



SCHOOL OF PHARMACY

ACADEMIC CATALOG AND STUDENT HANDBOOK

2018-2019



1858 West Grandview Boulevard • Erie, PA 16509 • (814) 866-6641
5000 Lakewood Ranch Boulevard • Bradenton, FL 34211 • (941) 756-0690

TABLE OF CONTENTS

1. GENERAL INFORMATION.....	1
1.1. DESCRIPTION AND PURPOSE OF ACADEMIC CATALOG AND STUDENT HANDBOOK.....	1
1.2. POLICY AND STATEMENT OF NONDISCRIMINATION	1
1.3. MISSION STATEMENT	2
1.4 HISTORY OF LECOM	2
1.5 THE JOHN M. & SILVIA FERRETTI MEDICAL FITNESS & WELLNESS CENTER	6
1.6 DEGREES AWARDED	7
1.7 ACCREDITATION AND LICENSURE	7
1.8 WRITTEN AGREEMENTS	8
1.9 EARLY ACCEPTANCE PROGRAM	8
1.10 INTERNATIONAL STUDENTS	9
2 SCHOOL OF PHARMACY	11
2.1 HISTORY OF THE SCHOOL OF PHARMACY	11
2.1.1 The Philosophy of Patient-Centered Care of the School of Pharmacy	11
2.1.2 Admissions Requirements – School of Pharmacy	13
2.1.3 Application Procedure for the School of Pharmacy	14
2.1.3.1 PharmCAS Application	14
2.1.3.2 LECOM Supplemental Application	14
2.1.4 Admissions Information.....	14
2.1.5 Transfer Policy.....	15
2.1.5.1 SOP Transfer Between Pathways	15
2.1.6 Applicants with Prior Enrollment at Another School/College of Pharmacy	16
2.1.7 Tuition and Fees - School of Pharmacy – 2018-19.....	17
2.1.7.1 Additional Fees for the School of Pharmacy	17
2.1.8 The Curriculum	18
2.1.8.1 Curricular Program of the Three-Year Pathway.....	19
2.1.8.2 Bradenton Campus – The Traditional Four-Year Pathway.....	33
2.1.8.3 The Four-Year Distance Education Pathway	45
2.1.9 School of Pharmacy Academic Standing and Professionalism (ASP) Committee...	57
2.1.10 Final Grade Appeals	59
2.1.11 Satisfactory Academic Progress Policy	61
2.1.12 Promotion.....	62
2.1.13 Academic Probation.....	62
2.1.14 Remediation	63
2.1.14.1 Policy Statement.....	63

2.1.14.2	Procedures for the School of Pharmacy	64
2.1.15	Dismissal.....	66
3	ACADEMIC POLICIES AND PROCEDURES	68
3.1	HEALTH AND TECHNICAL STANDARDS	68
3.1.1	Implementation of Health and Technical Standards	70
3.2	SPECIAL ENVIRONMENTS	70
3.2.1	Introduction.....	70
3.2.2	Students Who Believe They Are Sensitive to Chemicals	70
3.2.3	The Pregnant Student.....	71
3.3	VETERANS EDUCATION	72
3.4	REGISTRATION.....	72
3.5	ACADEMIC ADVISEMENT.....	73
3.6	GRADING AND CREDIT HOURS.....	73
3.7	TIMING OF AND ATTENDANCE AT EXAMINATIONS	74
3.8	EXAMINATION DECORUM.....	75
3.9	INTERRUPTIONS DURING AN EXAMINATION	75
3.10	COUNSELING AFTER FAILED EXAMINATIONS	76
3.11	LEAVE OF ABSENCE.....	76
3.11.1	Mandatory Leave of Absence	77
3.12	WITHDRAWAL POLICY.....	78
3.13	ACADEMIC FREEDOM	78
3.14	REQUIREMENTS FOR GRADUATION	79
3.15	COMMENCEMENT	80
4	INSTITUTIONAL SERVICES	81
4.1	FINANCIAL AID/FINANCIAL SERVICES	81
4.1.1	Purpose of LECOM's Financial Aid Program.....	81
4.1.2	Financial Aid Code of Conduct	81
4.1.3	Financial Aid Application Procedure.....	82
4.1.4	Student Financial Assistance and Tuition and Fees Payment	83
4.1.5	Application for Additional Loan Funding.....	83
4.1.6	Satisfactory Academic Progress Standard for Financial Aid Recipients	83
4.1.7	Leave of Absence for Financial Aid Recipients.....	84
4.1.8	State Residency Status.....	85
4.1.9	Terms of Payment	85
4.1.10	Late Payment Fee.....	85
4.1.11	Tuition Refund Policy	85
4.1.12	Veterans Benefit Tuition Refund Policy	85
4.1.13	Treatment of Title IV Funds When a Student Withdraws	86

4.2	INFORMATION/TECHNOLOGY POLICIES.....	87
4.2.1	General Guidelines.....	87
4.2.2	Email	87
4.2.3	Internet Usage Policy	89
4.2.4	Cell Phones, Smart Watches and Other Electronic Devices	90
4.2.5	LECOM Photography Procedures	90
4.2.6	Copyright Materials.....	91
4.3	LEARNING RESOURCE CENTER	91
4.3.1	General Library Information	91
4.3.2	Conduct in the Library and Designated Study/Breakout Rooms	91
4.3.3	Circulation Procedures.....	92
4.3.4	Online Public Access Catalog	92
4.3.5	Fines and Fees	92
4.3.6	Reserve Collection.....	92
4.3.7	Photocopiers	92
4.3.8	LRC Computers and Printers.....	92
4.3.9	Electronic Resources.....	93
4.3.10	Library Instruction and Literature Searches.....	94
4.4	CAMPUS SECURITY AND SAFETY	94
4.4.1	Campus Facilities	94
4.4.2	LECOM Police and Security Office	95
4.4.3	Campus Safety and Security Programs and Information Systems	97
4.4.4	Vehicle Registration and Parking Regulations	98
4.4.5	Student Responsibility for Safety and Security.....	99
4.4.5.1	Introduction	99
4.4.5.2	Campus Crime Prevention Program	100
4.4.5.3	Reporting Crime.....	100
4.4.6	Drugs, Alcohol and Weapons Policy	101
4.4.6.1	Introduction	101
4.4.6.2	Weapons Policy.....	101
4.4.6.3	Drug-Free Campus.....	101
4.4.7	Sexual Assault and Other Sexual Misconduct Prevention Program and Procedures	103
4.4.8	Suicide Intervention Policy	105
4.4.9	Violence and/or Threats of Violence Policy.....	106
4.4.9.1	Hate Crimes are Strictly Forbidden by LECOM	106
4.4.10	Dangerous Person Policy	107
4.4.11	Visitors	107
4.5	REGISTRAR/EDUCATIONAL RECORDS.....	108
4.5.1	Office of the Registrar	108
4.5.1.1	Transcripts	108

4.5.1.2	Grade Reports.....	109
4.5.1.3	Change of Name/Change of Address	109
4.5.1.4	Class Rank.....	109
4.5.1.5	Diplomas.....	110
4.5.2	Family Educational Rights and Privacy Act	110
4.5.3	Educational Records Policy	111
4.5.4	Educational Records.....	112
4.5.5	Annual Notification.....	113
4.5.6	Procedure to Inspect Educational Records	113
4.5.7	Right of LECOM to Refuse Access	113
4.5.8	Record of Requests for Disclosure.....	113
4.5.9	Disclosure of Directory Information	114
4.5.10	Correction of Educational Records.....	114
4.5.11	FERPA Breach Policy.....	115
4.5.12	Placement in Employment	115
5	STUDENT LIFE	116
5.1	STUDENT AFFAIRS.....	116
5.1.1	Mission Statement of the Office of Student Affairs	116
5.1.2	Behavioral Health Services.....	116
5.1.3	Student Health Services	119
5.1.4	Protocol for Managing Students in Distress	119
5.1.5	Student Racial/Ethnic Self-Description	120
5.1.6	Disability Services	121
5.1.7	Bookstore	123
5.1.8	Living Accommodations.....	123
5.1.9	Student Telephone Emergency Message System	123
5.1.10	Cancellation of Class	124
5.1.11	Required Equipment	124
5.1.12	Student Activities.....	124
5.1.12.1	Grade Requirements for Participation	124
5.1.12.2	LECOM Student Government.....	125
5.1.12.3	LECOM Clubs and Organizations.....	125
5.1.12.4	School Committees.....	126
5.1.12.5	Recognition of Student Organizations.....	126
5.1.12.6	Student Organization Stationery and Use of LECOM Logos	126
5.1.12.7	Student Sponsored Events	126
5.1.12.8	Scheduling Extracurricular Activities	127
5.1.12.9	LECOM Video Bulletin Board.....	127
5.2	STUDENT CONDUCT	127
5.2.1	Attendance, Tardiness and Absences.....	127
5.2.2	Code of Student Conduct and Discipline.....	129

5.2.2.1	Purpose of the Student Code	129
5.2.2.2	Student Honor Code	130
5.2.2.3	Adjudication of Honor Code Violations.....	130
5.2.2.4	Functioning of the Student Code	131
5.2.2.5	Examples of Honor Code Infractions	132
5.2.2.6	Examples of Non-Honor Code Infractions	133
5.2.3	Penalties	134
5.2.3.1	Interim Disciplinary Action.....	134
5.2.3.2	Behavioral Penalties	135
5.2.4	Student Disciplinary Procedures	136
5.2.4.1	Enrollment Status during Appeal	140
5.2.5	Procedure for Student Grievance/Appeal	140
5.2.6	Protocol for Input on Matters of Student Concern.....	141
5.2.7	Student Complaints to State Departments of Education.....	143
5.2.8	Legal Limitations on Practice of Pharmacy.....	144
5.3	CAMPUS POLICIES AND REGULATIONS	144
5.3.1	Smoking	144
5.3.2	Dress Code Policy.....	144
5.3.3	Student Identity Verification Policy	145
5.3.4	Health Records Policy.....	146
5.3.5	Mandatory Student Health Insurance Policy	147
5.3.6	Locker Assignment Policy	148
5.3.7	Policy Statement on Intolerance	148
5.3.8	Harassment and Hazing	148
5.3.9	Food and Beverage Directives	150
5.3.10	Recording of Lectures.....	150
5.3.11	Recycling	150
5.3.12	Social Computing Guidelines	151
5.3.13	Credit Card Marketing Policy.....	151
6.	APPENDICES	152
	APPENDIX A - EMERGENCY NUMBERS	152
	APPENDIX B - SOCIAL NETWORKING POLICY.....	156
	APPENDIX C - CONSENT TO PHOTOGRAPH	158
	APPENDIX D - STUDENT SIGNATURE PAGE FOR TRAVEL REQUESTS.....	159
	APPENDIX E - REQUEST FOR LEAVE OF ABSENCE FORM	160
	APPENDIX F - LEAVE OF ABSENCE FORM FOR FINANCIAL AID	161
	APPENDIX G - STUDENT CHANGE OF STATUS FORM.....	162
	APPENDIX H - OATH OF A PHARMACIST	163
	APPENDIX I - PLEDGE OF PROFESSIONALISM	164
	APPENDIX J - CODE OF ETHICS FOR PHARMACISTS	165

APPENDIX K - POLICY STATEMENT ON TITLE IX COMPLIANCE AND AFFIRMATION OF THE PROHIBITION OF SEXUAL HARASSMENT, MISCONDUCT OR VIOLENCE	167
APPENDIX L - LECOM BOARD OF TRUSTEES	180
APPENDIX M - LECOM ERIE: COLLEGE OF OSTEOPATHIC MEDICINE AND SCHOOL OF PHARMACY - ADMINISTRATION, FACULTY AND STAFF	181
APPENDIX N - LECOM SCHOOL OF PHARMACY FLORIDA PATHWAY ADMINISTRATION, FACULTY AND STAFF	191

2018-2019 Academic Calendar Florida Pathway - Bradenton

May 14, 2018	Academic Year Begins – P4*
June 4, 2018	Academic Year Begins – P2*
June 4 – June 29, 2018	P2 IPPE Rotation #1
July 2 – July 27, 2018	P2 IPPE Rotation #2
August 6 – August 31, 2018	P2 IPPE Rotation #3
September 3 – September 28, 2018	P2 IPPE Rotation #4
<hr/>	
August 6, 2018	Academic Year Begins – P1, Class 2022
August 6 – August 10, 2018	Orientation – P1, Class of 2022
August 13	Academic Year Begins – P3
September 3	Labor Day (No Classes)
October 8	Return to Campus – P2
November 21 – 23	Thanksgiving Break
November 26	Classes Resume
December 7	Semester Ends – P2
December 14, 2018	Semester Ends – P1, P3, P4
January 2, 2019	Spring Semester Begins – P1, P3, P4
January 7, 2019	Spring Semester Begins – P2
January 21	Martin Luther King, Jr. Day (No Classes)
March 21-25	Spring Break (APhA Annual Meeting)
March 26	Classes Resume
May 3	Semester Ends – P2, P3**
May 17	Semester Ends – P1, P4
June 2, 2019	Commencement – Class 2019

*See Experiential Education Academic Calendar for detailed P2 and P4 rotation schedules.

**APPE for the Class of 2020 will begin on May 13, 2019.

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

Experiential Education Academic Calendar

Class of 2019 (P4) – APPE Rotations

Class of 2021 (P2) – IPPE Rotations

P2 IPPE Rotation Dates:

Jun 4 – Jun 29, 2018

Jul 2 – Jul 27, 2018

Aug 6 – Aug 31, 2018

Sep 3 – Sep 28, 2018

P2: IPPE #1

P2: IPPE #2

P2: IPPE #3

P2: IPPE #4

P4 APPE Rotation Dates:

Rotation / Breaks	Start Date	End Date
Rotation 1	May 14, 2018	June 22, 2018
Rotation 2	June 25, 2018	August 3, 2018
Rotation 3	August 6, 2018	September 14, 2018
Rotation 4	September 17, 2018	October 26, 2018
Rotation 5	October 29, 2018	December 7, 2018
Winter Break	December 10, 2018	January 1, 2019
Rotation 6	January 2, 2019	February 8, 2019
Required Board Review Week	February 11, 2019	February 15, 2019
Rotation 7	February 18, 2019	March 29, 2019
Rotation 8	April 1, 2019	May 10, 2019

2018-2019 Academic Calendar Accelerated Pathway – Erie

July 30 – August 1, 2018	Orientation for Class of 2021
August 2	First Day of Classes (All years); Fall Term begins
September 3	Labor Day (No Classes)
September 8, 2018	White Coat Ceremony
October 15-19	Examination Period (P1 & P2)
October 19	Fall Term ends
October 22-26	Mid-semester Break (P1 & P2)
October 29	Classes Resume (P1 & P2); inter Term begins
October 29 – November 3	Mid-semester Break (P3)
November 22-23	Thanksgiving (No Classes)
December 19, 2018 – January 2, 2019	Holiday Break (All years)
January 3, 2019	Classes Resume (All years)
January 21	Freedom Day (No Classes)
January 22-25	Examination Period (P1 & P2)
January 25	Semester Ends (P1 & P2); Winter Term ends
January 28 - February 1	Semester Break
February 4	Second Semester Begins (P1 & P2) Spring Term begins
February 11-15	Board Review (P3)
April 15-19	Examination Period (P1 & P2))
April 19	Spring Term ends
April 22 – May 3	Mid-Semester Break (P1 & P2)
May 6	Classes resume (P2); Summer Term begins

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

May 10	Academic Year Ends (P3)
May 6 – July 26	IPPE Rotations (P1)
May 26, 2019	Commencement – Class of 2019
May 27	Memorial Day (No Classes)
July 4	Independence Day (No Classes)
July 15-19	Examination Period (P2)
July 19	Semester Ends (P2); Summer Term ends
July 26, 2019	Semester Ends (P1)

3rd Year Students

Fall/Winter Semester

August 6 – September 14, 2018	First APPE Rotation
September 17 – October 26, 2018	Second APPE Rotation
October 29 – December 14, 2018	Third APPE Rotation/1 st Semester Ends
December 17, 2018 - January 1, 2019	Break

Spring/Summer Semester

January 2 – February 8, 2019	Fourth APPE Rotation/2 nd Semester Begins
February 11 – February 15, 2019	NAPLEX/MPJE Board Review
February 18 – March 29, 2019	Fifth APPE Rotation
April 1– May 10, 2019	Sixth APPE Rotation
May 17 – May 24, 2019	Commencement Activities/Board Review
May 26, 2019	Commencement – Class of 2019

*As students are expected to earn a total of 240 hours during each rotation block, any LECOM holiday time-off requested must be accounted for (no > total of 50 hrs/week) at the discretion of the preceptor/site. This includes the New Year's Day Holiday (Jan 1) which is not accounted for above since many preceptors would be unable to start a rotation on a holiday

2018-2019 Academic Calendar Distance Education Pathway

June 25, 2018	Academic Year Begins – P4*
July 2, 2018	Academic Year Begins – P2*
July 2 – July 27, 2018	P2 IPPE Rotation #1
August 6 – August 31, 2018	P2 IPPE Rotation #2
September 3 – September 28, 2018	P2 IPPE Rotation #3
<hr/>	
August 6, 2018	Academic Year Begins – P1
August 6 – August 10, 2018	Orientation – P1, Class of 2022
August 13, 2018	Academic Year Begins – P3
September 3	Labor Day (No Classes)
October 8	Didactic Classes Start – P2
November 21 – 23	Thanksgiving Break
November 26	Classes Resume
December 7, 2018	Semester Ends –P2
December 14, 2018	Semester Ends – P1, P3, P4
January 2, 2019	Spring Semester Begins – P1, P3, P4
January 7, 2019	Spring Semester Begins – P2
January 21	Martin Luther King, Jr. Day (No Classes)
March 21 – 25	Spring Break (APhA Annual Meeting)
March 26	Classes Resume
May 3	Distant Courses Complete – P2, P3
May 13	Start Extended Learning Session – P3
May 17	Distant Courses Complete – P1 Semester Ends – P4
May 17	Spring Semester Ends – P3**
May 26	Commencement – Class of 2019 (Erie)
May 28	Start Extended Learning Session – P1, P2

June 2 Commencement – Class 2019 (Florida)

June 7 Spring Semester Ends – P2

June 14 Spring Semester Ends – P1

*See Experiential Education Academic Calendar for detailed P2 and P4 rotation schedules.

**APPE for the Class of 2020 will begin on June 24, 2019.

Experiential Education Academic Calendar

Class of 2018 (P4) – APPE Rotations

Class of 2020 (P2) – IPPE Rotations

P2 IPPE Rotation Dates:

Jul 2 – Jul 27, 2018

Aug 6 – Aug 31, 2018

Sep 3 – Sep 28, 2018

P2: IPPE #2

P2: IPPE #3

P2: IPPE #4

P4 APPE Rotation Dates:

Rotation / Breaks	Start Date	End Date
Rotation 1	June 25, 2018	August 3, 2018
Rotation 2	August 6, 2018	September 14, 2018
Rotation 3	September 17, 2018	October 26, 2018
Rotation 4	October 29, 2018	December 7, 2018
Winter Break	December 10, 2018	January 1, 2019
Rotation 5	January 2, 2019	February 8, 2019
Required Board Review Week	February 11, 2019	February 15, 2019
Rotation 6	February 18, 2019	March 29, 2019
Rotation 7	April 1, 2019	May 10, 2019

1. GENERAL INFORMATION

1.1. DESCRIPTION AND PURPOSE OF ACADEMIC CATALOG AND STUDENT HANDBOOK

This Handbook is a reference guide to provide information to students about the Lake Erie College of Osteopathic Medicine School of Pharmacy and LECOM's other academic programs. The Academic Catalog and Student Handbook contains information about academic standards, grading, attendance, tuition fees, refund policy, student promotion, retention, graduation, academic freedom, students rights and responsibilities, along with other information about LECOM and pertinent to the student body. Separate reference guides are provided for the School of Pharmacy, School of Dental Medicine and graduate programs for Masters in Health Services Administration Masters of Biomedical Ethics, Masters of Medical Sciences, and Ph.D. in Anatomy Education.

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 Student Handbook and other official documents or announcements of LECOM. This handbook can be viewed electronically on the web site:

<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 for Pharmacists contained herein.

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. POLICY AND STATEMENT OF NONDISCRIMINATION

LECOM prohibits and does not engage in discrimination on the basis of race, ethnicity, color, religion, creed, national origin, gender/sex, sexual orientation, gender identity /expression, age, marital status, disability, status as a veteran or disabled veteran, citizenship (within the limits of the law) or any other legally protected characteristic and follows all applicable federal and state

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, sexual orientation, and more, 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 sets no quotas nor has 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. Our 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.

1.3. MISSION STATEMENT

The mission of the Lake Erie College of Osteopathic Medicine (LECOM) is to prepare students to become osteopathic physicians, pharmacy practitioners and dentists through programs of excellence in education, research, clinical care, and community service to enhance the quality of life through improved health for all humanity. The professional programs are dedicated to serve all students through innovative curriculum and the development of postdoctoral education and inter-professional experiences.

1.4 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 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 5,900 graduates.

The founding President, Joseph J. Namey, D.O., was an acclaimed general practitioner and a tireless advocate of osteopathic medicine. A longtime resident of Erie, Dr. Namey has been credited with enhancing the image of osteopathic medicine across the country. John M. Ferretti, D.O., succeeded Dr. Namey, becoming the second President of LECOM. Dr. Ferretti is a Board Certified Internist who was among the College founders and who is a nationally recognized leader in osteopathic medicine. Under Dr. Ferretti's guidance, the Lake Erie College of Osteopathic Medicine has gained national prominence and it has realized unprecedented growth. 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 property in 2011, the College is 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 with an Osteopathic Academic Health Center in the United States. 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 utilizing an innovative accelerated three-year curriculum . The Commonwealth of Pennsylvania approved the LECOM School of Pharmacy in May 2001. Classes began in September 2002, and LECOM held its first pharmacy school graduation in June 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 2,400 graduates.

In keeping with its proven tradition of leading the field in medical education, LECOM initiated the Master 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 healthcare professionals to become teachers and leaders in the clinical education of future practitioners. The College also offers the Master of Science in Biomedical Sciences Degree, Master of Medical Science Degree and the Health Sciences Post Baccalaureate Certificate.

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.

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 more than 400 students in total enrollment each year. LECOM at Seton Hill graduated its first class in 2013.

In July 2012, the LECOM School of Dental Medicine welcomed students in Bradenton, establishing yet a new era in the betterment of health care education. The first class of dental students, who graduated in 2016, 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 Four-Year Pathway has grown to allow students to take courses online. The Pathway offers one of only two online-distance education programs in the nation for pursuing the Doctor of Pharmacy degree. The first online class of the Masters in Health Services Administration has provided the highly sought after opportunity for professionals aspiring to take leadership roles in the administration of hospitals, clinical practices and in other health care facilities. An additional DE program, a Masters in Biomedical Ethics,

was added in January 2018.

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 also provides a facility that offers to the populace of Erie County an opportunity to pursue a better quality of life through prevention and wellness. In 2011, LECOM expanded its community offerings in Erie by opening the Coffee Culture Café and Eatery to provide a relaxing study space for students and an attractive venue for the public to enjoy coffee or a light fare.

In keeping with its unrelenting mission of service and its unflagging goal to promote improved health for all, LECOM - in 2014 - became the lead agency for the Safe Kids Erie Program, which previously had been administered by the Erie County Department of Health. Safe Kids Erie strives to educate families and to raise awareness of the fact that the vast majority of injuries to children can and should be prevented. LECOM leadership of the Program also has created additional opportunities for students at the College to serve the community.

Also in 2014, LECOM incorporated LifeWorks Erie into its family of health and educational services. The affiliation with LifeWorks Erie, which 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 138-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. As part of the LECOM commitment to wellness for this growing age group, LECOM purchased Parkside Senior Living Communities comprised of three independent living and personal care apartment complexes, located in Erie, North East, and Millcreek.

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, as the Lake Erie College of Osteopathic Medicine met the new year, 2016 began with multiple LECOM acquisitions, including Corry Memorial Hospital, LECOM at Presque Isle Rehabilitation and Nursing Center, and the Visiting Nurses Association of Erie County. 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. Most recently, LECOM has

acquired Warren General Hospital in Warren, PA, affiliated with the Allegheny Health Network.

The beginning of all promising enterprises, undertakings, or accomplishments starts with an idea. With that idea usually follows a set of circumstances, which, in retrospect, appear to have forecast a prophetic outcome. Now in its 26th year, LECOM has developed 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 established 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.

The visionary leaders of medicine who founded LECOM sought to develop the core attributes of that which defines a health care 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 himself or herself - for each defines the future of medicine.

Much has transpired in two 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.

1.5 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, total-person 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.

1.6 DEGREES AWARDED

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

Doctor of Osteopathic Medicine (D.O.)

Doctor of Pharmacy (Pharm.D.) Doctor of Dental Medicine (D.M.D.)

Doctorate in Anatomy Education (Ph.D)

Master of Science in Medical Education (M.S. Med. Ed.)

Master of Science in Biomedical Sciences (M.S. in Biomedical Sciences)

Masters in Health Services Administration (MHSA)

Master of Medical Science (MMS)

Master of Science Biomedical Ethics (MSBE)

1.7 ACCREDITATION AND LICENSURE

The Lake Erie College of Osteopathic Medicine is licensed by the Department of Education of the Commonwealth of Pennsylvania. The LECOM School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE) Board of Directors.

LECOM is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools; 3624 Market Street, Philadelphia, PA 19104; (267) 284-5000. The Commission on Higher Education is recognized by the U.S. Department of Education.

The Distance Education Pathway and the Erie Accelerated Pathway are licensed by the Department of Education of the Commonwealth of Pennsylvania. The LECOM Bradenton campus is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution can be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399, toll free number

(888) 224-6684.

LECOM 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 Council for Pharmacy Education site visit should make these complaints in writing to the Dean of the School of Pharmacy, who will maintain records of the receipt, adjudication and resolution of such complaints. Complaints may also be sent to the following web sites: csinfo@acpe-accredit.org (regarding a professional degree program) or ceinfo@acpe-accredit.org (regarding a continuing education provider).

Out-of-state distance learning students who would like to file a complaint with a state agency may do so with the state in which they reside.

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

1.8 WRITTEN AGREEMENTS

Students at the School of Pharmacy will have a significant portion of their education provided by other entities while on 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 and cost of credentialing requirements for the experiential site. These costs vary widely, depending on the location of the rotation and the circumstances of the individuals.

1.9 EARLY ACCEPTANCE PROGRAM

LECOM has developed special Early Acceptance Programs (EAP) with select community colleges, undergraduate colleges and universities that grant qualified students a provisional early acceptance to LECOM's School of Pharmacy, School of Dental Medicine or College of Osteopathic Medicine. In some cases, these programs will permit the student to start the professional program prior to receiving a bachelor degree from the undergraduate institution. Figure #1 lists the programs offered by each program. The first digit represents the number of years at the undergraduate institution (phase I); the second is the number of years at LECOM (phase II). The Pharmacy program at Erie is a three year program.

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

Applications to the EAP are done on-line. Following the receipt of an inquiry, the applicant is provided a username and password to enter the LECOM portal and complete the EAP application. LECOM reviews the application, inviting qualified applicants for an interview. Following a successful interview, they are enrolled in the EAP upon matriculation at one of the affiliated undergraduate schools and are sent a provisional letter of acceptance. Students currently attending an affiliated institution immediately receive their letter. The provisional acceptance must still require the student to apply through PharmCas and secures a seat for matriculation at the College, as long as they meet the program's final entrance requirements. No additional interview will be required.

Phase II entrance requirements vary by program but are consistent with the requirements needed for acceptance by non-affiliated students.

Dental	Medical	Pharmacy
<ul style="list-style-type: none"> • 4+4 	<ul style="list-style-type: none"> • 3+4 • 4+4 	<ul style="list-style-type: none"> • 2+3(4) • 3+3 (4) • 4+3 (4)

1.10 INTERNATIONAL STUDENTS

The following policy has been established for international candidates applying for admission to LECOM and/or for students with credentials from a college or university not in the U.S.:

- International students applying for admission to LECOM must meet all general admissions requirements as stated in our admissions policy as well as the required AACOMAS (College of Medicine), PHARMCAS (School of Pharmacy), AADSAS (School of Dental Medicine) and Supplemental Applications.
- A minimum of two (2) years undergraduate training (60 semester hours of credit) must be completed at a regionally accredited United States or Canadian institution of higher education prior to consideration for admission to LECOM. Proficiency in the English language; both written and spoken, is required.
- All course work taken at foreign institutions must be evaluated by World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10011, (212) 966-6311, or Josef Silny & Associates, Inc., International Education Consultants, P.O. Box 248233, Coral Gables, FL, 33124, (305) 666-0233.

- Credit for advanced standing will not be given for any work completed in foreign graduate or medical schools. All students must apply for first-year status.
- International students must have permanent residency status (Alien Registration Card) to be eligible to receive any type of financial assistance through the College loan programs.
- International students not having their permanent residency status must provide written proof of ability to finance their medical education for the length of the program of study prior to being granted admission.
- International students must meet all the requirements and comply with all the regulations for temporary visas or residency status in accordance with the U.S. Immigration and Custom Enforcement(ICE) regulations governing retention and reporting information by the Student and Exchange Visitor Information System (SEVIS).
- For the School of Pharmacy, international applicants may be considered who are already on an F-1 visa at a regionally accredited institution in the United States or Canada.

2 SCHOOL OF PHARMACY

2.1 HISTORY OF THE SCHOOL OF PHARMACY

In February 2000, a Feasibility Study Team was formed to explore the merits of establishing a School of Pharmacy. Finding that LECOM could direct sufficient resources and that there was sufficient need to justify the program, LECOM proceeded with the implementation phase. The School of Pharmacy opened in 2002 with an accelerated three year Doctor of Pharmacy (Pharm.D.) program. It is accredited by the Commonwealth of Pennsylvania and the Accreditation Council for Pharmacy Education (ACPE).

In 2005, a Task Force was formed to expand the LECOM School of Pharmacy to Bradenton, Florida. The inaugural class of 85 students began in the fall of 2007 utilizing a four year program curriculum. In 2014, a Distance Education Pathway was added with an inaugural class of twenty four students. Today LECOM is the most applied to School of Pharmacy in the country.

The vision of the LECOM School of Pharmacy is to be the innovative leader in graduating pharmacists who serve as highly skilled clinicians in achieving optimal therapeutic outcomes in all aspects of pharmaceutical care. Our purpose is to care for our students and ensure their success.

The mission for the LECOM School of Pharmacy is to prepare pharmacy professionals committed to providing high-quality, ethical, and empathetic patient-centered pharmaceutical care to serve the needs of a diverse population via three education pathways: Accelerated Pathway, Florida Pathway, and Distance Education Pathway. Through the integration of the sciences with critical thinking skills and effective communication, LECOM will prepare future pharmacists to be strong patient advocates and leaders in their communities, in professional associations, and research activities.

2.1.1 The Philosophy of Patient-Centered Care of the School of Pharmacy

LECOM has endorsed the concept of patient-centered care. This concept was specifically incorporated into the School of Pharmacy's mission statement and by integrating the principles of patient-centered care throughout the School's professional program. Patient-centered practice requires the pharmacist to work in concert with the patient and the patient's other health care providers to promote health, to prevent disease, to assess, to monitor, initiate and to modify medication use to assure that drug therapy regimens are safe and effective. The goal of patient-centered care is to optimize the patient's quality of life and to achieve positive clinical outcomes within realistic economic expenditures. To achieve this goal, the pharmacist must accomplish the following:

- Establish and maintain a professional relationship with patients;
- Collect, organize, record and maintain patient-specific medical information;
- Evaluate patient-specific medical information and develop with the patient a drug therapy plan;
- Assure that the patient has all supplies, information and knowledge necessary to carry out the drug therapy plan; and
- Review, monitor and modify the drug therapy plan as necessary and appropriate in concert with the patient and the patient's other health care providers.

In addition, the pharmacist must accurately document the patient's progress in the pharmacy record and communicate such progress to the patient and to the patient's other health care providers as appropriate. The pharmacist also shares information with other health care providers as the setting for care changes, helping assure continuity of care as the patient moves from the community setting, to the institutional setting, to the long-term care setting.

As articulated by the CAPE 2013 Outcomes in Standards 1, 2, 3 and 4 of the Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree ("Standards 2016"):

- The professional program develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.
 - Key element: Foundational knowledge
- The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.
 - Key elements: Patient-centered care, Medication use systems management, health and wellness, population-based care
- The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems: educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.
 - Key elements: Problem solving, education, patient advocacy, interprofessional collaboration, cultural sensitivity, and communication.
- The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.
 - Key elements: Self-awareness, leadership, innovation and entrepreneurship, and professionalism.

2.1.2 Admissions Requirements – School of Pharmacy

Applicants shall meet these minimum requirements:

- A. Complete 60 semester hours of pre-professional course requirements from an accredited college or university in the United States before July 1, prior to matriculation. LECOM School of Pharmacy will not accept College Level Examination Credits (CLEP) for prerequisite courses. Advanced placement credits will be accepted for pre-requisite coursework with a score of 3 or higher. International Baccalaureate (IB) credits earned at an approved IB high school will be accepted for prerequisite coursework with a score of 4 or higher.
- B. Earn a minimum of a 2.7 grade point average on a 4.0 scale, with no required course grade lower than C (70%). Specific course requirements are as follows:
- English: 6 semester hours
 - Biology (w/lab): 8 semester hours
 - General Chemistry (w/lab): 8 semester hours
 - Organic Chemistry (w/lab): 8 semester hours
 - Physics: 3 semester hours
 - Calculus: 3 semester hours
 - Statistics: 3 semester hours
 - Economics (macroeconomics, microeconomics or general): 3 semester hours
 - Introduction to Psychology or Sociology: 3 semester hours
 - General Education Electives: 15 semester hours

Total required hours is 60

Applicants must take general education electives in subject areas other than the above prerequisites: such as humanities and social sciences. Requirements are subject to change.

- C. Taking the Pharmacy College Admission Test (PCAT) **is not required**. If taken, applicants may submit PCAT scores from exams taken within three years prior to the date of matriculation. The applicant must arrange for Harcourt Assessment to send the PCAT scores directly to PharmCAS.

If selected for an interview, a writing assessment will be performed during the on-site interview.

- D. Submit two letters of recommendation to PharmCAS (one letter must be from an undergraduate science professor).

2.1.3 Application Procedure for the School of Pharmacy

Individuals interested in applying to the LECOM School of Pharmacy must complete a Pharmacy College Application Service (PharmCAS) Application and a LECOM Supplemental Application. Separate PharmCAS and Supplemental applications must be completed for each pathway for which the applicant wishes to be considered: Florida (in Bradenton), Accelerated (in Erie), and Distance Education.

2.1.3.1 PharmCAS Application

Applicants are required to submit an online application to PharmCAS (www.pharmcas.org) by March 1 of the application year. PharmCAS is a centralized application service that allows applicants to use a single application and one set of official transcripts to apply to multiple Pharm.D. programs. Applicants must designate the LECOM School of Pharmacy as a selected pharmacy institution. Applicants must submit all academic transcripts and two letters of recommendation to PharmCAS by March 1 of the application year. One letter should be from an undergraduate science professor. Additional information about PharmCAS and the on-line PharmCAS application may be obtained by contacting: PharmCAS, P.O. Box 9109, Watertown, MA 02471, (617) 612-2060, info@pharmcas.org.

The School offers an early acceptance through PharmCAS and then a rolling admissions cycle between October and May. As candidates are interviewed, notifications of acceptance are mailed to selected applicants.

2.1.3.2 LECOM Supplemental Application

LECOM requires all applicants to submit a \$50.00 non-refundable application fee. Once LECOM receives the PharmCAS Application, applicants will receive an email message providing information and instructions to complete the Supplemental Application. The email message will include a username and password to access the secure LECOM Candidate Portal to complete the LECOM Supplemental Application and submit the \$50.00 non-refundable application fee. Payment of the \$50.00 application fee is required at the time the application is submitted. Applicants are encouraged to complete their applications as early as possible to receive early consideration for an interview. The deadline for submitting the LECOM Supplemental Application is April 1 of the application year.

2.1.4 Admissions Information

For further information about the School of Pharmacy, please contact the Office of Admissions for LECOM Erie at (814) 866-6641 or (941) 756-0690 for the Office of Admissions, LECOM Bradenton. Students interested in the Distance Pathway should contact the Erie Office of Admissions. Accepted students who are found to have provided false written or oral information or falsified/modified documents to LECOM are subject to rescission of an offer of acceptance, or expulsion if already enrolled. Additionally, any infraction of published LECOM rules and

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

2.1.5 Transfer Policy

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

Students requesting to transfer into LECOM must provide the following:

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

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

Applicants requesting to transfer into the School of Pharmacy must be in good standing in their first or second year at an accredited pharmacy school. A student in the School of Pharmacy once admitted may not transfer credits or change from his/her original program pathway.

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

2.1.5.1 SOP Transfer Between Pathways

Students in the LECOM School of Pharmacy may transfer between pathways under certain,

specific circumstances. Transfer into the Accelerated Pathway from the Florida and Distance Education (DE) pathways is not permitted. Transfer from the Accelerated Pathway to the DE Pathway also is not permitted. However, transfer from the Accelerated Pathway into the Florida Pathway in Bradenton might be considered for a student who has been granted the privilege of repeating his/her 1st year.

Transfer between the Florida Pathway and the DE Pathway is permitted at the end of the academic year for P1 advancing to P2 or P2 advancing to P3, contingent upon available seats in the DE pathway.

A student in the Florida Pathway wishing to transfer into the DE Pathway shall:

- Be in good academic and disciplinary standing in the current pathway and be eligible to continue within that pathway.
- Submit a formal letter of request by February 1 to the Director of Student Affairs at LECOM Erie stating compelling reasons for the transfer.
- Meet with the Assistant Dean of the DE Pathway to learn more about that program.
- Meet with the Associate Dean of the Traditional Pathway to request a letter of support for the transfer.

The student's request and supporting materials collected by the Director of Student Affairs will be provided to the Dean of the School of Pharmacy for review. The Dean's decision will be made no later than March 31 and is final.

2.1.6 Applicants with Prior Enrollment at Another School/College of Pharmacy

LECOM will consider applicants for its first year class who have previously completed coursework at another School/College of Pharmacy and who will not be returning to that school/college. In order to be considered as an applicant:

- The student must meet all the matriculation requirements for the LECOM School of Pharmacy.
- The student must apply through PHARMCAS.
- The student must supply a letter from the dean of the School/College of Pharmacy that they are leaving that states:
 - They are a student in good standing at the institution.
 - They are eligible to return to their previous school/college
- The student must provide a complete transcript of their entire record at the previous Schools/Colleges of Pharmacy (and any other) that they have attended.

2.1.7 Tuition and Fees - School of Pharmacy – 2018-19

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

Application Fee	\$50
Matriculation Fee Nonrefundable fee (<i>payable upon submission of application for admission</i>)	\$500
Bradenton Tuition (FL Resident)	\$24,070
Bradenton Tuition (Out-of-State Resident)	\$27,620
Erie Tuition (PA and Out-of-State Resident)	\$27,185
Distance Education Program	\$26,170
Curriculum Fee	\$350
Technology Fee (non-DE)	\$325
Technology Fee for Distance Education	\$1,300*
Graduation Fee	\$250
Student Government Fee	\$50
Disability Insurance (Mandatory)	Age Dependent
Health Insurance (Mandatory Unless Covered)	\$3,468

** An additional technology fee is assessed to Distance Education Students to cover remote proctoring of examinations.*

2.1.7.1 Additional Fees for the School of Pharmacy

Late Payment Fee (per week)	\$50
Breakage Fee (<i>Loss or damage to College property and equipment is charged to the student(s) responsible.</i>)	Cost of replacement

Transcript Fee	\$10
Student Identification/Key Card – Replacement	\$25
Remediation Exam Fee	\$100
Remediation Course Fee	\$500

2.1.8 The Curriculum

Introduction

As noted in the 2016 ACPE Standards, ACPE chose AACP's Center for the Advancement of Pharmacy Education (CAPE) Outcomes 2013 as the framework for establishing expected educational outcomes for Doctor of Pharmacy programs. LECOM School of Pharmacy (LECOM SOP) has assigned CAPE outcomes 2013 as LECOM SOP outcomes based on LECOM SOP's mission, vision, strategic initiatives, goals, and objectives. Graduates of the LECOM School of Pharmacy will be:

Domain 1 – Foundational Knowledge

- **Learners:** Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Domain 2 – Essentials for Practice and Care

- **Caregivers:** Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
- **Managers of medication use systems:** Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
- **Promoters of health and wellness:** Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
- **Providers of population-based care:** Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

Domain 3 - Approach to Practice and Care

- **Problem Solvers:** Identify problems; explore and prioritize potential strategies; design, implement, and evaluate a viable solution.
- **Educators:** Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- **Patient Advocates:** Assure that patients' best interests are represented.
- **Inter-professional collaborators:** Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- **Includers:** Recognize social determinants to health to diminish disparities and inequities in access to quality care.
- **Communicators:** Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

- **Self-aware:** Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- **Leaders:** Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- **Innovators:** Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- **Professionals:** Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

2.1.8.1 Curricular Program of the Three-Year Pathway

PROFESSIONAL YEAR ONE <i>FALL/WINTER SEMESTER</i>			
	Credits		Credits
Drug Information I	1.0	Biochemistry II	1.5
Pharmacy, Drugs, and Healthcare	3.0	Effective Communication in Pharmacy Practice	1.5
Pharmacy Calculations	2.0	Microbiology	2.5
Immunology	1.5	Research Methods and Epidemiology	2
Pharmaceutics I	2	Pharmaceutics II	2

Biochemistry I	2	Anatomy and Physiology I with Lab	2.5
Applied Patient Care I	1.0	Applied Patient Care II	1.0
Total	12.5	Total	13

PROFESSIONAL YEAR ONE
SPRING/SUMMER SEMESTER

	Credits		Credits
Biochemistry III	1.5	IPPE Institutional	4
Sterile Dosage Forms with Lab	0.5	IPPE Community	4
Pharmacotherapeutics I w/Principles of Pharmacology	2.5		
Pharmacist Provided Care	1.5		
Anatomy & Physiology II with Lab	2.5		
Basic Pharmacokinetics	2.5		
Applied Patient Care III	1.0		
Total	12	Total	8

PROFESSIONAL YEAR TWO
FALL/WINTER SEMESTER

	Credits		Credits
Complementary and Alternative Medicine	2	Clinical Laboratory & Physical Assessment	1.5
Clinical Pharmacokinetics	2	Pharmacology/Medicinal Chemistry II	3
Pharmacology/Medicinal Chemistry I	2.5	Pharmacotherapeutics III	4.5
Pharmacotherapeutics II	4.5	Pharmacotherapeutics III Lab	0.5
Pharmacotherapeutics II Lab	0.5	Pharmacy Practice Management	2
Professional Elective	2	Drug Information II	1.5
Total	13.5	Total	13

PROFESSIONAL YEAR TWO
SPRING/SUMMER SEMESTER

	Credits		Credits
Patient Safety & Medication Related Errors	1.5	PharmD Seminar	2
Pharmacology/Medicinal Chemistry III	3.5	Pharmacogenomics	2
Pharmacotherapeutics IV	4.5	Pharmacotherapeutics V	4.5
Pharmacotherapeutics IV Lab	0.5	Pharmacotherapeutics V Lab	0.5
Pharmacy Law	2	Professional Elective	2
Professional Elective	2		
Pharmacy Practice Essentials II	0.5		
Total	14.5	Total	11

PROFESSIONAL YEAR THREE
FALL/WINTER SEMESTER

	Credits
Pharmacy Practice Essentials III	1
Advanced Pharmacy Practice Experience (3 Rotations)	18
Total	19

PROFESSIONAL YEAR THREE
SPRING/SUMMER SEMESTER

	Credits
Pharmacy Practice Essentials IV	1
Advanced Pharmacy Practice Experience (3 Rotations)	18
Total	19

Total Professional Curriculum In Pharmacy Credits	135.5
--	--------------

Course Descriptions of the Three-Year Pathway

DGI 1001 Drug Information I – 1.0 Total Credit Hour

A review of biostatistics will make up the majority of the Drug Information 1 course. Topics will include measurement and descriptive analysis (including variables, measures of central tendency, organizing and visualizing data), interpretation and basic concepts (including z-distributions, the central limit theorem, statistical inference, hypothesis testing, statistical and clinical significance), bivariate analysis (including t-tests, ANOVA, chi-square, alternative testing approaches, correlation), simple and multiple linear regression, logistic regression and survival analysis and, finally, sample size considerations and power analysis.

DGI 1002 Drug Information II – 1.5 Total Credit Hours

This course builds upon concepts presented in Drug Information I and Research Methods courses. Students will read and critically evaluate medical and scientific literature using an evidence-based approach to clinical decision-making. The students will then put this information into practice through evaluation of assigned primary literature research papers. Students will read, critically evaluate, and discuss the assigned articles in class in a “journal club” format utilizing MAARIE framework. Students will learn and apply strategies to delineate relevant questions, critically appraise evidence, including its applicability to the clinical question, and formulate conclusions and/or recommendations based on scientific data. An emphasis will be placed on using landmark clinical trials as examples of the utility of evidence based medicine as it applied to clinical practice.

PHS 1003 - Pharmacy, Drugs and Healthcare – 3.0 Credit Hours

This course will introduce students to the pharmacy profession and how it fits within the U.S. health care delivery system. It will provide an overview of the basic structures and operations of the US health care delivery system including its historical origins, and the technical, economic, political, and social forces that impact it. Students will learn how the profession of pharmacy evolved in the health care delivery system and will understand the history of the profession, pharmaceutical care concepts including ethics, and areas of practice for pharmacists. Students will begin learning information about the most commonly prescribed medications.

PCC 1008 – Pharmaceutics I – 2 Credit Hours

The primary content of this course is a study of physical pharmacy.

MCB 1002 – Microbiology – 2.5 Credit Hours

This course is designed to introduce the student to the various infectious agents, from prions to worms, and their microbiology. The course will describe the fundamental characteristics of all classes of microorganisms that cause disease. The course will present the basics of Bacteriology, Virology, Mycology and Parasitology with an emphasis on the agent-drug relationship, i.e. what make these infectious agents susceptible to certain drugs.

PCC 1003 – Pharmacy Calculations – 2.0 Credit Hours

Students will be required to perform dosage calculations based on individual patient needs and characteristics as well as computations required for accurate preparation of solid and liquid dosage forms, injectable medications, isotonic solutions and extemporaneously compounded prescription products.

BCH 1003, 1007, 1008 – Biochemistry I – III – 5 Credit Hours

This three course series begins by introducing the student to foundational chemical concepts in biochemistry and other pharmaceutical sciences. These courses explore the physical structures and chemical properties of sugars, fats, amino acids, nucleic acids, vitamins, and other biological important chemicals. The course series will progress to explore the complex interaction and properties of proteins, membranes, genetic material and cell signaling. A strong emphasis will be on metabolism, enzymes, pathology and the mechanisms of drug action.

COM 1002 – Effective Communication in Pharmacy Practice – 1.5 Credit Hours

This course is designed to provide students with an opportunity to learn, observe, apply and receive feedback on effective communication skills and techniques. It will build on the medication counseling information students learn in Pharmacy, Drugs and Healthcare. Students will be instructed on important principles required to develop positive relationships and promote positive therapeutic outcomes: to engage, empathize, educate and enlist.

IMM 1001 – Immunology – 1.5 Credit Hours

This course involves a study of the organization, function, and clinical significance of the immune system.

PCC 1009 – Pharmaceutics II – 2 Credit Hours

This course will cover fundamental drug-delivery principles that are applied in the design, development, and manufacturing of safe, effective, and stable pharmaceutical dosage forms and finished drug products. Specific topics/concepts will focus on the physical, chemical and biological principles essential for understanding basic pharmaceutics, pharmaceutical dosage forms, drug delivery systems, and their clinical performance. In addition, students will learn about drug product development and relevant issues involved in the preparation of various dosage forms and novel drug delivery systems. Students will study on how the development of dosage forms progresses from the initial design phase to a product on the shelf. For a drug to advance beyond the design phase strict policies and regulations established by the U.S. Food and Drug Administration (FDA) review panel and other requirements must be satisfied. Students will be exposed to the most relevant of these criteria, with a special focus on Good Manufacturing Practices (GMP) and Good Compounding Practices (GCP).

PCC 1002 – Pharmaceutics II Lab – 1 Credit Hour

The focus of this laboratory course is on learning and practicing of appropriate compounding techniques used to prepare various extemporaneous dosage forms in pharmacy settings. The students are also exposed to the key legal requirements and quality control procedures for

compounded products to comply with the national standard such as USP <795>. The knowledge gained in Pharmaceutics I, Pharmaceutics II, and Pharmacy Calculations is essential for completing laboratory exercises.

PHY 1009 – Anatomy and Physiology I with Lab – 2.5 Credit Hours

This course will relate anatomical structure of cells, tissues and organ systems to physiological functions. Attention also will focus on etiology, homeostasis and clinical consequences of abnormal physiological function. This course is tailored to the needs of the pharmacy student and includes special emphasis to the molecular basis of physiological functions as the target of pharmacotherapeutic intervention.

PCC 1010 – Basic Pharmacokinetics – 2.5 Credit Hours

This course provides students with a qualitative and quantitative overview of drug disposition and the processes important to disposition, namely, absorption, distribution, metabolism and excretion. It is anticipated that students will learn how to calculate various pharmacokinetic parameters that are important to the therapeutic use of drugs. Finally, by understanding and calculating the impact of various factors on drug disposition, students will develop an understanding of how therapeutic dosing may be modified.

PHY 1012 – Anatomy and Physiology II w/Lab – 2.5 Credit Hours

This course is a continuation of Physiology and Anatomy I. Emphasis will be placed on the circulatory, renal, respiratory, endocrine, and gastrointestinal systems.

PCC 1012 – Pharmacist Provided Care – 1.5 Credit Hours

This course is designed to provide students with appropriate information and experiences to acquire the necessary skills to become an effective health care practitioner. The course will engage the students in active learning to enhance their self-care medication knowledge. It also will develop the students' ability to document patient encounters by writing appropriate patient care plans. The course will heighten the team concept as well as develop professionalism and communication skills.

RES 1001 – Research Methods & Epidemiology – 2 Credit Hours

This course will introduce principles of research design, methodology, and drug literature evaluation. Topics will include trial design (including randomized controlled trials, cohort and case-control studies, case reports and case series, systematic review and meta-analysis), principles of evidence-based medicine, and the systematic approach to drug information questions. Primary, secondary and tertiary literature will also be introduced. Students will begin to determine the quality of drug information sources, including the internet used by both patients and health care professionals. This course will use active learning strategies to help the students learn important drug information skills.

FRM 1002 – Sterile Dosage Forms with Lab – 1 Credit Hour

This course introduces the organization and administration of an admixture program and admixture techniques utilizing sterile products and aseptic technique. Based on the national standards put forth in USP<797>, the students will learn safe and proper utilization of parenteral

products, as well as parenteral drug compatibility and stability literature, is also considered. The laboratory sessions give the students hands on experience in the skills required for preparing sterile products.

PPE1001- Pharmacy Practice Essentials (PPE) I

This course is the first step in a four course series designed to assure the student is ready for their Advanced Pharmacy Practice Experience (APPE) Rotations and Pharmacy Practice after graduation. This course, PPE I, will evaluate the student's learning success strategies including the use of SMART goals (Specific, Measurable, Achievable, Realistic, and Time-bound). In addition the course will evaluate the student's progress through low stakes assessment of the PCOA 1 results, APPE reflection, professionalism, and ethics.

PPE 1002 Pharmacy Practice Essentials (PPE) II

This is the second of a four course series and the predecessor to the yearlong longitudinal final year online course (PPE III and PPE IV). This course PPE II will expand on the values enforced in PPE I and additionally evaluate the student's progress through high stakes assessment of the PCOA 2 results, an IPE required didactic component, professionalism, and ethics evaluations.

PPE 1003 - PH4- Pharmacy Practice Essentials (PPE) III

This is a longitudinal final year series designed to provide the student with a comprehensive review in preparation to enter the profession. Over the span of the courses, students implement both guided and self-directed learning goals at specific check points, demonstrating effort, and strengthening their confidence.

PPE1004 - PH4- Pharmacy Practice Essentials (PPE) IV

This is a longitudinal final year series designed to provide the student with a comprehensive review in preparation to enter the profession. Over the span of the courses, students implement both guided and self-directed learning goals at specific check points, demonstrating effort, and strengthening their confidence.

PHR 1001-PH1-E - IPPE Community – 4 Credit Hours

The goal of this rotation is to have the student gain experience in the competencies necessary in the daily practice of community pharmacy operations through active learning and participation. The emphasis is on the operations, distribution system, professional conduct and direct patient-care in the community environment. The following three (3) steps of the medication-use system will be emphasized: selecting, procuring and storing; ordering and transcribing; and dispensing and preparation.

PHR 1002-PH1-E – IPPE Institutional – 4 Credit Hours

The goal of this rotation is to have the student gain experience in the competencies necessary in the daily practice of institutional (hospital, long-term care, etc.) pharmacy operations through active learning and participation. The emphasis is on the operations, distribution system, professional conduct and direct patient-care in the hospital environment. The following three (3) steps of the medication-use system will be emphasized: selecting, procuring and storing; ordering and transcribing; and dispensing and preparation.

AME 1001 – Complementary and Alternative Medicine – 2 Credit Hours

The professional pharmacy curriculum focuses on alternative and complementary medicine and the use of non-prescription medicines as a primary therapeutic modality. This course introduces the students to additional medical therapies. Students develop an understanding of the theories and practice of commonly-used integrative medical therapies in order to be better informed on such therapies when dealing with patients in the future.

PCK 1001 – Clinical Pharmacokinetics – 2 Credit Hours

The course will apply the basic concepts of Biopharmaceutics/Pharmacokinetics to the clinical management of various patients' conditions. The goal is to optimize therapy, achieve maximum efficacy while preserving safety for the patients.

PHT 1001- Pharmacotherapeutics I with Principles of Pharmacology – 2.5 Credit Hours

The pharmacotherapeutic courses will cover pathophysiology and therapeutics per organ system. Course work will cover the following therapeutic topics: respiratory, cardiovascular, hepatic, renal, degenerating diseases, genitourinary, endocrinology, gastrointestinal, critical care, infectious diseases, neurology, psychiatry, oncology, and men's & women's health. The courses of Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from Medicinal Chemistry coupled with the Pharmacology of the medications involved in the corresponding organ system and to the pathophysiology and therapeutic principles in clinical practice. The fundamental concepts of Pharmacology will be incorporated into this course, thus enabling individuals to relate the knowledge from both basic sciences and clinical sciences.

***PHT 1002, PHT 1003, PHT 1004, PHT 1005 –
Pharmacotherapeutics II – V – 18 Credit Hours***

These courses will cover pathophysiology and therapeutics per organ system. Course work will cover the following therapeutic topics: respiratory, cardiovascular, hepatic, renal, degenerating diseases, genitourinary, endocrinology, gastrointestinal, critical care, infectious diseases, neurology, psychiatry, oncology, and men's & women's health. The courses of Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from Medicinal Chemistry coupled with the Pharmacology of the medications involved in the corresponding organ system and to the pathophysiology and therapeutic principles in clinical practice. This will enable individuals to relate the knowledge from both basic sciences and clinical sciences.

PHT 1012-1015 Pharmacotherapeutics Lab Series – 2 Credit Hours

These courses are the active learning, clinical application to the Pharmacotherapeutic lecture series.

CLP 1001 – Clinical Laboratory & Physical Assessment – 1.5 Credit Hours

The students will learn aspects pertaining to physical assessment, the interview process, the proper use of glucometers and inhalers, sensitivity, and laboratory results. Basic life support certification will also be offered as a required component of this course.

ADM 1005 – Pharmacy Practice Management – 2 Credit Hours

This course gives emphasis to the managerial aspects of pharmacy practice within the health care system as well as the pharmacoeconomic principles needed for successful pharmacy careers. This course provides the basic financial and operational management knowledge and skills necessary for successful professional practice in any venue.

PHE 1020 – Patient Safety & Medication Related Errors – 1.5 Credit Hours

The main objective of this course is to expose pharmacy students to a background that will allow reliable translation of the science of preventable medication errors into clinical practice. Upon completion of this course, students will have the basic knowledge to understand the science of errors and basis of safe practices. The students will also be expected to gain competency in their analytical skills that are necessary to perform system analyses of adverse events, design simple processes, build and participate in multidisciplinary teams, and implement practices that promote patient safety.

***PHC 1006, PHC 1007, PHC 1008-
Pharmacology/Medicinal Chemistry I, II, III 9 Credit Hours***

These courses will present, in a coordinated manner, basic principles, medicinal chemistry and pharmacology of therapeutic agents currently available to treat different disease states and conditions. The major focus of each topic will be pharmacology and medicinal chemistry associated with drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications and important drug-drug interactions. Chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties as well as important pharmacokinetic properties will also be presented. This approach will provide a clear understanding of the current agents available, and lay the foundation for the study and practice of the principles of pharmacotherapy. The course will use traditional lecture-based learning in addition to in-class activities where appropriate.

LAW 1003 – Pharmacy Law – 2 Credit Hours

This course will examine federal and state laws and regulations regarding the practice of pharmacy and the regulation and control of drugs, cosmetics, and medical devices.

PHE 1071 PharmD Seminar – 2 Credit Hours

This course will integrate the many concepts that the student has learned across multiple disciplines throughout the didactic curriculum. The goal is to prepare the student for success in the advanced pharmacy practice experiences and in pharmacy practice. The course will utilize active learning in the format of case discussions, journal club presentations, SOAP notes and literature review and evaluation. The course will also prepare students to become certified immunizing pharmacists.

PHG 1001 – Pharmacogenomics – 2 Credit Hours

This course provides students with an understanding of the ways that inherited variations in genes affects response to drugs, and how an understanding of these variations can be used to predict response. The course will provide an overview of the principles of genetic medicine and

bioinformatics, and consider ethical, legal and social issues in genomics. The impact of genetics on drug metabolism, and drug transporters will be discussed as well as the role of pharmacogenomics in drug discovery and development. Finally, the role that pharmacogenomics plays in treatment of specific diseases will complete the course.

APC 1001 PH1 E - Applied Patient Care I - 1 Credit Hour

In this first Applied Patient Care course, you will begin to develop skills needed to solve drug-related problems. These skills include pharmacy-related languages (systems of weights and measurement, medical terminology, drug nomenclature), resources (biomedical literature / drug information systems), processes (drug information retrieval and analysis, problem solving strategies, compounding, pharmacy calculations, and communications skills: patient education/team building/presentations), and professional development (goals and career development). These skills will prepare you for subsequent coursework, as well as for participation in Introductory Pharmacy Practice Experiences (IPPE).

APC 1002 PH1 E - Applied Patient Care II - 1 Credit Hour

In this second Applied Patient Care course, you will continue to develop skills needed to solve drug-related problems. These skills include pharmacy-related languages (systems of weights and measurement, medical terminology, drug nomenclature), resources (biomedical literature / drug information systems), processes (drug information retrieval and analysis, problem solving strategies, compounding, pharmacy calculations, and communications skills: patient education/team building/presentations), and professional development (goals and career development). These skills will prepare you for subsequent coursework, as well as for participation in Introductory Pharmacy Practice Experiences (IPPE).

APC 1003 PH1 E - Applied Patient Care III - 1 Credit Hour

In this third Applied Patient Care course, you will continue to develop skills needed to solve drug-related problems. These skills include pharmacy-related languages (systems of weights and measurement, medical terminology, drug nomenclature), resources (biomedical literature / drug information systems), processes (drug information retrieval and analysis, problem solving strategies, compounding, pharmacy calculations, and communications skills: patient education/team building/presentations), and professional development (goals and career development). These skills will prepare you for subsequent coursework, as well as for participation in Introductory Pharmacy Practice Experiences (IPPE).

PHR 1005 PH3 E - APPE Advanced Community – 6 Credit Hours

Under the supervision of the pharmacy preceptor, the student will provide direct patient-centered care in a community pharmacy setting. Students will experience the operation and management of community pharmacy systems and the functions and responsibilities of a pharmacist in a community setting. Students will have the opportunity to be involved in all aspects of the medication use process and health care delivery in the community setting, including the need for continuity of care.

PHR 1017 PH3 E - APPE Advanced Institutional – 6 Credit Hours

Under the supervision of the pharmacy preceptor, the student will provide direct patient-centered care in the institutional, inpatient setting (including hospital long-term care, etc.). The student

will experience the operation and management of institutional pharmacy systems and the functions and responsibilities of a pharmacist in the institutional setting. Students will have the opportunity to be involved in all aspects of the medication use process and health care delivery in the institutional setting, including the need for continuity of care.

PHR 1018 PH3 E – APPE Inpatient/Acute Care Medicine – 6 Credit Hours

Under the supervision of the preceptor, students put into application the knowledge of pharmacology, pharmaceuticals, drug information, medication safety, communication skills, critical thinking, pathophysiology, and therapeutics to the care of patients (all ages) as well as share their knowledge with health care team members in an inpatient/acute care setting. The student will interact with all members of the health care team to provide patient-centered care and include a focus on continuity of care.

PHR 1007 PH3 E – APPPE Ambulatory Care – 6 Credit Hours

This rotation is designed to offer the student the opportunity to experience firsthand the functions and responsibilities of a pharmacist in the Ambulatory Care setting (patients being treated at home or at facilities but not admitted for inpatient services). Under the supervision of the preceptor, students will apply the knowledge of pharmacology, pharmaceuticals, drug information, counseling skills, critical thinking, pathophysiology, and therapeutics to the care of patients (all ages), as well as share their knowledge with health care team members. The student will interact with all members of the health care team to provide patient-centered care and include a focus on continuity of care.

PHR 1014 PH3 E – APPE Elective I – 6 Credit Hours

PHR 1015 PH3 E – APPE Elective II – 6 Credit Hours

Each elective rotation offers different and specific learning experiences based on the site and the type of specialties. Examples of potential rotation settings include any of the required rotation sites, research, management, drug information, education, managed care, long-term care, hospice, home health care, nuclear, etc. Students will select elective rotations to individualize their training and experience in preparation for their careers as well as to complement the experiences gained in the required rotations.

Elective Courses for the Three Year Pathway

PHE 1029 – Geriatric Pharmacy Practice – 2 Credit Hours

This course will prepare the student for an active learning experience in any practice setting that treats the geriatric population. Didactic and active learning techniques will be used to meet the course objectives.

PHE 1081-Biologics Development-A Regulatory Overview-2 Credit Hours

This course will focus on the development of biologically derived therapeutics - such as vaccines, therapeutic proteins, recombinant DNA, and monoclonal antibodies - and their approval process by the U.S. Food and Drug Administration (FDA). Specific topics will cover modern bioengineering techniques that are utilized in the production of biotherapeutics, their preclinical and clinical evaluation protocols, and manufacturing arrangements. In addition,

students will be exposed to quality assurance issues and related regulatory topics associated with successfully bringing biologics to the pharmaceutical market, including current good manufacturing practice regulations, to assure the quality of marketed biopharmaceutical products

PHE 1090: Perinatal Care Elective Course – 2 Credit Hours

This course is designed to enhance the students' knowledge of prenatal and postnatal care topics. Topics covered include care of the normal newborn, complications of pregnancy, neonatal sepsis, respiratory issues in the newborn, neonatal withdrawal, and clinical controversies, among others. The course will also enable students to apply their drug information and communication skills. Students will participate in lecture delivery, journal clubs, drug information responses, and active learning exercises delivered through patient cases. Additionally, students will be expected to evaluate other groups and provide constructive feedback in a professional manner.

PHE 1091: Intro to Pharmacy Residency Elective – 2 Credit Hours

This course is designed to help the student prepare to enter pharmacy residency training following graduation. The course will provide the student with a thorough overview of career and training opportunities, the residency application process and residency resources. The student will gain experience in the application of his or her existing knowledge base, efficiently responding to patient care or drug information questions, interviewing and presenting patient cases. Other covered topics include time management, research project design and implementation, life as a resident, and introduction to hospital pharmacy.

PHE 1085 : Pain and Palliative Care Elective – 2 Credit Hours

This elective course will cover pain management and palliative care in depth. In regards to pain management, pathophysiology of pain, opioid selection, dose titration, and conversions will be covered, as well as the treatment of pain using non-opioid analgesics and adjuvant agents. In regards to palliative care, the role of the pharmacist on the palliative care team, as well as pain management and symptom management at the end of life will be covered. The course will be interactive, and the students will apply the knowledge they learn on each topic to patient cases.

PHE 1079 : Problem Based Learning in Pharmacy Practice – 2 Credit Hours

This course is designed to enhance the students' application of pharmacotherapeutic knowledge to patient specific scenarios. Students will work in groups and be assigned a facilitator for each session. The use of communication and drug information skills will be stressed in this course as the students work collaboratively within their groups to collect and analyze patient information, access treatment guidelines and medical literature, formulate and initiate patient-specific treatment plans and perform patient education. The opportunity to sharpen these skills will better prepare students for their APPE rotations.

PHE-1016 - Drug Interactions – 2 Credit Hours

This course covers pharmacokinetic and pharmacodynamic drug-drug interactions. This course will integrate the knowledge learned in previous courses, such as pharmacology, medicinal

chemistry and pharmacotherapeutics. Students will be required to develop systematic approaches for analyzing and assessing different drug-drug interactions. The course will be organized for open discussion of clinically relevant drug-drug interactions as described in current literature. Students will have the opportunity to discuss clinically relevant drug-drug interactions, discuss patient specific drug-drug interactions and utilize drug information sources to determine the importance of specific drug interactions.

PHE 1061 – Ownership in Pharmacy – 2 Credit Hours

This 2 credit-hour elective is designed to give pharmacy students an understanding of pharmacist entrepreneurial positions including independent pharmacy ownership, specialty pharmacy, long-term care consulting, independent contracting, research consultation, concierge medicine, compounding/veterinary practice, and professional organization consulting.

PHE 1006 – Advanced Compounding – 2 Credit Hours

This advanced compounding elective will provide professional pharmacy students with the background knowledge and practical laboratory experience needed to solve difficult pharmaceutical compounding problems and allow students to create unique, patient-specific pharmaceutical dosage forms used in contemporary pharmacy practice. The elective will provide students with exposure to advanced pharmaceutical techniques, which may be required by some states for licensure.

PHE 1044 – Independent Research I Elective–2 Credit Hours

This course will provide an opportunity for pharmacy students to conduct pharmaceutical research. Students will pick a mentor from the pharmacy faculty to conduct scientific enquiry in the form of literature reviews, experiments, data analysis and other directed activities. The student will be required to write a paper or create a scientific poster or both.

PHE 1066 – Independent Research II Elective–2 Credit Hours

This course will provide an opportunity for pharmacy students to conduct pharmaceutical research. Students will pick a mentor from the pharmacy faculty to conduct scientific enquiry in the form of literature reviews, experiments, data analysis and other directed activities. The student will be required to write a paper or create a scientific poster or both.

PHE 1084 – Independent Research III Elective–2 Credit Hours

This course will provide an opportunity for pharmacy students to conduct pharmaceutical research. Students will pick a mentor from the pharmacy faculty to conduct scientific enquiry in the form of literature reviews, experiments, data analysis and other directed activities. The student will be required to write a paper or create a scientific poster or both.

PHE 1068 – Empathy and Patient Care – 2 Credit Hours

This course will examine the components of empathy through readings, case reports, facilitated conversations, discussions and reflection. The course will be offered mainly via the LECOM portal online, but it will also include live discussion.

PHE 1058 – Pharmacy Leadership and Management – 2 Credit Hours

Successfully working in pharmacy practice requires pharmacists to display leadership and

management skills. Exposure to a variety of practical issues and their solutions should help prepare the pharmacy student for the transition from student to practicing pharmacists in a leadership role. This three-credit elective will allow students to examine a variety of topics integral to managing and practicing in any type of pharmacy setting. Students will have reading and writing assignments via the portal and will also participate in discussion boards.

PHE1077 – *Medicine Knowledge in Games Elective* – 2 Credit Hours

This elective is intended for those students interested in improving their knowledge of the top 300 drugs. This course will utilize the list of top medications used for other classes throughout the year and board-game-like challenges each week. Students will apply fun and competition to study these drugs, becoming more familiar with brand/generic names, dosage forms, indications, adverse drug events, contraindications, drug interactions, warnings, patient counseling tips, dosing, and any other unique traits.

PHE 1089 – *Quality Improvement in Healthcare* – 2 Credit Hours

This elective course is designed to provide students an introduction to quality improvement (QI) in the healthcare setting. The course will discuss why quality is important in healthcare practice, which healthcare organizations promote quality improvement, and what tools are used to implement a QI project. Students will also have the opportunity to apply what they've learn from didactic lectures by creating several QI projects for different case scenarios regarding patient safety and concerns with medical errors.

PHE 1093 – *Presentation Skills Elective* – 2 Credit Hours

The students will create a presentation on pharmacotherapy topics or pharmacy law cases and devise test questions pertaining to the lecture. Basic instruction on various topics related to lecture preparation skills will be provided. The students' lectures will be evaluated by an instructor and will receive oral and/or written feedback on how to improve his/her teaching style and/or content. The students should utilize both didactic and active learning techniques in the delivery of their lecture. Additionally, students will be expected to evaluate other groups and provide constructive feedback.

PHE 1092 – *Managed Care Pharmacy Elective* – 2 Credit Hours

This course will introduce the students to managed care principles and the influence it has over the US Healthcare System. Topics will include healthcare reform, prescription drug benefit and formulary management, drug use evaluation, specialty pharmacy, and the clinical pharmacist's role in quality assurance programs in managed care health systems. Students will have an opportunity to analyze current issues and topics and trends within managed care pharmacy. Students will participate in case studies and weekly discussions as part of the courses active learning component.

PHE 1038 – *Toxicology Elective* – 2 Credit Hours

This course will provide an analysis of important concepts of toxicology, including various cellular mechanisms associated with toxic responses. Emphasis will be laid on the toxic effects of clinically relevant drugs and chemicals. Agents which are capable of causing massive harm to human lives will also be discussed.

2.1.8.2 Bradenton Campus – The Traditional Four-Year Pathway

The following is the curriculum for the school's traditional four-year pathway to the Pharm.D. degree:

Pharmacy Year 1 – Fall

Course Title	Credits	Course Number
Biochemistry I	2	BCH 1003 PH1 B
Pharmacy, Drugs, and Health Care	3.5	PCC 1023 PH1 B
Pharmacy Calculations	2	PCC 1001 PH1 B
Pharmaceutics I w/Lab	3.5	PCC 1018 PH1 B
Physiology and Anatomy	4	PHY 1014 PH1 B
Applied Patient Care I	1	APC 1001 PHI B
<i>Semester Credits Total</i>	<i>16</i>	

Pharmacy Year 1 – Spring

Course Title	Credits	Course Number
Biochemistry II	2	BCH 1007 PH1 B
Drug Information	1.5	DGI 1003 PH1 B
Microbiology	4	MCB 1001 PH1 B
Pharmaceutics II w/Lab	3.5	PCC 1019 PH1 B
Pharmacy Law	2	LAW 1003 PH1 B
Pharmacist Provided Care I	2	PCC 1012 PH1 B
Effective Communications	1	COM 1003 PH1 B
Applied Patient Care II	1	APC 1002 PHI B
<i>Semester Credits Total</i>	<i>17</i>	

TOTAL CREDITS PHARMACY YEAR 1 = 33

Pharmacy Year 2 – Fall

Course Title	Credits	Course Number
IPPE Community	4	PHR 1001 PH2 B
IPPE Institutional	4	PHR 1002 PH2 B
Basic Pharmacokinetics	3	PCK 1002 PH2 B
Research Meth. & Pharmacoepidemiology	2	RES 1001 PH2 B
Pharmacist Provided Care II	1	PCC 1022 PH2 B
PS2 Pharmacy Elective I	2	PHE 1002 PH2 B
Principles of Drug Action	1	PHC 1010 PH2 B
<i>Semester Credits Total</i>	<i>17</i>	

Pharmacy Year 2 – Spring

Course Title	Credits	Course Number
---------------------	----------------	----------------------

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

Clinical Skills and Physical Assessment	2	CLP 1001 PH2 B
Drug Literature Evaluation	2	DGI 1004 PH2 B
Pharmacology/Medicinal Chemistry I	4	PHC 1006 PH2 B
Pharmacotherapeutics I	3	PHT 1001 PH2 B
Pharmacotherapeutics Recitation I	1	PHT 1016 PH2 B
PS2 Pharmacy Elective II	2	PHE 1003 PH2 B
Pharmacy Practice Essentials I	0.5	
<i>Semester Credits Total</i>	<i>14.5</i>	

TOTAL CREDITS PHARMACY YEAR 2 = 31.5

Pharmacy Year 3 – Fall

Course Title	Credits	Course Number
Pharmacotherapeutics II	4	PHT 1007 PH3 B
Pharmacotherapeutics Recitation II	1	PHT 1017 PH3 B
Pharmacology/Medicinal Chemistry II	4	PHC 1007 PH3 B
Clinical Pharmacokinetics	3	PCK 1001 PH3 B
Management and Patient Safety	3	MPS 1001 PH3 B
Pharm.D. Seminar I	1	PHE 1022 PH3 B
<i>Semester Credits Total</i>	<i>16</i>	

Pharmacy Year 3 – Spring

Course Title	Credits	Course Number
Pharmacotherapeutics III	5	PHT 1008 PH3 B
Pharmacotherapeutics Recitation III	1	PHT 1018 PH3 B
Pharmacology/Medicinal Chemistry III	4	PHC 1008 PH3 B
Pharmacogenomics	2	PHG 1001 PH3 B
Pharmacoeconomics and Outcomes Assessment	2	RES 1002 PH3 B
Pharm.D. Seminar II	1	PHE 1023 PH3 B
PS3 Professional Elective	2	PHE 1004 PH3 B
Pharmacy Practice Essentials II	0.5	
<i>Semester Credits Total</i>	<i>17.5</i>	

Total Credits Pharmacy Year 3 ***33.5***

Pharmacy Year 4

4 credits per Advanced Professional Practice Experience (APPE) = 36 credits;

Courses taken June through May, providing 9 APPEs at 4 weeks each, 11 months to complete

Course Title	Credits	Course Number
APPE Advanced Community	4	PHR 1005 PH4 B
APPE Advanced Institutional	4	PHR 1017 PH4 B
APPE Acute Care Medicine I	4	PHR 1010 PH4 B
APPE Acute Care Medicine II	4	PHR 1011 PH4 B
APPE Ambulatory Care I	4	PHR 1012 PH4 B
APPE Ambulatory Care II	4	PHR 1013 PH4 B
APPE Elective I	4	PHR 1014 PH4 B
APPE Elective II	4	PHR 1015 PH4 B
APPE Elective III	4	PHR 1016 PH4 B
APPE Elective IV (optional)	4	PHR 1018 PH4 B

Pharmacy Year 4 – Fall

Course Title	Credits	Course Number
Pharmacy Practice Essentials III	1	PPE 1001 PH4 B

Pharmacy Year 4 – Spring

Course Title	Credits	Course Number
Pharmacy Practice Essentials IV	1	PPE 1002 PH4 B

Total Credits Pharmacy Year 4 **38-42**

FLORIDA PATHWAY TOTAL CREDITS – (at least) 136 credits

Course Descriptions for the Four-Year Pathway

PCC 1023 PH1 B – Pharmacy, Drugs, and Healthcare – 3.5 Credit Hours

This course will introduce students to the pharmacy profession and how it fits within the U.S. health care delivery system. It will provide an overview of the basic structures and operations of the US health care delivery system including its historical origins, and the technical, economic, political, and social forces that impact it. Students will learn how the profession of pharmacy evolved in the health care delivery system and will understand the history of the profession, pharmaceutical care concepts including ethics, and areas of practice for pharmacists. Students will begin learning information about the most commonly prescribed medications.

BCH 1003 and BCH 1007 PH1 B – Biochemistry I – II – 4 Credit Hours

These courses provide the molecular basis for important physiological processes and disease states and the biological molecules that are the targets of drugs. This course will focus on two broad areas: (1) modern concepts of protein structure and function; and (2) traditional intermediary metabolism, emphasizing relationships to disease states such as diabetes and hyperlipidemia. This course, and the companion microbiology course in the spring semester, will provide the pharmacy student the basic scientific insight into how drug targets are chosen and developed, and the mechanism by which they alleviate a disease.

PCC 1018 PH1 B – Pharmaceutics I w/Lab – 3.5 Credit Hours

This is the first of a two-course sequence optimally designed for first year pharmacy students to teach them basic concepts and topics about the basic chemistry, physical-chemical properties of therapeutics agents and their importance in drug delivery systems. It also covers absorption, acid/base theory and their role in drug absorption and the characterization of powders properties and their utility in the development of safe and effective pharmaceutical dosage forms. Furthermore, this course will integrate important concepts from the physical pharmacy to illustrate design and development of conventional drug delivery systems as well as novel drug delivery systems used currently in pharmacy practice. This course will then integrate physical chemical principles in the design, development, and manufacture of stable, safe and effective dosage forms and finished drug products. Specific topics/concepts will focus on the physical, chemical and biological principles essential for understanding basic pharmaceutics, pharmaceutical dosage forms, principles of biopharmaceutics and pharmacokinetics. The specific topics/concepts will include physical principles of drug degradation, stability and orders of drug degradation and dosage forms like pharmaceutical solutions and disperse systems.

MCB 1003 PH1 B – Microbiology – 4 Credit Hours

This course is designed as an introductory course in Microbiology with an emphasis on the basic structure-function (virulence) aspects of microorganisms and targets for antimicrobial action of anti-infectives. The following are the two general objectives of the course: (1) provide a foundation on which the students can build subsequent knowledge on therapeutics and expertise; and (2) convey fundamental concepts that will enable the students to make sound future judgments and consultations.

PCC 1001 PH1 B – Pharmaceutical Calculations – 2 Credit Hours

This course will cover various aspects of pharmaceutical calculations to provide the student with an understanding of what the practice of pharmacy will require of them as practitioners when presented with patient prescriptions or medication orders. The course focuses on the calculations a pharmacist is likely to perform in a contemporary pharmacy. It is designed for the first year pharmacy students to teach basic concepts and principles involved in calculations that are necessary in the compounding as well as intravenous preparations. Specific topics will focus on the calculation of isotonic, milliequivalence, milliosmolar solutions, ratio and proportions, enlarging and reductions in the formula, various percentage calculations, aliquot and allegation methods, dilutions and use of the specific gravity to convert amount into volume and vice-versa.

PHY 1014 PH1 B – Physiology and Anatomy – 4 Credit Hours

This course will relate anatomical structure of cells, tissues and organ systems to physiological

functions. Attention also will focus on etiology, homeostasis, and clinical consequences of abnormal physiological function. The course is tailored to the needs of the pharmacy student and includes special emphasis to the molecular basis of physiological function as the target of pharmacotherapeutic intervention.

PCC 1012 PH1 B and PCC 1022 PH2 B – Pharmacist Provided Care I–II – 3 Credit Hours

These courses are designed to provide students with appropriate information and experiences to acquire the necessary skills to become an effective health care practitioner. The courses will engage the students in active learning to enhance their self-care medication knowledge. They also will develop the students' ability to document patient encounters by writing appropriate patient care plans. The courses will heighten the team concept as well as develop professionalism and communication skills.

PCC 1019 PH1 B – Pharmaceutics II w/Lab – 3.5 Credit Hours

This second course in this series provides students with a qualitative and quantitative overview of drug disposition and the processes important to disposition, namely, absorption, distribution, metabolism and excretion. Sterile dosage forms will also be introduced teaching the organization and administration of an admixture program and admixture techniques. The proper utilization of parenteral products, as well as parenteral drug compatibility literature is also considered. Several laboratory sessions will be devoted to sterile dosage forms.

LAW 1003 PH1 B – Pharmacy Law – 2 Credit Hours

This course will examine the U.S. legal system, basic jurisprudence, federal and state laws, regulations and related ethical issues regarding the development and approval of drugs and the practice of pharmacy and the regulation and control of drugs, cosmetics, and medical devices. Tort and contract law will also be explained.

DGI1003 PH1 B – Drug Information – 1.5 Credit Hours

This course will introduce the concepts of the systematic approach to drug information questions and the information retrieval process needed to answer them. Primary, secondary and tertiary literature will also be introduced. In addition, adverse drug reaction and medication error reporting, clinical practice guidelines, the role of the Pharmacy & Therapeutics committee and drug policy/medication use evaluation will be discussed. Fundamentals of medical writing and documentation and the ethics of providing drug information will be presented. Students will begin to determine the quality of drug information sources, including the internet used by both patients and health care professionals. This course will use active learning strategies to help the students learn important drug information skills.

COM 1003 PH1 B – Effective Communications – 1 Credit Hour

This course is designed to provide students with an opportunity to learn, observe, apply and receive feedback on effective communication skills and techniques. It will build on the medication counseling information students learn in Introduction to Pharmacy. Students will be instructed on important principles required to develop positive relationships and promote positive therapeutic outcomes: engage, empathize, educate and enlist.

PHR 1001 PH2 B – Introductory Pharmacy Practice Experience – Community – 4 Credit Hours

The goal of this rotation is to have the student gain experience in the competencies necessary in the daily practice of community pharmacy operations through active learning and participation. The emphasis is on the operations, distribution system, professional conduct and direct patient-care in the community environment. The following three (3) steps of the medication-use system will be emphasized: selecting, procuring and storing; ordering and transcribing; and dispensing and preparation.

PHR 1002 PH2 B – Introductory Pharmacy Practice Experience – Institutional – 4 Credit Hours

The goal of this rotation is to have the student gain experience in the competencies necessary in the daily practice of institutional (hospital, long-term care, etc.) pharmacy operations through active learning and participation. The emphasis is on the operations, distribution system, professional conduct and direct patient-care in the hospital environment. The following three (3) steps of the medication-use system will be emphasized: selecting, procuring and storing; ordering and transcribing; and dispensing and preparation.

PCK 1002 PH2 B Basic Pharmacokinetics – 3 Credit Hours

This course will cover the theoretical and practical topics of bio-pharmaceutics and pharmacokinetics as a necessary foundation for competency in the future clinical pharmacokinetics course. The course will provide the student with an understanding of conceptual and mathematical treatment of ADME processes (Absorption, Distribution, Metabolism and Excretion) in a classroom and, perhaps, in a small group learning environment.

RES 1001 PH2 B – Research Methods and Pharmacoepidemiology – 2 Credit Hours

Students will be familiarized with statistical designs and their applications in different types of studies. The students will also learn the principles of pharmacoepidemiology and its applications to the practice of Pharmacy and Clinical Sciences. The course will include a group project to develop a research protocol and informed consent to be submitted as a paper and presented to a mock Institutional Review Board.

PHC 1006 PH2 B, PHC 1007 PH3 B, PHC 1008 PH3 B – Pharmacology/Medicinal Chemistry I –III – 12 Credit Hours

These three courses will introduce students to the coordinated study of the molecular, cellular and physiologic bases of drug action, the influence of chemical and physical properties in structural activity relationships and drug design as it relates to drug metabolism and drug action. The course will begin with general principles, and the remainder will familiarize students with various classes of drugs that act at various organ systems. Chemistry and quantitative structural activity relationships, mechanisms of action, toxicity profiles, and pharmacokinetics associated with these drugs will be emphasized.

CLP 1001 PH2 B – Clinical Skills – 2 Credit Hours

The students will learn the basics in physical assessment and monitoring the effects of drugs in patients. The clinical laboratory component will cover the normal and abnormal laboratory values from different organ systems. This course will prepare the students for upcoming courses in pathophysiology and therapeutics.

DGI 1004 PH2 B – Drug Literature Evaluation – 2 Credit Hours

Students will read and critically evaluate current topics in the medical and scientific literature using the evidence based approach to clinical decision-making. Students will learn strategies to delineate relevant questions, critically appraise evidence and its applicability to the clinical question and formulate conclusions and/or recommendations based on scientific data. An emphasis will be placed on using landmark clinical trials as examples of the utility of evidence based medicine as it applied to clinical practice.

PHT 1001 PH2 B, PHT 1007 PH3 B, PHT 1008 PH3 B – Pharmacotherapeutics I – III – 12 Credit Hours

These three courses will cover pathophysiology and therapeutics of each organ system. Course work will cover the following therapeutic topics: dermatology, respiratory and cardiovascular ailments, degenerating diseases, genital-urologic diseases, endocrinology/gastrointestinal diseases, critical care, infectious diseases, neurology, psychiatry, oncology, and women's health. The courses of Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from medicinal chemistry coupled with the pharmacology of the drugs involved in the corresponding organ system and to the pathophysiology and therapeutic principles in clinical practice. This will enable the students to relate the knowledge from both basic sciences and clinical sciences.

PHT 1016 PH2 B, PHT 1017 PH3 B, PHT 1018 PH3 B – Pharmacotherapeutics Recitation I – III – 3 Credit Hours

These courses are the active learning and clinical application supplement to the pharmacotherapeutics lecture series. Course work will include analyzing patient cases to develop pharmaceutical care plans and SOAP notes in a student group or on an individual basis. Students will also have the opportunity to practice interviewing and counseling patients and interacting with physicians and other members of the health care team.

PHG 1001 PH3 B – Pharmacogenomics – 2 Credit Hours

This course provides students with an understanding of the ways that inherited variations in genes affect response to drugs, and how an understanding of these variations can be used to predict response. The course will provide an overview of the principles of genetic medicine and bioinformatics, and consider ethical, legal and social issues in genomics. The impact of genetics on drug metabolism and drug transporters will be discussed as well as the role of pharmacogenomics in drug discovery and development. The role that pharmacogenomics plays in treatment of specific diseases will complete the course.

PCK 1001 PH3 B – Clinical Pharmacokinetics – 3 Credit Hours

The course will apply the basic concepts of biopharmaceutics to the clinical management of various patients' conditions. The goal is to optimize therapy, achieve maximum efficacy while preserving safety for the patients.

PHE 1022 PH3 B and PHE 1023 PH3 B – Pharm.D. Seminar I – II – 2 Credit Hours

This is a required two-course series. Students are expected to research a therapeutic or controversial medical topic which will be presented as an individual oral journal club presentation. Students will therefore be able to display their knowledge and communicate this knowledge to faculty members as well as to their peers. Through attendance at their peers'

presentations, students have the opportunity to compose questions, and in the process, improve their knowledge base and critical thinking skills. Students will continue their work on their therapeutic or controversial medical topic by organizing a professional poster presentation that adequately answers the question by using articles previously analyzed in Pharm.D Seminar I as well as other resources available. Students will be able to present their topic and defend their answer to their therapeutic question to faculty members and peers. They will then present these at a formal presentation expo to take place at the end of the semester.

RES 1002 PH3 B – Pharmacoeconomics and Outcomes Assessment – 2 Credit Hours

Students are introduced to the principles and tools of pharmacoeconomics and outcomes assessment that are commonly used to study the impact of pharmaceutical care services on the health and health care of a patient or community.

MPS 1001 PH3 B – Management and Patient Safety –3 Credit Hours

This course emphasizes the need for management in pharmacy practice in any venue. Students will learn about managing time, finances, operations, people, technology, and quality. Students will discuss the impact of patient safety on society and mechanisms that can be put in place to improve the health care system. Concepts such as human factors, accident causation, reliability of systems, and preventive strategies will be utilized to focus on quality improvement in medication management.

APC 1001 PH1 E - Applied Patient Care I - 1 Credit Hour

In this first Applied Patient Care course, you will begin to develop skills needed to solve drug-related problems. These skills include pharmacy-related languages (systems of weights and measurement, medical terminology, drug nomenclature), resources (biomedical literature / drug information systems), processes (drug information retrieval and analysis, problem solving strategies, compounding, pharmacy calculations, and communications skills: patient education/team building/presentations), and professional development (goals and career development). These skills will prepare you for subsequent coursework, as well as for participation in Introductory Pharmacy Practice Experiences (IPPE).

APC 1002 PH1 E - Applied Patient Care II - 1 Credit Hour

In this second Applied Patient Care course, you will continue to develop skills needed to solve drug-related problems. These skills include pharmacy-related languages (systems of weights and measurement, medical terminology, drug nomenclature), resources (biomedical literature / drug information systems), processes (drug information retrieval and analysis, problem solving strategies, compounding, pharmacy calculations, and communications skills: patient education/team building/presentations), and professional development (goals and career development). These skills will prepare you for subsequent coursework, as well as for participation in Introductory Pharmacy Practice Experiences (IPPE).

PHC 1010 PH2 B - Principles of Drug Action - 1 Credit Hour

Student will learn the basic principles of medicinal chemistry, ADME, pharmacology, and pharmacodynamics. This introductory course will provide the fundamental concepts related to

drug action and prepare students for an in-depth investigation of drug medicinal chemistry and pharmacology

PHR 1005 PH4 B – APPE Advanced Community – 4 Credit Hours

Under the supervision of the pharmacy preceptor, the student will provide direct patient-centered care in a community pharmacy setting. Students will experience the operation and management of community pharmacy systems and the functions and responsibilities of a pharmacist in a community setting. Students will have the opportunity to be involved in all aspects of the medication use process and health care delivery in the community setting, including the need for continuity of care.

PHR 1017 PH4 B – APPE Advanced Institutional – 4 Credit Hours

Under the supervision of the pharmacy preceptor, the student will provide direct patient-centered care in the institutional, inpatient setting (including hospital long-term care, etc.). The student will experience the operation and management of institutional pharmacy systems and the functions and responsibilities of a pharmacist in the institutional setting. Students will have the opportunity to be involved in all aspects of the medication use process and health care delivery in the institutional setting, including the need for continuity of care.

PHR 1010 PH4 B and PHR 1011 PH4 B – APPE Acute Care Medicine I –II – 8 Credit Hours

Under the supervision of the preceptor, students put into application the knowledge of pharmacology, pharmaceuticals, drug information, medication safety, communication skills, critical thinking, pathophysiology, and therapeutics to the care of patients (all ages) as well as share their knowledge with health care team members in an inpatient/acute care setting. The student will interact with all members of the health care team to provide patient-centered care and include a focus on continuity of care.

PHR 1012 PH4 B and PHR 1013 PH4 B – APPE Ambulatory Care I – II – 8 Credit Hours

These rotations are designed to offer the student the opportunity to experience firsthand the functions and responsibilities of a pharmacist in the Ambulatory Care setting (patients being treated at home or at facilities but not admitted for inpatient services). Under the supervision of the preceptor, students will apply the knowledge of pharmacology, pharmaceuticals, drug information, counseling skills, critical thinking, pathophysiology, and therapeutics to the care of patients (all ages), as well as share their knowledge with health care team members. The student will interact with all members of the health care team to provide patient-centered care and include a focus on continuity of care.

PHR 1014 PH4 B, PHR 1015 PH4 B, PHR 1016 PH4 B – APPE Elective I –III – 12 Credit Hours

Each elective rotation offers different and specific learning experiences based on the site and the type of specialties. Examples of potential rotation settings include any of the required rotation sites, research, management, drug information, education, managed care, long-term care, hospice, home health care, nuclear, etc. Students will select elective rotations to individualize their training and experience in preparation for their careers as well as to complement the experiences gained in the required rotations.

PPE1001- Pharmacy Practice Essentials (PPE) I

This course is the first step in a four course series designed to assure the student is ready for their Advanced Pharmacy Practice Experience (APPE) Rotations and Pharmacy Practice after graduation. This course, PPE I, will evaluate the student's learning success strategies including the use of SMART goals (Specific, Measurable, Achievable, Realistic, and Time-bound). In addition the course will evaluate the student's progress through low stakes assessment of the PCOA 1 results, APPE reflection, professionalism, and ethics.

PPE 1002 Pharmacy Practice Essentials (PPE) II

This is the second of a four course series and the predecessor to the yearlong longitudinal final year online course (PPE III and PPE IV). This course PPE II will expand on the values enforced in PPE I and additionally evaluate the student's progress through high stakes assessment of the PCOA 2 results, an IPE required didactic component, professionalism, and ethics evaluations.

PPE 1003 - PH4- Pharmacy Practice Essentials (PPE) III

This is a longitudinal final year series designed to provide the student with a comprehensive review in preparation to enter the profession. Over the span of the courses, students implement both guided and self-directed learning goals at specific check points, demonstrating effort, and strengthening their confidence.

PPE1004 - PH4- Pharmacy Practice Essentials (PPE) IV

This is a longitudinal final year series designed to provide the student with a comprehensive review in preparation to enter the profession. Over the span of the courses, students implement both guided and self-directed learning goals at specific check points, demonstrating effort, and strengthening their confidence.

Elective Courses for the Four-Year Pathway***PHE 1025 - Leadership in Pharmacy - 2 Credit Hours***

Students will work together to explore opportunities for leadership within the pharmacy profession related to professional organizations, advocacy, advanced training, and other avenues. Students will examine their own interests and strengths in order to begin developing independent learning goals for application during formal education and into their professional lives. The course will consist of journal readings, guest speakers, lectures, and discussion forums, and assessment techniques such as quizzes, writing assignments, projects, and class participation.

PHE 1027 - Death and Dying - 2 Credit Hours

This course will focus on death, dying and the grieving process from the perspective of the health care practitioner. Historical and contemporary theories and models of death, dying and the grief process will be briefly covered in addition to cultural and societal perspectives. Specific differences in the grieving process will be covered to include non-humans, children, the aged, spouses, early death, corporate death as well as death due to trauma, disease and suicide. The course content will be explored through the text, film, media, the arts, group discussion and

guest speakers.

PHE 1044 - Research Independent Study - 2-3 Credit Hours

This Research Elective course provides pharmacy students with independent experiential opportunities in laboratory, clinic and/or literature research in the field of Pharmaceutical Sciences and Pharmacy Practice. This course is planned, individualized and coordinated by the Faculty/Mentor for the specific research activity performed by the student. It utilizes the expertise of the faculty in their respective fields of specialization and/or interests and affords the student the opportunity to learn about contemporary and interdisciplinary areas in the Pharmaceutical Sciences and Pharmacy Practice.

PHE 1007 – Advanced Pharmaceutical Compounding - 2 Credit Hours

The course is designed to increase student's proficiency in pharmaceutical calculations and compounding and to develop an appreciation for compounding methodologies development. Compounding is a process of mixing of therapeutics agent(s) by a pharmacist to fit the unique needs of patients. This may be due to reasons such as a particular therapeutic agent being unavailable in a particular dosage form, discontinuance of a product by the manufacturer, or a combination of therapeutics agents not available commercially. Compounding pharmacists play an important role in the health care profession by providing customized medications ordered by the prescriber for patients.

PHE 1038 – Clinical Toxicology – 2 Credit Hours

This course will provide an analysis of general principles of clinical toxicology. Emphasis will be laid on physiological, biochemical and molecular mechanisms underlying the adverse effects of frequently encountered toxicants, toxidromes and the approach to affected patients. It will also lay the foundation for study of toxicology and poison prevention in clinical settings as well as providing reviews of career options in areas focusing on clinical toxicology.

PHE 1034 – Drug Discovery and Development – 2 Credit Hours

This elective course for pharmacy students will review the process of new drug discovery and development and expose students to the available career opportunities in various departments of the pharmaceutical industry. This course will review, in a general manner, various stages, with emphasis on the research aspects that a chemical entity undergoes prior to becoming a therapeutic agent and available to physicians for safe and effective use.

This course will introduce the students to the different aspects of research and development that are involved in the discovery and preclinical development of therapeutic agents. Furthermore, the course will briefly describe the process of target selection, emerging techniques in drug discovery, strategies for drug design involving tools for synthesis and characterization, and developing and optimizing appropriate formulations to obtain the desired biological effects for therapeutic application. The course will consist of a series of lectures and discussions covering the main aspects of drug design and development. A field trip towards the end of the semester may also be planned.

PHE 1036 – Drugs of Abuse – 2 Credit Hours

This course will be designed to help the student develop the knowledge and understanding of drugs and substances of abuse. We will begin the course with a focus on the neurobiology of drug abuse and whether drug abusers are affected differently by abusive drugs. The course will provide the student with the knowledge of the different types of drugs of abuse (psycho depressants, psycho stimulants, psychedelics, etc.). The student will gather knowledge on aspects of drug abuse, such as, personal dimension, societal dimension and time dimension. The class will understand some theories for use and history of abuse for certain drugs. Also the pharmacology, mechanism of actions and side effect profiles will be studied. At the completion of the course, the student will have a full understanding and knowledge of what drugs have an abuse potential. Students will be expected to participate in online threaded discussion. In order to carry on distance education, a student is required to be interactive. This will be accomplished by students posing their questions or concerns about topics presented. The instructor will review the postings and respond with appropriate responses. There will be specific questions posted in the discussion forum from the material presented in the power point presentations. Also, questions will be asked which will require a response in essay form.

PHE 1046 – Health Disparities – 2 Credit Hours

Student will be exposed to health disparities existing among the medically underserved in a variety of pharmacy settings and specialties. Pharmacy settings and/or specialties may include, but are not limited to, community, hospital, ambulatory care, mental health, diabetes, and HIV/AIDS. Although the focus of the course will be health disparities within the United States, other countries' health care systems will be compared and discussed. Health literacy as a barrier to pharmacist-patient communication will be stressed throughout the course. Students will develop the skills necessary to build pharmacy services and interventions targeting underserved priority populations. Multiple teaching methods will be used in this class including lecture, active learning, case and book discussions, reflections and project development.

PHE 1067 – Foundations in Personal Finance – 2 Credit Hours

The goal of this course is to provide students with a foundation for how to think about personal finance. This course provides a practical approach to managing one's personal finances that includes financial record keeping, personal federal income tax, major consumer purchases, financing, investment fundamentals and other financial topics of interest. Students will take a look at the millionaire culture in America to begin to understand what it means to be rich and how it is possible perceptions created by pop culture do not truly match up with how wealthy families live.

PHE 1076 -- Wellness and Nutrition – 2 Credit Hours

This course is designed for individuals to explore what wellness means in regards to mind, body, and spirit. During this course we will challenge ourselves to adopt a specific diet theory for the duration of the semester and analyze principles of holistic wellness seen through a patient's eyes, while developing tools to help our patients be successful. We will measure and track our successes and failures and learn from each other.

PHE 1075 -- Spanish for Pharmacists – 2 Credit Hours

This course will introduce pharmacy students to the Spanish language in order to communicate and interpret basic medication information and pharmacy-related terminology to the Spanish-speaking patient.

PHE 1041 – Basic Drug Information Knowledge – 2 Credit Hours

This elective is intended for those students interested in improving their knowledge of the top 300 drugs. Using Brainshark technology, students will take quizzes to study these drugs, becoming more familiar with brand/generic names, dosage forms, indications, adverse drug events, contraindications, drug interactions, warnings, patient counseling tips, dosing, and any other unique traits.

PHE 1082 – Vaccines and Immunizations – 2 Credit Hours

This course will cover basic concepts in immunization, administration of vaccines, and current trends in immunization. The course also will include a project that focuses on vaccines in development. Vaccines that are not currently covered in the required didactic curriculum will be discussed such as travel vaccines.

PHE 1083 – Exploration of Clinical Pharmacy – 2 Credit Hours

This course will expand on concepts related to the practice of clinical pharmacy. Students will explore roles and responsibilities of clinical pharmacists practicing in different specialty areas. Students will also learn about post-graduate training opportunities to prepare them to practice as a clinical pharmacist.

PHE 1088 – Current Trends in Biotherapeutics – 2 Credit Hours

This course focuses on newer generation of biological drugs (peptides, proteins, antibodies, gene based drugs, and drug delivery systems) that are used in modern medicine to treat and prevent serious diseases. This course is designed to help the students to understand the current trends in biotherapeutics drug development and regulatory aspects. This course also provides the students an opportunity to give podium presentations based on students' topic of interest (research area/disease condition). After completing this course, students will be able to explain the contemporary trends in biotherapeutics.

2.1.8.3 The Four-Year Distance Education Pathway

The following is the curriculum for the school's Distance Education four-year pathway leading to the Pharm.D. degree:

Pharmacy Year 1 – Fall

Course Title	Credits	Course Number
Biochemistry I	2	BCH 1003 PH1 DE
Pharmacy, Drugs, and Health Care	3.5	PCC 1023 PH1 DE
Pharmacy Calculations	2	PCC 1001 PH1 DE
Pharmaceutics I w/Lab	3.5	PCC 1018 PH1 DE

Physiology and Anatomy	4	PHY 1014 PH1 DE
Applied Patient Care I	1	APC 1001 PHI DE
<i>Semester Credits Total</i>	<i>16</i>	

Pharmacy Year 1 – Spring

Course Title	Credits	Course Number
Biochemistry II	2	BCH 1007 PH1 DE
Drug Information	1.5	DGI 1003 PH1 DE
Microbiology and Immunology	3.5	MCB 1003 PH1 DE
Pharmaceutics II w/Lab	4	PCC 1019 PH1 DE
Pharmacy Law	2	LAW 1003 PH1 DE
Pharmacist Provided Care I	2	PCC 1012 PH1 DE
Effective Communications	1	COM 1003 PH1 DE
Applied Patient Care II	1	APC 1002 PHI DE
<i>Semester Credits Total</i>	<i>17</i>	

TOTAL CREDITS PHARMACY YEAR 1 = 33

Pharmacy Year 2 – Fall

Course Title	Credits	Course Number
Basic Pharmacokinetics	3	PCK 1002 PH2 DE
Research Methods and Pharmacoepidemiology	2	RES 1001 PH2 DE
Pharmacist Provided Care II	1	PCC 1022 PH2 DE
PS2 Pharmacy Elective I	2	PHE 1002 PH2 DE
IPPE Community	4	PHR 1001 PH2 DE
IPPE Institutional	4	PHR 1002 PH2 DE
Principles of Drug Action	1	PHC 1010 PH2 DE
<i>Semester Credits Total</i>	<i>17</i>	

Pharmacy Year 2 – Spring

Course Title	Credits	Course Number
Clinical Skills and Physical Assessment	2	CLP 1001 PH2 DE
Drug Literature Evaluation	2	DGI 1004 PH2 DE
Pharmacology/Medicinal Chemistry I	4	PHC 1006 PH2 DE
Pharmacotherapeutics I	3	PHT 1001 PH2 DE
Pharmacotherapeutics Recitation I	1	PHT 1016 PH2 DE
PS2 Pharmacy Elective II	2	PHE 1003 PH2 DE
Pharmacy Practice Essentials I	0.5	
<i>Semester Credits Total</i>	<i>14.5</i>	

TOTAL CREDITS PHARMACY YEAR 2 = 31.5

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

Pharmacy Year 3 – Fall

Course Title	Credits	Course Number
Pharmacology/Medicinal Chemistry II	4	PHC 1007 PH3 DE
Clinical Pharmacokinetics	3	PCK 1001 PH3 DE
Pharmacotherapeutics II	4	PHT 1007 PH3 DE
Pharmacotherapeutics Recitation II	1	PHT 1017 PH3 DE
Pharm.D. Seminar I	1	PHE 1022 PH3 DE
Management and Patient Safety	3	MPS 1001 PH3 DE
<i>Semester Credits Total</i>	<i>16</i>	

Pharmacy Year 3 – Spring

Course Title	Credits	Course Number
Pharmacology/Medicinal Chemistry III	4	PHC 1008 PH3 DE
Pharmacotherapeutics III	5	PHT 1008 PH3 DE
Pharmacotherapeutics III Recitation	1	PHT 1018 PH3 DE
Pharmacogenomics	2	PHG 1001 PH3 DE
Pharm.D. Seminar II	1	PHE 1023 PH3 DE
Pharmacoeconomics and Outcomes Assessment	2	RES1002 PH3 DE
PS3 Pharmacy Elective I	2	PHE 1004 PH3 DE
Pharmacy Practice Essentials II	0.5	
<i>Semester Credits Total</i>	<i>17.5</i>	

TOTAL CREDITS PHARMACY YEAR 3 = 33.5

Pharmacy Year 4

6 credits per Advanced Pharmacy Practice Experience (APPE) = 36 credits; Courses taken July through May, providing 6 APPEs at 6 weeks each, 11 months to complete

Course Title	Credits	Course Number
APPE Advanced Community	6	PHR 1005 PH4 DE
APPE Advance Institutional	6	PHR 1017 PH4 DE
APPE Inpatient/Acute Care Medicine	6	PHR 1018 PH4 DE
APPE Ambulatory Care	6	PHR 1007 PH4 DE
APPE Elective I	6	PHR 1014 PH4 DE
APPE Elective II	6	PHR 1015 PH4 DE

Pharmacy Year 4 – Fall

Course Title	Credits	Course Number
--------------	---------	---------------

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

Pharmacy Practice Essentials III	1	PPE 1001 PH4 DE
----------------------------------	---	-----------------

Pharmacy Year 4 – Spring

Course Title	Credits	Course Number
Pharmacy Practice Essentials IV	1	PPE 1002 PH4 DE

TOTAL CREDITS PHARMACY YEAR 4 = 38

Distance Education Pathway Total Credits: 136 credits

Course Descriptions for the Four-Year Distance Education Pathway

PCC 1023 PH1 DE – Pharmacy, Drugs, and Healthcare – 3.5 Credit Hours

This course will introduce students to the profession and how it fits within the U.S. health care delivery system. It will provide an overview of the basic structures and operations of the US health care delivery system including its historical origins, and the technical, economic, political, and social forces that impact it. Students will learn how the profession of pharmacy evolved in the health care delivery system and will understand the history of the profession, pharmaceutical care concepts including ethics, and areas of practice for pharmacists. Students will begin learning information about the most commonly prescribed medications.

BCH 1003 and BCH 1007 PH1 DE – Biochemistry I – II – 4 Credit Hours

These courses provide the molecular basis for important physiological processes and disease states and the biological molecules that are the targets of drugs. This course will focus on two broad areas: (1) modern concepts of protein structure and function; and (2) traditional intermediary metabolism, emphasizing relationships to disease states such as diabetes and hyperlipidemia. This course, and the companion microbiology course in the spring semester, will provide the pharmacy student the basic scientific insight into how drug targets are chosen and developed, and the mechanism by which they alleviate a disease.

PCC 1018 PH1 DE – Pharmaceutics I w/Lab – 3.5 Credit Hours

This is the first of a two-course sequence optimally designed for first year pharmacy students to teach them basic concepts and topics about the basic chemistry, physical-chemical properties of therapeutics agents and their importance in drug delivery systems. It also covers absorption, acid/base theory and their role in drug absorption and the characterization of powders properties and their utility in the development of safe and effective pharmaceutical dosage forms. Furthermore, this course will integrate important concepts from the physical pharmacy to illustrate design and development of conventional drug delivery systems as well as novel drug delivery systems used currently in pharmacy practice. This course will then integrate physical

chemical principles in the design, development, and manufacture of stable, safe and effective dosage forms and finished drug products. Specific topics/concepts will focus on the physical, chemical and biological principles essential for understanding basic pharmaceutics, pharmaceutical dosage forms, principles of biopharmaceutics and pharmacokinetics. The specific topics/concepts will include physical principles of drug degradation, stability and orders of drug degradation and dosage forms like pharmaceutical solutions and disperse systems.

MCB 1003 PH1 DE – Microbiology and Immunology – 4 Credit Hours

This course is designed as an introductory course in Microbiology with an emphasis on the basic structure-function (virulence) aspects of microorganisms and targets for antimicrobial action of anti-infectives. The following are the two general objectives of the course: (1) provide a foundation on which the students can build subsequent knowledge on therapeutics and expertise; and (2) convey fundamental concepts that will enable the students to make sound future judgments and consultations.

PCC 1001 PH1 DE – Pharmaceutical Calculations – 2 Credit Hours

This course will cover various aspects of pharmaceutical calculations to provide the student with an understanding of what the practice of pharmacy will require of them as practitioners when presented with patient prescriptions or medication orders. The course focuses on the calculations a pharmacist is likely to perform in a contemporary pharmacy. It is designed for the first year pharmacy students to teach basic concepts and principles involved in calculations that are necessary in the compounding as well as intravenous preparations. Specific topics will focus on the calculation of isotonic, milliequivalence, milliosmolar solutions, ratio and proportions, enlarging and reductions in the formula, various percentage calculations, aliquot and allegation methods, dilutions and use of the specific gravity to convert amount into volume and vice-versa.

PHY 1014 PH1 DE – Physiology and Anatomy – 4 Credit Hours

This course will relate anatomical structure of cells, tissues and organ systems to physiological functions. Attention also will focus on etiology, homeostasis, and clinical consequences of abnormal physiological function. The course is tailored to the needs of the pharmacy student and includes special emphasis to the molecular basis of physiological function as the target of pharmacotherapeutic intervention.

PCC 1012 PH1 DE – Pharmacist Provided Care I; PCC 1022 PH2 DE – Pharmacist Provided Care II – 3 Credit Hours

These courses are designed to provide students with appropriate information and experiences to acquire the necessary skills to become an effective health care practitioner. The courses will engage the students in active learning to enhance their self-care medication knowledge. They also will develop the students' ability to document patient encounters by writing appropriate patient care plans. These courses will heighten the team concept as well as develop professionalism and communication skills.

PCC 1019 PH1 DE – Pharmaceutics II w/Lab – 3.5 Credit Hours

This second course in this series provides students with a qualitative and quantitative overview of drug disposition and the processes important to disposition, namely, absorption, distribution, metabolism and excretion. Sterile dosage forms will also be introduced teaching the organization

and administration of an admixture program and admixture techniques. The proper utilization of parenteral products, as well as parenteral drug compatibility literature is also considered. Several laboratory sessions will be devoted to sterile dosage forms.

LAW 1003 PH1 DE – Pharmacy Law – 2 Credit Hours

This course will examine the U.S. legal system, basic jurisprudence, federal and state laws, regulations and related ethical issues regarding the development and approval of drugs, the practice of pharmacy and the regulation and control of drugs, cosmetics, and medical devices. Tort and contract law will also be explained.

DGI 1003 PH1 DE – Drug Information – 2 Credit Hours

This course will introduce the concepts of the systematic approach to drug information questions and the information retrieval process needed to answer them. Primary, secondary and tertiary literature will also be introduced. In addition, adverse drug reaction and medication error reporting, clinical practice guidelines, the role of the Pharmacy & Therapeutics committee and drug policy/medication use evaluation will be discussed. Fundamentals of medical writing and documentation and the ethics of providing drug information will be presented. Students will begin to determine the quality of drug information sources, including the internet used by both patients and health care professionals. This course will use active learning strategies to help the students learn important drug information skills.

COM 1003 PH1 DE – Effective Communications – 1 Credit Hour

This course is designed to provide students with an opportunity to learn, observe, apply and receive feedback on effective communication skills and techniques. It will build on the medication counseling information students learn in Introduction to Pharmacy. Students will be instructed on important principles required to develop positive relationships and promote positive therapeutic outcomes: engage, empathize, educate and enlist.

PHR 1001 PH2 DE – Introductory Pharmacy Practice Experience – Community – 4 Credit Hours

The goal of this rotation is to have the student gain experience in the competencies necessary in the daily practice of community pharmacy operations through active learning and participation. The emphasis is on the operations, distribution system, professional conduct and direct patient-care in the community environment. The following three (3) steps of the medication-use system will be emphasized: selecting, procuring and storing; ordering and transcribing; and dispensing and preparation.

PHR 1002 PH2 DE – Introductory Pharmacy Practice Experience – Institutional – 4 Credit Hours

The goal of this rotation is to have the student gain experience in the competencies necessary in the daily practice of institutional (hospital, long-term care, etc.) pharmacy operations through active learning and participation. The emphasis is on the operations, distribution system, professional conduct and direct patient-care in the hospital environment. The following three (3) steps of the medication-use system will be emphasized: selecting, procuring and storing; ordering and transcribing; and dispensing and preparation.

PCK 1002 PH2 DE Basic Pharmacokinetics – 3 Credit Hours

This course will cover the theoretical and practical topics of bio-pharmaceutics and pharmacokinetics as a necessary foundation for competency in the future clinical pharmacokinetics course. The course will provide the student with an understanding of conceptual and mathematical treatment of ADME processes (Absorption, Distribution, Metabolism and Excretion) in a classroom and, perhaps, in a small group learning environment.

***PHC 1006 PH2 DE, PHC 1007 PH3 DE, PHC 1008 PH3 DE –
Pharmacology/Medicinal Chemistry I - III – 12 Credit Hours***

These three courses will introduce students to the coordinated study of the molecular, cellular and physiologic bases of drug action, the influence of chemical and physical properties in structural activity relationships and drug design as it relates to drug metabolism and drug action. The course will begin with general principles, and the remainder will familiarize students with various classes of drugs that act at various organ systems. Chemistry and quantitative structural activity relationships, mechanisms of action, toxicity profiles, and pharmacokinetics associated with these drugs will be emphasized.

RES 1001 PH2 DE – Research Methods and Pharmacoepidemiology – 2 Credit Hours

Students will be familiarized with statistical designs and their applications in different types of studies. The students will also learn the principles of pharmacoepidemiology and its applications to the practice of Pharmacy and Clinical Sciences. The course will include a group project to develop a research protocol and informed consent to be submitted as a paper and presented to a mock Institutional Review Board.

PCK 1001 PH2 DE – Clinical Pharmacokinetics – 3 Credit Hours

The course will apply the basic concepts of biopharmaceutics to the clinical management of various patients' conditions. The goal is to optimize therapy, achieve maximum efficacy while preserving safety for the patients.

CLP 1001 PH2 DE – Clinical Laboratory and Physical Assessment – 2 Credit Hours

The students will learn the basics in physical assessment and monitoring the effects of drugs in patients. The clinical laboratory component will cover the normal and abnormal laboratory values from different organ systems. This course will prepare the students for upcoming courses in pathophysiology and therapeutics.

***PHT 1001 PH2 DE, PHT 1007 PH3 DE, PHT 1008 PH3 DE –
Pharmacotherapeutics I – III – 12 Credit Hours***

These three courses will cover pathophysiology and therapeutics of each organ system. Course work will cover the following therapeutic topics: dermatology, respiratory and cardiovascular ailments, degenerating diseases, genital-urologic diseases, endocrinology/gastrointestinal diseases, critical care, infectious diseases, neurology, psychiatry, oncology, and women's health. The courses of Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from medicinal chemistry coupled with the pharmacology of the drugs involved in the corresponding organ system and to the pathophysiology and therapeutic principles in clinical practice. This will enable the students to relate the knowledge from both basic sciences and clinical sciences.

***PHT 1016 PH2 DE, PHT 1017 PH3 DE, PHT 1018 PH3 DE –
Pharmacotherapeutics Recitation I – III – 3 Credit Hours***

These courses are the active learning and clinical application supplement to the pharmacotherapeutics lecture series. Course work will include analyzing patient cases to develop pharmaceutical care plans and SOAP notes in a student group or on an individual basis. Students will also have the opportunity to practice interviewing and counseling patients and interacting with physicians and other members of the health care team.

PHG 1001 PH3 DE – Pharmacogenomics – 2 Credit Hours

This course provides students with an understanding of the ways that inherited variations in genes affect response to drugs, and how an understanding of these variations can be used to predict response. The course will provide an overview of the principles of genetic medicine and bioinformatics, and consider ethical, legal and social issues in genomics. The impact of genetics on drug metabolism and drug transporters will be discussed as well as the role of pharmacogenomics in drug discovery and development. The role that pharmacogenomics plays in treatment of specific diseases will complete the course.

APC 1001 PH1 E - Applied Patient Care I - 1 Credit Hour

In this first Applied Patient Care course, you will begin to develop skills needed to solve drug-related problems. These skills include pharmacy-related languages (systems of weights and measurement, medical terminology, drug nomenclature), resources (biomedical literature / drug information systems), processes (drug information retrieval and analysis, problem solving strategies, compounding, pharmacy calculations, and communications skills: patient education/team building/presentations), and professional development (goals and career development). These skills will prepare you for subsequent coursework, as well as for participation in Introductory Pharmacy Practice Experiences (IPPE).

APC 1002 PH1 E - Applied Patient Care II - 1 Credit Hour

In this second Applied Patient Care course, you will continue to develop skills needed to solve drug-related problems. These skills include pharmacy-related languages (systems of weights and measurement, medical terminology, drug nomenclature), resources (biomedical literature / drug information systems), processes (drug information retrieval and analysis, problem solving strategies, compounding, pharmacy calculations, and communications skills: patient education/team building/presentations), and professional development (goals and career development). These skills will prepare you for subsequent coursework, as well as for participation in Introductory Pharmacy Practice Experiences (IPPE).

PHC 1010 PH2 B - Principles of Drug Action - 1 Credit Hour

Student will learn the basic principles of medicinal chemistry, ADME, pharmacology, and pharmacodynamics. This introductory course will provide the fundamental concepts related to drug action and prepare students for an in-depth investigation of drug medicinal chemistry and pharmacology

DGI 1004 PH3 DE – Drug Literature Evaluation – 2 Credit Hours

Students will read and critically evaluate current topics in the medical and scientific literature using the evidence based approach to clinical decision-making. Students will learn strategies to delineate relevant questions, critically appraise evidence and its applicability to the clinical question and formulate conclusions and/or recommendations based on scientific data. An emphasis will be placed on using landmark clinical trials as examples of the utility of evidence based medicine as it applied to clinical practice.

PHE 1022 PH3 DE, PHE 1023 PH3 DE – Pharm.D. Seminar I – II – 2 Credit Hours

This is a required two-course series. Students are expected to research a therapeutic or controversial medical topic which will be presented as an individual oral journal club presentation. Students will therefore be able to display their knowledge and communicate this knowledge to faculty members as well as to their peers. Through attendance at their peers' presentations, students have the opportunity to compose questions, and in the process, improve their knowledge base and critical thinking skills. Students will continue their work on their therapeutic or controversial medical topic by organizing a professional poster presentation that adequately answers the question by using articles previously analyzed in Pharm.D Seminar I as well as other resources available. Students will be able to present their topic and defend their answer to their therapeutic question to faculty members and peers. They will then present these at a formal presentation expo to take place at the end of the semester.

RES 1002 PH3 DE – Pharmacoeconomics and Outcomes Assessment – 2 Credit Hours

Students are introduced to the principles and tools of pharmacoeconomics and outcomes assessment that are commonly used to study the impact of pharmaceutical care services on the health and health care of a patient or community.

MPS 1001 PH3 DE – Management and Patient Safety – 3 Credit Hours

This course emphasizes the need for management in pharmacy practice in any venue. Students will learn about managing time, finances, operations, people, technology, and quality. Students will discuss the impact of patient safety on society and mechanisms that can be put in place to improve the health care system. Concepts such as human factors, accident causation, reliability of systems, and preventive strategies will be utilized to focus on quality improvement in medication management.

PHR 1005 PH3 DE - APPE Advanced Community – 6 Credit Hours

Under the supervision of the pharmacy preceptor, the student will provide direct patient-centered care in a community pharmacy setting. Students will experience the operation and management of community pharmacy systems and the functions and responsibilities of a pharmacist in a community setting. Students will have the opportunity to be involved in all aspects of the medication use process and health care delivery in the community setting, including the need for continuity of care.

PHR 1017 PH3 DE - APPE Advanced Institutional – 6 Credit Hours

Under the supervision of the pharmacy preceptor, the student will provide direct patient-centered care in the institutional, inpatient setting (including hospital long-term care, etc.). The student

will experience the operation and management of institutional pharmacy systems and the functions and responsibilities of a pharmacist in the institutional setting. Students will have the opportunity to be involved in all aspects of the medication use process and health care delivery in the institutional setting, including the need for continuity of care.

PHR 1018 PH3 DE – APPE Inpatient/Acute Care Medicine – 6 Credit Hours

Under the supervision of the preceptor, students put into application the knowledge of pharmacology, pharmaceuticals, drug information, medication safety, communication skills, critical thinking, pathophysiology, and therapeutics to the care of patients (all ages) as well as share their knowledge with health care team members in an inpatient/acute care setting. The student will interact with all members of the health care team to provide patient-centered care and include a focus on continuity of care.

PHR 1007 PH3 DE – APPPE Ambulatory Care – 6 Credit Hours

This rotation is designed to offer the student the opportunity to experience firsthand the functions and responsibilities of a pharmacist in the Ambulatory Care setting (patients being treated at home or at facilities but not admitted for inpatient services). Under the supervision of the preceptor, students will apply the knowledge of pharmacology, pharmaceuticals, drug information, counseling skills, critical thinking, pathophysiology, and therapeutics to the care of patients (all ages), as well as share their knowledge with health care team members. The student will interact with all members of the health care team to provide patient-centered care and include a focus on continuity of care.

PHR 1014 PH3 DE – APPE Elective I – 6 Credit Hours

PHR 1015 PH3 DE – APPE Elective II – 6 Credit Hours

Each elective rotation offers different and specific learning experiences based on the site and the type of specialties. Examples of potential rotation settings include any of the required rotation sites, research, management, drug information, education, managed care, long-term care, hospice, home health care, nuclear, etc. Students will select elective rotations to individualize their training and experience in preparation for their careers as well as to complement the experiences gained in the required rotations.

PPE1001- Pharmacy Practice Essentials (PPE) I

This course is the first step in a four course series designed to assure the student is ready for their Advanced Pharmacy Practice Experience (APPE) Rotations and Pharmacy Practice after graduation. This course, PPE I, will evaluate the student's learning success strategies including the use of SMART goals (Specific, Measurable, Achievable, Realistic, and Time-bound). In addition the course will evaluate the student's progress through low stakes assessment of the PCOA 1 results, APPE reflection, professionalism, and ethics.

PPE 1002 Pharmacy Practice Essentials (PPE) II

This is the second of a four course series and the predecessor to the yearlong longitudinal final year online course (PPE III and PPE IV). This course PPE II will expand on the values enforced in PPE I and additionally evaluate the student's progress through high stakes assessment of the PCOA 2 results, an IPE required didactic component, professionalism, and ethics evaluations.

PPE 1003 - PH4- Pharmacy Practice Essentials (PPE) III

This is a longitudinal final year series designed to provide the student with a comprehensive review in preparation to enter the profession. Over the span of the courses, students implement both guided and self-directed learning goals at specific check points, demonstrating effort, and strengthening their confidence.

PPE1004 - PH4- Pharmacy Practice Essentials (PPE) IV

This is a longitudinal final year series designed to provide the student with a comprehensive review in preparation to enter the profession. Over the span of the courses, students implement both guided and self-directed learning goals at specific check points, demonstrating effort, and strengthening their confidence.

Elective Courses for the Four Year Distance Education Pathway***PHE 1024 - Cultural Competence for Healthcare Professionals – 2 Credit Hours***

Students will be exposed to both patients and healthcare providers of different races, cultures and lifestyles, and will discuss the healthcare beliefs and habits generally attributed to the different groups. In addition, end-of-life, chronic disease and mental illness issues will also be discussed. Students will be given the skills to develop a culturally competent practice. Multiple teaching methods will be used in this class, including lecture, active learning and case and book discussions.

PHE 1025 - Leadership in Pharmacy - 2 Credit Hours

Students will work together to explore opportunities for leadership within the pharmacy profession related to professional organizations, advocacy, advanced training, and other avenues. Students will examine their own interests and strengths in order to begin developing independent learning goals for application during formal education and into their professional lives. The course will consist of journal readings, guest speakers, lectures, and discussion forums, and assessment techniques such as quizzes, writing assignments, projects, and class participation.

PHE 1027 - Death and Dying - 2 Credit Hours

This course will focus on death, dying and the grieving process from the perspective of the health care practitioner. Historical and contemporary theories and models of death, dying and the grief process will be briefly covered in addition to cultural and societal perspectives. Specific differences in the grieving process will be covered to include non-humans, children, the aged, spouses, early death, corporate death as well as death due to trauma, disease and suicide. The course content will be explored through the text, film, media, the arts, group discussion and guest speakers.

PHE 1044 - Research Independent Study - 2-3 Credit Hours

This Research Elective course provides pharmacy students with independent experiential opportunities in laboratory, clinic and/or literature research in the field of Pharmaceutical Sciences and Pharmacy Practice. This course is planned, individualized and coordinated by the Faculty/Mentor for the specific research activity performed by the student. It utilizes the

expertise of the faculty in their respective fields of specialization and/or interests and affords the student the opportunity to learn about contemporary and interdisciplinary areas in the Pharmaceutical Sciences and Pharmacy Practice.

PHE 1038 – Clinical Toxicology – 2 Credit Hours

This course will provide an analysis of general principles of clinical toxicology. Emphasis will be laid on physiological, biochemical and molecular mechanisms underlying the adverse effects of frequently encountered toxicants, toxidromes and the approach to affected patients. It will also lay the foundation for study of toxicology and poison prevention in clinical settings as well as providing reviews of career options in areas focusing on clinical toxicology.

PHE 1034 – Drug Discovery and Development – 2 Credits

This elective course for pharmacy students will review the process of new drug discovery and development and expose students to the available career opportunities in various departments of the pharmaceutical industry. This course will review, in a general manner, various stages, with emphasis on the research aspects that a chemical entity undergoes prior to becoming a therapeutic agent and available to physicians for safe and effective use.

This course will introduce the students to the different aspects of research and development that are involved in the discovery and preclinical development of therapeutic agents. Furthermore, the course will briefly describe the process of target selection, emerging techniques in drug discovery, strategies for drug design involving tools for synthesis and characterization, and developing and optimizing appropriate formulations to obtain the desired biological effects for therapeutic application. The course will consist of a series of lectures and discussions covering the main aspects of drug design and development. A field trip towards the end of the semester may also be planned.

PHE 1036 – Drugs of Abuse – 2 Credit Hours

This course will be designed to help the student develop the knowledge and understanding of drugs and substances of abuse. We will begin the course with a focus on the neurobiology of drug abuse and whether drug abusers are affected differently by abusive drugs. The course will provide the student with the knowledge of the different types of drugs of abuse (psycho depressants, psycho stimulants, psychedelics, etc.). The student will gather knowledge on aspects of drug abuse, such as, personal dimension, societal dimension and time dimension. The class will understand some theories for use and history of abuse for certain drugs. Also the pharmacology, mechanism of actions and side effect profiles will be studied. At the completion of the course, the student will have a full understanding and knowledge of what drugs have an abuse potential. Students will be expected to participate in online threaded discussion. In order to carry on distance education, a student is required to be interactive. This will be accomplished by students posing their questions or concerns about topics presented. The instructor will review the postings and respond with appropriate responses. There will be specific questions posted in the discussion forum from the material presented in the power point presentations. Also, questions will be asked which will require a response in essay form.

PHE 1067 – Foundations in Personal Finance – 2 Credit Hours

The goal of this course is to provide students with a foundation for how to think about personal

finance. This course provides a practical approach to managing one's personal finances that includes financial record keeping, personal federal income tax, major consumer purchases, financing, investment fundamentals and other financial topics of interest. Students will take a look at the millionaire culture in America to begin to understand what it means to be rich and how it is possible perceptions created by pop culture do not truly match up with how wealthy families live.

PHE 1076 -- Wellness and Nutrition – 2 Credit Hours

This course is designed for individuals to explore what wellness means in regards to mind, body, and spirit. During this course we will challenge ourselves to adopt a specific diet theory for the duration of the semester and analyze principles of holistic wellness seen through a patient's eyes, while developing tools to help our patients be successful. We will measure and track our successes and failures and learn from each other.

PHE 1075 -- Spanish for Pharmacists – 2 Credit Hours

This course will introduce pharmacy students to the Spanish language in order to communicate and interpret basic medication information and pharmacy-related terminology to the Spanish-speaking patient.

PHE 1041 – Basic Drug Information Knowledge – 2 Credit Hours

This elective is intended for those students interested in improving their knowledge of the top 300 drugs. Using Brainshark technology, students will take quizzes to study these drugs, becoming more familiar with brand/generic names, dosage forms, indications, adverse drug events, contraindications, drug interactions, warnings, patient counseling tips, dosing, and any other unique traits.

PHE 1082 – Vaccines and Immunizations – 2 Credit Hours

This course will cover basic concepts in immunization, administration of vaccines, and current trends in immunization. The course also will include a project that focuses on vaccines in development. Vaccines that are not currently covered in the required didactic curriculum will be discussed such as travel vaccines.

PHE 1083 – Exploration of Clinical Pharmacy – 2 Credit Hours

This course will expand on concepts related to the practice of clinical pharmacy. Students will explore roles and responsibilities of clinical pharmacists practicing in different specialty areas. Students will also learn about post-graduate training opportunities to prepare them to practice as a clinical pharmacist.

2.1.9 School of Pharmacy Academic Standing and Professionalism (ASP) Committee

The Academic Standing and Professionalism (ASP) Committee is responsible for reviewing the academic achievement and advancement of students for the degree of Pharm.D. The composition

and functions of the committee are as follows:

- The ASP Committee is comprised of the Director of Student Promotion and Retention, Associate Dean/Pathway Dean, the Dean of the School of Pharmacy 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
- 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 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.
- 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 School or behavioral issues either on campus or during clinical rotations; or
 - Failure to progress academically or academic failure.
- Student names are submitted to the Chairman of the 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.
- 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.
- 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 Dean.
- The Chairman of the Committee prepares and submits the Committee's recommendations to the appropriate dean, who may accept, reject or modify the recommendations.

This procedure is distinct from that for appeal hearings set forth under Student Discipline in Section 5.

2.1.10 Final Grade Appeals

Cause for Final Grade Appeals

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

A. Each of the following reasons, if supported by sufficient evidence, shall constitute “good cause”:

- Assignment of a grade that is malicious and/or discriminatory: i.e., in determining the grade, the Course Director or Coordinator, Program Director, Clinical Preceptor or Systems Co-coordinator (“professor”) clearly did not apply the same standards he/she used for grading other members of the class whose work and behavior were similar to those of the appealing student.
- Assignment of a grade that is arbitrary and/or capricious: i.e., the professor had apparently no discernible rationale for arriving at the grade given.
- Assignment of a grade that has resulted from human error: i.e., the professor reported an incorrect grade as the consequence of a mistake in computation, in recording or in some other mechanical aspect of the grading process. In such instances, it is assumed that the error will be corrected as a result of Step 1 of the Appeals Procedure (Faculty-Student Conference).

B. The following reasons do not constitute “good cause” for the purposes of appealing a grade:

- Disagreement with the course or systems requirements established by the professor, course coordinator or director of Experiential Education.
- Disagreement with the grading standards established by the professor, course coordinator or director of Experiential Education.
- Disagreement with the judgment of the Professor, course coordinator or director of Experiential Education, 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.
- 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.
- Students repeating any academic year are ineligible for grade appeals.
- Scoring less than 70% on a remediation

Step 1: Faculty/Student Conference

A student wishing to appeal a final grade shall follow the procedure listed below:—Once the initial appeal is submitted in writing to the appropriate Associate Dean/Pathway Dean, the student cannot change the appeal letter throughout the appeal process.

Didactic Courses:

- A conference between the student and the course director shall take place as soon as possible after learning of their grade, but no later than ten (10) business days after official notification of the grade from the registrar’s office.
- If either the student or faculty member wants the conference to take place in the presence of a third party, a request will be submitted to the appropriate Associate Dean/Pathway Dean for another member of the School to sit in on the conference.
- 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.

- If the faculty member believes the grade should not be changed, the student shall be notified in writing or electronically (with a copy to the appropriate Associate Dean/Pathway Dean) within five (5) business days after the conference has occurred.
- If the student is not satisfied with the decision of the course coordinator, the student will then have five (5) business days from receiving the decision of the course coordinator to submit a written appeal to the appropriate Associate Dean/Pathway Dean .
- The Associate Dean/Pathway Dean will consider all the facts presented by the student and faculty member and make a decision regarding any grade change based on the criteria listed in Cause for Final Grade Appeals.
- The student will be notified in writing within a reasonable time period of the Associate Dean's decision.

Experiential Rotations:

- A conference between the student and the Director of Experiential Education shall take place as soon as possible after the student learning of their grade (especially if it is a failing grade right before graduation) but no later than ten (10) business days after official notification of the grade from the registrar's office.
- If the Director of Experiential Education believes the grade should not be changed, the student shall be notified in writing or electronically (with a copy to the appropriate Associate Dean/Pathway Dean) within five (5) class days after the conference has occurred.
- If the student is not satisfied with the decision of the Director of Experiential Education, the student will then have five (5) business days to submit a written appeal to the appropriate Associate Dean/Pathway Dean .
- The Associate Dean/Pathway Dean r will consider all the facts presented by the students, preceptor, and Director of Experiential Education and will make a decision regarding any changes based on the facts presented.
- The student shall be notified of the Pathway Dean's decision within a reasonable time, usually fifteen (15) class days after the receipt of the appeal.

Step 2: Appeal to the Academic Standing and Professionalism (ASP) Committee

If the student is not satisfied with the decision of the Associate Dean/Pathway Director, he/she may resubmit the same appeal to the ASP Committee.

- This appeal must be in writing or electronic, addressed to the Chairperson of the ASP Committee, and shall contain the student's reasons for appealing the grade and additional reasons for disagreeing with the Associate Dean/Pathway Director. (See section: Cause for Final Grade Appeal).
- The appeal should be made within 10 (ten) working days after the student receives the written or electronic notification from the Associate Dean/Pathway Director.
- After considering all the facts, the ASP Committee will determine if the grade should be changed.

Step 3: Appeal to the Dean

- If the student is not satisfied with the finding of the ASP Committee, he or she may submit the appeal to the dean within three (3) calendar days after the decision has been made. In order for

the appeal to be considered, all the necessary documentation, including written arguments, must be filed with the dean within seven (7) business day after notice of appeal is given.

- The dean shall notify the registrar within a reasonable amount of time in writing of the final decision of any change in grade.
- Students may then submit the appeal to the President in writing only within seven (7) business days after the decision has been rendered by the Dean. All decisions by the President concerning the appeal are final.

2.1.11 Satisfactory Academic Progress Policy

A student is considered to be making satisfactory academic progress if the grade received for each course, system, module, or rotation is 70% (C) or greater. Any grade below a 70% (C) must be successfully remediated as described in Section 2.1.13 prior to the student advancing to the next academic year. Any incompletes must also be resolved and removed from the record prior to progression to the next year, except in courses in the Masters Programs. Exceptions to this policy will be made on an individual basis. This policy applies to all students regardless of whether or not they receive Title IV funding (Federal Direct Loans).

Evaluation by the Academic Standing and Professionalism (ASP) Committee occurs no later than the end of each semester or payment period. The ASP Committee notifies Financial Aid so that a notification can be made to the student about financial aid warning status. A student who has failed any course, system, module, or rotation will be assessed pursuant to the rules in Section 2.1.13 , Remediation.

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

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

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

Students enrolled in the four-year SOP program must complete the requirements within six years of matriculation. Students in the three-year SOP program must complete the requirements for graduation within five years of initial matriculation. If a student is unable to meet the maximum timeframe allotted for his/her program, he/she would be dismissed.

The ASP Committee, charged with monitoring satisfactory academic progress, makes its recommendations to the Dean of the School of Pharmacy.

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 2.1.13, Remediation. See Section 4.1.6, Satisfactory Academic Progress Standard for Financial Aid Recipients.

2.1.12 Promotion

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

- The faculty will recommend students to the Dean for promotion.
- A student will **not** be recommended for progression to the next academic year with any outstanding grades of (I) or (F). Students must have a grade average of 2.0 or above.
- When considering a student for promotion, the student’s professional, ethical, and personal conduct will also be taken into consideration. Therefore, a student must adequately conform to the standards set forth in the Academic Catalog and Student Handbook to be eligible for promotion.
- A student will be promoted only if all academic, legal and financial requirements to LECOM are satisfied.

2.1.13 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 ASP Committee and the Dean. The Dean will specify the probationary period.

Students of the School of Pharmacy will be placed on probation after failure of a course or rotation; unsatisfactory academic performance or for other causes stated in this handbook, such as honor code violations.

Members of the faculty or administration will render a special report in writing to the ASP Committee regarding any student whose professional or personal conduct is deemed unsatisfactory. Professional and personal conduct includes, but is not limited to, the lack of: attendance, cooperation with instructors, interest shown in assigned work, appropriate attitude toward peers and associates, regularly scheduled meetings with faculty advisors, and personal appearance appropriate to the circumstances.

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

The terms of probation for ethical, professional or personal conduct will be specified at the time the student is placed on probation.

- B. When a student is placed on probation, the dean or his designee will notify the student in writing of the reasons for probation. A copy of this letter will be distributed to the Director for the ASP Committee and the student's faculty advisor. The Committee will ascertain when the terms of the probation have been satisfied and recommend to the appropriate dean that probation can be rescinded. A copy of this letter will be placed in the student's permanent file if the probation is labeled "Disciplinary" as opposed to "Conduct."
- C. 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.
- D. Students on probation must meet with his or her faculty advisor at least every two weeks.
- E. The student will remain on probation until the following minimally acceptable standards are met and approval of the dean is obtained:
 - When the specified terms have been remediated according to the following remediation section.
 - When the specified terms of probation for ethical, professional, or personal conduct are met.
 - Students in their final year are subject to ASP Committee review prior to removal from probation.
- 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 during the probationary period must improve in order to remain eligible to continue enrollment. Any student who fails to improve his/her performance in the areas identified by the ASP Committee during the probationary period may continue on probation, be asked to withdraw or be dismissed from LECOM.

2.1.14 Remediation

2.1.14.1 Policy Statement

Remediation is a *privilege*, which may 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. There is no right to remediation. All decisions on remediation rest solely with Administration. All remediations will occur at the end of the semester for an exam and the end of the academic year for a course. All remedial examinations

must be taken when scheduled by the ASP Committee.

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

2.1.14.2 Procedures for the School of Pharmacy

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

- The ASP Committee will consider all (F) grades in courses or rotations as requiring remediation.
- Educational objectives and evaluation techniques for remedial courses should be the same as the educational objectives and evaluation techniques associated with courses in the regular curriculum. Where deemed appropriate, the ASP Committee, after consultation with the Course Coordinator or appropriate Associate Dean/Campus Director, may recommend any of the following options for the student:

A. Didactic Courses:

1. Students scoring between 59.5 and 69.4% (60-69) in a course will take a remedial examination. Students need to score at least a 70% to pass a remediation course or exam.
 - a. A Remedial Examination Fee will be assessed to all individuals taking a remedial exam. This fee will be \$100. The fee must be paid to the Registrar's Office prior to the student taking the remedial exam.
 - b. All remedial examinations must be taken when scheduled by the ASP Committee.
 - c. Failure of the Remedial Exam will result in the student being considered in a similar manner to those students receiving less than 59.5% in a course. (See Item 2 below.). Students in the distance education pathway will complete their remedial course(s) at home with the use of synchronous online meetings with faculty as needed.
2. Students scoring below 59.5% in a course will be required to complete a remedial course, including competency assessments as determined by the instructor. The fee for this course, which must be paid in advance, is \$500. This would also apply to remediations of rotations (IPPE and APPE). The *remedial course* may include, but is not limited to, the following:
 - a. Special projects or studies in the deficient area(s);
 - b. Repetition of the course; or

c. Participation in a self-study course.

All remedial courses must be completed before progressing. *Remedial coursework may lead to a delay of IPPE rotations, which may cause a delay in the date of graduation.* .

3. In Erie, students failing two or more courses within a quarter will be required to meet with the ASP Committee to discuss their academic progress. The ASP Committee may recommend academic/professional counseling.
4. In Erie, students may have a maximum of three (3) original course failures in their P1 academic year and four (4) original course failures in their P2 academic year. Exceeding these maximum remediation limits will result in a review by the ASP committee which may recommend dismissal.
5. In the Bradenton and DE pathways, students may have a maximum of two original course failures per academic year. Exceeding maximum remediation limits will result in a review by the ASP committee which may recommend dismissal. Any failure will be referred to the ASP committee.

B. Experiential Rotations:

1. In the case of an F on a rotation, the Director of Experiential Education may assign the site and the preceptor of the subsequent rotation. See the IPPE/APPE Manual for more information on when the make-up will be scheduled and for information on disciplinary actions.
2. Students failing one experiential rotation may be required to meet with the ASP Committee to discuss their academic progress. The ASP Committee may recommend academic/professional counseling.
3. Students can repeat a maximum of two failed experiential rotations. This may delay progression to the next academic year and/or anticipated graduation date.

C. Remediation Information

The highest grade a student may earn through remediation is a C (70%). The remediation grade will be recorded on the transcript with an F-asterisk followed by an RM/C. For those students required to remediate off-campus, a footnote will specify the institution where the remediation occurred.

Any student who is required to remediate a course will be notified in writing by the Dean or his designee within a reasonable period of time - generally within fifteen (15) working days after receiving the student's grades from the Office of the Registrar.

Grades earned during an attempted remediation will be reviewed critically by the ASP Committee and the Dean. Failure to earn at least a C or a 70% in remediation course may result in dismissal from the School.

Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances. The decision will be made by the Dean, based upon the recommendations of the ASP Committee. The ASP Committee will base its recommendations on the student's academic record and consideration after consultation with the Preceptor, Course Coordinator as well as the student involved when appropriate.

D. Remediation Expenses:

Remedial examinations require a \$100 processing fee paid in advance. Fees for remediation in a course will be determined individually based on a prorated scale. All remediation fees should be delivered to the Registrar's Office, and all fees must be paid in full and in advance of the start of the remediation process.

If the student at the end of the academic year is still considered to be making unsatisfactory progress and must remediate, he or she may be removed from the list of financial aid recipients. Refer to Satisfactory Academic Progress Standard for Financial Aid Recipients in this document.

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

2.1.15 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 ASP Committee may recommend dismissal of a student for any of the following reasons:

- A. Receiving a grade of (F), defined as below 70% in a remediated course or remediated experiential rotation for the School of Pharmacy.
- B. Receiving a grade of (F) in more than two clinical or experiential rotations. In an academic year.
- C. Unsatisfactory professional and personal behavior, including but not limited to the following:
 - Attendance

- Cooperation with instructors
 - Interaction with fellow students, associates, LECOM or clinical site personnel
 - Approach to and interaction with patients
 - Personal appearance not in compliance with the LECOM dress code.
- D. Failure to demonstrate continued academic and professional growth and achievement.
- E. Conviction of a felony or a crime involving moral turpitude. (Student must notify LECOM of any arrests or charges..
- F. In the Accelerated Pathway (Erie): Four original course failures during the first academic year; Five original course failures during the second academic year.
- G. In the Florida Pathway, (Bradenton) and the Distance Education Pathway: Three original course failures in any academic year.
- H. The need to participate in more than two remediation courses or rotations in the same academic year.

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.

3 ACADEMIC POLICIES AND PROCEDURES

3.1 HEALTH AND TECHNICAL STANDARDS

All candidates must meet the health and technical standards requisite for admission and participation in the educational programs of LECOM. Because Pharm.D. degrees signify that the holder is a professional prepared for entry into the practice of pharmacy, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

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.

Observation

1. Students must have an effective sense of vision.
2. Students must be able to observe and understand demonstrations and experiments in the basic and pharmaceutical sciences.
3. Students must be able to accurately observe a patient's condition; must be able to obtain a history and perform appropriate assessments and to correctly integrate the information derived from these observations to develop and implement an accurate and therapeutically appropriate plan for the patient.
4. Students must be able to prepare medications for dispensing to patients and observe the activities of technical staff operating under their supervision in accordance with State law.
5. These skills require the functional use of vision, verbal, hearing and somatic sensations.

Communication

1. Students must be able to communicate with and understand patients in a clinical setting.
2. They must be able to record information accurately and clearly, communicate fluently in and understand the English language, and communicate effectively and sensitively with patients.
3. Students must also be able to communicate effectively with other members of the healthcare team in oral and written form, and in patient care settings in which decisions based upon those communications may be made rapidly.
4. They must be able to effectively communicate with and supervise technical support staff.
5. Communication requirements include speech, reading, writing and computer literacy and skill at a professional level of competency.

Motor

1. Students must possess motor functions, physical ability and coordination sufficient to direct and supervise the accurate compounding and preparation of medications for dispensing to patients.
2. In addition, they must have the motor skills to teach medication administration, including the monitoring and counseling of patients regarding their medication and medical devices.
3. They must be able to use computer-based information systems.
4. Students must be able to adhere to universal precaution measures and meet safety standards applicable to inpatient and outpatient settings and other clinical activities.
5. Students must have coordination of both gross and fine muscular movements, equilibrium and functional use of all senses.
6. Students must have the ability to exert sufficient force to carry out all functions of a pharmacist.
7. They must be able to stand and walk for the majority of a work day.
8. Students must be able to administer vaccines and CPR.
9. Students must be able to transport themselves to school and to rotation sites.

Interpretative, conceptual, integrative and quantitative abilities

1. Students must have effective and efficient learning techniques and habits that allow mastery of the pharmacy curriculum.
2. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, use of computer technology and in experiential settings of all types.
3. They must be able to memorize, measure, calculate, reason, analyze, synthesize and apply information and concepts.
4. They must also be able to comprehend spatial relationships and three-dimensional models.
5. Students must be able to problem solve in areas relevant to pharmacy administration and patient care.

Behavioral and Social Attributes

1. Students must demonstrate the maturity and emotional stability and stamina required for full use of their intellectual abilities.
2. They must accept responsibility for learning, exercising sound judgment, and promptly completing all responsibilities attendant to the care of patients.
3. Students must understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession.
4. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals.
5. They must, at all times, demonstrate the emotional stability to be able to exercise sound judgment, and carry out prompt completion of all of the responsibilities attendant to the care of their patients in a sensitive and effective manner. .

6. Students must be able to adapt to changing environments, display flexibility and professional responsibility to their patients, and to learn to function in challenging environments.
7. Students must be able to tolerate physically, mentally and emotionally taxing workloads.
8. Students must have the capability of performing all required duties without creating a threat to the safety of patients or colleagues.
9. Students must be able to abstain from any type of fraternization or sexual activities with patients or their families.
10. Students must be willing to submit to drug testing and to abstain always from any use of illegal drugs, improper use of prescribed medications or intemperate use of alcohol. Applicants with a history of drug or alcohol abuse are unlikely to be admitted to the program.

3.1.1 Implementation of Health and Technical Standards

The Admissions Committee will evaluate candidates according to the requirements of the Health and Technical Standards through review of records, written statements and interviews. Candidates will be provided a copy of the Standards as part of the admission materials. Accepted students will be required to sign a statement acknowledging receipt of the Standards.

3.2 SPECIAL ENVIRONMENTS

3.2.1 Introduction

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

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

3.2.2 Students Who Believe They Are Sensitive to Chemicals

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

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

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

3.2.3 The Pregnant Student

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

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

- Transfer into another course;
- Obtain, at her own expense, appropriate clothing to reduce her exposure to the potentially harmful chemicals or an appropriate filter mask;
- Take a Leave of Absence from school and resume coursework the following year after the birth of the baby; (refer to section 3.12)
- Drop the course and, at her own expense, take an approved course at another

institution during the subsequent summer session. This option would have to be approved at the end of the academic year in question pending review of the student's overall record by the appropriate dean.

3.3 VETERANS EDUCATION

LECOM is an approved institution for the training of students eligible for veterans' benefits. LECOM will consider veteran status in a positive fashion in making decisions regarding admission. The Office of Student Affairs provides personal support and current information on assistance available to the veteran.

3.4 REGISTRATION

All students are required to register in person on the registration day specified in the applicable calendar. Failure to register on the specified day 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 make sure the College has received the following documents:

- Final official transcripts from previously attended colleges and/or universities;
- Physical examination form;
- Immunization records as outlined on the physical examination form;
- Emergency data form;
- Safety report form;
- Participation in the LECOM health insurance program;
- Criminal background check and drug screen;
- Signed matriculation agreement;

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. Attendance at orientation is mandatory for first year students. Matriculation is subject to satisfactory completion of all academic requirements, including completion of the Immunization Status Report and immunity to all diseases as outlined in the report, and payment of tuition, fees and other charges to LECOM. Background checks and drug screen must be completed within 30 days of matriculation.

All students must ensure compliance with the LECOM Student Health Insurance Requirements. Second, third and fourth year students must provide documentation updating their immunization and yearly Mantoux PPD record, prior to the start of **each** academic year.

3.5 ACADEMIC ADVISEMENT

Students are assigned a faculty advisor upon matriculation. Students should view faculty advisement as a privileged part of the academic process. If either the student or faculty member does not find the relationship helpful, either is free to seek a change in writing to the appropriate director of ASP.

The academic advisor-advisee relationship can become one of the most valuable aspects of professional education. It will provide an opportunity to develop sustained individual contact between faculty and students on both academic and personal levels. The School of Pharmacy requires each student to meet with his or her faculty advisor at least twice during the first semester and once a term or semester thereafter. A student on probation must meet with his or her faculty advisor at least twice a month or more frequently as required by the Academic Standing and Professionalism Committee (ASP).

3.6 GRADING AND CREDIT HOURS

Educational opportunities available at LECOM are designated as courses. A course is a free-standing unit and usually focuses on one specific discipline (e.g., biochemistry course). A system contains multiple disciplines, both basic science and clinical, and usually focuses on one specific organ/body system (e.g., neurosensory system). A problem-based learning module/course is a series of case studies based upon actual patient conditions. A Directed Study module or a Primary Care Scholars module is a free-standing unit focusing on a specific discipline or one specific organ/body system (e.g., biochemistry course or neurosensory system). A rotation is a clinical educational experience during the third and fourth years of the LECOM curriculum.

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

<u>Grade Points</u>	
A - Excellent (Numerical Range 90-100)	4
B - Good (Range 80-89)	3
C - Satisfactory (Range 70-79)	2
F - Failure (Range of 69 or below)	0
AU - Audit	0
I - Incomplete	0
Pass/Fail	0
W - Withdrawal	0
WP - Withdrawal/pass	0
WF - Withdrawal/fail	0
Cert - Certification	0

Only in exceptional circumstances and only with the approval of the Academic Standing and Professionalism (ASP) Committee, can curving/adjustments in overall class grades be made.

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

Bonus/extra credit points will not exceed 5% of the total points of a course or system. Each Course or System Syllabus will contain the grading policies for the course or system. Calculation of grades for rotations is described in the *School of Pharmacy Rotation Manual*. Grades midway between two grade points will be rounded up to the next higher integer.

Courses are rated at fifteen instructional hours per credit hour. A cumulative grade point average will be calculated and posted on the transcript.

A rotation is a specific period of instruction in an area of clinical medicine where the student learns from a blended methodology the fundamentals and nuances of the specialty from the mentoring physician. This experience may include bed side instruction, directed readings, discussions, case presentations, attendance at Morning Report, clinical lectures, and work in the Clinical Web-based Curriculum.

For the School of Pharmacy, a credit hour of 1.0 will be assigned for each week of Introductory Pharmacy Practice Experience (IPPE) clinical rotations and 1.0 for each week of Advanced Pharmacy Practice Experience (APPE) clinical rotations.

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

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

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

Class ranking is available upon request from the Office of the Registrar and is based on actual grade percentages earned in each course. Class rank for students of the School of Pharmacy class rank is available at the end of each academic year.

3.7 TIMING OF AND ATTENDANCE AT EXAMINATIONS

Students must be on time for examinations. Examinations will not be given after the scheduled time or, at the discretion of the Course Director, after the first student has completed the examination and left the room. Individual Course Directors will establish rules for tardiness in their syllabi. If a student misses an examination due to an **excused** absence, the student will be permitted to take a make-up examination whose timing is at the discretion of the Course Director. For excused absences due to illness, a written statement from the attending physician is required before the student will be allowed to take the examination. If the absence is

unexcused, the student may be allowed to take an examination. Approval must be obtained from the Chairperson of the ASP Committee and appropriate dean. The highest grade that can be earned for an examination after an unexcused absence is 70%.

3.8 EXAMINATION DECORUM

All examinations are proctored by faculty and/or administrators. During examinations students are expected to maintain at all times a decorum and demeanor that is consistent with accepted academic and professional standards. Professional dress is required for all examinations unless indicated otherwise. Lack of professional dress may result in dismissal from the exam. The student will then be treated as if he or she had an unexcused absence. It is mandatory that the student bring **only** pencils into the examination site. For Exam Soft tests, the Course Director will decide if students may have calculators, scratch paper, etc. For students in the DE Pathway, remote proctoring will be provided.

Prior to entry into the examination room, the student **must** leave all personal items (books, notes, study aids, coats, cell phones, any electronic devices, etc.) in the student lockers. Once the examination has started, no talking is allowed, and student questions will not be answered by the proctors (other than those relating to technical issues with Exam Soft). Students who need to use the restrooms must first hand their test papers to the proctor and request permission before leaving the examination room. No more than one student will be allowed to leave the examination room at one time, and students may be escorted to the restroom by an exam proctor. After completing an examination, a student must leave the examination room and any area adjacent to it and must do nothing to disturb those students still taking the examination.

Any student who engages in dishonest acts during an examination is subject to immediate dismissal from the examination. In such instances, the student will receive a score of zero for the examination. Incidences of dishonesty will be referred to the ASP Committee for investigation.

3.9 INTERRUPTIONS DURING AN EXAMINATION

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

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

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

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

The proctor will resume the examination timing mechanism after adding additional time equal to that lost during the interruption (length of the alarm plus 15 minutes to return). Students returning late will not receive additional time above that given to all students.

In the event of a prolonged interruption, the course coordinator after consultation with the Deans may decide to suspend the examination and reschedule it for a different date.

3.10 COUNSELING AFTER FAILED EXAMINATIONS

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

3.11 LEAVE OF ABSENCE

A student requesting a Leave of Absence for any reason must go through the following procedure:

- The student should complete a *Request for a Leave of Absence Form* (Appendix D) after consultation with the student’s advisor and the appropriate Dean. 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 E).
- The completed *Request for Leave of Absence Form* (Appendix D), completed *Leave of Absence Form for Financial Aid* (Appendix E), 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 pathway Dean.
- Requests for a medical Leave of Absence must be accompanied by letter from a physician (DO/MD) that includes a diagnosis supporting the request. A physician’s clearance is also required to return from a medical leave of absence.
- The request will be reviewed by a pathway Dean and an official letter will be 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 who 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 ASP Committee of the student’s program and the Bursar.

If the leave is approved, tuition charged 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, and must be approved by, the appropriate Dean.

Students who are on an approved Leave of Absence for sixty (60) days or more, must meet with the Chairperson of the ASP Committee of the Student's program 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 may be 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 or the appropriate pathway Dean.

A student who is in the first semester of the first year is not eligible for a Leave of Absence. The student must withdraw. Students will not receive a leave of absence for the purpose of or where the effect is avoidance of a failure of a course or rotation.

Students on leave are always responsible for learning the material covered during the period of their absence and must make up all affected assessments.

3.11.1 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 (see Section 4.1.6. of the Academic Catalog and Student Handbook).

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.

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.

3.12 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 must meet with his or her faculty advisor and pathway Dean. If still wishing to withdraw, obtain a withdrawal form from the advisor.
- B. The student should submit the completed Change of Status form to the Office of Student Affairs at his or her location. (see Appendix F)
- C. If the withdrawal occurs during the first 50% of the designated length of a course, the student would receive a “W” for that course. If withdrawal occurs during the last 50% of the designated length of a course, the student would 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 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.

A student who has withdrawn from LECOM and wishes to be reconsidered for admission must reapply and go through the entire application process.

3.13 ACADEMIC FREEDOM

Students should be aware that all faculty at LECOM are entitled to freedom in the classroom in discussing their subject, but they 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 at all times 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.

3.14 REQUIREMENTS FOR GRADUATION

Students who have satisfactorily completed all academic requirements and who have been recommended by the LECOM faculty (as indicated by the successful completion of the faculty-developed curriculum) may be awarded the Doctor of Pharmacy (Pharm. D.) provided that they are of good moral character and have met the following standards:

- Maintained at least a 70% in each course, system, module and rotation, and have no un-remediated failing grades and no grades of Incomplete (I);
- Are at least 21 years of age;
- Completed all legal and financial requirements;
- Exhibited the ethical, professional, behavioral and personal characteristics necessary for the practice of pharmacy;
- Completed the Graduation Clearance Form on the Surveys tab of the LECOM portal (portal.lecom.edu). This form, which must be completed prior to graduation, is placed with the student's permanent electronic record and serves as the students' final clearance from campus;
- Completed an exit interview with the Office of Student Affairs if the student is a recipient of any form of financial aid;
- Attended the Commencement at which the degree is to be awarded. Only in unusual circumstances, and with approval of the President, will a degree be awarded in absentia.
- Matriculated not more than five years at the Erie Pharmacy program or six years at the Bradenton Pharmacy program, or the Distance Education Pathway, with a minimum of two years which must have been at LECOM.
- Must complete all AACP-sponsored survey

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

3.15 COMMENCEMENT

Attendance at Commencement is mandatory for all graduating students. Commencement shall be held approximately two weeks following the end of the academic year. Each graduate is required to wear the academic regalia designated by LECOM. Pharmacy graduates are permitted to wear the purple and white Rho Chi cords if they have been accepted into the Rho Chi Honor Society. No other cords, sashes or pins are permitted.

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 unless an exception is granted by the Dean. 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 to be hooded. 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.

The following policy has been adopted concerning hooding at the commencement ceremony:

Assisting with the academic hooding at the Commencement Ceremony will be limited to ONE immediate family member who is a D.O., M.D., Pharm.D., RPh., D.M.D. or D.D.S. to assist with the academic hooding during the ceremony. An immediate family member may be a father, mother, brother, sister, spouse, father-in-law, mother-in-law, brother-in-law, sister-in-law, grandfather, grandmother, aunt, uncle, fiancé or fiancée. Exceptions to these guidelines will be at the discretion of the president. LECOM preclinical or clinical faculty may not serve as a guest hooder unless he/she is a family member as listed above.

Requests to have a family member serve as a guest hooder at the Commencement Ceremony must be submitted in writing to the President by May 1 of the year of graduation.

4 INSTITUTIONAL SERVICES

4.1 FINANCIAL AID/FINANCIAL SERVICES

4.1.1 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 his or her chances for admission.

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.

LECOM uses the information submitted on the *Free Application for Federal Student Aid* (FAFSA) to determine eligibility for the various loan and scholarship programs available to students. Students applying for federal financial aid are required to complete the FAFSA annually online at <https://fafsa.gov>.

Financial assistance to meet the cost of education is primarily available from Federal and private loans programs originated or certified by LECOM. Additional information may be obtained from the Erie Office of Financial Aid at (814) 866-6641 or email financialaid@lecom.edu; the Bradenton Office of Financial Aid at (941) 756-0690 or email BradentonFinAid@lecom.edu; or the LECOM at Seton Hill Office of Financial Aid at (724) 552-2867 or email kazzarello@lecom.edu.

LECOM participates in the William D. Ford Direct Loan Program (Direct Loan Program), which includes the Federal Direct Subsidized, Unsubsidized, and PLUS Loan Programs. LECOM also participates in private educational loan programs. Loans made under these programs are made in compliance with federal and state regulations governing the financial aid programs.

4.1.2 Financial Aid Code of Conduct

The Higher Education Opportunity Act, Public Law 110-315, August 14, 2008 requires institutions which 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.

LECOM is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. 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 has adopted the following student lending code of conduct for the Erie, Bradenton and the LECOM at Seton Hill campuses:

- 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 the financial aid office 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 the financial aid office 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 the financial aid office 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 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 his/her 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 office staffing.

4.1.3 Financial Aid Application Procedure

LECOM uses the information submitted on the *Free Application for Federal Student Aid* (FAFSA) to determine eligibility for the various loan and scholarship programs available to students. Students applying for federal financial aid are required to complete the FAFSA annually online at <https://fafsa.gov>.

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

To receive Federal student aid, a student must be a U.S. citizen or eligible non-citizen, maintain satisfactory academic progress, not owe a refund on a Federal or state grant or be in default on a Federal student loan.

The Office of Financial Aid may request other supplemental information as needed to determine eligibility.

In addition, all students applying for financial assistance must complete the Authorization and Consent Form, which may be found on the LECOM website. All financial aid documents must be received before requests for assistance can be processed. Detailed financial aid application instructions are emailed to students who have confirmed their acceptance to LECOM. In addition, application instructions and forms may be found on the LECOM website and portal.

4.1.4 Student Financial Assistance and Tuition and Fees Payment

Loan proceeds will be applied to the student's account when LECOM receives notification of the disbursement from 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 at LECOM is denied a loan or has difficulty obtaining loans because of credit ratings, LECOM will not waive tuition and fee charges while these matters are being resolved. There will be no exceptions to this policy.

4.1.5 Application for Additional Loan Funding

Reapplication for additional financial assistance or second loan requests will not be processed until thirty (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.

4.1.6 Satisfactory Academic Progress Standard for Financial Aid Recipients

Students 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. Exceptions to this policy will be made on an individual basis and in compliance with federal and

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

state regulations governing financial aid.

Students who are on leave of absence for any reason are considered not to be making satisfactory academic progress and are not eligible for federal and private financial assistance including federal and private loan funds.

College of Medicine students who do not pass the COMLEX Level 1, COMLEX Level 2, PE and/or CE Exams but remain on full-time clinical rotations or are enrolled in the Clinical Competency Development course are considered to be making satisfactory academic progress and will retain their financial aid awards. These students must remain on clinical rotations full-time in order to retain their financial aid awards.

College of Medicine students who do not pass the COMLEX Level 1, COMLEX Level 2, PE and/or CE Exams and are placed on leave of absence are considered not to be making satisfactory academic progress and are not eligible for federal and private financial assistance including federal and private loan funds.

4.1.7 Leave of Absence for Financial Aid Recipients

A leave of absence is an approved leave of absence if the student follows the procedure outlined in the Leave of Absence section of this document. As part of the application process for a leave of absence, students receiving financial aid must meet with the Office of Financial Aid to discuss how the leave of absence will affect their eligibility for financial aid and complete the *Leave of Absence Form for Financial Aid*, which may be found on the LECOM website and is attached as Appendix E.

While on an approved leave of absence the following applies:

- A. The student's enrollment status will be reported to the lenders as Leave of Absence.
- B. If the student is notified by his/her lender(s) that his/her loans are in repayment, then the student will need to contact the lenders(s) and request a hardship forbearance or economic hardship deferment.
- C. 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 his/her degree.
- D. If the student does not return from the leave of absence, his/her 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 the grace period of the student loan(s).
- E. The leave of absence and any additional leaves of absence must not exceed a total of 180 days in any 12-month period. The 12-month period begins on the first day of the student's official leave of absence.

This policy is in compliance with federal regulations governing financial aid.

4.1.8 State Residency Status

State residency status is determined per state law at the time of original application and that status is maintained for all years of attendance.

4.1.9 Terms of Payment

Payment of half of the annual tuition and all fees (including disability and health insurance premiums) is due in full two weeks prior to on-campus registration day for first year students. The remainder of the tuition, and, if applicable, the second semester health insurance premium, are due with the start of the second semester. For continuing students and new students admitted late, payment is due on the first day of the semester. Billing statements will be available on the portal approximately 30 days prior to the start of the semester. LECOM does not accept credit card payments for payments of tuition and fees. Any check that is returned by the bank for non-sufficient funds will be assessed a \$25.00 service fee.

4.1.10 Late Payment Fee

Tuition and fee charges must be paid by the first day of the semester. All students who have applied for loans to meet their financial obligations must show proof of pending loans sufficient to meet the payment of tuition and fees on the due date. If tuition is not paid in full on the due date, a late fee of \$50 per week will be assessed until such time as all financial obligations are met. If tuition is not paid in full by the second week of the semester, special review of the student's account will be made by the CFO and/or the Financial Aid Office to determine further action.

4.1.11 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 thirty days of any of the foregoing in accordance with the following schedule: 100 percent during the first week, 75 percent during the second week, 50 percent during the third week, and 25 percent during the fourth week. No refunds will be granted to students who withdraw, for any reason, after the fourth week, except as detailed in Sections 4.1.12 (Veterans Benefit Refunds) and 4.1.13 (Return of Title IV Funds).

4.1.12 Veterans Benefit Tuition Refund Policy

Students receiving Veterans Education Benefits who fail to complete the program, withdraw or are 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

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

charges for the full length of the program.

4.1.13 Treatment of Title IV Funds When a Student Withdraws

The law specifies how LECOM must determine the amount of Title IV program assistance that you earn if you withdraw, drop out or are dismissed from school. The Title IV programs that are covered by this law that you may have received while at LECOM include Federal Direct Subsidized, Unsubsidized, and PLUS Loans. Though your aid is posted to your account at the start of each period, you earn funds as you complete the period. If you withdraw during your payment period or period of enrollment, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your interest to allow the school to keep the funds to reduce your debt at the school.

There may be Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements.

If you receive excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

- Your institutional charges multiplied by the unearned percentage of your funds, or
- The entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. (See the Tuition Refund Policy in this document for more details.)

If you have questions about your Title IV program funds, you may call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at <https://studentaid.ed.gov>.

4.2 INFORMATION/TECHNOLOGY POLICIES

4.2.1 General Guidelines

LECOM provides electronic communication devices, equipment, and technology, including, but not limited to, telephones, e-mail, voice mailboxes, computer files, the Internet, facsimile machines, pagers, and cellular telephones (collectively referred to as “electronic devices”). The electronic devices are provided to assist in the conducting of business for LECOM.

All electronic devices and all data stored thereon remain at all times LECOM property. LECOM has a legitimate business interest in the proper utilization of this property. Therefore, LECOM reserves the right to monitor, retrieve, or read any data composed, sent, or received on LECOM property. Students using LECOM-provided electronic devices consent to having their use of these devices monitored and accessed at LECOM’s discretion. **You should have no expectation of privacy in any use of LECOM provided devices or systems.**

It is a violation of policy for any data composed, sent, or retrieved via electronic devices to contain content that may be reasonably considered offensive or disruptive to any student.

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.

For further information, please consult the IT tab on the Portal.

For problems accessing the portal or password resets contact the help desk at 1-844-276-9918 or email issupport@lecom.edu.

For problems accessing course materials contact the appropriate course coordinator.

4.2.2 Email

LECOM will make reasonable efforts to maintain the integrity and effective operation of its

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

electronic mail systems, but users are advised that those systems 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.

E-mail will be used as an official means of communication within the LECOM community. Therefore, LECOM has the right to send official communications to students via e-mail and the right to expect that those communications will be received and read in a timely fashion. All communications to students will be to their LECOM account. Students must use the LECOM account when communicating with the College via email.

If a student is dismissed their @lecom.edu/Outlook.com email will be deactivated immediately.

Unacceptable Uses of E-mail:

- Using an E-mail account owned by someone else.
- Sending harassing, obscene and/or other threatening messages to another user.
- Sending unsolicited junk mail.
- Sending material that infringes upon the copyright of another person.
- Sending chain letters.
- Sending commercial or advertising material to users or other organizations.
- Distributing E-mail to everyone in the college without proper authorization.
- Distributing hate mail, discriminatory remarks or pornographic material.
- Using E-mail to share confidential information about students or employees.
- Soliciting on behalf of another organization.
- Automatic forwarding.
- Forwarding lecom.edu e-mail account to another e-mail account, e.g. gmail.com, yahoo.com, & aol.com.
- Revealing confidential information to anyone who has neither a need nor a right to have the information, including information that is protected by FERPA or HIPAA.
- Sending or forwarding pornography, spam or other E-mail nuisances.

If you receive pornographic or other inappropriate material, advise the sender, if possible, to cease; forward the E-mail to Student Affairs or IT; and delete it.

Please be aware that our firewall may not stop all malicious programs or inappropriate content. Phishing emails are very common. Do not respond to emails that ask for personal information or click on any links within them. If you question the validity of an email, please forward it to issupport@lecom.edu for verification. Also, please remember to keep your anti-virus software up to date. If you have any problems or questions, please call IT support (814-866-8170).

4.2.3 Internet Usage Policy

Individuals given Internet access via LECOM computers are expected to use the Internet to enhance the performance of their work and study responsibilities. No one shall place school material (copyrighted software, internal correspondence, confidential materials, etc.) on any publicly accessible Internet site without permission. The Internet does not guarantee the privacy and confidentiality of information. 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. It is against federal law and LECOM policy to violate copyright or patents of another on or through the Internet. Students, including peer-to-peer file sharing, faculty or staff are prohibited from downloading or using copyrighted material in any way without obtaining written authorization. Only computers with up-to-date anti-virus software will be given Internet access.

Unacceptable uses of the Internet:

- Use for an 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.
- Access or processing pornographic material.
- Shopping, stock trading and other personal business.
- Downloading music files.
- Streaming internet radio and other streaming music services.
- Instant Messaging
- Distribution of unsolicited material to others, peer-to-peer files sharing.

LECOM will make a determination about whether specific uses are consistent with acceptable use policies.

4.2.4 Cell Phones, Smart Watches and Other Electronic Devices

Cell phone usage should be kept to a minimum. It should never interfere with class. Use of cell phones while in class is prohibited. Students should refrain from using cell phones or texting while driving.

The use of cameras is also prohibited during class. Any usage must be with the consent of individuals and in line with the guidelines in Section 3.2.6.

4.2.5 LECOM Photography Procedures

The Office of Communications and Marketing is a resource for providing staff and commercial professional photographers and videographers for print, online, and new media projects, as well as to capture and record special events. Communications and Marketing offers consultation on photo shoots and archives images. In order to maintain the quality and consistency of LECOM photography, the following guide has been developed.

Photographs taken by LECOM staff members and by commercial photographers employed by LECOM should be done in accordance with the professional standards of LECOM. All photographs should portray students, faculty, administrators and others in the best possible way. No one should be photographed without their consent.

Individuals in the photographs must meet LECOM dress code standards:

A clean and well-cared-for appearance should be maintained. Men must wear dress trousers, shoes, dress shirt and necktie. Women are required to wear appropriate dresses of reasonable length or slacks with appropriate blouses. Hairstyles should be clean and neat, avoiding extreme length, styles or colors. Revealing or tight, form fitting clothing is unacceptable. Beards and moustaches must be neat and trimmed at all times. Excessive body piercings are not acceptable. Shorts, jeans, T-shirts, and sandals without socks are not permitted. Students are required to wear shoes with stockings or socks. Hats, caps or sunglasses may not be worn.

Ask individuals to adjust clothing or equipment so that it does not distract from the photo. Do not be afraid to mention to individuals in the scene that an undergarment is showing or that a person should re-button a shirt. Remove name badges, lanyards or other items other than jewelry or pins that may be a distraction on the person's clothing. Make sure long, shirt sleeves are rolled down.

At social events where alcohol is served, do not take photographs showing LECOM students, faculty or staff holding or drinking alcoholic beverages. Where food is served, do not photograph individuals while they are eating. Ask them to pause while you take the photo.

While photographing an event where the individuals are engaged in activities involving movement and groups of people, take time to properly compose the photos. If it does not

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

interfere with what they are doing, ask individuals to pause for a moment while you compose and take the photo. Reposition individuals so that faces are visible.

Be aware of surroundings. Make sure that objects do not appear behind people and cause a distraction, such as a plant or sign coming out of someone's head. In crowds, determine that people in the background are appropriately dressed and behaving properly. Take time to reposition your subjects in front of a neutral or attractive background whenever possible.

Do not take photos by bringing the camera close to the person and using the widest angle. This distorts the face. The best facial photographs are taken from six to ten feet away with the zoom set between 50 and 105 mm.

Request the names of all individuals in the photos. If individuals are not students or employees of LECOM, they must sign a consent form. A copy of the form is attached as Appendix C.

Non-LECOM photographers retain ownership and copyright of their images and grant specific usage rights to LECOM.

4.2.6 Copyright Materials

All LECOM faculty, staff and students must respect and comply with the rules on copyrights, such as the provisions of the U.S. Copyright Act of 1976. Unauthorized use of or distribution of copyrighted materials, including but not limited to peer to peer file sharing (transmitting copyrighted materials, such as music, movies, compilations, to friends for their use) 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, or other College-imposed sanctions for misconduct, etc.

4.3 LEARNING RESOURCE CENTER

4.3.1 General Library Information

The LECOM Learning Resource Center (LRC) is committed to providing students and faculty with access to medical, pharmaceutical and dental information directly related to academic study and research. Materials not available within the physical LRC can be requested through Interlibrary Loan at the circulation desk. Library hours may vary by campus.

4.3.2 Conduct in the Library and Designated Study/Breakout Rooms

The Learning Resource Center is an area designated for individual study and use of LRC resources. These specific purposes are encouraged and expected from LECOM students. No food or beverages are permitted in the LRC at any time. Cellular telephone use is prohibited in the LRC.

4.3.3 Circulation Procedures

All matriculated LECOM students have the privilege of using the LRC for study and to check out circulating materials with a valid ID from the LRC collection. A current student ID is required to check materials out. Books circulate for 28 days, with board review materials circulating for 14 days. Book loans may be renewed once. Journals do not circulate. Reference material does not leave the LRC. Special anatomical teaching models circulate based on the preferences of course directors.

4.3.4 Online Public Access Catalog

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

4.3.5 Fines and Fees

All materials must be returned by the date due. A receipt is provided upon request. Items that are not returned by the date due (and arrangements for renewal have not been made) will be assessed \$1.00 per day.

The borrower is responsible for all late fees and replacement costs. Fines must be paid when material is returned. Failure to pay any fine will result in suspension of borrowing privileges until the account is cleared. Abuse of this or any of the rules of this section will result in termination of LRC privileges and/or discipline. Bills of collection for material considered lost will be forwarded through the business office for disposition.

4.3.6 Reserve Collection

The Reserve Collection consists of assigned readings related to coursework as well as limited human anatomical structures. These must be used only in the LRC. Material is requested at the circulation desk. Special anatomical teaching models are accessible based on the preferences of the course directors.

4.3.7 Photocopiers

Photocopiers are available for student use. The machines are located in the LRC copy room. Copies are \$.10 each in 8 1/2 by 11 inch format.

4.3.8 LRC Computers and Printers

The computers in the LRC provide access to the LRC electronic resources. Network printers are

available to print database search results. Laser printers use Papercut, an account based system and are designated for students to print class notes and personal documents. Word processing is also available on the computers. Interlibrary Loans

Inter-Library 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 on the LRC portal page and submitted online. 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.

4.3.9 Electronic Resources

The LRC provides access to MEDLINE, the National Library of Medicine's biomedical database for end user searching. The MEDLINE gateway is available through the Learning Resource Center webpage and at LRC computer workstations. The Core Biomedical collection, I – IV provides access to 85 full text core medical journals, that can be cross-searched and printed. Also available is Evidence Based Medicine Reviews. This premier resource in the evidence based medicine movement combines four EBM resources in a single fully searchable database. Access to the full range of the Learning Resource Center's electronic journal collection is provided through a comprehensive list on the LRC's webpage. Pubmed is also available with a link-out feature to electronic journals subscribed to by the LRC.

The LRC subscribes to StatRef, an electronic medical library offering cross searching capability to 25 medical textbooks such as, AHFS Drug Information, Merck Manual Of Diagnosis and Therapy, Concepts in Clinical Pharmacokinetics and Kaplan & Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry.

Another resource is EbscoHost, a collection of databases that allows searching of medical related literature. There are several searchable databases, all containing access to full text titles that students can search separately or concurrently. The number of full text journals available is approximately 2,000.

Clinically relevant electronic databases include UpToDate and DynaMed. These resources offer "point of care" information and are useful for students doing rotations and working in a clinical setting. They offer current, peer reviewed topic reviews across many specialties.

Pharmacy electronic resources include EMBASE Drugs and Pharmacology (1991-present), International Pharmaceutical Abstracts, IPA (1980-present), Micromedex, Lexi-Comp and Facts and Comparisons. EMBASE is a major biomedical and pharmaceutical database known for its international scope and timely in-depth indexing. International Pharmaceutical Abstracts covers the entire spectrum of drug therapy and pharmaceutical information including CAS Registry numbers and a therapeutic classification for drugs. The Micromedex Healthcare series provides an unsurpassed depth of information on drugs, diseases, toxicology, interactions, identification and patient information.

Lexi-Comp and Facts and Comparisons are two web based drug information databases providing content in the following areas; drug information and interactions, laboratory and diagnostic testing, natural products, Infectious disease and poisoning and toxicology. Updated daily, these databases are accessible in the LRC and selected ones off site through the LECOM LRC web page. The LRC Online Public Access Catalog (OPAC) allows users to search our collection. The OPAC is web based and can be searched on or off campus.

4.3.10 Library Instruction and Literature Searches

Personal instruction is available by request. Detailed and complex searches will be analyzed and performed by the professional library staff. Librarian mediated searches are typically finished within 48 hours. Searches are requested using the yellow form available at the circulation desk or online at the online request page on the LECOM website.

4.4 CAMPUS SECURITY AND SAFETY

4.4.1 Campus Facilities

LECOM desires to create a safe, supportive environment for its students and employees. To this end, LECOM 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.

For convenience in reporting crimes or unusual incidents, the emergency number for police, fire and ambulance is posted on telephones in the college facility. The 911 emergency system serves the area. At LECOM at Seton Hill, Seton Hill University Police patrol the campus.

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. Night security personnel are available to escort people to the parking areas. Fire extinguishers and fire hoses are placed throughout LECOM for safety. Emergency defibrillators (AEDs) are also located at key locations for emergency use.

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.

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 or 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.

4.4.2 LECOM Police and Security Office

The LECOM Police and Security Office is responsible for the provision of law enforcement and security for LECOM. Its mission is to provide a safe and secure environment for the students, faculty, and staff of LECOM. The Office 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 Erie, the Department includes both sworn Campus Police Officers and Security Officers; LECOM Police and Security patrol all Erie facilities. At LECOM Bradenton, the Department consists only of Security Officers. 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.

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 Campus police officers may carry firearms and less 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 may dress in civilian clothes with a badge displayed on their belt. More frequently, however, Campus Police will be dressed in full uniform. Bradenton Security officers are uniformed.

LECOM 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 Office, monitor the CCTV surveillance system, patrol the campus and assist police officers in the performance of their duties.

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. Call 9-9-1-1 from a LECOM or Seton Hill University phone.

Erie, Pennsylvania
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
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

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

LECOM at Seton Hill in Greensburg, Pennsylvania
Seton Hill University (SHU) Police Department
Lowe Hall, room 117 (first floor) (Police Chief in room 115)
One Seton Hill Drive
Greensburg, PA 15601
Dial 4-9-9-9 from Seton Hill University phones
Dial (724) 830-4999 from non-SHU and non-LECOM phones (Police Chief (724) 830-4998)

Seton Hill phones
Dial 9-724-830-4999 from LECOM phones

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

4.4.3 Campus Safety and Security Programs and Information Systems

Daily Log

The LECOM Police and Security Office maintains a daily log of all criminal and non-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 member or staff member of LECOM wishing to examine the Daily Log may do so. The Log is located in the Campus Police and Security Office. At LECOM at Seton Hill, the Log is located in the office of the Seton Hill University Police Department. Requests to view the document can be made to any police or security officer on-duty in the office during hours when the building is open for business.

Personally 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 will 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:

- LECOM Video Bulletin Board
- Campus E-Mail System
- Memoranda or fliers distributed to each student or employee
- Information posted to the LECOM Security Department Home Page
- Campus crime prevention or security presentations
- e2Campus

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.

Campus Security Alerts - e2Campus

LECOM utilizes “e2Campus,” a notification system that enables the school to send urgent news to cell phones. The service is available to all current students and employees. After signing up for the service, LECOM can text cell phones with timely information about emergencies, class cancellations, or critical campus reminders. Registering with the system is necessary to receive the notifications. 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. Beginning in January 2016, e2campus is "opt-out." All incoming students are now automatically signed into the e2campus notification system. If they do not desire to receive e2campus warnings and alerts, they must request, in writing, to be removed from the system.

Students at LECOM at Seton Hill are encouraged to register for Seton Hill University’s e2Campus service so that they may be notified of emergencies, campus closures, or other critical situations on the Seton Hill University campus.

4.4.4 Vehicle Registration and Parking Regulations

All vehicles must have a LECOM parking tag attached to the front windshield to be parked in a LECOM lot. Additionally, swipe cards are required for entry into the LECOM at Seton Hill parking lot.

Security is responsible for the registration of all vehicles on campus and monitoring traffic patterns in and around the campus. Any vehicle entering or parked on school property is subject to search by school authorities (with reasonable suspicion) and/or law enforcement personnel (with probable cause and/or pursuant to state or federal law). Such search may be conducted without warrant for any reasonable purpose in protecting the health and welfare of the school population/employees and visitors. Search of the vehicle may include all compartments and components thereof, providing that searching that compartment or components could reasonably produce evidence of the violation of school rules or law about which the school official has reasonable suspicion where violated. Once the search begins, the person in control of the vehicle will not be permitted to remove it from the premises during the reasonable duration of the search.

The vehicle speed limit for all roadways within the LECOM campus is 10 miles per hour. Traffic citations may be issued for any infraction of the state codes on the roadways of the LECOM campus.

Infractions shall include but are not limited to:

- 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

Parking Regulations

Student parking is available at no charge and all students are subject to the following restrictions and regulations.

- No vehicle may be left in the LECOM parking lots overnight.
- Student, faculty or staff 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 prohibited at all times.
- Parking in areas designated as “Tow-Away Zones” subjects the vehicle to be removed from the campus at the owner’s expense.

4.4.5 Student Responsibility for Safety and Security

4.4.5.1 Introduction

LECOM is an exceptionally safe and secure educational institution. 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 to the Campus Security Office or the University police at Seton Hill University.
- Report any suspicious persons or situations on campus to the Campus Security Office immediately upon discovery.
- 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.

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

- 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 a fire emergency on campus.
- Keep personal items inside locked lockers.
- Never leave bags or other personal items in hallways during examinations (they should be in cars or lockers.).
- NO COSTUMES, Dress, or Masks including mascot uniforms, which alter, cloak, or conceal an individual's identity are permitted on any LECOM property.

4.4.5.2 Campus Crime Prevention Program

The following crime prevention programs are provided to the LECOM community:

- All incoming first year students receive a presentation from the LECOM Security Office during orientation.
- 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.
- The Security Office, in conjunction with the Offices of Student Affairs and Human Resources and the various student organizations, will provide crime prevention presentations as needed or requested throughout the year.

4.4.5.3 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. 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. Moreover, the LECOM Police and Security Office reports crimes occurring on campus or non-campus buildings or property to the federal and state governments as required by law.

Reports can be made by calling the numbers listed in section 3.4.2. Reports can also be made in person at the LECOM Police and Security Offices or Seton Hill University Police Department. LECOM Police and Security Offices will refer or investigate all reports of criminal activity received from any source. Investigations of serious crimes will be referred to the local, state or federal law enforcement agencies, as appropriate. In addition, LECOM Police and Security will investigate any criminal incidents on the LECOM campuses that are not investigated by the local police as a result of being a low priority.

A "Campus Security Authority" is a Clery Act term that encompasses individuals that may

receive reports of crimes. While LECOM has identified several Campus Security Authorities (CSAs), LECOM officially designates the LECOM Campus Police and Security Office to receive reports of crimes at the Erie, Pennsylvania and Bradenton, Florida locations and the Seton Hill University Police Department to receive reports of crimes at the LECOM at Seton Hill location in Greensburg, Pennsylvania.

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.

4.4.6 Drugs, Alcohol and Weapons Policy

4.4.6.1 Introduction

LECOM recognizes that professional education may be a time of great stress for students. Therefore, LECOM wants to enable our 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 his or her 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. As a consequence, 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.

4.4.6.2 Weapons Policy

The 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, or at Seton Hill University is strictly forbidden. The only exception is for authorized law enforcement officers. The commission of a serious crime is grounds for immediate discharge from LECOM.

4.4.6.3 Drug-Free Campus

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. Our 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. In addition, the illegal use or abuse of legal drugs will not be tolerated.
- While on LECOM premises and while conducting business-related activities off LECOM premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs.
- No student shall possess, use, manufacture, produce, sell, exchange, or otherwise distribute any drug prohibited by federal or state law at LECOM.
- No student shall possess, consume, furnish, manufacture, sell, exchange, or otherwise distribute any alcoholic beverage except as permitted by state law and LECOM.
- Students found by school application process, security background checks, 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/SARPh at Erie or LECOM at Seton Hill and the Florida PRN or Centerstone in Bradenton, possibly for a psychiatric evaluation. A referral will be made to PHP/SARPh/PRN/Centerstone regardless of legal standing as 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 by way of recommendations from PHP/SARPh/PRN/Centerstone or by student request in cases of substance dependency.

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 at LECOM, resources available, and consequences for violations of this policy.

4.4.6.4 Substance Abuse Educational 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.

4.4.7 Sexual Assault and Other Sexual Misconduct Prevention Program and Procedures

Sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, and stalking are forms of discrimination on the basis of sex and are violations of Title IX of the Educational Amendments Act of 1972. LECOM has a zero tolerance policy of all such conduct whether perpetrated by employees, students, or campus visitors, whether committed on or off campus. The *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence*, attached to this handbook as Appendix J, explains the LECOM Title IX policy, definitions, and the procedures to be followed in the event that sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, or stalking is alleged, including an investigation and resolution which may result in discipline. See Section 4.3.8 for more about hazing and non-sex based harassment.

The procedure to be followed in the event of an allegation of one of these violations is in the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* attached as Appendix J and not in Section 4.2 (Student Conduct) of this handbook.

Information on registered sex offenders may be obtained from the LECOM Police and Security Office.

LECOM provides mandatory educational programs to promote awareness and prevention of sexual harassment, sexual exploitation, 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.

To facilitate the prevention and reporting of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, and stalking, LECOM has named an Institutional Title IX Coordinator and also Deputy Title IX Coordinators on each campus.

LECOM Title IX Coordinator and Deputy Coordinators

Institutional Title IX Coordinator
Aaron E. Susmarski, J.D.
Institutional Director of Human Resources
(814) 860-5101
asusmarski@lecom.edu

LECOM Erie
Dr. Melanie Dunbar, Deputy Coordinator
Director of Behavioral Health
(814) 866-8160
mdunbar@lecom.edu

Dr. Christine Kell, Deputy Coordinator
Associate Dean of Preclinical Education
(814) 866- 8169
ckell@lecom.edu

LECOM Bradenton (including dental clinic at DeFuniak Springs)

Ronald Shively, Deputy Coordinator
Director of Student Affairs
(941) 782-5930
rshively@lecom.edu

Dr. Katherine Tromp, Deputy Coordinator
Assistant Dean of Distance Education Pathway
Associate Professor of Pharmacy Practice
(941) 782-5644
ktromp@lecom.edu

LECOM at Seton Hill

Dr. Irving (Irv) Freeman, Deputy Coordinator
Vice President for LECOM at Seton Hill
(724) 552-2870
ifreeman@lecom.edu

Anyone who believes they have been subjected to sexual misconduct or is aware that such impermissible conduct has occurred is encouraged to report these incidents. Reports of any form of sexual misconduct should be made to any LECOM designated “Responsible Employee” which are the Title IX Coordinator, Deputy Title IX Coordinators, the Provost, Deans, Associate Deans, Assistant Deans, Program Directors, Directors of Student Affairs, Faculty Advisors, or any other member of the LECOM administration. Such a report begins the LECOM Title IX institutional process.

A report to the appropriate law enforcement agency is encouraged, but not mandated, and begins a criminal process which is a separate matter from the Title IX institutional process. Reporting a sexual assault or related offense to law enforcement as soon as possible is suggested to ensure that fragile evidence is preserved and collected to facilitate a subsequent criminal prosecution.

If you are the victim of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, or stalking there are several options for you to follow and it is your decision which options to take. The following are recommended, but not mandated.

- Contact the local police, LECOM Police and Security Office, and/or the Seton Hill University Police Department for assistance and an immediate criminal investigation will be initiated. LECOM personnel will assist a student in notifying these authorities if the student requests this assistance. **See Appendix A in this handbook for law enforcement contact information and also the *LECOM Policy Statement on Title IX***

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence which is attached to this handbook as Appendix J.

- Preserve any physical evidence that may prove that an incident of sexual harassment, sexual exploitation, 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 a student in contacting counselor(s) if the student requests this assistance.

See the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence*, attached to this handbook as Appendix J, for a listing of crime victim and other counseling services.

Consensual Relations Between Students and Faculty/Staff

Romantic or sexual relationships between students and faculty and staff can undermine academic integrity and have serious negative consequences for those involved. Thus, it is the policy of LECOM that such relationships are prohibited. Any faculty or staff member found to be involved in such a relationship is subject to disciplinary action up to and including termination. This policy does not apply to faculty/staff who are married to a student prior to the student matriculating at LECOM. However, in such a case a faculty member may never be in a position to grade or otherwise evaluate his/her spouse.

4.4.8 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 2.3.20.2., Mandatory Leave of Absence.

Any LECOM student, regardless of campus or school, is required to take action, report, or intervene, if safe to do so, when another individual is at potential risk of suicidal behavior. Failure to do so may result in discipline. 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.

4.4.9 Violence and/or Threats of Violence Policy

There is a zero tolerance 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 or emotional abuse. All statements, comments, and gestures 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 the section, “Student Disciplinary Procedures.”

4.4.9.1 Hate Crimes are Strictly Forbidden by LECOM

A hate crime is a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender’s bias. Bias is a preformed negative opinion or attitude toward a group of persons based on certain characteristics. The Clery Act requires reporting in the Annual Security Report, available on the LECOM website, of hate crimes committed due to the perpetrator’s bias towards the victim’s actual or perceived race, gender, religion, sexual orientation, ethnicity, disability, national origin, or gender identity. Incidents may involve physical assault, damage to property, and theft. They may also involve bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Anyone 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” section, 3,4,5,3. LECOM maintains a zero tolerance policy as to hate crimes. Hate crimes are also specifically forbidden by the state criminal laws of both Pennsylvania and Florida.

4.4.10 Dangerous Person Policy

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 abuse emotional acts toward another person that is likely to result in physical or emotional injury or pain or the destruction of property. The prohibited acts may be direct or indirect, overt or covert, serious or in jest. The scope of this policy includes any LECOM program, building, grounds, vehicles, rental space, affiliated hospitals, or locations of official LECOM functions.

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. LECOM has zero tolerance for threats or violent acts.

Any LECOM student who intentionally or knowingly fails to identify or report a dangerous person, as described in the above paragraph, is subject to an Honor Code violation as described in this Handbook section “Student Disciplinary Procedures.”

Examples of dangerous comments 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: *I will kill you, I hate you, I will hurt you, I’m going to hit you, You will be sorry.* Examples of dangerous behaviors include, but are not limited to: brandishing a firearm or other weapon; stalking; harassing; sending threatening notes; intimidating body mannerisms; threatening to injure an individual or to damage property, and retaliating against any individual who, in good faith, reports a violation of this or any policy.

Students should not confront or take any aggressive action against a person who is viewed as potentially dangerous.

4.4.11 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. Prior to allowing access to the building Police & Security may check to ensure they have not been suspended, dismissed, or otherwise to be 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.

Persons 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.

Erie: (814) 866-6641

Bradenton: (941) 756-0690

LECOM at Seton Hill: (724) 552-2880

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, an Assistant Dean, or the Vice President for LECOM at Seton Hill. Minor visitors must have the approval of the Provost.

4.5 REGISTRAR/EDUCATIONAL RECORDS

4.5.1 Office of the Registrar

The Office of 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, and release of diplomas.

4.5.1.1 Transcripts

The official transcript includes the complete academic record at LECOM. Academic credit transferred from other colleges and/or universities will be indicated on the transcript if the credit is applied toward a degree at LECOM. Transfer grades are not included on the LECOM transcript.

The student's authorization and written signature is required to release a transcript. In order to request an official transcript, the Transcript Request Form must be completed and submitted to the registrar's office or through the LECOM Portal. There is a \$10.00 fee for each transcript and the transcript must be mailed directly to the recipient. Payment can be mailed cash, check or money order directly to the Registrar or payment can be made on the portal through PayPal. The transcript is only official when it bears the signature of the registrar and the seal of the College or the School. **Transcripts and grade report forms cannot be faxed or emailed. Unofficial**

transcripts are not issued.

Requests for an official transcript must allow a minimum of 10 working days for normal processing and three weeks for processing following the end of a semester. Official transcripts will not be provided to students who are delinquent in their financial obligations to LECOM or any of its affiliated hospitals or clinics, delinquent in submitting required health forms, or if clinical rotation requirements are not received by the appropriate offices. 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, and letters of recommendation or evaluation for internships, residencies, employment, staff privileges, specialty certification and licensing.

4.5.1.2 Grade Reports

Grades are sent out to students by U.S. Mail within 30 days of the end of the semester. Factors affecting timing of grades are a timely submission to the registrar by the faculty teaching the courses and verification by the Registrar of all grades submitted. 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.

4.5.1.3 Change of Name/Change of Address

A change of name will take place only when the appropriate paperwork is submitted to the Office of the Registrar. Students wishing to change their names should submit proof of marriage or divorce, a second form of ID or other court-ordered documents showing the change of name. Students wishing to take their maiden name as their middle name must also submit an official document verifying the update. NAME CHANGES BECOME PERMANENT ONCE GRADUATION HAS TAKEN PLACE. If a name is changed near to graduation, the student's diplomas will not be released to the students until official documentation of the name change is received. Students must complete a change of address form to the registrar if their permanent or current addresses changes.

A change of address may be submitted in person, by mail, or by fax on the Change of Address form; by an E-mail originating from the student's LECOM account only and sent to the Registrar; or by using the LECOM Portal.

4.5.1.4 Class Rank

Student class ranking may be obtained from the Office of the Registrar. Requests for class rank must be made in writing to the registrar. The class ranking is based solely on percentage grades attained in the coursework and clinical rotations, and has nothing to do with grade point averages. Students must have credits equivalent to their classmates at the end of the semester in order to be ranked.

There are instances when students will not be ranked. Students who repeat a year will not be ranked. Students with a grade or grades of Incomplete at the end of the semester will not be

ranked. Students who are off-schedule in clinical rotations will not be ranked unless they are caught up with the rest of the students in the class by the end of the rotation semester.

Class rank for graduating students is based on the grades up to and including the final rotation of the academic year. Students switching campus location or students completing a rotation or rotations after June 1st of the academic year will be unranked with the class. Unranked students may contact the Office of the Registrar upon completion of all requirements for graduation to determine the quartile in which they will be ranked.

4.5.1.5 Diplomas

LECOM Graduates receive their diplomas immediately following Commencement provided all requirements have been met and all rotations are completed. Each graduate receives a small diploma to be placed in a diploma cover and a large diploma for framing. ***Diplomas or reproductions of diplomas will not be issued or transmitted in any manner prior to the Commencement ceremony.***

Students who are off schedule will have their diplomas 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 that is on file with the Office of the Registrar.

4.5.2 Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. This policy gives all LECOM students notice of their rights under FERPA.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." All LECOM students are "eligible students."

- A. Eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of any request. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records. Schools may charge a fee for copies. No charge will be made for retrieving or searching records.
- B. Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides

not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

C. Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student seeks or intends to enroll;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- 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;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

4.5.3 Educational Records Policy

For the purpose of this policy, LECOM has used the following definitions of terms.

LECOM: Lake Erie College of Osteopathic Medicine, encompassing all of its academic programs

Student: Any person who has matriculated at LECOM and commenced classes, and for whom LECOM maintains educational records. The term does not include any individual who has applied for admission to but has not matriculated or commenced classes at LECOM.

Directory Information: Includes the following information relating to a student: 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.

Educational Records: 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.

- 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 his or her position.
1. An employment record of a student whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual’s employment .
 2. Personal health records of the student, used only in connection with the provision of treatment of a student, and not disclosed to anyone other than the individuals providing treatment (provided that the records can be viewed by a physician or other appropriate professional of the student’s choice).
 3. Law enforcement records which are maintained apart from educational records solely for law enforcement purposes, are not disclosed to individuals other than law enforcement officials of the same jurisdiction.
 4. Alumni records which contain information about a student after he or she is no longer in attendance at LECOM and the records do not relate to the person as a student.

4.5.4 Educational Records

LECOM will maintain the following types of educational records:

- Personal data identifying each student enrolled, including full legal name, address, race, date and place of birth, marital status, name of spouse, name of parent or guardian;
- Description of student academic status including grade level completed, grades, standardized test scores, and clinical evaluation of work competency and achievement;
- Scores on standardized 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 reports contain only factual information and not subjective information.

4.5.5 Annual Notification

Students are notified of their Family Educational Rights and Privacy Act (hereafter FERPA) rights annually by publication of the Student Catalog and Handbook.

4.5.6 Procedure to Inspect Educational Records

- A. Students may inspect and review their Educational Record upon request to the Office of Student Affairs.
- B. Students should submit to Student Affairs a written request identifying as precisely as possible the record or records he or she wishes to inspect.
- C. Student Affairs will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given 45 days or less from the receipt of the request.
- D. When a record contains information about more than one student, the student may inspect and review only that part of the record which relates to the student making the request.
- E. If a student is unclear as to the meaning of any record, they may request an interpretation of the contents of the record from Student Affairs.

4.5.7 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 has waived his or her right to access, including but not limited to Deans' letters;
- Records connected with an application to attend LECOM, as such were obtained prior to the student being in attendance at LECOM; or
- Those records which are excluded from the FERPA definition of Educational Records.

4.5.8 Record of Requests for Disclosure

LECOM will maintain a record of all requests for and/or disclosure of information from a student's Educational Records. Any disclosed record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The student educational record may be viewed by the student or by the parents of eligible students. LECOM will require that any party to whom it allows access to student records maintain them in strict confidence and use them only

for reasons authorized by FERPA.

4.5.9 Disclosure of Directory Information

LECOM may disclose personally identifiable information from the educational records of a student who is in attendance at the institution if that information is considered “directory information.” Any student may refuse the release of any such 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 records of an individual who is no longer in attendance at LECOM without following any of the procedures described above.

4.5.10 Correction of Educational Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

- Students must submit their request in writing to Student Affairs to amend a record. In doing so, the student should identify the part of the record he or she wants to be changed and specify why he or she believes that it is inaccurate, misleading, or in violation of his or her privacy rights.
- LECOM may comply with the request or it may decide not to comply. If it does not comply, LECOM will notify the student of the decision and will advise him or her of the right to challenge the information believed to be inaccurate, misleading, or in violation of the student’s 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 is a disinterested party. However, the hearing officer may be a LECOM official. 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 student’s Educational Records. The student may be assisted or represented by one or more individuals, including an attorney.
- LECOM 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 LECOM decides that the challenged information is not inaccurate, misleading, or in violation of the student’s right to privacy, it will notify the student of the right to place in the record a statement commenting on the challenged information and/or statement setting forth reasons for disagreeing with the decision.

4.5.11 FERPA Breach Policy

Individuals who handle any element of the academic records of LECOM students should take all possible means to maintain the confidentiality of those records. Avoid sending academic records via email. When it is absolutely necessary, encryption should be used. and by means of encrypted Email only. In doing so, check carefully the recipients, contents and attachments of any e mail prior to transmission. The transmission of key personal identifiers, such as social security numbers, drivers' identification numbers and birthdates should be avoided to the fullest extent possible. Finally, FERPA protected information (as well as test questions) should never be kept on any LECOM computer. All protected information must be stored in the portal or on your secured user folder located on LECOM server.

In the event of any improper disclosure or breach of the confidentiality of any FERPA protected material, the following procedure will be followed:

1. Verify that a breach of FERPA-protected information has occurred.
2. Identify as precisely as possible what information is involved and where it has been sent.
3. If possible, put a stop to the disclosure (cease a transmission, recall e mails, etc.)
4. Notify the IT Department, the Registrar, the Dean of the school involved and the Provost's office immediately upon verification of a breach.
5. Document all that is known about the breach.
6. An incident response team will be assembled by the responsible dean in consultation with the Provost's office.
7. Data "owners" (individuals whose data has been breached) should be notified, if they are not aware of the breach.
8. Notice should be given to all affected students at the direction of the dean. Notice will usually be from the dean, with the approval of the Provost's office.
9. Preserve all evidence relating to the breach.
10. A full investigation will be undertaken.
11. If criminal actions are involved in the breach, security and local law enforcement should be notified, with the approval of the Provost's office.
12. Determine how to mitigate any damage done and how to prevent the reoccurrence of the breach.
13. The Provost shall then assemble responsible officials of all schools; thoroughly review what happened; and implement all necessary institution-wide safeguards.

In accordance with the faculty and staff handbook(s), violations of FERPA, including, but not limited to, a breach, may be subject to progressive discipline, up to and including termination of employment.

4.5.12 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 Office of Planning, Institutional Assessment and Accreditation and the Office of Student Affairs.

5 STUDENT LIFE

5.1 STUDENT AFFAIRS

5.1.1 Mission Statement of the Office of Student Affairs

The mission of the Office of Student Affairs is to provide advising, counseling and support services to help students adjust to all aspects of their education at LECOM. In addition, Student Affairs plays a leadership role in developing experiences, policies and programs to provide learning and leadership opportunities in concert with the educational mission of LECOM.

5.1.2 Behavioral Health Services

Because professional education may be highly stressful as well as rewarding, guidance and referral services are available through the Office of Student Affairs and the Director of Behavioral Health. Consulting with the Director of Behavioral Health, who is a licensed psychologist, provides a safe, private environment where students can explore adjustment issues, find ways of gaining greater self-awareness and develop better decision-making, problem-solving and interpersonal skills. Consultation is encouraged for students experiencing anxiety, relationship problems, loneliness, depression, alcohol and/or substance abuse, and personal matters, as well as for test anxiety, general academic stress and concerns related to school adjustment. Through the Director of Behavioral Health, consultation is NOT a traditional treatment relationship. Referrals for counseling services in the community to address personal matters are provided with the assurance of confidentiality. Behavioral service or mental health providers subscribe to the ethics and guidelines established by the American Association for Counseling and Development and by the American Psychological Association; psychiatrists subscribe to those of the American Psychiatric Association.

Consultation services to assess student's needs, including the need for referrals to the Director of Behavioral Health or to mental health providers in the community, are available 24 hours a day, seven days a week.

The Office of Student Affairs at the Erie and Bradenton campuses is available to assist students who have concerns that can be resolved in a timely manner, and make appropriate referrals for issues that require more attention. In addition, LECOM is able to refer students to licensed professionals off campus who are available for long-term counseling, as noted above.

Please note that there are limited counseling services available to students through certain designated professionals who are members of the faculty. Students must be aware that in meeting with a student, these professionals are doing so solely as a member of the faculty and not as the student's individual physician/professional counselor or therapist. Therefore, there should be no expectation of confidentiality, as they may share information received from the student with members of the administration or other faculty members, on a need-to-know basis. Students

consulting with private mental health providers will be asked to sign Authorization for Release of Information forms allowing such specialists to share information with LECOM. Giving this permission is voluntary but advisable, as it is intended to allow the Director of Behavioral Health to monitor service, thereby facilitating academic and therapeutic progress through coordination of care. Signing would be mandatory in situations involving violation of zero tolerance policies (such as drug and alcohol or anti-harassment policies) or when students are referred to independent, qualified behavioral health practitioners for drug screens and/or to Physicians' Health Programs [PHP], or the Florida Professional Resource Network (PRN). Upon special consideration, when referrals are either highly advised or required by policy (as above), payment for an initial visit to an independent, qualified behavioral health practitioner may be made by LECOM.

Documentation of behavioral service is kept confidential in secure files, and it is completely separate from the permanent academic record. In terms of communications with general faculty members, there is likewise a limited expectation of privacy. Certain matters, such as grades, are kept confidential. However, students should be aware that general conversations/communications with faculty members, even on topics of a personal nature, may be shared with other faculty members or members of the administration to the extent that the administration deems it appropriate.

On-campus Support:

Students on each campus have access to licensed psychologists, Drs. Melanie Dunbar and Diane McKay, who serve as LECOM's Directors of Behavioral Health. As Directors of Behavioral Health, Drs. Dunbar and McKay offer consultation, support, and referral Monday through Friday between 8:00 am and 4:30 pm for students who are not in crisis.

Contacting On-Campus Support

Melanie Dunbar, Ph.D. Director of Behavioral Health LECOM: Erie and Seton Hill 1858 West Grandview Boulevard Erie, PA 16509 Office A4-358 (814)866-8160 mdunbar@lecom.edu	Diane A. McKay, Psy.D. Director of Behavioral Health LECOM: Bradenton 5000 Lakewood Ranch Boulevard Bradenton, FL 34211 Office 283 (941) 782-5752 dmckay@lecom.edu
---	---

Note on confidentiality of student information: Information disclosed to Drs. Dunbar and McKay 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. Dunbar and McKay adhere to the ethical code of the American Counseling Association.

Emergency and 24/7 Support:

Students who are experiencing a mental health emergency are encouraged to go to their nearest emergency room or to call 911.

LECOM also makes the following confidential resources for behavioral healthcare services available to all students on a 24/7 basis:

1. LECOM offers a confidential mental health assistance program through “Student Protection Plus,” which can be reached 24 hours a day/7 days a week online at <https://www.studentprotectionplus.com/>, or by phone at 888-777-9980
2. 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.

External Community Resources:

Erie Resources

Crime Victim Center (Rape Crisis)	(814) 455-9414
Crisis Services	(814) 456-2014
Millcreek Community Hospital Behavioral Health	(814) 868-8714
Physicians Health Programs (PHP; PA)	(866) 747-2255 or (717) 558-7819
Safe Net (Domestic Abuse)	(814) 454-8161
Stairways Behavioral Health	(814) 464-8438
Safe Harbor Behavioral Health	(814) 459-9300
Saint Vincent Behavioral Health	(814)-452-5555 or (888)-950-9090

Seton Hill Resources

Seton Hill University Counseling Center	(724) 838-4295
Rape Crisis Center (Pittsburgh Action Against Rape)	(412) 431-5665
Center for Victims (Crime and Abuse)	(412) 361-2820
Crisis Intervention Hotline	(800) 836-6010
Physicians Health Programs (PHP; PA)	(866) 747-2255 or (717) 558-7819

Bradenton Resources

Centerstone Student Assistance Program	(941) 782-4379
Centerstone Crisis Center	(941) 782-4600
Professionals Resource Network (PRN)	(904) 277-8004 or (800) 888-8776
Domestic Violence Victim Resources	
Bradenton- Hope Family Services, Inc.	(941) 747-7790
Sarasota- Safe Place and Rape Crisis Center	(941) 365-1976
Rape Crisis Hotline Bradenton	(941) 708-6059
Rape Crisis Hotline Sarasota	(941) 365-1976

5.1.3 Student Health Services

LECOM provides excellent 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. (see Section 4.3.5).

In Erie, LECOM, through its partners at Millcreek Community Hospital and Medical Associates of Erie, provides excellent general health care services for students with no co-pay using the Highmark Blue Cross/Blue Shield Community Blue student insurance coverage. All students are required to carry the student policy unless covered by a parent's or spouse's insurance. (see Section 4.3.5). If a student's family physician is not in the area or not available, students requiring more immediate attention may opt to visit the Family Practice of Dr. Mark Baker on the Erie campus or the Plaza 38 Medical Center near the Erie campus..

For students without a personal physician in the area, LECOM at Seton Hill has arranged for Excelsa Health System to act as the Student Health Service for LECOM at Seton Hill students through its system-owned outpatient practices. Students who first access care through Excelsa facilities may then establish a relationship with another physician practice, if desired. Excelsa has agreed to see LECOM at Seton Hill students with urgent problems within 24 hours and to take evening and weekend calls from LECOM at Seton Hill students in the same manner as their practices' established patients.

For students needing to establish primary care services in Bradenton, LECOM refers students to Primecare of Manatee or Urgent Care Walk-In Clinics in the immediate area. Primecare of Manatee, is a Division of MAXhealth and the practice site for Stephen Coppa, D.O., LECOM Clinical Assistant Professor of Internal Medicine. A minimal co-pay will apply.

When experiencing a medical emergency, students are advised to call 911 immediately, or the numbers listed in Appendix A. If you feel you or a fellow student are having a medical emergency or any other emergency, call 911 immediately.

5.1.4 Protocol for Managing Students in Distress

LECOM utilizes an Emergency Paging Response System to provide immediate response in the event of an emergency situation involving any individual on campus. With regard to students in distress:

1. Student Affairs and individual instructors 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 Security if they feel a need to leave. Security will alert Student Affairs.
5. Such students should not attempt to drive themselves if there is any doubt of their ability to do so. Likewise, 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/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 should 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, especially involving a zero tolerance policy violation, the Director of Behavioral Health will likely 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.
11. Students in the Distance Education Pathway must alert the pathway director and course coordinators immediately if they have a medical or personal problem that will interfere with their studies.

5.1.5 Student Racial/Ethnic Self-Description

Statistics on diversity in the student body, including information on the gender, recipients of federal grants and self-identified members of racial or ethnic groups are available through the Office of Student Affairs.

Student eligibility for certain LECOM and federally sponsored scholarships and loan programs is based upon the students' economic status, racial and ethnic self-description. The purpose of these programs is to support LECOM's commitment to diversity in its student body and its goal to do its share in the improvement of certain racial/ethnic under-representation among health professionals.

Students who knowingly and without a legitimate basis falsely describe themselves as members of racial/ethnic minority groups or as economically disadvantaged in such a manner as to gain entry into special programs are committing fraud. At the same time, they are preventing the appropriate distribution of federal and LECOM resources in support of the institution's educational goals and possibly depriving other students with legitimate needs from full access to these resources. To prevent fraud by students, under certain circumstances, LECOM may request verification and/or documentation to support a student's self-description for eligibility to participate in special disadvantaged, minority/ethnic programs.

5.1.6 Disability Services

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.

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. 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 the Office of Student Affairs.

All requests for special accommodations are reviewed by the Director of Student Affairs or 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 accommodations. The student will receive written notification of LECOM's decision regarding the request for special accommodations. 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.

LECOM Accommodations for Testing and Licensing Examinations

It must be noted that LECOM is only able to provide special accommodations for examinations that are under the institution's control. In particular, the licensure examinations for osteopathic physicians, pharmacists, 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 accommodations on licensure examinations must be made directly to the appropriate board. LECOM's approval of a request for special accommodations does not guarantee a similar response from the licensure board.

The North American Pharmacist Licensure Examination (NAPLEX) and the Multi-State Jurisprudence Exam (MJPE) are administered by the National Association of Boards of Pharmacy (NAPB).

Contact for Disability Services by LECOM Campus

LECOM Erie and Distance Education

Dr. David P. Fried
Director of Student Affairs
1858 W. Grandview Boulevard
Erie, Pennsylvania 16509-1025
(814) 866-8116
dfried@lecom.edu

LECOM Bradenton

Mr. Ronald Shively
Director of Student Affairs
5000 Lakewood Ranch Boulevard
Bradenton Florida 34211-4909

(941) 782-5930
rshively@lecom.edu

5.1.7 Bookstore

The LECOM Bookstore is online and on the third floor of the Erie campus building. At Bradenton and the Distance Education Pathway, the bookstore is online only. The required textbooks as well as reference and review books are available for purchase. Special orders are welcomed with a small deposit.

The complete listings, which include the ISBN, edition, and retail price, of all required textbooks for the College of Medicine and the School of Pharmacy are available on lecombookstore.com or the LECOM Student Portal under the Bookstore tab. The Bookstore tab also offers a textbook rental option and a textbook buyback program.

The Bookstore stocks LECOM logo apparel & gifts, supplies, and instruments relevant to course work. Cash, check, gift certificates, or credit cards (MasterCard, Visa or Discover) may be used for purchases.

5.1.8 Living Accommodations

All LECOM students live in privately-owned, off-campus housing. The Office of 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 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. Housing arrangements for the summer sessions of the Distance Education Pathway for the School of Pharmacy are detailed within the summer session calendar.

5.1.9 Student Telephone Emergency Message System

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 situation exists. The caller will be asked for his or her name, telephone number, his or her relationship to the student, and the nature of the emergency.

5.1.10 Cancellation of Class

In event of inclement weather, tune to local radio stations for announcement of school closings. No clinical duties will be canceled because of weather; only didactic and laboratory classes may be canceled. Students at all locations and the Distance Education Pathway should use the e2 Campus System to check on possible closures.

5.1.11 Required Equipment

A. Laptop Computer

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

B. Recommendations

Due to the rapid change in computer hardware, LECOM publishes current system requirements on the LECOM website. You can access this page under the IT tab on the Portal. Students should contact the IT department if they have any questions regarding the purchase of a laptop computer. Please note the special specifications for students of the Distance Education pathway of the School of Pharmacy.

C. Scientific Calculators

All Pharmacy students are required to have a non-programmable, scientific calculator.

D. Medical Equipment

A complete list of diagnostic equipment required for History and Physical Examination/Clinical Examination courses will be outlined in the course syllabi.

5.1.12 Student Activities

5.1.12.1 Grade Requirements for Participation

Students must have at least a 3.0 grade point average, no course failures, and 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 C) (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.. 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.

5.1.12.2 LECOM Student Government

The Student Government is the official voice for all students. The 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. The Office of Student Affairs serves as the liaison between the administration and Student Government.

5.1.12.3 LECOM Clubs and Organizations

Students are encouraged to participate in extracurricular activities through membership in the various clubs and organizations established by students. The following clubs and organizations are currently available to interested students on an optional basis:

LECOM Erie

- Academy of Managed Care Pharmacy
- American Pharmacists Association–Academy of Students of Pharmacy (APhA-ASP)
- American Society of Consultant Pharmacists (ASCP)
- Christian Pharmacists Fellowship International (CPFI)
- Mentoring Club
- National Community Pharmacists Association (NCPA)
- Rho-Chi Honorary Society
- RX Runners Club
- Student Government Association (SGA)
- Student National Pharmaceutical Association (SNPhA)
- Student Society of Health-System Pharmacists (SSHP)
- Student College of Clinical Pharmacy (SCCP)
- Student Ambassador Program
- Phi Lambda Sigma National Pharmacy Leadership Society

LECOM Bradenton

- Student Government Association
- American College of Clinical Pharmacy (ACCP)
- American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP)
- Christian Pharmacists Fellowship International (CPFI)
- College of Psychiatric and Neurological Pharmacists (CPNP)
- Florida Society of Health System Pharmacists (FSHP)
- Herbal Medicine Club
- Kappa Epsilon Professional Pharmacy Fraternity

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

Kappa Psi Pharmaceutical Fraternity
Phi Lambda Sigma – National Pharmacy Leadership Society
Rho Chi—International Honor Society
Student National Pharmaceutical Association (SNPhA)
LECOM School of Pharmacy Ambassador Program

5.1.12.4 School Committees

LECOM encourages student representations on committees. 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.

5.1.12.5 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 appropriate dean for final approval. The approved status of an organization is valid for one year, renewable on an annual basis. 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 or dues. Pledging must be limited to what is required by the national fraternal organization. Hazing is never permitted.

5.1.12.6 Student Organization Stationery and Use of LECOM 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.

5.1.12.7 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. 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. 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. ***Alcoholic beverages are prohibited at any LECOM sponsored student club or organization off-campus event or activity.*** No student organization may promote any gambling activities. Raffles may be conducted with permission.

5.1.12.8 Scheduling Extracurricular Activities

Students or student organizations wishing to host events involving extracurricular academic activities, i.e., speakers, mini-courses, pharmaceutical exhibits, or non-credit courses, must have the approval of the Office of Student Affairs. Written requests and/or activities request forms for approval must be submitted to the Office of Student Affairs. All off-campus events sponsored by a LECOM club or organization must receive approval from the Office of Student Affairs 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 off-campus event or activity.***

5.1.12.9 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 from the Office of Student Affairs. LECOM reserves the absolute right to reject or edit any submitted announcement or notice intended for posting on the Video Bulletin Board.

5.2 STUDENT CONDUCT

5.2.1 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 Standards of Academic and Social Conduct and may result in disciplinary action by the ASP Committee including, but not limited to, grade reduction, 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. For School of Pharmacy Distance Education pathway students, physical attendance will be required for all synchronous activities and live summer sessions, as well as White Coat Ceremony, experiential education and commencement.

Students from the School of Pharmacy Distance Education pathway who are required to meet

with committees or members of administration or faculty may do so via telephone or video conference where deemed acceptable. In some circumstance, it may be necessary for the student to come to campus.

Excused absences for illness or requests for a personal leave may be granted by the appropriate dean. It is recognized that there may be isolated instances when an individual must be absent; however, the student who misses a class is not excused from the subject materials presented during the lecture or laboratory period. The student may be required to make-up the missed educational session(s) during off-hours. No makeup laboratories will be conducted. Students in rotations must abide by the Experiential Education Handbook.

In order 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 the primary care physician upon the student's return to class. Students in IPPE and APPE rotations must abide by the additional requirements contained in the Experiential Education Handbook.

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 Chairperson of the ASP Committee or the appropriate dean. Any request for an excused absence must be submitted, in writing, to the Chairperson of the ASP Committee at least 10 days prior to the anticipated absence. No travel arrangements may be made without completing a Travel Request Form (Appendix C) and receiving approval. For the School of Pharmacy Distance Education pathway, students should contact the Curriculum Specialist and the Pathway Dean.

Excused absences may be for qualifying reasons including:

- Medical necessity: illness of the student or member of the immediate family. In order 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.
- 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 will miss an exam, it is the student's responsibility to notify the professor via phone and email when it is first noted that an absence will be necessary. For students in the School of Pharmacy Distance Education Pathway, notification may be done electronically.

For unplanned absences to be considered excused, students must obtain an **“Excused Absence Student Request Form.”** This form must be filled out by the student and signed by each professor. Students should do this in person and are responsible for obtaining any make-up materials within 3 school days.

Requests for preplanned absences may be granted by the Professors. Students must obtain an

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

“Excused Absence Student Request Form.” This form must be filled out by the student and signed by each Professor. Students should do this in person and have it completed at least ten days prior to the anticipated absence. Students must be in good standing with a grade point average of 3.0 in order to be granted an excused absence for school-related activities. **The registrar must verify the grade point average and sign the form prior to any other signatures being obtained.** No travel arrangements should be made prior to approval being granted.

Students must be in good academic standing with a minimum grade point average of 3.0 and no failures in preclinical coursework or clinical rotations in order to be granted an excused absence to attend organizational meetings, interviews or any extra-curricular activity. No travel arrangements should be made prior to approval being granted. Promptness is another trait professional health care practitioners 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 may result in disciplinary action and notation in communications from the Dean’s Office.

5.2.2 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 contained in this handbook. 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 obtaining published materials to 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. In addition, LECOM may modify procedures contained in this document at any time in order to effect justice.

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 *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* attached as Appendix J and not in Section 5.2 (Student Conduct) of this handbook.

5.2.2.1 Purpose of the Student Code

LECOM’s primary concern is the student. LECOM attempts to provide for all students an 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 expulsion, notwithstanding any action taken by civil authorities on account of the violation.

5.2.2.2 Student Honor Code

In keeping with the obligations of integrity, honesty, responsibility, and personal honor, which are integral to practices of medicine and pharmacy, LECOM, its 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 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 mere 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 or electronically to the Chairperson of the 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.

5.2.2.3 Adjudication of Honor Code Violations

In matters involving the allegations of student Honor Code violations, the 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 pertinent to the investigation. The student who has been accused of an Honor Code violation and a representative (non-attorney) from the institution who has involvement in the matter have the right to appear before the Committee.

Upon concluding its investigation, the Committee shall make a finding as to whether or not 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 4.2.3. At that time, the student against whom the sanction has been made will be so 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, he or she will retain rights through the subsequent procedures as described herein and in the section entitled “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, the individual against whom an allegation is made shall have access to his or her 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.

5.2.2.4 Functioning of the Student Code

Infractions of the student code for which students are subject to discipline are normally categorized depending on whether or not 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 listed below.

5.2.2.5 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;
 - Possessing, bringing into the exam environment, or 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 external 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.
- 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;
- 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;

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

- 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; or
- L. Conspiring, planning, or attempting to achieve any of the above acts.

5.2.2.6 Examples of Non-Honor Code Infractions

- A. Nonprofessional behavior during class, laboratory, clinical rotation, 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 rules;
 - Wearing ear phones 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 or 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 or possession of ammunition, firearms, guns, weapons, or other objects on LECOM property which are dangerous or flammable or which could cause damage or injury by fire, explosion or other means to persons or property.
- 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;

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

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.

Note: For School of Pharmacy Distance Education students, the “classroom” includes the entire online learning environment.

5.2.3 Penalties

5.2.3.1 Interim Disciplinary Action

The Office of Student Affairs, the Chairman of the ASP Committee, or the Dean of the School may take immediate interim disciplinary action, including 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 or Chair of the ASP Committee, 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

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

or suspended pending a full hearing if such a hearing is requested by the student. In all cases referred to the Office of Student Affairs, whether or not interim action is taken, the student will meet, when possible, with the Office of Student Affairs and discuss the case.

5.2.3.2 Behavioral Penalties

After a student is charged with an infraction, the matter will be taken up by the ASP Committee. The 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 of 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 carries 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.

Students who violate LECOM's rules of conduct or who manifest aberrant behavior may be reviewed by the Behavior Intervention Team, which may refer a student to 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.

5.2.4 Student Disciplinary Procedures

A. *Authority for Initiation of Disciplinary Action*

Under the direction of the President, the Dean of Academic Affairs, the Dean of the Pharmacy School, the Assistant Dean for Academic Affairs, the Directors of Student Affairs, Course 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 will, in general, originate in the Office of Student Affairs, except 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 violations shall first be considered by the ASP Committee in accordance with the procedures stated in the Student Honor Code. Should either party appeal the decision of the Honor Code 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 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 period, reinstatement or re-enrollment.

B. Disciplinary Procedures

The following disciplinary procedures will be used in all cases when referred to the Office of Student Affairs:

- When a report alleging misconduct is received in the Office of Student Affairs, the student may be summoned. Failure to report after two notices may result in suspension. Students may also be called to meet with a dean.
- After preliminary investigation of alleged misconduct by the Office of Student Affairs or other appropriate LECOM personnel, the student will be read the charges, and the procedures will be explained. The student will be given copies of the Student Code and Conduct 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 his or her case to the Office of Student Affairs.
- The Office of Student Affairs or dean shall then determine if disciplinary action is necessary and, if so, shall recommend appropriate misconduct penalties outlined in this code or refer the matter to the ASP Committee. The student may not appeal the sanction of admonition.
- The student can either accept the recommended penalties, or request that the matter be reviewed by the ASP Committee (except with the sanction of admonition). 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 Committee, the student must first meet with the Director of Student Affairs. Failure to meet with the Director of Student Affairs before instituting a formal review by said Committee or failure to follow the specified procedures to institute the Committee's review may constitute a waiver of all rights for further review of the matter.

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

C. *Procedure for Review by the ASP Committee*

When any alleged misconduct results in a penalty other than admonition and the student questions the fairness of the recommended disciplinary action, or when Student Affairs, a dean or faculty member requests ASP review, there may be a hearing before the ASP Committee. The Office of Student Affairs 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 he or she was notified that disciplinary action was recommended against him or her complete and submit to the chairperson of the 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 conference with the Office of Student Affairs;
- Circumstances which merit review; and
- Signature and date.

D. *Authority of the Committee*

1. The Committee will have authority to summon witnesses. Refusal to obey the summons may subject the student to disciplinary action upon the recommendation of the Committee.
2. The Committee will have 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 of 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 Institutional Representative or the member of administration directly involved in the matter to submit a written statement of his or her 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 assure compliance with appropriate procedures to assure due process. Hearing procedures may be modified by the Chair if in his/her 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

1. **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 Dean of the School of Pharmacy. 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. In order 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.
2. **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 make a determination 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. NOTE: There are no appeals to the President from the Post Baccalaureate Program.

5.2.4.1 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 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.

5.2.5 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 solution through the following administrative channels, entering at the appropriate level and proceeding in the order stated: the Director of Student Affairs, Course Instructor or Preceptor or Course Coordinator, the appropriate pathway dean or the ASP Committee. The student seeking to resolve a problem or complaint must initiate such action in writing within seven (7) working days from the occurrence of the matter in question. Review of a student problem or complaint at each of the applicable administrative steps will be carried out as expediently as possible. In general, an appeal at a given administrative step should take no more than seven (7) working days.

If a party to the dispute is not satisfied with the decision given, an appeal to the next administrative step may be made. Continuation of the appeal must be made, in writing, within three (3) working days of the decision given. In like manner, the appeal may continue to the Dean of Academic Affairs. The decision made by the Dean of Academic Affairs is final. He/she shall notify the student of his/her decision in writing. It is expected that documentation will be kept at each step of the appeals process to insure that appropriate procedures have been followed.

School student complaints related to Accreditation Council for Pharmacy Education (ACPE) standards should be sent in writing to the Director of Student Promotion and Retention within seven (7) calendar days of the occurrence or discovery of the occurrence in question. He/She will meet with the student to review the complaint. If further review of the complaint is

warranted, the Director of Student Promotion and Retention will notify the Dean and initiate an investigation of the complaint as expediently as possible. In general, the review should take no more than seven (7) calendar days. He/She will forward a written report of the review to the student and to the Dean. The Director of Student Promotion and Retention and the student will again meet to attempt to resolve the complaint. If the student is not satisfied, he/she may appeal to the Dean in writing within three (3) calendar days. The decision of the Dean is final. He/She shall notify the student of his/her decision in writing. Documentation of student complaints related to ACPE standards will be filed in the Office of the Dean and will be available to ACPE on-site evaluation teams.

5.2.6 Protocol for Input on Matters of Student Concern

LECOM defines a complaint as a signed written dated letter against a LECOM college, school or the Institution which is related to tuition and fee policies, accreditation standards, and policies / procedures.

A signed, written, dated complaint should contain the following information so a full, fair and unbiased investigation maybe completed in a timely manner:

- Complainants name, address and telephone number;
- Name of the LECOM program you are referring to;
- Short description of what your complaint is concerning;
- When the event/incident occurred;
- How and why you believe the program or Institution acted 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. **Please be advised that anonymous complaints are not reviewed or retained on file.**

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 Council office. 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 and submitted in writing. The complaint should demonstrate that reasonable efforts have been made to resolve the complaint, or alternatively that such efforts would be unavailing.
- B. When received by LECOM, complaints are transmitted within five (5) working days to the Provost of the Institution, for consideration.

- C. Following consultation by the Provost and Dean of the program, it is determined whether the complaint relates to the manner in which the program complies with accreditation standards or Institutional policies:
- If the complaint does not relate to the accreditation standards 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.
 - If the complaint does relate to the accreditation standards or to established Institutional policies, the Provost shall acknowledge receipt of the complaint within twenty (20) working days and share with the filing party a description of the process and policies which pertain to handling such complaints.
 - The Provost shall notify the Dean of the sponsoring program of the substance of the complaint and shall request a preliminary investigation and report on the findings within thirty (30) days of the sponsoring Institution's receipt of the letter of notice.
 - 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 any such information is not necessary for the resolution of the complaint.
- D. Upon 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 accreditation standards or established accreditation policies 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 accreditation standards or may not have been following the established accreditation policies and/or 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 in which 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 judge the programs response to the complaint inadequate and lacking in evidence of the program's continuing substantial compliance with the Standards or adherence to accreditation 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 and/or Institutional policies. The program and the party filing the complaint should be notified when the program has satisfactorily resolved the matter.

5.2.7 Student Complaints to State Departments of Education

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 (Pennsylvania or Florida).

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

Stan Turzanski
Pennsylvania Department of Education
Division of Higher and Career Education
333 Market Street
Harrisburg, PA 17126-0333
Phone (717) 783-8228
Fax (717) 772-3622

Or see the following link for the process and form. Click on "complaint procedure" on the left:

http://www.portal.state.pa.us/portal/server.pt/community/higher_education/8711/complaint_procedure/1004474

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

For **Texas** residents enrolled in distance education programs or students doing clinical rotations in Texas, complaints may be made to the Texas Higher Education Coordinating Board. The web address for the THECB's Student Complaints page with forms and a description of the complaint procedure is:

<http://www.theccb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>

The web address for the rules governing student complaints – Title 19 of the Texas Administrative Code, Sections 1.110-1.120:

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y)

5.2.8 Legal Limitations on Practice of Pharmacy

It is a violation of the law and contrary to the policy of LECOM for any unlicensed person to attempt to engage in the professional practice of health care. Students, therefore, are cautioned to confine such activities to duly licensed and supervised teaching clinics.

5.3 CAMPUS POLICIES AND REGULATIONS

5.3.1 Smoking

In keeping with LECOM's intent to provide a safe and healthful environment, smoking or the use of smokeless tobacco products is strictly prohibited in all areas of any LECOM property, 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.

5.3.2 Dress Code Policy

Students must maintain a neat and clean appearance befitting students 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, 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). 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 administration to be professionally attired.

All students must have at least one short, white consultation jacket. Student ID badges must be prominently displayed and 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 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 body piercings are not acceptable. Sandals and other 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. Sleeveless, strapless, backless or revealing clothing are inappropriate. 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 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. ***Wearing masks or costumes is strictly forbidden at all times.***

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 the Office of Student Affairs, whose decision will be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action.

5.3.3 Student Identity Verification Policy

At LECOM, all accepted students, are issued a student I.D. number and an I.D. badge. Proof of identity in the form of driver's license, passport, military I.D., or state issued-photo I.D. is required before issuance of the badge.

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 is used to identify the student for all internal College processes and for access to Web services, including course

content and online exams.

The Security Office arranges for issuance of photo-identification/key cards (ID cards) to new students during 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 be worn and visible at all times on campus and at all clinical sites. The ID card must be used 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, he or she will not be able to re-enter.

If a student ID card is lost or stolen, the student is required to immediately inform the Security Office. There is a \$25.00 fee to replace a lost or damaged ID card. If a student withdraws, transfers, or is dismissed from LECOM, he or she must return his or her student ID card to the Security Office on the last day in attendance.

Students granted access to LECOM information technologies are responsible for adherence to all appropriate policies and procedures and commit to the following:

- 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 and using passwords that are not easily duplicated. LECOM is not responsible for lost data or work.

5.3.4 Health Records Policy

Health Records for First Year Students

Prior to matriculation, first year students must submit health and immunization records to the Office of Student Affairs. Normally, all students must be immunized in order to begin classes. Health forms and instructions for submitting forms are mailed 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, rubella, mumps, rubella, and hepatitis B. Students must also have current results of a 2-Step Mantoux PPD. If found to be necessary, a student may be required to receive an additional dose of a MMR vaccine.
- A **Health History** must be completed by the student.

- A **Physical Exam** form must be completed and signed by a physician.
- 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 all of the above mentioned items as well as additional tuition, residency and state or federal 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 the Office of 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 the Office of Student Affairs. The status of the student will be evaluated and appropriate action will be determined and communicated to the student. A PPD or QFT-G test is required for all subsequent years. 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 he/she is training.*

5.3.5 Mandatory Student Health Insurance Policy

Participation in a Point-of-Service student health insurance 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 by a parental health insurance plan.
- Students covered by a spouse's health insurance 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.*

Students who have been granted a waiver for any reason, must update the waiver information on the LECOM Portal twice a year, May 1 and December 1 and provide a current Proof of Coverage letter from their insurer.

Current information must include:

- Name, address and customer service number of insurer
- Name of policy holder, and their relationship to student
- Policy and group number and effective date of coverage.

Misrepresentation of coverage will be deemed an honor code violation.

5.3.6 Locker Assignment Policy

Lockers are assigned to all first and second year 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. Lockers will be made available to the School of Pharmacy Distance Education students during the summer sessions at the Bradenton Campus.

At no time does the 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 any and all school property at any time without specific cause. These searches may be done without student/employee consent. These searches may encompass any and 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.

If a student withdraws, transfers, or is dismissed from LECOM, he or she must clean out their locker and notify the Office of Security by the last day of attendance. ***Lockers are subject to inspection without notice upon reasonable cause.***

5.3.7 Policy 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. As a medical educational institution, LECOM has a mandate to address problems of a society deeply ingrained with bias and prejudice. Toward that end - and through the Office of Student Affairs – LECOM provides opportunities for educational programs and activities to create an environment in which the diversity and understanding of other cultures is valued.

5.3.8 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 Section 4.4.6 above, Sexual Assault and Other Sexual Misconduct Prevention Program and Procedures, for a discussion of harassment based on sex. Harassment based on sex is handled through the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* attached as Appendix J and not in Section 5.2 (Student Conduct) of this handbook.

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
- or 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:

- A. 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 Committee.
- B. 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.
- C. At LECOM at Seton Hill, reports should be made to the Vice President or any faculty member.

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

No student or employee will be retaliated against on the basis of 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 harms done. All LECOM supervisory personnel have an affirmative responsibility to report, discourage and eliminate conduct inconsistent with this policy.

5.3.9 Food and Beverage Directives

Food and beverages are not permitted in lecture halls, laboratories, classrooms, break-out rooms, study rooms, locker rooms, or the Learning Resources Centers at any time. The student lounge areas and outdoor areas may be used for eating and drinking. Appropriate trash receptacles are located throughout all campuses.

5.3.10 Recording of Lectures

Video, digital or cassette taping of lectures or verbatim or near-verbatim transcribing of lectures is not authorized by the administration of LECOM and is strictly at the discretion of the instructor. In all instances, prior approval of the instructor must be obtained and the instructor is to be informed that he or she is not under pressure from the administration to be so transcribed and that such permission from the instructor to tape is strictly on a voluntary basis. The privilege may be withdrawn at any time. This rule is applicable to regular LECOM faculty as well as visiting faculty. Under no circumstances may the content or recording of any faculty lectures be used for any purpose other than for the student's education at LECOM.

5.3.11 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 on 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.

5.3.12 Social Computing Guidelines

In light of the pervasive use of such social media as Facebook, MySpace, and Twitter, LECOM has adopted a formal policy on Social Networking. Please consult the IT tab on the Portal to read and review this policy. Violations of the policy will result in discipline up to and including dismissal.

5.3.13 Credit Card Marketing Policy

The Lake Erie College of Osteopathic Medicine and School of Pharmacy, LECOM Erie, LECOM at Seton Hill, and LECOM Bradenton campuses, prohibits credit card institutions, banks or any other financial or lending institutions from soliciting students on campus, and will not permit them access to campus mail and/or electronic addresses, to establish credit card accounts.

6. APPENDICES

APPENDIX A - EMERGENCY NUMBERS

In Emergencies

9-1-1

Police Non-Emergencies

LECOM Police and Security at the Erie Campus
(814) 866-8415

LECOM at Seton Hill/Seton Hill Campus Police
Office: (724) 830-4999

LECOM Security Bradenton Campus, College of Medicine and School of Pharmacy
(941) 782-5908

LECOM Security Bradenton Campus, School of Dental Medicine
(941) 405-1520

Erie

Erie, Pennsylvania Police (Non-Emergency)
(814) 870-1125

Millcreek, Pennsylvania Police (Non-Emergency)
(814) 833-7777

Pennsylvania State Police
(814) 898-1641

Bradenton

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

Greensburg

Greensburg Police Department
(724) 834-3800

Pennsylvania State Police
(724) 832-3288

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

Millcreek Community Hospital Behavioral Health

(814) 868-8714

Stairways Behavioral Health

(888) 453-5806

Physicians Health Program (PHP Pennsylvania)

(866) 747-2255 or (717) 558-7819

Bradenton, Florida 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

Greensburg, Pennsylvania 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

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 the LECOM'S IT systems for social networking must comply with the 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, he or she 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, testation 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 the 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 travelling 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.

I understand that, should any problem(s) arise during the conference, I will contact the Director of Travel for my campus, 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*)

____ Withdrawal ____ Dismissal ____ Suspension ____ Remediation
____ Off- Schedule ____ Change of Program/Location ____ Leave Of Absence

PROGRAM OF STUDY: (*Check One*)

____ College of Medicine	____ MS Biomedical Sciences
____ School of Pharmacy	____ MS Medical Education
____ School of Dental Medicine	____ MS of BioMedical Ethics
____ Master of Health Services Admin.	____ MS of Medical Sciences
____ Post Baccalaureate (COM/SDM)	____ MS Medical Science
____ Post Baccalaureate (SOP)	____ Ph.D. in Anatomy Education

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

PATHWAY: (If applicable) _____

Reason for Change: _____

Start Date of Change: _____ End Date of Change: _____

Verified by: _____

Student Signature: _____ Date: _____

Pathway Director/Dean Signature: _____ Date: _____

College/School Dean Signature: _____ Date: _____

COMPLETE AND RETURN THIS FORM TO THE DIRECTOR OF STUDENT AFFAIRS

APPENDIX H - OATH OF A PHARMACIST

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association. Students are expected to follow the principles of moral, ethical and legal conduct as stated in the Oath throughout their enrollment at the College and into their careers as pharmacists.

“I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”

APPENDIX I - PLEDGE OF PROFESSIONALISM

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between society and myself as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life, and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I, as a student of pharmacy, should:

A. **DEVELOP** a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

B. **FOSTER** professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

C. **SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession.

D. **INCORPORATE** into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

E. **MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional School community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

APPENDIX J - CODE OF ETHICS FOR PHARMACISTS

PREAMBLE

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

1. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

2. A pharmacist promotes the good of every patient in a caring, compassionate and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

3. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

4. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

5. A pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices and technologies become available and as health information advances.

6. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

7. A pharmacist serves individual, community and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

8. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Adopted by the membership of the American Pharmacists Association, October 27, 1994

Appendix K - Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence

INTRODUCTION: TITLE IX

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.

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, activities, as well as its employment practices. Likewise LECOM forbids retaliation against anyone who seeks to avail themselves of their rights under Title IX or participates in a related investigation.

POLICY SUMMARY

Sexual harassment, sexual exploitation or assault, domestic violence, dating violence, and stalking are forms of discrimination on the basis of sex. LECOM has a **zero tolerance** Policy of all such conduct whether perpetrated by employees, students, or campus visitors, whether committed on or off campus.

This Policy and its procedures apply whenever a Title IX violation is alleged. The procedures for conduct of an investigation, resolution of a complaint (including the imposition of sanctions), and process for an appeal apply to Title IX matters only and replace all general LECOM disciplinary and appeal procedures for these matters only.

Be advised that *everyone* in the LECOM community is both protected by and subject to this Policy. Additional information may be found in LECOM’s student catalogs.

DEFINITIONS

Complainant:

A person alleged to have been subjected to conduct in violation of this Policy, whether or not the individual makes a complaint or participates in the investigation. LECOM may still pursue a case even when the complainant is unwilling or unable to complain of misconduct or to participate in the investigation.

Consent:

Consent involves explicit communication. Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- A sexual encounter is considered consensual when individuals each willingly and knowingly engage in sexual activity. Consent cannot be obtained through the use of coercion. Coercion

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

is the use of pressure, manipulation, substances, force, and/or disregarding objections of another party to engage in sexual activity. Consent must be clearly and unambiguously communicated.

- Consent to any one sexual act or prior sexual activity does not necessarily constitute consent to any other sexual act. Consent may be given initially but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.
- One who is incapacitated (whether by alcohol or drug use, disability, unconsciousness, or is otherwise helpless) cannot consent to sexual activity.

Dating Violence:

Dating violence means 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; and the frequency of interaction between the persons involved in the relationship.

Domestic Violence:

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Incapacitation:

Incapacitation is a condition such as due to the use of drugs or alcohol, when a person is asleep or unconscious, or because of an intellectual or other disability that prevents the student from having the capacity to give consent.

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.

Reporter:

A person reporting alleged conduct prohibited by this Policy. The Reporter may be the Complainant or any other person.

Respondent:

A person accused of conduct that might be in violation of this Policy.

Responsible Employee:

"Responsible Employees" under Title IX are LECOM employees to whom violations of this Policy may be reported. The designated "responsible employees" are the Title IX Coordinator, Deputy Title IX Coordinators, the Provost, Deans, Associate Deans, Assistant Deans, Program

Directors, Directors of Student Affairs, Faculty Advisors or any other member of the LECOM administration.

Retaliation

Retaliation is any action to penalize, intimidate, harass, or take adverse action against a person who makes a report of sexual misconduct, relationship violence, stalking or similar prohibited conduct, participates in an inquiry or investigation of impermissible conduct, or otherwise asserts rights protected by non-discrimination laws.

Sexual Assault:

Sexual assault is 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:

Sexual exploitation means taking sexual advantage of another person without his or her consent. Sexual advantage includes, without limitation, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over such other person; causing the prostitution of another person; recording, photographing or transmitting identifiable images of private sexual activity and/or the intimate parts of another person; allowing third parties to observe private sexual acts; and engaging in voyeurism.

Sexual Harassment

Sexual Harassment is unwelcome conduct visited upon a person due to their sex or gender which creates a hostile environment or whose acceptance forms the basis of educational or employment decisions. Sexual assault and requests for sexual favors that affect educational or employment decisions constitute sexual harassment. Sexual harassment may also consist of unwelcome physical contact, requests for sexual favors, sexual exploitation, visual displays of degrading sexual images, sexually suggestive conduct, or remarks of a sexual nature. Sexual harassment can also be non-sexual in nature, such as denigrating, excluding or sabotaging someone because of their sex or gender. Such conduct will constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or admission to or participation in an academic program or school activity; or
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment status or academic standing; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance on the job or in the academic program; or
- Such conduct has the purpose or effect of creating an intimidating or hostile work or educational environment for an individual or group of individuals.

Sexual harassment can occur regardless of the relationship, position, or respective sex of the parties. Same sex harassment violates this Policy. Harassment because of one's actual or perceived sexual orientation or gender identity also constitutes a violation of this Policy.

Sexual Misconduct:

Sexual misconduct is a broad term encompassing sexual harassment, sexual assault, and any

LECOM Academic Catalog and Student Handbook – Effective date: 7/1/2018

other non-consensual behavior of a sexual nature that is committed by force or intimidation, or that is otherwise unwelcome. Sexual misconduct may vary in its severity and consists of a range of behavior or attempted behavior.

Stalking:

Stalking is a pattern of repeated and unwanted attention, harassment, or any other course of conduct directed at a specific person that would cause a reasonable person to fear. Examples of stalking actions include, but are not limited to:

- Repeated, unwanted, intrusive, and frightening communications from the perpetrator by phone, mail, email, text, social media, and/or other means;
- Repeatedly leaving or sending a person unwanted items such as presents or flowers;
- Following or lying in wait for a person at places such as their home, school, work, or a recreation place;
- Making direct or indirect threats to harm a person or the person's children, relatives, friends, or pets;
- Damaging or threatening to damage a person's property;
- Posting information or spreading rumors about a person on the internet, in a public place, by word of mouth, or by other means; or
- Obtaining personal information about a person by accessing public records, using internet search services, hiring private investigators, going through the person's garbage, following the person, contacting a person's friends, family, work, neighbors, or others.

MAKING A REPORT OF SEXUAL MISCONDUCT, RELATIONSHIP VIOLENCE, AND STALKING

A Reporter may report any type of sexual harassment or misconduct which is defined above by invoking either a criminal process and/or an institutional process. The criminal process begins by calling local law enforcement or the Campus Police and Security Office. The institutional process may be instituted by contacting the LECOM Title IX Coordinator, a Deputy Title IX Coordinator, or any Responsible Employee.

Anyone who believes they have been subjected to any impermissible conduct is encouraged to report these incidents. If the Complainant reports directly to LECOM, the Complainant should prepare a written, signed complaint containing the name(s) of the alleged perpetrator(s) and other relevant information, including the date(s), location(s), description of the incident(s), and witness name(s) or documentation. The Complaint should be given to any Responsible Employee. At some point, Respondent(s) will be provided a copy of the complaint under the condition not to engage in any form of retaliation.

LECOM staff and faculty have a duty to report knowledge of alleged or observed incidents of sexual misconduct, relationship violence, and/or stalking to their supervisor and/or Title IX Coordinator or a Deputy Title IX Coordinator upon learning of such information. Reports should include the complainant's/alleged victim's name, alleged perpetrator(s) name(s), LECOM status (employee, student, visitor), date of the alleged incident, location of alleged incident, description of the incident, and witnesses to the incident.

LECOM Title IX Coordinator and Deputy Coordinators

Institutional Title IX Coordinator

Aaron E. Susmarski, J.D.
Institutional Director of Human Resources
(814) 860-5101
asusmarski@lecom.edu

LECOM Erie

Dr. Melanie Dunbar, Deputy Coordinator
Director of Behavioral Health
(814) 866-8160
mdunbar@lecom.edu

Dr. Christine Kell, Deputy Coordinator
Associate Dean of Preclinical Education
(814) 866- 8169
ckell@lecom.edu

LECOM Bradenton (including dental clinic at DeFuniak Springs)

Ronald Shively, Deputy Coordinator
Director of Student Affairs
(941) 782-5930
rshively@lecom.edu

Dr. Katherine Tromp, Deputy Coordinator
Assistant Dean of Distance Education Pathway
Associate Professor of Pharmacy Practice
(941) 782-5644
ktromp@lecom.edu

LECOM at Seton Hill

Dr. Nicole Temofonte, Deputy Coordinator
Assistant Professor of Internal Medicine
Course Director, History and Physical Examination
(724) 552-2893
ntemofonte@lecom.edu

Complainants are also advised of the following additional resources of which they should avail themselves if they so choose:

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

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

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
Lowe Hall, room 117 (first floor) (Police Chief in room 115)
One Seton Hill Drive
Greensburg, PA 15601
Dial (724) 244-2192 for the officer on patrol (cell phone)

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

Millcreek Community Hospital Behavioral Health
(814) 868-8714

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 or (610) 583-9884

Bradenton, Florida Resources
Centerstone Student Assistance Program
(941) 782-4379

Centerstone Crisis Center
(941) 782-4600

Bradenton- Hope Family Services, Inc.

(941) 747-7790

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

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

Physicians Health Programs (PHP; Pennsylvania)
(866) 747-2255 or (717) 558-7819

PROTECTING COMPLAINANTS, REPORTERS, AND WITNESSES

LECOM's primary goal is to ensure that any victim of sexual misconduct, relationship violence, or stalking 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 Complainant will be determined on a case-by-case basis. In making the determination, LECOM will consider, at a minimum, the Complainant's expressed need, the severity or pervasiveness of the allegations, the continuing

effects on the Complainant, the likelihood that the Complainant will come into contact with the Respondent through daily activities, and whether any legal steps have been taken to protect the Complainant. LECOM will also consider, as appropriate, whether and what interim measures and remedies should be provided or offered to the Respondent.

Student Remedies:

Some examples of immediate remedies LECOM may provide to a student Complainant 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; and providing escort services on campus from the campus police. If an investigation against a named Respondent occurs, LECOM may also initiate a no contact order and alter the class, work, or extracurricular schedule of the Respondent. Where it is deemed appropriate, LECOM may issue an interim suspension for a student-Respondent.

Staff Remedies:

Some examples of immediate remedies LECOM may provide to a staff member Complainant include: modifying work schedule, workplace department or location, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around Complainant. If an investigation against a named Respondent occurs, LECOM may initiate a no-contact order, issue a *persona non grata* order to prevent a person from coming on campus, and/or alter the assigned department, work schedule or work location, or the supervisor of the Respondent.

Faculty Remedies:

Some examples of immediate remedies LECOM may provide to a faculty member Complainant include: modifying teaching schedule, workplace schedule, and/or extracurricular schedule; assisting in obtaining counseling services; providing escort services on campus and increasing security around the Complainant. If an investigation against a named Respondent occurs, LECOM may initiate a no-contact order, issue a *persona non grata* order to prevent a person from coming on campus, and/or alter the class or work schedule of the Respondent.

Confidentiality:

Whenever possible and to the greatest extent possible, LECOM will honor requests for confidentiality and do its best to maintain the privacy of all Reporters and Complainants (may not be the same person). In cases where a Complainant expresses a desire to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, LECOM must weigh that desire and request against its obligation to provide a safe, non-discriminatory environment.

If LECOM honors the request for confidentiality, a Reporter and Complainant must understand that the ability to meaningfully investigate the alleged incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. There may be times when LECOM may not be able to honor a Reporter or Complainant's request for confidentiality in order to provide a safe, non-discriminatory environment. If a violation of this Policy is found, a report of the incident may be included in the Institution's Clery Act crimes report.

Prohibition of Retaliation

LECOM does not tolerate retaliation and will pursue actions against those who take retaliatory measures against Reporters, Complainants, or witnesses. When an individual reports sexual misconduct, relationship violence, or stalking to any campus resource, that resource will work with the Title IX Coordinator or the Title IX Coordinator's designee to ensure that the Complainant and Reporter are protected from further misconduct and from retaliation for making the report. The Title IX Coordinator or her/his designee will consult with the Complainant regarding protective measures such as changes to a facet of the academic or employment setting and/or issuing a "no contact order." Protective measures applicable to students will be enforced under the Student Code of Conduct. Protective measures applicable to staff will be enforced by the Department of Human Resources. Protective measures applicable to faculty will be enforced by the Provost.

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.

INVESTIGATION PROCEDURES, INTERIM REMEDIES, AND INFORMAL RESOLUTION PROCESS

Assessment and Timeline

LECOM will investigate and resolve all reports of possible violations of this Policy promptly. Possible conditions that would extend the time needed for an investigation and resolution are, but are not limited to, the complexity of the reported incident, the number of witnesses involved, related and on-going criminal investigations, school breaks and vacations, or unforeseen circumstances. If a delay is necessary, LECOM will notify all parties of the progress of the process as it proceeds.

Receipt of a report or a Complainant's written complaint which includes allegations of prohibited conduct will trigger an initial Title IX assessment. This assessment will be conducted by the Title IX Coordinator or an assigned Deputy Title IX Coordinator who may consult with other appropriate individuals within LECOM (and the Seton Hill University Police Department if at LECOM at Seton Hill). The assessment will determine if any immediate risk of harm to an individual or the community exists, and will implement any necessary interim measures to address those risks, as well as whether the conduct as reported, if true, would constitute a violation of this Policy.

If the initial assessment finds that a Title IX violation is alleged, the Title IX Coordinator, or Deputy Title IX Coordinator if applicable, will initiate the investigation/resolution process and will designate a manager of that process. Designated managers shall be administrative personnel trained to perform this function and who are not otherwise involved in the matter, i.e. are in a position to be impartial.

The extent and depth of the investigation will depend upon such factors as the Complainant's willingness to participate in the investigation and resolution procedures outlined in this Policy, the risk posed to the community, and the nature of the alleged behavior. If the Complainant chooses to pursue criminal charges, the relevant school police department will work with the Complainant to connect him/her with appropriate local law enforcement if necessary. If a Complainant refuses to participate in the process, LECOM may determine that it is still appropriate to move forward with an investigation and the protocols set forth in this Policy.

Informal Resolution Process

Informal resolution is a mechanism for achieving resolution between parties without a formal investigation. This process may not be used in incidents where the reported behavior includes sexual assault. In some cases, the manager of the investigation/resolution process will determine that an informal resolution mechanism may be appropriate. This may include shuttle diplomacy, facilitated conversation, and/or training and education for individuals or groups.

If it is determined that a facilitated informal resolution may be appropriate, the manager of the investigation/resolution process will speak with the Complainant about this option. Complainants choosing this path of resolution do not forgo access to remedies needed to continue their education. If the Complainant agrees, the manager of the investigation/resolution process will next speak with the Respondent. Facilitated informal resolution will be pursued only with the consent of both parties. If the facilitated informal process results in a resolution, both parties will receive outcome notification that the process has concluded and the case will be closed. If the parties are unable to reach a resolution in a timely manner or if either party requests to terminate the facilitated informal resolution process prior to a resolution, the investigation and formal resolution process will proceed.

Investigation Process

As mentioned above, if it is appropriate and the parties choose and complete an informal resolution process there will be no formal investigation. If necessary, a full investigation will be promptly engaged and will follow the following course.

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. Complainants should be most scrupulous in preserving all evidence.

It is possible that more than one meeting may be necessary for the Complainant and Respondent to have the opportunity to respond to information obtained. Complainants and Respondents will have the opportunity to present additional evidence and to suggest other fact witnesses. Character witnesses will not be heard and the Complainant's prior sexual conduct with anyone other than the Respondent will not be considered.

The Complainant and Respondent may each choose an advisor of their choice to accompany them during the investigative process or any related meeting that is part of the Title IX proceedings. An advisor is any individual who provides the Complainant or Respondent with support, guidance, or advice. This advisor may be a parent, a community advocate, or any other person. The advisor's role is purely supportive; the advisor may not speak on behalf of the Complainant or Respondent or otherwise directly participate in the investigation or resolution processes.

Upon completion of the investigation, the manager of the investigation/resolution process will prepare a Findings of Fact Report that will include the nature of the allegations reported, a summary of factual information, and any relevant physical and documentary evidence received.

The Complainant and Respondent will each have the opportunity to review the Findings of Fact Report in the presence of a LECOM official and deliver a written clarifying statement and/or impact statement. Any such written statement must be provided to the manager of the investigation/resolution process within three (3) days of the review of the Findings of Fact Report. Following the three-day period all parties will be notified that the investigation is complete. Resolution of the matter is possible at this point; otherwise, it will proceed to formal resolution.

FORMAL RESOLUTION PROCESS

The process used for resolution of complaints under this Policy, including application of sanctions, will be determined by a preponderance of the evidence. Complainants do not have to prove a case "beyond a reasonable doubt". Regardless of the process used, LECOM commits to providing the parties with timely notice, equal opportunities to be heard, present and rebut evidence and equal opportunities to respond to the reported behavior.

Once an investigation is conducted and a Findings of Fact Report of the investigation is prepared the formal resolution process will begin. The manager of the investigation/resolution process will submit a copy of the Findings of Fact Report and related materials to the Institutional Hearing Officer. LECOM has appointed Dr. David P. Fried, Director of Student Affairs ((814) 866-8116; dfried@lecom.edu), as the Hearing officer.

The Hearing Officer will determine whether a violation has occurred; if a violation has occurred whether the Respondent is "responsible"; and if the Respondent is "responsible" what the sanctions will be. These determinations will include a full review of all relevant information and be based on a preponderance of the evidence standard (i.e. whether it is more likely than not).

The Hearing Officer will issue an Outcome Letter outlining the decision made and explaining any imposed sanctions and remedies. The sanctions imposed upon a finding that the Respondent is "responsible" will vary depending on the facts of the case. The sanctions may range from a no contact order to expulsion or termination from LECOM. This information will be provided in writing to the Complainant and the Respondent, taking into account any applicable privacy issues.

The Title IX Coordinator or a Deputy Title IX Coordinator will review the Outcome Letter with

the Complainant and Respondent separately to ensure the reasoning of the decision is fully understood and to inform the Complainant and Respondent of the right to appeal. *Note, however, that a Complainant or Respondent who has refused to participate in the investigation process has no right to appeal.*

Visitors and other persons (not students or employees) who are found to have violated this Policy are subject to corrective action which may include removal from campus, being banned from campus, and/or having contractual arrangements terminated. Vendors or other agencies in contract with LECOM will be promptly notified if any of their employees are alleged to have violated this Policy and such employees may be banned from any or all LECOM properties or events and may also be subject to action deemed appropriate by their respective employer.

If it is determined that a violation of this 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 to the appropriate office for resolution.

RIGHT TO APPEAL

Except as noted above, both the Complainant and the Respondent (if participating in the investigation process) have the right to appeal the decision. An appeal must be filed within seven (7) business days of the date of the Outcome Letter. An appeal may only be filed on three bases: 1) the appealing party has new information that was not included in the investigation Findings of Fact Report and could not have been provided earlier; 2) a preponderance of the evidence does not support the decision; or 3) the sanction was not proportionate to the offense.

The appeal (including an explanation of the basis of the appeal) should be timely submitted in writing to the Title IX Coordinator. The Title IX Coordinator will forward the appeal and all materials from the investigation to the President of LECOM for a final decision.

The President will review the Findings of Fact Report and related evidence, any written clarifying statements and/or impact statements, the Outcome Letter, and the appeal documents in making a determination. Using a preponderance of the evidence standard, the President will issue an Appeal Outcome Letter detailing the final decision, which may affirm, reverse or modify the decision of the Hearing Officer. The decision of the President is final.

APPENDIX L - LECOM BOARD OF TRUSTEES

The LECOM Board of Trustees has legal control and has the final decision-making and financial authority over all LECOM (Erie), LECOM Bradenton, and LECOM (Seton Hill) campuses.

Ms. Mary L. Eckert

Michael J. Feinstein, D.O.

John M. Ferretti, D.O.

Silvia M. Ferretti, D.O.

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

Joan L. Moore, D.O.

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

Mr. Richard P. Olinger

Ms. Nancy Peaden

Mr. Dennis M. Styn

Michael J. Visnosky, (*Emeritus*).

Mr. Thomas J. Wedzik,

**APPENDIX M - LECOM ERIE:
COLLEGE OF OSTEOPATHIC MEDICINE
AND SCHOOL OF PHARMACY -**

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

Hershey S. Bell, M.D., M.S., F.A.A.F.P.

Vice President of Academic Affairs and Dean, LECOM School of Pharmacy

Richard E. Ferretti, Esq.

General Counsel, Corporate Compliance Officer and Director of Risk Management

Julie K. Freeman, Esq.

Assistant General Counsel

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

Vice President of Fiscal Affairs/CFO

Tyler G. Travis, M.A., C.S.C.S., U.S.A.W.

Executive Director of LECOM Medical Fitness and Wellness Center

Melanie J. Dunbar, Ph.D., L.P.C.

Director of Behavioral Health

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

Angela Sullivan

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

Jessica R. Woods

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

Adam C. Baker

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

Darlene E. Stadler

Project Manager

EDUCATIONAL ADMINISTRATION

Deborah Lee-Sanko

Executive Director of Lake Erie Consortium of Osteopathic Medical Training

Laurie Mahoney

Administrative Assistant/Medical Education, LECOMT

Mathew J. Bateman, Ph.D., D.H.Ed.

Dean of the LECOM School of Dental Medicine

Director of Institutional Planning, Assessment, Accreditation and Research

Professor of Anatomy

Walter J. Hu

Assistant to the Director of Institutional Planning, Assessment, Accreditation and Research

Nikole Niemeyer

Research Analyst

Andona R. Zacks-Jordan, J.D.

Assistant Director of Institutional Planning, Assessment, Accreditation, and Research
Grants and Compliance Manager

OFFICE OF STUDENT AFFAIRS

David P. Fried, Ph.D.

Director of Student Affairs

Jamie Murphy, M.S.

Assistant Director of Student Affairs

Colleen Pamula

College Receptionist

Office of Financial Aid

Beatrice (Bonnie) Crilley, M.A.
Institutional Director of Financial Aid

Kristine A. Azzarello
Financial Aid Counselor, LECOM at Seton Hill

Travis Matson
Financial Aid Counselor

Samantha Gurto
Financial Aid Counselor

Office of Admissions

Michael Goebel
Medicine Admissions Coordinator

Kayleigh A. Schulte
Student Affairs Representative

John E. Wojtkielewicz, M.B.A., M.S.
Admissions Associate, Faculty PBL Facilitator

Lisa Kalivoda
Admissions Representative/Career Counseling

Jordan Koper
Pharmacy Admissions Coordinator

Office of the Registrar

Jeremy J. Sivillo
Registrar

Erica Coulter
Assistant Registrar

RECRUITMENT

Kathryn Zboyovski
Director of Primary and Secondary School Recruitment

Debbie A. Bisbee
Admissions Recruiter

John Quinn
Admissions Recruiter

Elise Lee
Admissions Recruiter, Alumni Outreach & Social Media

LEARNING RESOURCES CENTER

Daniel A. Welch, M.L.S.

Institutional Director, LECOM Learning Resource Centers

Nancy A. Nieder, M.L.I.S.

Assistant Director, LECOM Learning Resource Centers

Andrew R. Krol, M.L.I.S.

Health Science Librarian

LECOM Erie

Dexter Honeycutt, Jr., M.L.I.S.

Health Science Librarian

LECOM at Bradenton

Paige McBride, M.L.S.

Health Science Librarian

School of Dental Medicine

Andrew Koval, M.S.L.S.

Health Science Librarian

LECOM at Seton Hill

PURCHASING

Nazneen I. Krol, B.S.

Director of Purchasing

Marcie Head

Purchasing Assistant

Stephany M. Michaelson

Purchasing Assistant/Online Bookstore

John A. Burton, B.A.

Bookstore Assistant

MANAGEMENT INFORMATION SYSTEMS

Randy J. Harris

Institutional Director Information Technology

Edward C. Johns

Director of Telecommunications

Keith A. Hein

Institutional Director of Network Operations
Technician

Andrew R. Jack

Telecommunication and Media Services

Josh Bogden

Network Operations Coordinator

Russell D. Bidwell

Instructional Technology and Media Services Technician

Barbara A. Mills

Director of Enterprise Services; Technician

Allen Minns

Enterprise Support

I. Mark Venzin, M.B.A.

IT Service Manager/Facility Coordinator
LECOM at Seton Hill

Andre Torres

Software Developer and Data Analyst

Judy L. Farnum

Program Development Coordinator

Jesi Bartlett

Program Development Technician

FINANCE AND ACCOUNTING

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

Vice President of Fiscal Affairs/CFO

Susan K. Williard

Accounting Supervisor

Liana Bishop

Bursar

Goldie M. Young

Accounts Payable Clerk

Joyce Howell

Business Office Assistant

Jennifer M. Chaffin

Payroll Clerk / Staff Accountant

COMMUNICATIONS AND MARKETING

Eric Nicastro

Assistant Institutional Director of
Communications and Marketing

Sean Wiley

Institutional Director of Public Engagement

Stephanie Bruce

Communications and Marketing Specialist

Sheena Baker

Public Relations Specialist

Joel Welin

Communications and Marketing Specialist

Patricia K. Puline

Safe Kids Community Outreach Coordinator

Jonathan T. Ogden

Assistant to the Director of Safe Kids

MSGR. David A. Rubino

Director of External Affairs

BUILDING OPERATIONS

Brian J. King

Director of Building Operations

HUMAN RESOURCES

Aaron E. Susmarski, J.D.

Institutional Director of Human Resources

Kathleen J. States, MSHRD

Assistant Director of Human Resources

Wendy L. Grafius

Talent Management Specialist

Allison Gloor M.S.Ed.

Human Resources Assistant

Michele M. Bille, MSOL, PHR

Sr. Human Resource Generalist

Briana Rupan, SHRMCP

Human Resource Generalist

Robert Wood

Human Resource Assistant

CAMPUS POLICE and SECURITY

Kevin E. Goode

Institutional Director

Clark D. Peters

Deputy Director

Earl Cook

Deputy Director

Edward L. Mioduszewski

Deputy Director

Phillip R. Chludzinski

Shift Supervisor

Harry E. Whipple, III

Operations Supervisor

FOOD SERVICES

Jonathan J. Schardt

Director of Catering and Food Service

Dupree DeBoe

Assistant Food Service Manager

Timothy Houston

Chef/Café Manager

SCHOOL OF PHARMACY ADMINISTRATION

Hershey S. Bell, M.D., M.S., F.A.A.F.P.

Vice President of Academic Affairs and Dean, LECOM School of Pharmacy

Thomas D. Corso, Ph.D., M.S., B.S.

Director of Pre-Pharmacy Enrichment & Pharmacy Post-Baccalaureate Pathway and Research

Janene M. Madras, Pharm.D., B.S.

Director of Student Services, Accelerated & Distance Education Pathways

Priscilla Martin, M.Ed.

Curriculum Specialist

Instructional Designer, Distance Education Pathway

Heather Jones, Ph.D.

Director of Student Promotion and Retention, Accelerated & Distance Education Pathways

Victoria Reinhartz, Pharm.D.

Director of Student Services, Bradenton

Rachel R. Ogden, Pharm.D., M.S.

Associate Dean for Accelerated and Distance Education Pathways

Douglas Smith, Pharm.D., B.S.

Director of Experiential Education, Accelerated & Distance Education Pathway APPEs

Zachary S. Heeter, Pharm.D.

Director, Pharmacy Residency Program

Katherine M. Tromp, Pharm.D., B.S.

Associate Dean for Florida Pathway

Alejandro Vazquez, Pharm.D.

Director of Student Promotion and Retention, Florida Pathway

Tatiana Yero, Pharm.D.

Director of Admissions, Florida Pathway

Rebecca Miller Wise, Pharm.D., M.Ed., B.S.

Director of Admissions, Accelerated & Distance Education Pathways

SCHOOL OF PHARMACY ADMINISTRATIVE SUPPORT

Sharon Morrison, M.H.S.A

Executive Assistant to the Dean of the School of Pharmacy

Amy Lewis

Experiential Education Coordinator

Marcia Coit

Administrative Assistant

Cyndi Kerr

Administrative Assistant

Arlene P. Onorato

Administrative Assistant

Linda D. Slike

Administrative Assistant

Roberta L. Volgstadt

Experiential Education Coordinator

SCHOOL OF PHARMACY ACCELERATED PATHWAY FACULTY

Daniel Austin, Pharm.D., M.S., *Assistant Professor of Pharmaceutical Sciences, B.A., SUNY Fredonia, M.S., University of Rochester, Pharm.D., St. John Fisher College*

Marcus Babiak, Pharm.D., *Assistant Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine*

Hershey S. Bell, M.D., M.S., F.A.A.F.P., *Professor of Family Medicine and Pharmacy Practice, Vice President of Academic Affairs and Dean, School of Pharmacy; University of Toronto, M.D.; University of Toronto and Duke University, Family Medicine Residency; Duke University, Medical Education Fellowship; Lake Erie College of Osteopathic Medicine, Master of Science in Medical Education; Fellow of the American Academy of Family Physicians.*

Kimberly A. Burns, J.D., *Professor of Pharmaceutical Sciences; J.D., Duquesne University Law School; B.S., Pharmacy, University of Pittsburgh*

Geralynn Clark, Pharm.D. *Assistant Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine*

Thomas D. Corso, Ph.D., *Director of Pre-Pharmacy Enrichment and Pharmacy Post Baccalaureate Pathway & Research; Professor of Biochemistry and Neuroscience; Ph.D., Neuroscience/Biochemistry, Loyola University; M.S., Chemistry, Loyola University; B.S., Chemistry, Illinois Benedictine College*

Graham Garcia, Pharm.D., *Assistant Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine, School of Pharmacy; B.S., Grove City College*

Kristen Gawronski, Pharm.D., *Assistant Director, Distance Education Pathway; Assistant Professor of Pharmacy Practice; Pharm.D., SUNY at Buffalo*

Randall B. Heemer, Pharm.D., *Associate Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine, School of Pharmacy; M.B.A., Cleveland State University; B.S., Chemistry, Gannon University*

Zachary S. Heeter, Pharm.D., *Director, Pharmacy Residency Program, Associate Professor of Pharmacy Practice; BCPS, CGP, Pharm.D., Lake Erie College of Osteopathic Medicine*

Saber M. Hussein, Ph.D., *Professor of Microbiology and Biochemistry; Ph.D., Microbiology, M.S. Biology Tübingen University, Germany*

Heather M. Jones, Ph.D., *Associate Professor of Physiology; Director of Student Promotion and Retention, Accelerated & Distance Education Pathways; Ph.D., Physiology, M.S., University of Buffalo School of Medicine; B.S., Biology, Cornell University*

Seher A. Khan, Ph.D., *Associate Professor of Pharmaceutical Sciences; Ph.D., Pharmacology, East Carolina University School of Medicine; M.S., Pharmacy, University of Dhaka, Bangladesh; B.S., Pharmacy, University of Dhaka, Bangladesh*

Abbey Krysiak, Pharm.D., *Associate Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine*

Janene M. Madras, Pharm.D., *Director of Student Services, Accelerated & Distance Education Pathways; Professor of Pharmacy Practice; BCPS, BCACP, Pharm.D., The University of Toledo; B.S., Pharmacy, The University of Toledo*

Inna Miroshnyk, Ph.D., *Assistant Professor of Pharmaceutical Sciences; Director of Assessment; Ph.D., University of Helsinki; M.S. Ukrainian Pharmaceutical Academy*

Sabiruddin Mirza, Ph.D., *Assistant Professor of Pharmaceutical Sciences; Ph.D., University of Helsinki*

Rachel R. Ogden, Pharm.D., *Associate Dean for Accelerated and Distance Education Pathways, Associate Professor of Pharmacy Practice; CGP, Pharm.D., University of Florida;*

M.S. in Medical Education, Lake Erie College of Osteopathic Medicine; B.S., Pharmacy, Duquesne University

Erica A. Pascale, Pharm.D., *Assistant Professor of Pharmacy Practice*; Pharm.D., Albany College of Pharmacy and Health Sciences

Jacob Reaser Pharm.D., *Assistant Professor of Pharmacy Practice*, Pharm.D., SUNY at Buffalo

Brandon Sing Pharm.D., *Assistant Professor of Pharmacy Practice*, B.A., Pre-Medicine, Slippery Rock University, Pharm.D., Lake Erie College of Osteopathic Medicine

Douglas Smith, Pharm.D., *Professor of Pharmacy Practice; BCOP; Director of Experiential Education, Accelerated and DE Pathways*; Pharm.D., University of Maryland

Bojana Stevich-Heemer, Pharm.D., *Associate Professor of Pharmacy Practice; BCOP*; Pharm.D., Lake Erie College of Osteopathic Medicine, School of Pharmacy; M.S., Youngstown State University; B.S., Youngstown State University

Benjamin Vroman, Pharm.D., *Assistant Professor of Pharmacy Practice*; Erie, Pharm.D., Lake Erie College of Osteopathic Medicine

Rebecca Miller Wise, Pharm.D., *Director of Admissions, Accelerated & DE Pathways; Associate Professor of Pharmacy Practice*; CGP, Pharm.D., Lake Erie College of Osteopathic Medicine; M.S. Biology Edinboro University of Pennsylvania; B.S., Biology, Allegheny College; A.A., Marine Studies, Duke University; Cert. Secondary Education, Secondary Education Med Biology, Edinboro University

Pharmacy Part Time

Emily Ferrare, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine, School of Pharmacy

Tonya Gore, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., Duquesne University

Andrew J. Grimone, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., BCPS, University of Pittsburgh

Rebecca Nick-Dart, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., BCPS, Shenandoah University

Brandon Norhold, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice*; Pharm.D., BCPS, University of Pittsburgh

Justine Russell, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice; Pharm.D., BCSP, University of Pittsburgh*

Angela Shick, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine, School of Pharmacy*

Jenna Young, Pharm.D., *Clinical Assistant Professor of Pharmacy Practice; Pharm.D., BCSP, Lake Erie College of Osteopathic Medicine, School of Pharmacy*

SCHOOL OF PHARMACY DISTANCE EDUCATION PATHWAY FACULTY

All faculty from all pathways contribute to the Distance Education Pathway.

Christina Hanson, Pharm.D., *Assistant Professor of Pharmacy Practice; Pharm.D., St. John Fisher College.*

Kathleen Hitchcock, Pharm.D., *Assistant Professor of Pharmacy Practice; Pharm.D., University of Florida;*

Lakhu Keshvara, Ph.D., B.Ph., B.Sc., *Associate Professor of Pharmaceutical Practices; Ph.D., Purdue University; B.Pharm., University of Alberta; B.Sc., University of Calgary.*

Vanessa Lesneski, Pharm.D., *Assistant Professor of Pharmacy Practice; Pharm.D., University of Florida, B.S., University of Florida*

Revika Matuknauth, Pharm.D., *Assistant Professor of Pharmacy Practice; Pharm.D., Lake Erie College of Osteopathic Medicine; B.S., University of South Florida*

Appendix N - LECOM School of Pharmacy Florida Pathway

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.
Vice President of Fiscal Affairs/CFO

Hershey S. Bell, M.D., M.S., F.A.A.F.P.

Vice President of Academic Affairs and Dean, LECOM School of Pharmacy

Mark K. Kauffman, D.O., M.S., (Med. Ed.), PA;
Associate Dean of Academic Affairs

Robert J George, D.O.
Associate Dean of Academic Affairs, Emeritus

Mark Coty, Ph.D.
Assistant Dean of Preclinical Education

Anthony J. Ferretti, D.O.
Associate Dean of Clinical Education

Sonia Dillon, Ph.D., M.B.A.,
Director of Diversity

Timothy S. Novak, M.S.A., Ph.D.
Director of LECOM Master of Health Services Administration

Daniel A. Welch, M.L.S.
Institutional Director of the Learning Resource Center

Keith A. Hein
Institutional Director of Network Operations

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

Robert J. Fortune
Director of Operations – Florida

Office of Student Affairs

Ronald Shively
Director of Student Affairs

Ashley M. Simons
Admissions Representative SOP

Susan Ballinger
Admissions Coordinator

Deborah S. Kerris
Financial Aid Officer

Nicole L. Papanikos
Registrar

Denay Coale-Hunter
Financial Aid Officer

Shannon Phillips
Admissions Representative SDM

Sarah Ferretti
Student Affairs Representative

Debra A. Horne
Admissions Recruiter

Kandyse J. Taylor
Admissions Representative COM

Betty Brucee
Receptionist / Admissions Representative

Management and Support Staff

Joseph Tolomeo
Operations Supervisor

Jeffrey Shores
Skilled Maintenance

Oliver B. Howe
Skilled Maintenance

Michael Arrigo
Food Service Manager

Yvonne G. Arrigo
Food Service Assistant

Cinda Roberts
Standardized Patients Coordinator

Cindy Metz
Food Service Assistant

Dexter Honeycutt
Librarian – COM/SOP

Gordon Hemingway
Assistant Director of Network Operations

Florann Steinberg
Administrative Assistant

Falin Brucee
Administrative Assistant

Elora Lee
Administrative Assistant

Jammye Morphis
Administrative Assistant

Sandy Chan
Administrative Assistant

Cameron Lang
IT Services

James Hanlon
IT Service Manager

Jack Hines, Jr.
Director of Security

Leothus C. Jackson, Jr.
Lead Security Officer

Joel Welin
Communications and Marketing Specialist

BRADENTON SCHOOL OF PHARMACY FACULTY

Rinita Acevedo, Pharm.D., *Asst. Professor of Pharmacy Practice*; Pharm.D., Nova Southeastern University; B.S., University of Florida

Thomas Arnold, Ph.D., *Professor of Basic Medical Science*; Ph.D., University of South Florida; B.S., University of Florida

Kenneth S. Bauer, Ph.D., Pharm.D., B.S., *Professor of Pharmacy Practice and Pharmaceutical Sciences*; Ph.D., University of Pittsburgh; Pharm.D., University of Pittsburgh; B.S., University of Maryland

Hershey S. Bell, M.D., M.S., F.A.A.F.P., *Professor of Family Medicine and Pharmacy Practice; Vice President of Academic Affairs and Dean, School of Pharmacy*; University of Toronto, M.D.; University of Toronto and Duke University, Family Medicine Residency; Duke University, Medical Education Fellowship; Lake Erie College of Osteopathic Medicine, Master of Science in Medical Education; Fellow of the American Academy of Family Physicians

Devon Brooks, Pharm.D., *Instructor*; Pharm.D., LECOM; Pre-Pharm, St. Pete College; B.S., Umass Amherst

Marcus W. Campbell, Pharm.D., *Associate Professor of Pharmacy Practice*; Pharm.D., University of Florida; A.A. Hillsborough Community College

Rahul Deshmukh, Ph.D., *Assistant Professor of Pharmaceutical Sciences*; Ph.D., Wayne State University; M.S., University of Maryland-Baltimore County

Deepak Gupta, Ph.D., *Associate Professor of Pharmaceutical Sciences*; Ph.D., Wayne State University; M.S., Bharati Vidhya Peeth University; B.S., Guru Jambheshwar University

Mohamed O. Hussein, D.V.M., Ph.D. M.S., *Professor of Physiology*; D.V.M., Veterinary College University Khartoum; Ph.D., The Ohio State University; M.S., The Ohio State University; M.S., University of Wisconsin-Madison

Sunil S. Jambhekar, B.Pharm., M.S., Ph.D., *Professor of Pharmaceutical Sciences*; B.Pharm., L.M. College of Pharmacy Gujarat University; Ph.D., M.S., University of Nebraska;

Christopher James, Pharm.D., *Instructor*; Pharm.D., LECOM; B.S., University of Florida;

A.A., State College of Florida

Lakhu Keshvara, Ph.D., *Associate Professor of Pharmacy Sciences*; Ph.D., Purdue University; BSc-Pharmacy, University of Alberta; BSc., University of Calgary

Scott Kincaid, Pharm.D., *Professor of Pharmacy Practice*; Pharm.D., West Virginia University

Vanessa Lesneski, Pharm.D., *Asst. Professor of Pharmacy Practice*; Pharm.D., University of Florida; B.S., University of Florida

Santiago Lorenzo, Ph.D., *Assistant Professor of Physiology*; Ph.D., M.S., B.S., University of Oregon

Aashish Morani, Ph.D., *Assistant Professor of Pharmaceutical Sciences*, B.S. Government College of Pharmacy, M.S. Poona College of Pharmacy, Ph.D., Victoria University of Wellington

Michael J. Mueller, Ph.D., B.S., *Associate Professor of Pharmacy Practice*; Ph.D., University of Florida; B.S., University of Florida

Todd Nolan, Ph.D., *Assistant Professor*; Ph.D., East Carolina University; B.S., Slippery Rock University

Nina Pavuluri, Ph.D., B.Pharm., *Associate Professor of Pharmaceutical Sciences*; Ph.D., University of Mississippi; B.Pharm., Bapatla College of Pharmacy

Stephanie C. Peshek, Pharm.D., M.B.A., B.S., *Director of Curriculum; Professor of Pharmacy Practice*; Pharm.D., Idaho State University; M.B.A., Cleveland State University; B.S., Ohio Northern University

Victoria Reinhartz, Pharm.D., *Assistant Professor of Pharmacy Practice*; Pharm.D., Lake Erie College of Osteopathic Medicine; B.S., University of North Georgia

Oren D. Rosenthal, Ph.D., M.S., M.P.T., B.A., *Associate Professor of Anatomy*; Ph.D., University of South Florida; M.S., University of South Florida; M.P.T., Rutgers University; B.A., University of Buffalo

Kelly L. Scolaro, Pharm.D., *Associate Professor of Pharmacy Practice*; Pharm.D., Auburn University School of Pharmacy; B.Ph., Auburn University School of Pharmacy.

Ginger Shipp, Ph.D., *Assistant Professor of Microbiology*; Ph.D., Iowa State University; B.A., University of Iowa

Lillian Smith, Pharm.D., M.B.A., CPh. *Assistant Professor of Pharmacy Practice*; Pharm.D., Florida A & M; M.B.A., Keiser University

Katherine M. Tromp, Pharm.D., B.S., *Associate Dean of the Florida Pathway; Associate Professor of Pharmacy Practice; Pharm.D., Massachusetts College of Pharmacy and Health Sciences; B.S., Worcester Polytechnic Institute*

Alejandro Vazquez, Pharm.D., B.S., *Director of the Bradenton ASP Committee; Associate Professor of Pharmacy Practice; Pharm.D., University of Florida College of Pharmacy; B.S., University of Florida*

Julie J. Wilkinson, Pharm.D., M.S., *Professor of Pharmacy Practice; Pharm.D., Samford University; M.S. in Medical Education, Lake Erie College of Osteopathic Medicine*

Ningning Yang, Ph.D., *Associate Professor of Pharmaceutical Sciences; Ph.D., University of Tennessee; M.S., B.S., Nanjing University;*

Tatiana Yero, Pharm.D., *Associate Professor of Pharmacy Practice; Pharm.D., Nova Southeastern University; B.S., Florida Southern University*