Terms of Probation: Any student placed on probation will remain so until graduation.
- C. When a student is placed on probation, the Director will notify the student in writing of the reasons for probation. A copy of this letter will be distributed to the Dean and the student's faculty advisor. A copy of this letter will be placed in the student's permanent file if the probation is labeled "Disciplinary". If the probation is "Conduct", it will be removed from the student file at graduation. (*See* section 9.3.2)
- D. A student on probation may not serve as an officer of an official club or organization and shall not engage in time consuming extracurricular activities.
- E. A student on probation must meet either in person or *via* telecommunications with his or her faculty advisor at least every two weeks.
- F. Academic probation should be regarded as a serious matter and is official notice to the student that the quality of the student's performance must improve in order to remain eligible to continue matriculation. Any student who fails to improve his/her performance in the areas identified by the SPG Committee may continue on probation, be asked to withdraw or be dismissed from LECOM.

## 2.4.5. REMEDIATION

### 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 him or her.

If a student receives a failing grade, that student will be reviewed by the SPG Committee and procedures for remediation will be recommended by the Committee. The timing of remediation will be determined by the Director and the Dean. All remediation must be completed prior to taking the comprehensive, final examination.

### 2.4.5.1. PROCEDURES OF THE PROGRAM

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

1. The SPG Committee will consider all failure (F) grades for courses, systems, modules or rotations.
  - A. All failures will require remediation.
  - B. Educational objectives in remediation are the same as the educational objectives used for the regular curriculum.

- C. Students who fail to reach and maintain appropriate academic achievement are identified as “at risk”. They will be placed under the supervision of the Program Director. Students receiving a final score between 65 and 69% will take a course specific, comprehensive examination as remediation.
  - 1. Students taking a remedial examination must score 70% or greater in order to pass. There will be no appeals of the remediation grade. However, the highest grade a student may earn through remediation is 70%, and is the grade that will be recorded in the transcript.
  - 2. A remedial examination fee will be assessed to all individuals taking a remedial exam. The fee must be paid to the Office of Student Affairs prior to the student taking the remedial exam.
  - 3. 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. (See below).
  
- D. Students scoring below 65% in a course 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:
  - 1. Special projects or studies in the deficient area(s) or
  - 2. Participation in a directed or self-study course.

## **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 and 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 (F), in a remediated course.
  
- B. Receiving two failures in one semester.
  
- C. Unsatisfactory professional and personal behavior, including but not limited to the following:
  - 1. Attendance;
  - 2. Cooperation with instructors;
  - 3. Interaction with fellow students, staff or faculty;
  - 4. Approach to and interactions with others during an executive interview;
  - 5. Personal appearance not in compliance with the LECOM dress code; or
  - 6. 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 two business days of the occurrence.
  
- D. Failure to demonstrate continued academic and professional growth and achievement.
  
- E. Conviction of a felony or a crime involving moral turpitude.

This list is not exclusive. 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. HEALTH AND TECHNICAL STANDARDS**

All candidates must meet the health and technical standards requisite for admission and participation in the educational programs of LECOM.

Candidates for degrees 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. (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 other qualified students as required by law.

### **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, as well as exhibit compassion, integrity, concern for others, interpersonal skills, interest, and motivation.

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.

### **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.

### **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](#).

## **2.4.8. VETERAN'S 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.

## **2.4.9. REGISTRATION**

All students are required to register on the registration day specified in the applicable calendar. Failure to register on the specified day may be grounds for dismissal. 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 confirm that the school has received the following documents:

1. Final official transcripts from previously attended colleges and/or universities
2. Physical examination form
3. Emergency data form
4. Safety report form
5. Criminal background check (current LECOM students have already undergone the background check and are not required to repeat the clearance)
6. Signed matriculation agreement.
7. All required immunizations

### **2.4.9.1. STUDENT ORIENTATION/ONLINE TRAINING**

Students will begin matriculation with a one-day online session. During this session, students participate in registration and orientation, train on the use of Canvas technology for online course delivery, obtain information on IT support, and begin coursework. Students will present valid identification to be assigned unique usernames and passwords. This allows for delivery and distribution of materials and provides confirmation of the student's ability to access online curriculum, participate in submission of coursework and assessment tools and effectively seek IT support. The Program utilizes textbooks that are available online and in e-book formats. Additional online resources are utilized as recommended readings. Attendance of virtual orientation and in-person commence week activity components are mandatory.

### **2.4.9.2. COHORTS**

SHSA cohort enrollment begins in June for all masters programs and July for DHA program. SHSA cohorts have been designed for professionals who seek a professional degree while continuing to work full-time as well as students currently enrolled in other professional programs, such as LECOM's COM, SOP, SPM and SDM programs.

Each didactic course is approximately 8 to 16 weeks in duration with students completing one course at a time sequentially. Masters curriculum is completed in 24 months divided into 4 semesters and the doctoral curriculum is completed in 36 months divided into 6 semesters. Some courses may last the duration of the semester such as Capstone or Executive Interviews.

### **2.4.9.3. CURRICULUM DELIVERY**

Curriculum in programs of the SHSA are delivered through online instruction. Individual courses will

use different teaching methodologies driven by adult learning principles such as Power Point presentations, podcasts, assigned readings from textbooks and other recommended sources, forum discussions, teamwork activities, live virtual synchronous classes and discussions, etc., as designed by the course director.

Student work for assignments and examinations outside of in-person sessions will be submitted via the Coursework tab located within the course on the LECOM Canvas portal. Access to online course material and submissions is protected by unique username and passwords that were assigned during orientation with submission of valid identification. Course directors and instructors will utilize the Dashboard button to examine and evaluate student work and assessments. Assessments may include written assignments, presentations, quizzes, and written and/or oral examinations.

#### **2.4.9.4. CURRICULUM PROGRESSION**

Following the initial orientation session, students continue their studies through distanced education course modules of 8 to 16 weeks in duration. A final virtual synchronous session at the end of the didactic curriculum allows for the presentation of the Masters capstone or thesis projects and Doctoral dissertation defense and final didactic instruction.

See specific program curriculum sections for course sequence, titles, numbers and descriptions.

#### **2.4.9.5. COURSE EVALUATION**

After the completion of each course module, the students will be asked to submit an end-of-course assessment to evaluate the content and delivery of the course and the effectiveness of the faculty. The program director will review these evaluations with the course director. Both evaluations will be used to improve the quality of the program and teaching. Faculty members will also be surveyed as to their evaluation of the effectiveness of the program in support of their course. Results will be used to improve the quality of the program.

#### **2.4.10. CREDIT HOURS**

SHSA courses are awarded Semester Credit Hours as each unit consists of Distance learning sessions with a minimum of fifteen hours of instruction during the semester, plus a reasonable period of time outside of instruction which requires the student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects as occurred during the in-person sessions. Distance education learning experience is delivered though the LECOM learning management system, Canvas.

Students will complete a minimum of 15 contact hours of academic content and study per credit hour.

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 reasonably 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, practica, studio work, and other academic work leading to the award of credit hours.”

## 2.4.11. GRADING

Educational opportunities are designated as courses or clinical experiences/internships. Grading components for each course are specifically defined in the syllabus. Bonus/extra credit points will not exceed 5% of the total points of a course. At the end of each course or internship, a final letter grade for each student will be submitted to the registrar with percentages translated into letter grades based on a four-point value as follows:

A	Excellent	90 – 100 percent	4.0
B	Good	80 – 89 percent	3.0
C	Satisfactory	70 – 79 percent	2.0
F	Failure	69 percent or below	0.0
I	Incomplete		I
W	Withdrawal before 50% completion of a course		0.0
WP	Withdrawal after 50% completion, passing		0.0
WF	Withdrawal after 50% completion, Failing		0.0

All course assignments and activities are mandatory and failure to participate will be factored into the final grade as designed by the course director and defined in individual course syllabi.

Cumulative grade point averages (GPA) are calculated and posted on transcripts.

## 2.4.12. TIMELY RESPONSE TO STUDENT QUESTIONS AND CONCERNS

Course directors and instructors will respond to student questions and concerns optimally within 24 hours, but no longer than 48 hours. This response can be made to the student via telephonic, email, or other communication method.

## 2.4.13. THE COMPREHENSIVE EXAMINATION

**In order to graduate, students must successfully pass a final comprehensive examination.** If a student misses the comprehensive or other examination due to an excused absence, the student will be permitted to take a make-up examination whose timing will be at the discretion of the Program Director. For excused absences due to illness, a written statement from the attending physician 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 as soon as possible within a maximum of 72 hours with approval from the Director. The highest grade that can be earned for an unexcused absence is 70%. The Honor Code applies to all examinations and students are strictly prohibited from any collaboration during examinations. Other rules on examinations may be established by Course Directors.

## 2.4.14. COUNSELING AFTER FAILED EXAMINATIONS

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

## 2.4.15. REQUIREMENTS FOR GRADUATION

Students who have satisfactorily completed all academic requirements and who have been recommended by SPG for graduation (as indicated by the successful completion of the faculty-developed curriculum) may be awarded the Masters in Health Services Administration, Master of Science in Biomedical Sciences degree, Masters of Public Health, Master of Science Medical Cannabinoid Therapeutics and

Doctor of Healthcare Administration, provided that they are of good moral character and have met the following standards:

- A. Completed all required courses;
- B. Maintained at least a 70% final grade in each course and executive interviews as well as on the thesis/capstone and comprehensive examination;
- C. For MHSA, MSBE, MPH, MS MCT and DHA have no more than three (3) program courses with a final grade of C;
- D. Remediated any failed courses;
- E. Completed any incomplete (I) courses;
- F. Completed all legal and financial requirements;
- G. Exhibited the ethical, professional, behavioral and personal characteristics necessary for practice in healthcare administration;
- H. Completed the Graduation Clearance Form on the Surveys tab of the LECOM portal ([portal.lecom.edu](http://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;
- I. Completed an exit interview with the Office of Student Affairs if the student is a recipient of any form of financial aid;
- J. 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*; and
- K. Matriculated not more than four academic years for master's students and not more than five years for DHA students.

In the event of an extension beyond the projected graduation date is needed to complete any requirement, 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.

## 2.4.16. COMMENCEMENT

Attendance at Commencement is mandatory for all graduating students. Commencement shall be held following the end of the academic year. 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 August 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 August 31 date must participate in the Commencement Ceremony the following year. Only in unusual circumstances and with the approval of the President 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. Students will be handed a diploma cover at one end of the ceremonial stage and then proceed across the stage. 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 his/her receipt of the diploma may be delayed.

#### **2.4.16.1. DEGREES AWARDED**

Students who successfully complete the M.H.S.A. curriculum will be awarded the Masters in Health Services Administration degree.

Students who successfully complete the M.S.B.E. curriculum will be awarded the Master of Science in Biomedical Ethics degree.

Students who successfully complete the M.P.H. curriculum will be awarded the Masters in Public Health degree.

Students who successfully complete the M.S. MCT curriculum will be award the Master of Science in Medical Cannabinoid Therapeutics degree.

Students who successfully complete the D.H.A. curriculum will be awarded the Doctor of Healthcare Administration degree.

#### **2.4.17. 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.

### 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](mailto:financialaid@lecom.edu); the LECOM Bradenton Financial Aid at (941) 756-0690 or email [BradentonFinAid@lecom.edu](mailto: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](mailto: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](http://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](http://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](http://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](mailto: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](http://www.mystudentlinc.com); group code: lecomstudent

SupportLinc for LECOM Employees: (888) 236-6709 or via its website at [www.supportlinc.com](http://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](http://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](http://mystudentlinc.com) - code: lecomstudent
2. Mobile App: eConnect Mobile App (links to app stores at the [mystudentlinc.com](http://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**

Crime Victim Center of Erie County, 24-hour hotline	(814) 455-9414
Millcreek Community Hospital, ask for Behavioral Health Physicians Health Programs (PHP; PA)	(814) 864-4031 (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) 24-hour helpline	(412) 431-5665 (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](mailto: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](mailto: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 38<sup>th</sup> 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, 3<sup>rd</sup> 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:

**PrimeCare of 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 53<sup>rd</sup> 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 (NABP).
- 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](mailto: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](mailto:dhorne@lecom.edu)

LECOM at Seton Hill  
David Fried, Ph.D.  
1858 W. Grandview Boulevard  
Erie, Pennsylvania 16509  
(814) 866-8116  
[kthomas@lecom.edu](mailto:kthomas@lecom.edu)

LECOM at Elmira  
Angela Wood, Student Affairs Coordinator  
1 LECOM Place  
Elmira, NY 14901  
(607) 442-3560  
[awood@lecom.edu](mailto: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 (**Error! Reference source not found.**).

### **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

### INTRODUCTION: CODE OF STUDENT CONDUCT AND DISCIPLINE

The Code of Student Conduct and Discipline consists of the Student Honor Code and the Standards of Academic and Social Conduct. The Code of Student Conduct and Discipline 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 Discipline 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

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 Discipline." 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 Discipline 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 Discipline" 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 Discipline, 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 expeditiously 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.

### **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*

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**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*

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**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***

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### **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 in BioMedical Ethics                |
| <input type="checkbox"/> Master in Health Services Admin. | <input type="checkbox"/> MS of Medical Sciences (MMS)           |
| <input type="checkbox"/> Masters in Public Health         | <input type="checkbox"/> MS in Medical Cannabinoid Therapeutics |
| <input type="checkbox"/> Pharmacy PB/RN-PharmD            | <input type="checkbox"/> Doctor of Healthcare Admin.            |
| <input type="checkbox"/> Ph.D. in Microbiology            | <input type="checkbox"/> Ph.D. in Anatomy Education             |
| <input type="checkbox"/> Ph.D in Pharmacy Education       | <input type="checkbox"/> Ph.D in Medical Education              |
|   | <input type="checkbox"/> Other: _____                           |

**LOCATION:** (*Check One*)  Erie  Bradenton  LECOM at Seton Hill  LECOM at Elmira

**PATHWAY:** (If applicable) \_\_\_\_\_

**Last Date of Attendance:** \_\_\_\_\_

**Reason for Change:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Pathway Director/Dean Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**College/School Dean Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**APPEALS RECORD** (*if change result of adjudication*)

**NOTES:**

Student Did Not Appeal

Appeal to Dean      Date Appeal submitted: \_\_\_\_\_  
Date of Decision: \_\_\_\_\_  
Date student notified of appeal decision: \_\_\_\_\_

Appeal to President      Date Appeal submitted: \_\_\_\_\_  
Date of Decision: \_\_\_\_\_  
Date student notified of appeal decision: \_\_\_\_\_

\*\*\*\*\*

## 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.	<a href="mailto:rhahn@lecom.edu">rhahn@lecom.edu</a>	
	Wendy Hahn, Psy.D.	<a href="mailto:whahn@lecom.edu">whahn@lecom.edu</a>	
Bookstore	Naz Krol	<a href="mailto:nirani@lecom.edu">nirani@lecom.edu</a>	
Bursar	Amy Majczyk	<a href="mailto:amajczyk@lecom.edu">amajczyk@lecom.edu</a>	
Disability Insurance	Beverly Chan	<a href="mailto:blamourchan@covalagroup.com">blamourchan@covalagroup.com</a>	
Financial Aid	Financial Aid Office	<a href="mailto:financialaid@lecom.edu">financialaid@lecom.edu</a>	
Health Insurance	HUB	<a href="mailto:studenthealth@hubinternational.com">studenthealth@hubinternational.com</a>	
IT	Jesi Bartlett	<a href="mailto:jbartlett@lecom.edu">jbartlett@lecom.edu</a>	
Learning Resource Center	Dan Welch	<a href="mailto:dwelch@lecom.edu">dwelch@lecom.edu</a>	
Registrar	Angela Llanos	<a href="mailto:allanos@lecom.edu">allanos@lecom.edu</a>	
Security	Kevin Goode	<a href="mailto:kgoode@lecom.edu">kgoode@lecom.edu</a>	
	Harry Whipple	<a href="mailto:hwhipple@lecom.edu">hwhipple@lecom.edu</a>	
DPTS	Regan Shabloski	<a href="mailto:rshabloski@lecom.edu">rshabloski@lecom.edu</a>	

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](mailto:asusmarski@lecom.edu)

#### LECOM Erie

Dr. Nancy Carty, Deputy Coordinator  
Assistant Dean of Preclinical Education  
(814) 866-8418  
[ncarty@lecom.edu](mailto:ncarty@lecom.edu)

#### LECOM Bradenton (including DeFuniak Springs)

Ms. Debra Horne, Deputy Coordinator  
Director of Student Affairs  
(941) 782-5933  
[dhorne@lecom.edu](mailto:dhorne@lecom.edu)

Dr. Julie J. Wilkinson, Deputy Coordinator  
Professor of Pharmacy Practice  
(941) 782-5678  
[jwilkinson@lecom.edu](mailto:jwilkinson@lecom.edu)

#### LECOM at Seton Hill

Dr. Dennis Min, Deputy Coordinator  
Assistant Professor of Gastroenterology  
(724) 552-2892  
[dmin@lecom.edu](mailto:dmin@lecom.edu)

#### LECOM at Elmira

Dr. Richard Terry, Deputy Coordinator  
Associate Dean of Academic Affairs  
(607) 321-3111  
[rterry@lecom.edu](mailto: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](mailto: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.

Mr. Gerald Alonge

Ms. Mary L. Eckert

John M. Ferretti, D.O.

Silvia M. Ferretti, D.O.

Mr. Steven G. Inman, C.P.A.

Suzanne Kelley, D.O., M.P.A.

Joan L. Moore, D.O.

James Lin, D.O.

Ms. Marlene D. Mosco, (*Chair*)

Mr. Richard P. Olinger

Ms. Nancy Peaden

Mr. Dennis M. Styn

Mr. Thomas J. Wedzik

## **APPENDIX M - LECOM BRADENTON: SCHOOL OF HEALTH SERVICES ADMINISTRATION**

### **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

**Richard E. Ferretti, Esq.**

General Counsel, Corporate Compliance Officer and Director of Risk Management

**Julie K. Freeman, Esq.**

Assistant General Counsel

**Timothy S. Novak, DBA**

Dean, LECOM School of Health Services Administration

**Debra Horne**

Director of Student Affairs

**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

**Helen R. McKenzie**

Executive Assistant to the President/CEO

**Judith A. Zboyovski**

Administrative Assistant to the Provost, Senior Vice President and Dean of Academic Affairs

**Alison Lenze**

Administrative Assistant to the Office of the Provost

**Kathleen Spinazzola**

Administrative Assistant to the Office of the Provost



**Tiffany Zinn**  
Social Media Manager

### **EDUCATIONAL ADMINISTRATION**

**Mathew J. Bateman, Ph.D., D.H.Ed.**  
Assistant Provost of Institutional Effectiveness

**Margo Wolfe, Ph.D.**  
Grants and Compliance Coordinator

**Theresa Hunter-Pettersen, M.D., M.P.A., M.S.**  
Institutional Director of Diversity, Equity, and Inclusion

**Irving (Irv) Freeman, Ph.D., J.D.**  
Director of Institutional Review Board (IRB)

**Walter J. Hu**  
Assistant to the Assistant Provost of Institutional Effectiveness

**Deborah Lee-Sanko, MHSA**  
Executive Director, LECOM Consortium for Academic Excellence (LCAE)

**Laurie Mahoney**  
Administrative Assistant, LECOM Consortium for Academic Excellence (LCAE)

### **OFFICE OF STUDENT AFFAIRS**

**Debra A. Horne**  
Director of Student Affairs

**Kandyse Taylor**  
Assistant Registrar

**Katlyn Jackson**  
Admissions Representative

**Teresa Centeno-Gomez**  
Admissions Representative

**Cynthia Galang**  
Admissions Representative

**Christine Kramer**  
Admissions Representative

**Betty Brucee**  
Receptionist /Admissions Representative

### **Office of Financial Aid**

**Shari Gould, M.A.**  
Institutional Director of Financial Aid

**Rosaline “Sally” Fike**  
Financial Aid Counselor

**Karla Ball**  
Financial Aid Counselor

**Veronica Walers, C.W.S.**  
Financial Aid Counselor

**Erin Barone**  
Financial Aid Counselor

### **Office of the Registrar**

**Jeremy J. Sivillo**  
Institutional Registrar

**Maricely Reyes-Cruz**  
Assistant Registrar

### **PURCHASING**

**Nazneen I. Krol, B.S.**  
Institutional Director of Purchasing

**Marcie Head**  
Purchasing Assistant

**Cindy Ingaldi**  
Purchasing and Bookstore Assistant

### **MANAGEMENT INFORMATION SYSTEMS**

**Gordon Hemingway**  
Institutional Director of Information  
Technology

**Justin Jarrett**  
Chief Information Security Officer (CISO)  
Institutional Director of Network Operations

**Mark Badaracco**  
Information Systems Manger

**Andre Torres**  
Senior Software and Database Developer

**Jesi Bartlett**  
Student Information Systems Coordinator

**Andrew Fulton**  
Student Information System Technician

**Joshua Bogden**  
Network Operations Coordinator

**Will McKee**  
Network Operations Coordinator

**Kyle Price**  
Network Administrator

**Harrison DeVore**  
Cybersecurity Compliance Technician

**Christopher Desser**  
Clinical Network and Digital Signage  
Technician (MAE)

**Jonathan Nielson**  
Enterprise Services Manager

**Collin Potter**  
Enterprise Services Technician

**Russell D. Bidwell**  
Audio Visual Team Lead

**Andrew R. Jack**  
AV/IT Technician

**Cameron Lang**  
AV/IT Technician

**Alex Borisov**  
AV/IT Technician

**Michelle Melendez**  
AV/IT Technician

**Brandon Crane**  
AV/IT Technician

**Brandon Gerst**  
AV/IT Technician

**James Hanlon**  
IT Services Manager

**Branden Darly**  
Dental Support Service Manager

**Tim McDonald**  
IT Service Manager

**Mark Venzin, M.B.A.**  
IT Service Manager/Facility Coordinator

### **FINANCE AND ACCOUNTING**

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Vice President of Fiscal Affairs/CFO

**Brenda Learn, MBA**  
Financial Analyst Director

**Susan K. Williard**  
Accounting Supervisor

**Amy Majczyk**  
Bursar

**Jennifer M. Cass**  
Payroll Specialist / Staff Accountant

**Breanne Flanagan**  
Student Billing Assistant

**Justin R. Barns**  
Accounts Payable Specialist

**Beth Sivak**  
Grant Accountant

**Mary Ann Hess**  
Business Office Assistant/Accounts Payable

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Vice President of Marketing,  
Communications, and Organizational Culture

**MSGR. David A. Rubino Ph.D.**  
Vice President of External Affairs

**Isabella Rinehart**  
Graphic Designer

**Christopher Nick**  
Communications Specialist

**Rebecca DeSimone, Esquire**  
Chief Writer/Editor-in-Chief

## **HUMAN RESOURCES**

**Aaron E. Susmarski, J.D.**  
Institutional Director of Human Resources

**Kathleen J. States, MSHRD, SHRM-CP**  
Associate Director of Human Resources

**Wendy L. Grafius**  
Talent Management Specialist

**Allison Wakley, M.S.Ed.**  
Human Resource Generalist and  
Recruitment Specialist

**Christopher Workman, SHRM-CP**  
Human Resource Generalist

**Robert Wood, SPHR**  
Human Resource and Payroll Coordinator

**Wendy Young, MSOL**  
Human Resource Assistant

## **Management and Support Staff**

**Joseph Tolomeo**  
Operations Supervisor

**Michael Arrigo**  
Food Services Manager

**Delbert Briley**  
Skilled Maintenance

**Jeffrey Shores**  
Skilled Maintenance

**Chad Carrier**  
Director of Security – LECOM Florida

**Jack Hines, JR.**  
Director of Security

**Leothus C. Jackson, Jr.**  
Lead Security Officer

## **MHSA, MSBE, MPH, MS MCT AND DHA ADMINISTRATION**

### **Leadership and Integrity**

The Program Directors are under the leadership of and directly report to the Dean of the LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION. The Dean reports to the Provost, Senior Vice President and Dean of Academic Affairs who reports to the President/CEO of LECOM. These lines of command assure that the MHSA, MSBE, MPH, MS MCT and DHA programs will be under the direct supervision of top administrators of LECOM to secure the quality

and integrity of the program. The Program Directors will be evaluated by the Dean and the Provost.

The Administration of the Program will ensure that the students and faculties operate within the policy of academic standards approved by LECOM and will ensure that the facilities, equipment, and supplies freedom and are sufficient to support Program quality and achieve its mission, goals and objectives.

### **Relationships with other Academic Units**

The Directors and the Dean collaborate with the Deans of the Medical College, Schools of Pharmacy and Dental Medicine, and any other program to ensure that the MHSA, MSBE, MPH, MS MCT and DHA programs respond to the curricular, research and managerial needs of students concurrently enrolled in these programs. Faculty members from those professional programs may participate as adjunct faculty in the MHSA, MSBE, MPH, MS MCT and DHA programs.

### **Timothy S. Novak, D.B.A., M.S.A., FACHT**

Dean, LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION

Associate Professor, Health Services Management

Instructor of Health Care Management, Lake Erie College of Osteopathic Medicine

### **Terri Runo, M.H.S.A.**

Director, Masters in Health Services Administration (MHSA)

Assistant Professor of Health Services Management

### **Linda K Thompson, Ph.D., PLC, LMFT**

Assistant Director, Master of Science in Biomedical Ethics (MSBE)

Assistant Director, Masters in Public Health (MPH)

Assistant Professor of Health Services Management

### **Donald Henderson, DHA, FACHE**

Director, Doctor of Healthcare Administration (DHA)

Assistant Professor of Health Services Management

### **Nicholas D. Bottaro, D.O., M.H.S.A.**

Director, Master of Science in Medical Cannabinoid Therapeutics (MS MCT)

Assistant Professor of Health Services Management

### **Sasha N. Noe, D.O., Ph.D.**

Advisory Committee Chair, Master of Science in Medical Cannabinoid Therapeutics (MS MCT)

Assistant Professor of Health Services Management

### **Diana Hohman**

Administrative Assistant and Presentation Specialist

LECOM School of Health Services Administration

### **LECOM School of Health Services Administration Faculty**

The LECOM SHSA recruits and chooses faculty according to the degrees, knowledge and experience that assures qualification to deliver course curriculum. Course directors are required to

prepare the content of each course to fulfill Program competency requirements and have teaching, assessment, advising, research, and community service responsibilities.

The Administration of the Program will provide time and support for faculty training, faculty research and faculty community service. Student evaluations of the faculty, as well as the evaluation by the Program's administration will be taken into consideration for academic retention and promotion.

### **School of Health Services Administration Faculty Listing**

#### **Paige Alitz, Ph.D., M.P.H.**

Ph.D. in Behavioral and Community Sciences, University of South Florida, Tampa Florida  
M.P.H. in Epidemiology, University of South Florida, Tampa Florida  
B.A. in International Studies; Global Health, University of Iowa

#### **Pamela Coudreit Arroyo, M.S.**

M.S., Professional Leadership, Carlow University  
B.S., Business/Communication, Carlow University

#### **Joshua T. Barnett, Ph.D., M.H.S., M.A.**

Ph.D. Behavioral and Community Services University of South Florida  
M.H.S. Health Sciences, Johns Hopkins University  
M.A. Master of Arts in Thanatology, Hood College  
B.S., Bachelor of Science in Psychology, Florida State University

#### **Melissa Berdell, D.H.C.E., M.S.**

D.H.C.E., Healthcare Ethics, Duquesne University  
M.S., Criminal Justice, Point Park University  
B.A., Political Science and Economics, University of Pittsburgh

#### **Nicholas David Bottaro, D.O., M.H.S.A.**

D.O. Doctor of Osteopathic Medicine, LECOM  
M.H.S.A. Masters in Health Services Administration, LECOM  
B.S. Cell Biology and Anatomy, Franciscan University of Steubenville  
B.S. Biology, Fairfield University

#### **Bonnie Brown, Ph.D., M.Ed.**

Ph.D. Behavioral and Community Sciences, University of South Florida  
M.Ed. Educational Leadership, University of South Florida  
B.S. Education, High Point University

#### **Kathryn Collins, Ph.D.**

Ph.D., Public and International Affairs, University of Pittsburgh  
M.S., International Development, University of Pittsburgh  
B.S., Economics, American University

**Janene Culumber, D.B.A., M.Acc.**

D.B.A., Doctor of Business Administration, University of South Florida

M.Acc., Accounting, University of Florida

B.S., Accounting, University of Florida

**David J. Emrhein, M.A., M.ED.**

M.A., Applied and Professional Ethics, University of Maryland

M.ED., Education, Morehead State University

B.A., Education, University of Akron

**Julie K. Freeman, M.U.R.P., M.B.A. J.D.**

J.D., Duquesne University School of Law

M.B.A., Business, University of Pittsburgh

M.U.R.P., Urban and Regional Planning, University of Pittsburgh

B.A., Urban Studies, University of Pittsburgh

**Kathleen Detar Gennuso, D.H.C.E., M.S.**

D.H.C.E., Healthcare Ethics, Duquesne University

M.S., Business Leadership and Ethics, Duquesne University

B.S., Library and Information Science, University of Pittsburgh

**Pamela Goldman, D.O., M.H.S.A.**

D.O., Lake Erie College of Osteopathic Medicine

M.H.S.A., Health Services Administration, LECOM School of Health Services Administration

B.S., Biology and Business Management, Juniata College

**Robert Hammond, D.B.A.**

D.B.A., University of South Florida

M.B.A., Lake Forest College of Management

M.S.E., West Coast University, Option in Systems Engineering

B.S.E.E., Purdue University

**Donald Henderson, DHA, FACHE**

Director, Doctor of Healthcare Administration (DHA)

Assistant Professor of Health Services Management

**Harry Hobson, M.A., N.H.A.**

M.A., Business Management and Healthcare Administration, Central Michigan University

B.S., Finance, Columbus Business University

**Elizabeth Kerns, D.B.A., M.S.**

D.B.A., Business Administration, University of South Florida

M.S., Information Systems, Hawaii Pacific University

B.S., Chemical Engineering, University of Wisconsin

**Sasha N. Noe, D.O., Ph.D.**

D.O., Doctor of Osteopathic Medicine, LECOM, Bradenton, Florida

Ph.D. Medical Microbiology & Immunology, University of South Florida College of Medicine.  
Tampa, Florida

M.S. Medical Microbiology & Immunology, University of South Florida College of Medicine.  
Tampa, Florida

B.S., Biology and Minor in Chemistry, Palm Beach Atlantic University, West Palm Beach,  
Florida

**Natalie D. Novak, D.H.A., M.S.B.E.**

D.H.A., Doctor of Healthcare Administration, LECOM School of Health Services  
Administration

M.S.B.E. Master of Science in Biomedical Ethics, LECOM School of Health Services  
Administration

B.A., Bachelor of Arts, Mass Media Communications, University of South Florida

**Timothy S. Novak, D.B.A., M.S.A., FACHT**

D.B.A., Doctor of Business Administration, University of South Florida, Tampa, Florida

M.S.A., General Administration, Central Michigan University, Mount Pleasant, MI

B.S., Biology, Bowling Green State University, Bowling Green, Ohio

**Joann Farrell Quinn, Ph.D., M.B.A.**

Ph.D. in Management Case Western Reserve University, Weatherhead School of Management

M.B.A Master of Business Administration Syracuse University, Martin J. Whitman School of  
Management

B.A. Bachelor of Arts, Political Science University of Rochester; Rochester, NY

**Terri Runo, M.H.S.A.**

M.H.S.A., Health Services Administration, LECOM School of Health Services Administration

B.A., Communications, Ashland University

**Marcos Sanchez-Gonzalez, M.D., Ph.D.**

M.D., Universidad Iberoamericana, Santo Domingo, DR

Ph.D., Exercise Science and Cardiovascular Physiology, Florida State University

Premed, Biology and Chemistry, University of Puerto Rico

**Magon M. Saunders, D.HSc., M.S., RDN, LD**

D.HSc., Health Sciences/ Global Health, A.T. Still University

M.S., Allied Health / Nutrition Education, Georgia State University

B.S., Community Nutrition, Georgia State University

**James A. Stikeleather, D.B.A., M.B.A.**

D.B.A., Doctor of Business Administration, University of South Florida, Tampa, Florida

Executive M.B.A., University of South Florida, Tampa, Florida

B.S. in Computer Sciences Honors Program, Texas Christian University, Fort Worth, TX



**Linda Thompson, Ph.D., M.A.**

Ph.D., Education Family Therapy, Saint Louis University, St. Louis, MO

M.A., Guidance Counseling, University of Missouri, Kansas City, MO

B.A., Mass Communications, Truman State University, Kirksville, MO

# APPENDIX N - DISTANCE EDUCATION SUPPORT FLOW

