LECOM
SCHOOL OF HEALTH SERVICES
ADMINISTRATION
(SHSA)
DOCTOR OF HEALTHCARE ADMINISTRATION
MASTERS IN HEALTH SERVICES ADMINISTRATION
MASTERS OF SCIENCE IN BIOMEDICAL ETHICS
MASTERS IN PUBLIC HEALTH

ACADEMIC CATALOG
AND
STUDENT HANDBOOK

2020-2021
v1.2

4800 Lakewood Ranch Boulevard • Bradenton, FL 34211 • (941) 756-0690
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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 Lake Erie College of Osteopathic Medicine (LECOM) SCHOOL OF HEALTH SERVICES ADMINISTRATION (SHSA), Masters in Health Services Administration (MHSA), Master of Science in Biomedical Ethics (MSBE), Masters in Public Health (MPH) and Doctor of Healthcare Administration (DHA) programs hereafter referred to as (Programs). The Academic Catalog and Student Handbook contains information about the organization of LECOM, admissions processes, academic requirements, course descriptions, policies, regulations and student support services.

Each step of the educational process, from admission through graduation, requires continuing review and approval by 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. Students will be notified of changes to the handbook.

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.

Upon the end of each academic year, the Dean of the LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION, the Director of MHSA, the Director of MSBE, the Director of MPH, the Director of DHA, the Office of Students Affairs and LECOM Legal Counsel will review the annual Academic Catalog and Student Handbook to ensure accuracy of all provisions and to insert a description of any changes to curricula or policies. The Academic Catalog and Student Handbook is updated May 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 has no quotas nor does it have set asides; regardless of race or ethnicity, all applicants are considered in the same competitive pool using the same policies, procedures and Admissions Committee members. 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 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. Serving as a guiding light and cornerstone in medical education and true to the core principles of its founders, the Lake Erie College of Osteopathic Medicine has expanded its reach to include exceptional programs in graduate studies designed to provide scholars superlative education in the respective areas of study. All professional programs are dedicated to serve all students through innovative curriculum and the development of postdoctoral education and interprofessional experiences.

1.4. HISTORY OF LECOM

As the 20th Century drew to a close, those in governance of the Millcreek Community Hospital (MCH) in Erie, PA 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. This group of health care leaders looked closely at the medical educational role, specifically clinical rotations from other colleges of osteopathic medicine and its own residency programs and determined to open a medical school in Erie.

At a time during which much of the medical community did not see a need for additional medical colleges much less the need for more 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 intensely train needed new doctors and to accommodate the open positions at MCH and at other hospitals throughout the region.
The journey began in September of 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 nation's 16th college of osteopathic medicine with its receipt of a Commonwealth of Pennsylvania Charter in December of 1992. The Charter Class began on August 9, 1993. With the graduation of LECOM's 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 degree to more than 6,500 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 is a nationally recognized leader in osteopathic medicine. Under Dr. Ferretti’s guidance, the Lake Erie College of Osteopathic Medicine has gained national prominence. By 2002, College growth and enrollment required LECOM to triple the size of the original medical school building adding 100,000 square feet of modern teaching, learning and research facilities. True to the College mission to provide primary health care to Northwestern Pennsylvania, LECOM achieved another milestone with the addition of its School of Pharmacy. The Commonwealth of Pennsylvania approved the LECOM School of Pharmacy in May 2001. Classes began in September of 2002 and with a three-year, accelerated curriculum, LECOM held its first pharmacy school graduation in June 2005. Following that commencement, the School of Pharmacy received full accreditation from the Accreditation Council for Pharmacy Education. Since that time, LECOM has granted the Doctor of Pharmacy Degree to more than 2,600 graduates.

In addition to the original campus in Erie, Pennsylvania, LECOM has continued its role in the vanguard of national leadership in osteopathic medicine by developing a branch campus in Bradenton, Florida. Located in the lush setting of Lakewood Ranch, a master-planned community in Manatee County, 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 it graduated its first class 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 in 2012, it will have more than 400 students in total enrollment.
With the nation still facing a family physician shortage in 2007, the College introduced the Primary Care Scholars Pathway that would enroll students committed to family medicine or internal medicine. The program condensed the four-year osteopathic medicine curriculum into three years by concentrating on those subjects and clinical experiences most needed by a primary care physician. Four years later, the College added a second three-year, osteopathic medicine degree program designed for Certified Physician Assistants: the Accelerated Physician Assistant Pathway.

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 trains physicians to become teachers and leaders in the clinical education of future physicians. The College also offers a Master in Science in Biomedical Sciences and a Health Sciences post-baccalaureate certificate.

In July 2012, the LECOM School of Dental Medicine welcomed students in Bradenton, establishing yet a new era in the betterment of healthcare education.

The LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION, Master in Health Services Administration (MHSA) program began “teaching the business of healthcare” and matriculating students at the Bradenton Campus in January 2014 with eleven students in their inaugural cohort. As of June 2020 the SHSA has over 300 graduates and maintains an active total enrollment of over 125. The Master of Science in Biomedical Ethics program (MSBE) began in January of 2018 to address the mounting ethical issues facing healthcare delivery in the US. The Masters in Public Health (MPH) program focusing on domestic community wellness and prevention begins with its inaugural class in June 2019. The Doctor of Healthcare Administration (DHA) program will launch its inaugural cohort in July of 2020. This terminal degree is a thesis research focused doctoral program designed to elevate career pathways for senior healthcare leaders and prepare graduates to teach “business of healthcare” at the college level to next generation influencers.

In 2014, in recognition of the need to offer the Pharm.D degree to students who were not able to leave their home communities, the LECOM School of Pharmacy created a Distance Education pathway leading to the Pharm.D degree for 24 students per year. The program has been approved by accreditation authorities, has been modeled after the Bradenton School of Pharmacy curriculum, and includes both synchronous as well as asynchronous learning activities.

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 the 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 has always 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 solidified 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.

The beginning of all promising enterprises, undertakings, or accomplishments begins with an idea. With that idea usually follows a set of circumstances, which, in retrospect, appear to have forecast a prophetic outcome. Now in its 27th 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 has also 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 founders of the LECOM 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 to the communities and to the larger world that they will serve in the calling of a lifetime.

1.5. THE PHILOSOPHY OF OSTEOPATHIC MEDICINE

At LECOM, today’s physicians are training tomorrow’s doctors. We are developing primary care physicians and health care professionals who understand the importance of preventive healthcare and the principles of Osteopathic whole-person medicine.

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

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

1.6. **STATEMENT OF LEGAL CONTROL AND FINANCIAL SUPPORT**

LECOM is a private, non-profit corporation, and it is part of LECOM Health which includes Millcreek Community Hospital, Millcreek Geriatric Care and Education Center, LECOM Clinical Practices -Medical Associates of Erie (a physician practice group) and the John M. and Silvia Ferretti Medical Fitness and Wellness Center. The corporation is registered with the Florida Department of State to do business as LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION.

LECOM has and will continue to provide full financial support for the development, implementation and maintenance of the School of Health Services Administration and current and future graduate education programs including but not limited to the Masters in Health Services Administration, Master of Science in Biomedical Ethics, Masters in Public Health and Doctor of Healthcare Administration.

1.7. **LECOM BOARD OF TRUSTEES**

Ms. Mary L. Eckert

John M. Ferretti, DO

Silvia M. Ferretti, DO

Suzanne K. Kelley, DO, MPA

John M. Magenau III, PhD

Paul J. Martin, Trustee Emeritus

Joan L. Moore, DO

Mrs. Marlene D. Mosco (Chairman)

Mr. Richard P. Olinger, CPA

Mrs. Nancy Peaden

Mr. Dennis Styn

Michael Visnosky, Esq., Trustee Emeritus

Mr. Thomas J. Wedzik, JD
1.8.  **LECOM Bradenton Administration**

**John M. Ferretti, DO**
President/CEO

**Silvia M. Ferretti, DO**
Provost/Senior Vice President/Dean of Academic Affairs

**Steve Inman, CPA**
CFO/Vice President of Finance

**Mark K. Kauffman, DO, MS Med Ed, PA**
Associate Dean of Academic Affairs

**Timothy S. Novak, DBA, MSA, FACHT**
Dean, LECOM School of Health Services Administration

**Mathew J. Bateman, Ph.D.**
Director of Institutional Planning, Assessment, Accreditation and Research

**Anthony Ferretti, DO**
Associate Dean of Clinical Education, Emeritus

**Mark A. Terrell, Ed.D.**
Assistant Dean of Medical Education/Institutional Director for Faculty Development and Inter-professional Education

**Bertalan Dudas M.D., Ph.D, M.S. (Med.Ed.)**
Assistant Dean of Research and Scholarship

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

**Dan Welch, M.L.S.**
Institutional Director of Learning Resources and Technology

**Ronald Shively**
Director of Student Affairs

**Eric Nicastro**
Institutional Director of Communications

**Kevin Goode**
Institutional Director of Police and Security
1.9. MHSA, MSBE, MPH and DHA Administration

Leadership and Integrity

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

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

Relationships with other Academic Units

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

Timothy S. Novak, D.B.A., M.S.A., FACHT
Dean, LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION
Instructor of Health Care Management, Lake Erie College of Osteopathic Medicine

Teri Runo, M.H.S.A.
Director, Masters of Health Services Administration (MHSA)
Assistant Professor of Health Services Management

Kathleen Detar Gennuso, D.H.C.E., M.S.
Assistant Director, Master of Science in Biomedical Ethics (MSBE)
Assistant Professor of Biomedical Ethics

Donald D. Simpson, Ph.D., M.P.H.
Director, Masters in Public Health (MPH)
Professor of Pathology, College of Medicine
Director of Population Health Instruction

James A. Stikeleather, D.B.A., M.B.A.
Director, Doctor of Healthcare Administration (DHA)
Assistant Professor of Healthcare Administration
1.10. LECOM School of Health Services Administration Faculty

The LECOM SHSA recruits and chooses faculty according to the degrees, knowledge and experience that assures qualification to deliver course curriculum. Course directors are required to prepare the content of each course to fulfill Program competency requirements and have teaching, assessment, advising, research and community service responsibilities.

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

School of Health Services Administration Faculty Listing

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

Jaime Babiack, PharmD, M.H.S.A.
PharmD, Lake Erie College of Medicine
M.H.S.A., Health Services Administration,
LECOM School of Health Services Administration
B.S., Biology, University of Pittsburgh

Jennifer Bencie, MD, M.S.A.
M.D., Universidad Autonoma de Guadalajara
M.S.A., Healthcare Administration, Central Michigan University
B.S., Biology, Brown University

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

Robert Calabrisi, D.Sc, M.S.
D.Sc, Information Systems and Communications, Robert Morris University
M.S., Health Education and Promotion, Pennsylvania State University
B.S., Mathematics, University of the State of New York

Catherine Campbell, Ph.D., M.S.
Ph.D., Computer Science, New Jersey Institute of Technology
M.S., Computer Science, University of Dundee
B.S., Environmental Engineering, Temple University

Jonathan Coffman, Ph.D., M.B.A.
Ph.D., Microbiology and Immunology, University of Tennessee, Memphis
M.B.A, Business Administration, Nova Southeastern University
B.A., Science Education, Southeastern University

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

D.B.A., Doctor of Business Administration, University of South Florida
M.Acc., Accounting, University of Florida
B.S., Accounting, University of Florida

Lorie Darche, M.B.A., M.S.
M.B.A., Business Administration, University of South Florida
M.S., Accounting, Strayer University
B.S.N., Nursing, Georgetown University
B.A., Accounting, University of South Florida

Gregory J. Dober, M.A.
M.A., Bioethics and Health Policy, Loyola University of Chicago
M.A., Healthcare Ethics, Duquesne University
B.S., Business Administration, Duquesne University

David J. Emrhein, M.A., M.ED.
M.A., Applied and Professional Ethics, University of Maryland
M.ED., Education, Morehead State University
B.A., Education, University of Akron

Julie K. Freeman, M.U.R.P., M.B.A. J.D.
J.D., Duquesne University School of Law
M.B.A., Business, University of Pittsburgh
M.U.R.P., Urban and Regional Planning, University of Pittsburgh
B.A., Urban Studies, University of Pittsburgh
Kathleen Detar Gennuso, D.H.C.E., M.S.
D.H.C.E., Healthcare Ethics, Duquesne University
M.S., Business Leadership and Ethics, Duquesne University
B.S., Library and Information Science, University of Pittsburgh

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D.O., Lake Erie College of Osteopathic Medicine
M.H.S.A., Health Services Administration, LECOM School of Health Services Administration
B.S., Biology and Business Management, Juniata College

William Henwood, R.Ph., M.H.S.A.
B.S. Pharmacy, Duquesne University
M.H.S.A., Health Services Administration, LECOM School of Health Services Administration

Harry Hobson, M.A., N.H.A.
M.A., Business Management and Healthcare Administration, Central Michigan University
B.S., Finance, Columbus Business University

Scott Hopes, D.B.A., M.P.H
D.B.A., Business Finance, University of South Florida
M.P.H., Public Health and Medicine, University of South Florida
B.S., Interdisciplinary Natural Sciences/Biology, University of South Florida

Leah Jeunnette, Ph.D., M.A.
Ph.D., Health Care Ethics, Duquesne University
M.A., Bioethics, Case Western Reserve University
B.S., Biology, Youngstown State University

Elizabeth Kerns, D.B.A., M.S.
D.B.A., Business Administration, University of South Florida
M.S., Information Systems, Hawaii Pacific University
B.S., Chemical Engineering, University of Wisconsin

Timothy S. Novak, D.B.A., M.S.A., FACHT
D.B.A., Business Administration, University of South Florida, Tampa, Florida
M.S.A., General Administration, Central Michigan University, Mount Pleasant, MI
B.S., Biology, Bowling Green State University, Bowling Green, Ohio

Nicole Papanikos, M.H.S.A.
M.H.S.A., Health Services Administration, LECOM School of Health Services Administration.
B.S., Health Services/Allied Health/Health Services, Gannon University

Lindsay Ropchock, J.D.
J.D. University of Miami School of Law
B.A. Indiana University of Pennsylvania, Robert E. Cook Honors College
Teri Runo, M.H.S.A.
M.H.S.A., Health Services Administration, LECOM School of Health Services Administration
B.A., Communications, Ashland University

Marcos Sanchez-Gonzalez, M.D., Ph.D.
M.D., Universidad Iberoamericana, Santo Domingo, DR
Ph.D., Exercise Science and Cardiovascular Physiology, Florida State University
Premed, Biology and Chemistry, University of Puerto Rico

Magon M. Saunders, D.HSc., M.S., RDN, LD
D.HSc., Health Sciences/Global Health, A.T. Still University
M.S., Allied Health/Nutrition Education, Georgia State University
B.S., Community Nutrition, Georgia State University

Donald D. Simpson, Ph.D., M.P.H.
Ph.D., Health Sciences, University of Arkansas
M.P.H., Public Health, Tulane University School of Public Health and Tropical Medicine
B.S., Cytotechnology, University of Arkansas for Medical Sciences
B.S., Microbiology, Louisiana Tech University

James A. Stikeleather, D.B.A., M.B.A.
D.B.A., Doctor of Business Administration, University of South Florida, Tampa, Florida
Executive M.B.A., University of South Florida, Tampa, Florida
B.S. in Computer Sciences Honors Program, Texas Christian University, Fort Worth, TX

Lisa Tavallali, Ph.D., M.B.A.,
Ph.D., Public Administration and Urban Studies/Health Policy, University of Akron
M.B.A., Business Administration, Walsh University
B.A., Business Administration, Walsh University

Rahmat Tavallali, Ed.D.
ED.d., Education Administration, University of Akron

Melanie Titzel, Ph.D., M.S., N.H.A.
Ph.D., Organizational Learning and Leadership, Gannon University
M.S., Recreation, Pennsylvania State University

Office of Student Affairs

Ronald Shively
Director of Student Affairs

Kandyse Taylor
Admissions Coordinator

Nicole Papanikos MHSA
Registrar

Denay Coale-Hunter BA
Financial Aid Counselor

Debra Kerris
Financial Aid Counselor
### Management and Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teri Runo, MHSA</td>
<td>Director for MHSA</td>
</tr>
<tr>
<td>Kathleen Detar Gennuso, DHCE, MS</td>
<td>Assistant Director for MSBE</td>
</tr>
<tr>
<td>Aaron Susmarski JD</td>
<td>Institutional Director of Human Resources</td>
</tr>
<tr>
<td>Yvonne Arrigo</td>
<td>Food Service Assistant</td>
</tr>
<tr>
<td>Cameron Lang</td>
<td>IT/AV Technician Operations</td>
</tr>
<tr>
<td>James Hanlon</td>
<td>IT Service Manager</td>
</tr>
<tr>
<td>Joe Tolomeo</td>
<td>Operations Supervisor</td>
</tr>
<tr>
<td>Michael Arrigo</td>
<td>Food Service Manager</td>
</tr>
<tr>
<td>Chad Carrier</td>
<td>Director of Security</td>
</tr>
<tr>
<td>Garland Reese</td>
<td>Library Assistant</td>
</tr>
<tr>
<td>Diana Hohman</td>
<td>Administrative Assistant and Presentation Specialist</td>
</tr>
<tr>
<td>Donald D. Simpson, PhD, MPH</td>
<td>Director for MPH</td>
</tr>
<tr>
<td>Susan Mason, MLS</td>
<td>SDM Librarian</td>
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<tr>
<td>Dexter Honeycutt MLIS, BA</td>
<td>Librarian</td>
</tr>
<tr>
<td>Gordon Hemmingway</td>
<td>Assistant Director of Network</td>
</tr>
<tr>
<td>Falin Brucee</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Cindy Metz</td>
<td>Food Service Assistant</td>
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<tr>
<td>Leothus Jackson</td>
<td>Security Officer</td>
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<tr>
<td>Jack Hines</td>
<td>Security Officer</td>
</tr>
<tr>
<td>Chad Carrier</td>
<td>Director of Security</td>
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</tbody>
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### 1.11. ACCREDITATION

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Department of Education of the Commonwealth of Pennsylvania and the Commission for Independent Education of the Florida Department of Education. To further assure the quality of the MHSA, MSBE and DHA programs, the LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION is a member of the Association of University Programs in Healthcare Administration (AUPHA). Students may review the institution’s accreditation and licensing documents upon request. Requests should be made to the Office of Student Affairs.

1.12. LICENSURE

The LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION and its degree programs are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400, toll-free telephone number (888) 224-6684.

1.13. MHSA ACADEMIC CALENDARS

Graduating Class of 2022: Start January 2020 - Cohort Designation MHSA J21

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
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<td>Last day for applications</td>
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<tr>
<td>December 15, 2020</td>
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<tr>
<td>January 7-10, 2021</td>
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<td>First day of semester – BRADENTON Registration</td>
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<tr>
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<td>Memorial Day (no classes)</td>
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<tr>
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</tr>
<tr>
<td>June 6, 2021</td>
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<tr>
<td>July 4, 2021</td>
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<tr>
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<tr>
<td>November 25, 2021</td>
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<tr>
<td>December 24, 2021</td>
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<tr>
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<td>December 26, 2021</td>
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<tr>
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<tr>
<td>January 17, 2022</td>
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<td>May 26-29, 2022</td>
<td>In-person Session 2 – ERIE Commencement Week</td>
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<td>May 29, 2022</td>
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**Graduating Class of 2022: Start June 2020 – Cohort Designation MHSA U20**

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<td>Memorial Day (no classes)</td>
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<td>Independence Day (observed on July 3rd)</td>
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<td>December 24-25, 2020</td>
<td>Holiday Break (no classes)</td>
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<td>January 1, 2020</td>
<td>New Year’s Day (no classes)</td>
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<tr>
<td>January 2, 2021</td>
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</tr>
<tr>
<td>January 3, 2021</td>
<td>Second Semester Begins</td>
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<tr>
<td>January 18, 2021</td>
<td>Martin Luther King Jr. Day (no classes)</td>
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<td>May 31, 2021</td>
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<td>In-person Session 2– BRAD Commencement Week</td>
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<tr>
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### Graduating Class of 2021: Start January 2020 - Cohort Designation MHSA J20

<table>
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<td>January 9-12, 2020</td>
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<td>Martin Luther King Jr. Day (no classes)</td>
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<td>May 25, 2020</td>
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<tr>
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<td>Independence Day (no classes)</td>
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<tr>
<td>September 7, 2020</td>
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<tr>
<td>November 26, 2020</td>
<td>Thanksgiving (no classes)</td>
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<tr>
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<td>December 25, 2020</td>
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<tr>
<td>June 6, 2021</td>
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Graduating Class of 2021: Start June 2019 – Cohort Designation MHSA U19

<table>
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<tr>
<td>May 23, 2019</td>
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<tr>
<td>May 23-26, 2019</td>
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<tr>
<td>May 27, 2019</td>
<td>Memorial Day (no classes)</td>
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<td>May 30, 2019</td>
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<td>May 30-June 2, 2019</td>
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<tr>
<td>July 4, 2019</td>
<td>Independence Day (no classes)</td>
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<tr>
<td>September 2, 2019</td>
<td>Labor Day (no classes)</td>
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<tr>
<td>November 28, 2019</td>
<td>Thanksgiving (no classes)</td>
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<tr>
<td>December 22, 2019</td>
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<tr>
<td>December 24-25, 2019</td>
<td>Holiday Break (no classes)</td>
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<tr>
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<tr>
<td>January 20, 2020</td>
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<tr>
<td>May 25, 2020</td>
<td>Memorial Day (no classes)</td>
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<tr>
<td>June 6, 2020</td>
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<tr>
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<tr>
<td>September 7, 2020</td>
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<tr>
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<td>Thanksgiving (no classes)</td>
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<tr>
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</tr>
<tr>
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<tr>
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<tr>
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<td>Commencement Class of 2021 - ERIE</td>
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<tr>
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<td>End of the Fourth Semester</td>
</tr>
<tr>
<td>June 6, 2021</td>
<td>Commencement Class 2021 - BRADENTON</td>
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## MSBE ACADEMIC CALENDAR

**Graduating Class of 2022: Start June 2020 – Cohort Designation MSBE U20**

<table>
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<th>Event</th>
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<td>Last day for applications</td>
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<td>Last day of enrollment cycle</td>
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<tr>
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<td>Labor Day (no classes)</td>
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<tr>
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<tr>
<td>January 10, 2020</td>
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<td>May 31, 2021</td>
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<tr>
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<td>Third Semester Begins</td>
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<tr>
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<td>Independence Day (observed July 5th)</td>
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### Graduating Class of 2021: Start June 2019 – Cohort Designation MSBE U19

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<td>Labor Day (no classes)</td>
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<tr>
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<td>Thanksgiving (no classes)</td>
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</tr>
<tr>
<td>December 2, 2019</td>
<td>Second Semester Begins</td>
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<tr>
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<td>Martin Luther King Jr. Day (no classes)</td>
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<td>Memorial Day (no classes)</td>
</tr>
<tr>
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<tr>
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<td>Third Semester Begins</td>
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<tr>
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<td>Independence Day (no classes)</td>
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</tr>
<tr>
<td>November 26, 2020</td>
<td>Thanksgiving (no classes)</td>
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<tr>
<td>December 24-25, 2020</td>
<td>Holiday Break (no classes)</td>
</tr>
<tr>
<td>January 1, 2021</td>
<td>New Year’s Day (no classes)</td>
</tr>
<tr>
<td>January 18, 2021</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
<tr>
<td>May 28-29, 2021</td>
<td>In-person Session 2 – ERIE Commencement Week</td>
</tr>
<tr>
<td>May 30, 2020</td>
<td>Commencement Class of 2021 - ERIE</td>
</tr>
<tr>
<td>May 31, 2021</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>June 4-5, 2021</td>
<td>In-person Session 2 – BRAD Commencement Week</td>
</tr>
<tr>
<td>June 5, 2021</td>
<td>End of the Fourth Semester</td>
</tr>
<tr>
<td>June 6, 2021</td>
<td>Commencement Class 2021 – BRADENTON</td>
</tr>
</tbody>
</table>
# 1.14 MPH Academic Calendar

**Graduating Class of 2021: Start June 2019 – Cohort Designation MPH U19**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15, 2019</td>
<td>Last day for applications</td>
</tr>
<tr>
<td>May 15, 2019</td>
<td>Last day of enrollment cycle</td>
</tr>
<tr>
<td>May 30, 2019</td>
<td>First semester begins-Virtual Orientation</td>
</tr>
<tr>
<td>July 4, 2019</td>
<td>Independence Day (no classes)</td>
</tr>
<tr>
<td>September 2, 2019</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>November 28, 2019</td>
<td>Thanksgiving (no classes)</td>
</tr>
<tr>
<td>December 24-25, 2019</td>
<td>Holiday Break (no classes)</td>
</tr>
<tr>
<td>January 1, 2020</td>
<td>New Year’s Day (no classes)</td>
</tr>
<tr>
<td>January 18, 2020</td>
<td>End of first Semester</td>
</tr>
<tr>
<td>January 19, 2020</td>
<td>Second Semester Begins</td>
</tr>
<tr>
<td>January 20, 2020</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
<tr>
<td>May 25, 2020</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>July 2, 2020</td>
<td>End of Second Semester</td>
</tr>
<tr>
<td>July 4, 2020</td>
<td>Independence Day (no classes)</td>
</tr>
<tr>
<td>July 5, 2020</td>
<td>Third Semester Begins</td>
</tr>
<tr>
<td>September 7, 2020</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>November 26, 2020</td>
<td>Thanksgiving (no classes)</td>
</tr>
<tr>
<td>December 19, 2020</td>
<td>End of Third Semester</td>
</tr>
<tr>
<td>December 20, 2020</td>
<td>Fourth Semester begins</td>
</tr>
<tr>
<td>December 24-25, 2020</td>
<td>Holiday Break (no classes)</td>
</tr>
<tr>
<td>January 1, 2021</td>
<td>New Year’s Day (no classes)</td>
</tr>
<tr>
<td>January 18, 2021</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
<tr>
<td>May 28-29, 2021</td>
<td>In-person Session ERIE Commencement Week</td>
</tr>
<tr>
<td>May 30, 2021</td>
<td>Commencement Class of 2021 – ERIE</td>
</tr>
<tr>
<td>May 31, 2021</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>June 4-5, 2021</td>
<td>In-person Session BRAD Commencement Week</td>
</tr>
<tr>
<td>June 5, 2021</td>
<td>End of the Fourth Semester</td>
</tr>
<tr>
<td>June 6, 2021</td>
<td>Commencement Class 2021 – BRADENTON</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>May 15, 2020</td>
<td>Last day for applications</td>
</tr>
<tr>
<td>May 15, 2020</td>
<td>Last day of enrollment cycle</td>
</tr>
<tr>
<td>June 1, 2020</td>
<td>First semester begins-Virtual Orientation</td>
</tr>
<tr>
<td>July 4, 2020</td>
<td>Independence Day (no classes)</td>
</tr>
<tr>
<td>September 7, 2020</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>November 26, 2020</td>
<td>Thanksgiving (no classes)</td>
</tr>
<tr>
<td>December 24-25, 2020</td>
<td>Holiday Break (no classes)</td>
</tr>
<tr>
<td>January 1, 2021</td>
<td>New Year’s Day (no classes)</td>
</tr>
<tr>
<td>January 9, 2021</td>
<td>End of first Semester</td>
</tr>
<tr>
<td>January 10, 2021</td>
<td>Second Semester Begins</td>
</tr>
<tr>
<td>January 18, 2021</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
<tr>
<td>May 31, 2021</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>June 26, 2021</td>
<td>End of Second Semester</td>
</tr>
<tr>
<td>June 27, 2021</td>
<td>Third Semester Begins</td>
</tr>
<tr>
<td>July 4, 2021</td>
<td>Independence Day (observed)</td>
</tr>
<tr>
<td>September 6, 2021</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>November 25, 2021</td>
<td>Thanksgiving (no classes)</td>
</tr>
<tr>
<td>December 11, 2021</td>
<td>End of Third Semester</td>
</tr>
<tr>
<td>December 12, 2021</td>
<td>Fourth Semester begins</td>
</tr>
<tr>
<td>December 24-25, 2021</td>
<td>Holiday Break (no classes)</td>
</tr>
<tr>
<td>January 1, 2022</td>
<td>New Year’s Day (no classes)</td>
</tr>
<tr>
<td>January 17, 2022</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
<tr>
<td>May 27-28, 2022</td>
<td>In-person Session ERIE Commencement Week</td>
</tr>
<tr>
<td>May 29, 2022</td>
<td>Commencement Class of 2022 – ERIE</td>
</tr>
<tr>
<td>May 30, 2022</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>June 3-4, 2022</td>
<td>In-person Session BRAD Commencement Week</td>
</tr>
<tr>
<td>June 4, 2022</td>
<td>End of the Fourth Semester</td>
</tr>
<tr>
<td>June 5, 2022</td>
<td>Commencement Class 2022 – BRADENTON</td>
</tr>
</tbody>
</table>
## 1.15 DHA Academic Calendar

**Graduating Class of 2023: Start July 2020 – Cohort Designation DHA U20**

**DHA U20 Academic Year 1**

**2020-2021 O1 Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 1, 2020</td>
<td>Last day for applications</td>
</tr>
<tr>
<td>July 4, 2020</td>
<td>Independence Day (no classes)</td>
</tr>
<tr>
<td>July 15, 2020</td>
<td>Last day of enrollment cycle</td>
</tr>
<tr>
<td>July 25, 2020</td>
<td>First semester begins</td>
</tr>
<tr>
<td>July 25, 2020</td>
<td>First semester section A begins</td>
</tr>
<tr>
<td>July 25-26, 2020</td>
<td>In-person Session 1- Orientation BRADENTON</td>
</tr>
<tr>
<td>August 22, 2020</td>
<td>Virtual Synchronous Session Conf. 1</td>
</tr>
<tr>
<td>September 7, 2020</td>
<td>Labor Day (no classes)</td>
</tr>
<tr>
<td>September 19, 2020</td>
<td>Virtual Synchronous Session Conf. 2</td>
</tr>
<tr>
<td>September 27, 2020</td>
<td>First semester section A ends</td>
</tr>
<tr>
<td>October 3, 2020</td>
<td>First semester section B begins</td>
</tr>
<tr>
<td>October 3-4, 2020</td>
<td>In-person Session 2- BRADENTON</td>
</tr>
<tr>
<td>November 21, 2020</td>
<td>Virtual Synchronous Session Conf. 3</td>
</tr>
<tr>
<td>November 26, 2020</td>
<td>Thanksgiving (no classes)</td>
</tr>
<tr>
<td>December 13, 2020</td>
<td>First semester section B ends</td>
</tr>
<tr>
<td>December 13, 2020</td>
<td>End of first semester</td>
</tr>
<tr>
<td>December 25, 2020</td>
<td>Holiday Break (no classes)</td>
</tr>
<tr>
<td>January 1, 2021</td>
<td>New Year’s Day (no classes)</td>
</tr>
<tr>
<td>January 9-10, 2021</td>
<td>In-person Session 3-BRADENTON</td>
</tr>
<tr>
<td>January 18, 2021</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
</tbody>
</table>

**DHA U20 Academic Year 1**

**2020-2021 O2 Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9, 2021</td>
<td>Second semester begins</td>
</tr>
<tr>
<td>January 9, 2021</td>
<td>Second semester section A begins</td>
</tr>
<tr>
<td>February 20, 2021</td>
<td>Virtual Synchronous Session Conf. 4</td>
</tr>
<tr>
<td>March 21, 2021</td>
<td>Second semester section A ends</td>
</tr>
<tr>
<td>March 27, 2021</td>
<td>Second semester section B begins</td>
</tr>
<tr>
<td>March 27-28, 2021</td>
<td>In-person Session 4- BRADENTON</td>
</tr>
<tr>
<td>April 17, 2021</td>
<td>Virtual Synchronous Session Conf. 5</td>
</tr>
<tr>
<td>May 15, 2021</td>
<td>Virtual Synchronous Session Conf. 6</td>
</tr>
<tr>
<td>May 31, 2021</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>June 6, 2021</td>
<td>Second semester section B ends</td>
</tr>
<tr>
<td>June 6, 2021</td>
<td>Second semester ends</td>
</tr>
</tbody>
</table>
# Doctor of Healthcare Administration

**Graduating Class of 2023: Start July 2020 – Cohort Designation DHA U20**

**DHA U20 Academic Year 2**
**2021-2022 O1 Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 4, 2021</td>
<td>Independence Day</td>
</tr>
<tr>
<td>July 24, 2021</td>
<td>First semester begins</td>
</tr>
<tr>
<td>July 24, 2021</td>
<td>First semester section A begins</td>
</tr>
<tr>
<td>July 24-25, 2021</td>
<td>In-person Session 5- BRADENTON</td>
</tr>
<tr>
<td>August 21, 2021</td>
<td>Virtual Synchronous Session Conf. 7</td>
</tr>
<tr>
<td>September 6, 2021</td>
<td>Labor day (no classes)</td>
</tr>
<tr>
<td>September 18, 2021</td>
<td>Virtual Synchronous Sessions Conf. 8</td>
</tr>
<tr>
<td>October 2-3, 2021</td>
<td>In-person Session 6- BRADENTON</td>
</tr>
<tr>
<td>October 3, 2021</td>
<td>First semester section A ends</td>
</tr>
<tr>
<td>October 4, 2021</td>
<td>First semester section B begins</td>
</tr>
<tr>
<td>November 20, 2021</td>
<td>Virtual Synchronous Session Conf. 9</td>
</tr>
<tr>
<td>November 25, 2021</td>
<td>Thanksgiving (no classes)</td>
</tr>
<tr>
<td>December 12, 2021</td>
<td>First semester section B ends</td>
</tr>
<tr>
<td>December 12, 2021</td>
<td>First semester ends</td>
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**DHA U20 Academic Year 2**
**2021-2022 O2 Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>December 25, 2021</td>
<td>Holiday Break</td>
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<tr>
<td>January 1, 2022</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>January 10, 2022</td>
<td>Second Semester begins</td>
</tr>
<tr>
<td>January 10, 2022</td>
<td>Semester section A begins</td>
</tr>
<tr>
<td>January 15-16, 2022</td>
<td>In-person Session 7- BRADENTON</td>
</tr>
<tr>
<td>January 17, 2022</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
<tr>
<td>February 19, 2022</td>
<td>Virtual Synchronous Session Conf. 10</td>
</tr>
<tr>
<td>March 20, 2022</td>
<td>Second semester section A ends</td>
</tr>
<tr>
<td>March 26-27, 2022</td>
<td>In-person Session 8- BRADENTON</td>
</tr>
<tr>
<td>March 28, 2020</td>
<td>Second semester section B begins</td>
</tr>
<tr>
<td>April 23, 2022</td>
<td>Virtual Synchronous Session Conf. 11</td>
</tr>
<tr>
<td>May 21, 2022</td>
<td>Virtual Synchronous Session Conf. 12</td>
</tr>
<tr>
<td>May 30, 2022</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>June 5, 2022</td>
<td>Second semester section B begins</td>
</tr>
<tr>
<td>June 5, 2022</td>
<td>Second semester ends</td>
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</table>
### DHA U20 Academic Year 3
#### 2022-2023 01 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>July 4, 2022</td>
<td>Independence Day</td>
</tr>
<tr>
<td>July 25, 2022</td>
<td>First semester begins</td>
</tr>
<tr>
<td>July 25, 2022</td>
<td>First semester section A begins</td>
</tr>
<tr>
<td>July 23-24, 2022</td>
<td>In-person Session 9- BRADENTON</td>
</tr>
<tr>
<td>August 20, 2022</td>
<td>Virtual Synchronous Session Conf. 13</td>
</tr>
<tr>
<td>September 5, 2022</td>
<td>Labor day (no classes)</td>
</tr>
<tr>
<td>September 17, 2022</td>
<td>Virtual Synchronous Session Conf. 14</td>
</tr>
<tr>
<td>October 2, 2022</td>
<td>First semester section A ends</td>
</tr>
<tr>
<td>October 10, 2022</td>
<td>First semester section B begins</td>
</tr>
<tr>
<td>October 8-9, 2022</td>
<td>In-person Session 10- BRADENTON</td>
</tr>
<tr>
<td>November 19, 2022</td>
<td>Virtual Synchronous Session Conf. 15</td>
</tr>
<tr>
<td>November 24, 2022</td>
<td>Thanksgiving (no classes)</td>
</tr>
<tr>
<td>December 18, 2022</td>
<td>First semester section B ends</td>
</tr>
<tr>
<td>December 18, 2022</td>
<td>First semester ends</td>
</tr>
</tbody>
</table>

### DHA U20 Academic Year 3
#### 2022-2023 02 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>December 25, 2022</td>
<td>Holiday Break</td>
</tr>
<tr>
<td>January 1, 2023</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>January 11, 2023</td>
<td>Second semester begins</td>
</tr>
<tr>
<td>January 11, 2023</td>
<td>Second semester section A begins</td>
</tr>
<tr>
<td>January 14-15, 2023</td>
<td>In-person Session 11- BRADENTON</td>
</tr>
<tr>
<td>January 16, 2023</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
<tr>
<td>February 18, 2023</td>
<td>Virtual Synchronous Session Conf. 16</td>
</tr>
<tr>
<td>March 18, 2023</td>
<td>Virtual Synchronous Session Conf. 17</td>
</tr>
<tr>
<td>March 19, 2023</td>
<td>Second semester section A ends</td>
</tr>
<tr>
<td>March 20, 2023</td>
<td>Second semester section B begins</td>
</tr>
<tr>
<td>April 22, 2023</td>
<td>Virtual Synchronous Session Conf. 18</td>
</tr>
<tr>
<td>May 29, 2023</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>June 2-3, 2023</td>
<td>In-person session 12- Dissertation Defense</td>
</tr>
<tr>
<td>June 3, 2023</td>
<td>Second semester section B ends</td>
</tr>
<tr>
<td>June 3, 2023</td>
<td>Second semester ends</td>
</tr>
<tr>
<td>June 4, 2023</td>
<td>Commencement class Bradenton 2023</td>
</tr>
</tbody>
</table>
2. ADMISSIONS

2.1. MHSA REQUIREMENTS

Applicants shall meet these minimum requirements:

A. Applicants will have completed a baccalaureate degree from an accredited college or university by the time of enrollment or be currently enrolled in the Lake Erie College of Osteopathic Medicine (LECOM) College of Medicine (COM), School of Pharmacy (SOP) or School of Dental Medicine (SDM).

B. Applicants not currently enrolled in LECOM COM, SOP or SDM must submit two letters of recommendation from professional associates familiar with the applicant’s work and credentials.

C. Applicants enrolled in LECOM’s COM, SOP or SDM may enroll in the MHSA program. However, students may only be enrolled in two programs simultaneously. To apply, students must have a minimum grade point average (GPA) of 3.0, two letters of recommendation: one from a faculty member and the second from the Dean, Pre-clinical or Clinical Assistant/Associate Dean of their school.

D. Applicants must be a U.S. citizen or permanent resident.

E. Foreign trained applicants interested in enrolling in the MHSA program must have passed the GRE (Graduate Record Examination) with a minimum of B (150 in verbal reasoning, 150 in quantitative reasoning) and 3 in analytical writing.

F. If English is not the applicant’s native language, the applicant must successfully pass the Test of English as a Foreign Language (TOEFL) with a minimum of B (20 points in reading session, 20 points in speaking session, 20 points in listening session and 20 points in writing session).

G. Successful candidates will typically reflect an overall GPA of 3.0 or above in their college degree transcripts.

H. Applicants must provide a current copy of one of the following official government issued photo ID to verify their identity: State issued driver’s license, US passport or US military ID.

2.2. MHSA APPLICATION PROCEDURE

The MHSA program is a participant of the Healthcare Administration, Management and Policy Centralized Application Service (HAMPUCAS). HAMPUCAS is the national centralized application service that provides applicants with the capability to apply to health management, administration and policy programs across different colleges and universities throughout the U.S. by way of a single, web-based application.
Application review may take up to 4 weeks for verification and admission committee processing. Individuals interested in applying to the MHSA program are strongly encouraged to apply at least 10 weeks prior to the start of classes but no later than December 1st for the January Cohort and no later than May 1st for the June Cohort. Applicants applying at least 10 weeks prior to the start of classes will be notified of their admission status at least two weeks prior to the start of classes.

Additionally, any infraction of published LECOM rules and regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

Current LECOM students may apply to the MHSA program utilizing the internal application process found under the STUDENT TAB and MHSA Application. Portal Login required to access internal application.

https://portal.lecom.edu/ICS/School_of_Health_Services_Administration_Programs_Inquiry.jnz

1) A file will be opened for each applicant with their academic records, transcripts, letters of recommendation and any other documentation.

2) Applicants considered for admission will be offered interviews. Current LECOM students may not be required to undergo an additional interview.

3) Each application will be reviewed by the MHSA Admissions Committee.

4) Recommendations for admission will be submitted to the Dean.

5) Applicants will typically be notified of admission status at least two weeks prior to the start of classes.

2.3. MSBE REQUIREMENTS

Applicants shall meet these minimum requirements:

A. Applicants will have completed a baccalaureate degree from an accredited college or university by the time of enrollment or be currently enrolled in the Lake Erie College of Osteopathic Medicine (LECOM) College of Medicine (COM), School of Pharmacy (SOP) or School of Dental Medicine (SDM).

B. Applicants not currently enrolled in LECOM COM, SOP or SDM must submit two letters of recommendation from professional associates familiar with the applicant’s work and credentials.

C. Applicants enrolled in LECOM’s COM, SOP or SDM may enroll in the MSBE program. However, students may only be enrolled in two programs simultaneously. To apply, students must have a minimum grade point average (GPA) of 3.0, two letters of recommendation: one from a faculty member and the second from the Dean, Pre-clinical or Clinical Assistant/Associate Dean of their school.
D. Applicants must be a U.S. citizen or permanent resident.

E. Foreign trained applicants interested in enrolling in the MSBE program must have passed the GRE (Graduate Record Examination) with a minimum of B (150 in verbal reasoning, 150 in quantitative reasoning) and 3 in analytical writing.

F. If English is not the applicant’s native language, the applicant must successfully pass the Test of English as a Foreign Language (TOEFL) with a minimum of B (20 points in reading session, 20 points in speaking session, 20 points in listening session and 20 points in writing session).

G. Successful candidates will typically reflect an overall GPA of 3.0 or above in their college degree transcripts.

H. Applicants must provide a current copy of one of the following official government issued photo ID to verify their identity: State issued driver’s license, US passport or US military ID.

2.4. MSBE APPLICATION PROCEDURE

Application review may take up to 4 weeks for verification and admission committee processing. Individuals interested in applying to the MSBE program are strongly encouraged to apply at least 10 weeks prior to the start of classes but no later than May 1st for the June Cohort. Applicants applying at least 10 weeks prior to the start of classes will be notified of their admission status at least two weeks prior to the start of classes.

Additionally, any infraction of published LECOM rules and regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

Current LECOM students may apply to the MSBE program utilizing the internal application process found under the STUDENT TAB and MSBE Application. Portal Login required to access internal application.

https://portal.lecom.edu/ICS/School_of_Health_Services_Administration_Programs_Inquiry.jnz

2.5. MPH REQUIREMENTS

Applicants shall meet these minimum requirements:

A. Applicants will have completed a baccalaureate degree from an accredited college or university by the time of enrollment or be currently enrolled in the Lake Erie College of Osteopathic Medicine (LECOM) College of Medicine (COM), School of Pharmacy (SOP) or School of Dental Medicine (SDM).
B. Applicants not currently enrolled in LECOM COM, SOP or SDM must submit two letters of recommendation from professional associates familiar with the applicant’s work and credentials.

C. Applicants enrolled in LECOM’s COM, SOP or SDM may enroll in the MPH program. However, students may only be enrolled in two programs simultaneously. To apply, students must have a minimum grade point average (GPA) of 3.0, two letters of recommendation: one from a faculty member and the second from the Dean, Pre-clinical or Clinical Assistant/Associate Dean of their school.

D. Applicants must be a U.S. citizen or permanent resident.

E. Foreign trained applicants interested in enrolling in the MPH program must have passed the GRE (Graduate Record Examination) with a minimum of B (150 in verbal reasoning, 150 in quantitative reasoning) and 3 in analytical writing.

F. If English is not the applicant’s native language, the applicant must successfully pass the Test of English as a Foreign Language (TOEFL) with a minimum of B (20 points in reading session, 20 points in speaking session, 20 points in listening session and 20 points in writing session).

G. Successful candidates will typically reflect an overall GPA of 3.0 or above in their college degree transcripts.

H. Applicants must provide a current copy of one of the following official government issued photo ID to verify their identity: State issued driver’s license, US passport or US military ID.

2.6. MPH APPLICATION PROCEDURE

Application review may take up to 4 weeks for verification and admission committee processing. Individuals interested in applying to the MPH program are strongly encouraged to apply at least 10 weeks prior to the start of classes but no later than May 1st for the June Cohort. Applicants applying at least 10 weeks prior to the start of classes will be notified of their admission status at least two weeks prior to the start of classes.

Additionally, any infraction of published LECOM rules and regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

Current LECOM students may apply to the MPH program utilizing the internal application process found under the STUDENT TAB and MPH Application. Portal Login required to access internal application.

Application Link: https://portal.lecom.edu/ICS/School_of_Health_Services_Administration_Programs_Inquiry.jnz
2.7. **DHA APPLICATION REQUIREMENTS**

Applicants shall meet these minimum requirements:

A. Applicants will have completed a master’s degree from an accredited college or university by the time of enrollment or hold a doctorate professional degree in medicine, dentistry, pharmacy, podiatry, nursing, speech pathology, or related discipline and level.

B. Applicants must submit two letters of recommendation from professional associates familiar with the applicant’s work and or academic credentials.

C. Applicants must be a U.S. citizen or permanent resident.

D. Applicants must have passed GMAT Analytical Writing Assessment, Integrated Reasoning, Verbal, and Quantitative with a minimum score of 561 on a scale of 200-800. The GMAT requirement may be waived under certain conditions by the Dean of the LECOM School of Health Services Administration if any of the following special conditions are met:

1. The applicant has posted an acceptable score for either the GMAT or GRE within five (5) years of the start of the applied to D.H.A. program.

2. The applicant is a graduate of any of the LECOM School of Health Services Administration master’s degree programs.

3. The applicant can validate significant (minimum of five years) of healthcare industry administrative and leadership experience during the interview process.

E. Foreign trained applicants interested in enrolling in the D.H.A. program must have passed the GRE (Graduate Record Examination) with a minimum of B (150 in verbal reasoning, 150 in quantitative reasoning) and 3 in analytical writing. 21

F. If English is not the applicant’s native language, the applicant must successfully pass the Test of English as a Foreign Language (TOEFL) with a minimum of B (20 points in reading session, 20 points in speaking session, 20 points in listening session and 20 points in writing session).

G. Successful candidates will typically reflect an overall GPA of 3.0 or above reflected on their college degree transcripts, which official copies of each must be provided.

H. Applicants must provide a current copy of one of the following official government issued photo ID to verify their identity: State issued driver’s license, US passport or US military ID.

I. Applicant must complete an interview (either in person or via video conference) with D.H.A. program director and be recommended for admission into the program by the LECOM School of Health Services Administration Admissions Committee and Dean.
2.8. D.H.A. APPLICATION PROCEDURE

Application review may take up to 8 weeks for verification and admission committee processing. Individuals interested in applying to the D.H.A. program are strongly encouraged to apply at least 10 weeks prior to the start of classes but no later than June 1st for the July Cohort. Applicants applying at least 10 weeks prior to the start of classes will be notified of their admission status at least two weeks prior to the start of classes.

Additionally, any infraction of published LECOM rules and regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

Application Link:

https://portal.lecom.edu/ICS/School_of_Health_Services_Administration_Programs_Inquiry.jnz

2.9. HEALTH AND TECHNICAL STANDARDS

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

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

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

Candidates must be intellectually honest, ethical, law-abiding and without felony convictions. Candidates should have no record of suspensions for academic misconduct or behavior showing disregard for the law or other individuals other than minor traffic violations. A state or federal criminal background check must be submitted to LECOM at the time of matriculation. Students may be required to undergo additional background checks prior to participating in clinical curriculum.
2.10. **IMPLEMENTATION OF HEALTH AND TECHNICAL STANDARDS**

Admissions will evaluate MHSA, MSBE, MPH and DHA 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.

2.11. **STUDENT HEALTH INSURANCE POLICY**

LECOM sponsors a health insurance benefits plan that is underwritten by Highmark Blue Cross Blue Shield. The plan provides benefits for covered medical expenses. If you wish to apply for the LECOM Health Insurance, follow the instructions on the LECOM Portal under the Students tab.

2.12. **VETERAN’S EDUCATION**

LECOM is an approved institution for the training of students eligible for veterans’ benefits. LECOM will consider veteran status in a positive fashion in making decisions regarding admission. The Office of Financial Aid VA-certified official provides personal support and current information on assistance available to the veteran. In accordance with Title 38 US Code 3679 subsection (e), LECOM adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

LECOM will not:

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

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

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

2.13. **TRANSFER CREDITS**

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

For further information about the LECOM SCHOOL OF HEALTH SERVICES ADMINISTRATION Programs, please call (941) 756-0690 for the Office of Admissions, LECOM Bradenton. Accepted students who are found to have provided false written or oral information or falsified/modified documents to LECOM are subject to the rescission of an offer of acceptance or expulsion. Should LECOM learn that a prospective student has failed a drug or alcohol test subsequent to accepting the student or if the student is involved in a drug or alcohol related incident subsequent to acceptance, LECOM reserves the right to rescind the acceptance or to condition acceptance on the student’s entrance into an alcohol or drug treatment program.

2.15. **INTERNATIONAL CREDENTIALS**

THE FOLLOWING POLICY HAS BEEN ESTABLISHED for applicants with credentials from a college or university not in the U.S.

- All coursework 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.

3. **MASTERS IN HEALTH SERVICES ADMINISTRATION CURRICULUM**

The MHSA program is comprised of ten core courses and three elective courses, a thesis project course or capstone course and two experiential discovery courses. Students completing the MHSA program will be executive administrators prepared to apply their knowledge and skills for management positions in both private and public healthcare institutions.

3.1 **MHSA MISSION**

The Mission of the Lake Erie College of Osteopathic Medicine’s Masters in Health Services Administration (MHSA) program is to develop clinicians and graduate students into executive health care administrators through educational excellence in a focused, case-based curriculum with experiential discovery and action research delivered through a flexible on-line learning platform; executive healthcare administrators who can effectively adapt to rapidly changing health care systems and deliver interprofessional strategic leadership in hospitals, clinical practices and nursing care facilities.

3.2 **MHSA VISION**

The Lake Erie College of Osteopathic Medicine’s Masters in Health Services Administration program aspires to be recognized as a top on-line US graduate program in executive health care administration. The reputation of our program will be recognized by healthcare professionals because our executive healthcare administrators will demonstrate exceptional skills and leadership
abilities in hospitals, clinical practices and nursing care facilities. We envision a life-long relationship with our graduates to advise, foster and contribute to the dynamic evolution of our LECOM MHSA program.

### 3.3 MHSA GOALS

The primary goal of the MSHA program is to educate students to become executive healthcare administrators through programs of excellence in leadership, strategic planning, financial management and compliance.

**Goal 1 - Leadership**

A. To provide students with a solid knowledge base in health services management and leadership principles and strategies required for employment, advancement in employment, and/or pursuing advanced higher education degrees upon completion of the program.

B. Students will have no more than 6 credits of C grades.

C. To attract highly qualified applicants with the development of institutional and community awareness of our program quality.

D. To provide an accessible educational opportunity to current healthcare professionals who seek to obtain the MHSA while maintaining their employment and lifestyles.

E. To provide current LECOM medical, pharmacy and dental students who are interested in developing/advancing their knowledge and skills in healthcare administration the opportunity to obtain a MHSA degree.

F. To provide the opportunity to students with baccalaureate degrees, especially those from healthcare programs, to advance their level of education with the MHSA.

G. To provide an avenue for early and mid-career professional advancement for practicing nurses, physicians, pharmacists, financial managers and other health care and business professionals who would like to advance their careers as leaders in their organizations.

**Goal 2 – Strategic Planning**

A. To provide students with a solid knowledge base of research principles and practices.

B. To provide practical experience through participation in practical problem solving, leadership exercises, application of research principles and/or publication.

C. Students will prepare Capstone or Research Thesis Projects of sufficient quality to influence current curriculum and serve as a reference for faculty and future students.

D. To monitor changes in the healthcare industry, management theory and university/college environments.
Goal 3 - Financial Management

A. To provide a patient-centered curriculum aimed at developing critical thinking using financial data in decision making, and problem solving allowing the graduate to participate in, evaluate and influence health policy decision making and patient care delivery and implementation leading to quality healthcare.

B. To instill the student with a sense of fiscal responsibility, service obligation to the profession and to the communities in which they serve

Goal 4 - Compliance

A. To provide the student with case studies in the fundamental knowledge base of the attributes of professionalism.

B. To encourage the student to embrace the tenants of professionalism, ethics and humanism.

C. To achieve development of effective written and verbal communication skills and translate those skill to effective organizational leadership.

3.4 MHSA COMPETENCIES

MSHA curriculum has been designed according to 4 domains and 8 competencies as follows:

1) Leadership
   Under leadership, there are two competencies; effective communication and driving corporate culture.

Courses:
- HSA-5000 (Core): Healthcare Organizations and Administration
- HSA-5010 (Core): Population Health and Status Assessment
- HSA-5065 (Core): Information Systems and Quality Assurance
- HIA-5200 (Elective): Human Resources Management
- HIA-5210 (Elective): Market Analysis, Research and Assessment
- HIA-5220 (Core): Financial Analysis and Risk Management
- MPH-5300 (Elective): Health Care Delivery: Prevention, Wellness, Infectious Diseases, Chronic Diseases and Disaster Preparedness
- HSA-5430 (Experiential): MHSA Executive Interviews and Analysis I
2) Strategic Planning

Under strategic planning, there are two competencies; analysis of healthcare data and planning market strategy.

Courses:
- HSA-5020 (Core): Professional and Communication Skills Development
- HSA-5080 (Core): Governance, Leadership and Strategic Planning
- HSA-5430 (Experiential): MHSA Executive Interviews and Analysis I
- HSA-5431 (Experiential): MHSA Executive Interviews and Analysis II
- HSA-5410 (Final Project Course): Thesis Project
- HSA-5420 (Final Project Course): Capstone Experience
- HIA-5250 (Elective): Health Care Operations Management

3) Financial Management

Under financial management there are two competencies; fiscal responsibility and knowledge of financial systems.

Courses:
- HSA–5030 (Core): Research Methodology and Application
- HSA-5040 (Core): Health Policy Formulation, Implementation, and Evaluation
- HSA-5065 (Core): Information Systems and Quality Assurance
- HSA-5430 (Experiential): MHSA Executive Interviews and Analysis I
- HSA-5431 (Experiential): MHSA Executive Interviews and Analysis II
- HSA-5410 (Final Project Course): Thesis Project
- HSA-5420 (Final Project Course): Capstone Experience
- HIA-5250 (Elective): Health Care Operations Management

4) Compliance
Under compliance there are two competencies; legal and ethical conduct and promoting quality assurance.

Courses:
- HSA-5000 (core): Healthcare Organizations and Administration
- HSA-5080 (Core): Governance, Leadership and Strategic Planning
- HSA-5090 (Core): Economic Analysis and Application in Decision Making
- HSA-5430 (Experiential): MHSA Executive Interviews and Analysis I
- HSA-5431 (Experiential): MHSA Executive Interviews and Analysis II
- HSA-5420 (Final Project Course): Capstone Experience
- HIA-5250 (Elective): Health Care Operations Management

3.5 MHSA CURRICULUM:
The MHSA curriculum consists of 50 credits. There are ten core courses (30 credits) required for all students. Each student also completes three electives. Students must participate in experiential discovery through our executive interview and analysis courses (6 credits). Students complete either a Master’s Thesis Project (5 credits) or Capstone Experience (5 credits) as a Program Final Course and must pass the final comprehensive examination (non-credit assignment) with a 70% or greater for all ten test sections.

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

Core Courses: (10 courses required)  
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HSA-5000</td>
<td>Healthcare Organizations and Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5010</td>
<td>Population Health and Status Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5020</td>
<td>Professional and Communication Skills Development</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5030</td>
<td>Research Methodology and Application</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5040</td>
<td>Health Policy Formulation, Implementation and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5050</td>
<td>Legal and Ethical Issues in Business and Clinical Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5065</td>
<td>Information Systems and Quality Assurance</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5080</td>
<td>Governance, Leadership and Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>HIA-5220</td>
<td>Financial Analysis and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5090</td>
<td>Economic Analysis and Application in Decision Making</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Core Total 30</strong></td>
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</table>

Electives: (3 courses required)
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIA-5200</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>HIA-5210</td>
<td>Market Analysis, Research and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HIA-5250</td>
<td>Health Care Management Operations</td>
<td>3</td>
</tr>
</tbody>
</table>
HIA-5230  Long-Term Care Administration I  3
HIA-5240  Long-Term Care Administration II  3
MPH-5300  Healthcare Services Delivery: Prevention, Wellness, Infectious Diseases, Chronic Diseases and Disaster Preparedness  3
HIA-5260  Nursing Executive Management I  3
HIA-5270  Nursing Executive Management II  3

Elective Total 9

Final Project Courses:
HSA-5410  MHSA Thesis  5
Or
HSA-5420  Capstone Experience  5

Final Project Total 5

Experiential Discovery
HSA 5430  Executive Interviews and Analysis I  3
HSA 5431  Executive Interviews and Analysis II  3

Experiential Courses Total 6

Final Comprehensive Exam on Ten Core Courses (70% in each area required) Pass/Fail

Total Program credit hours (50)

3.6  MHSA COURSE DESCRIPTIONS AND PRE-REQUISITES

Core Courses

HSA-5000: Healthcare Organizations and Administration
Credits: 3
Pre-requisite: None

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

HSA-5010: Population Health and Status Assessment
Credits: 3
Pre-requisite: None

This course focuses on the socioeconomic determinants of population health and health disparities, non-communicable and communicable diseases, public health law, policy and ethics, environmental health, practice of health promotion, lifestyles, prevention and wellness and methods for assessing community health needs. Topics of study will also include the public health system and institutions, public and private finance of healthcare, as well as managed care in the context of public health services.
**HSA-5020: Professional and Communication Skills Development**  
Credits: 3  
Pre-requisite: None

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

**HSA-5030: Research Methodology and Application**  
Credits: 3  
Pre-requisite: HSA-5020

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

**HSA-5040: Health Policy Formulation, Implementation and Evaluation**  
Credits: 3  
Pre-requisite: HSA-5000

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

**HSA-5050: Legal & Ethical Issues in Business and Clinical Decision Making**  
Credits: 3  
Pre-requisite: HSA-5000

This course will review legal concepts, principles and provisions of contracts, torts, statutes and regulations that apply to health care institutions and their operations. Compliance and fiduciary responsibilities, risk assessment and management strategies of these entities will be examined. In addition, ethical principles relating to health care professionals and institutions will be explored. Legal and ethical issues dealing with medical treatments, patient and employee communications, clinical research, emergency treatment and operations, and disaster preparedness strategies will be presented.
**HSA-5065: Information Systems and Quality Assurance**
Credits: 3
Pre-requisite: HSA-5010

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

**HSA-5080: Governance, Leadership and Strategic Planning**
Credits: 3
Pre-requisite: HSA-5090

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

**HSA-5090: Economic Analysis and Application in Decision Making**
Credits: 3
Pre-requisite: HIA-5220

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

**HIA-5220: Financial Analysis and Risk Management**
Credits: 3
Pre-requisite: 10 core courses

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

**Elective Courses**

**HIA-5200: Human Resources Management**
Credits: 3
Pre-requisite: 10 core courses
This course provides the methodology and techniques associated with job analysis, employee recruitment, retention, selection and placement, training and development, performance appraisal, compensation and benefits, labor relations, motivation theory, cultural competency and job satisfaction. Topics will also include legal and ethical aspects of human resources management.

**HIA-5210: Market Analysis, Research and Assessment**
Credits: 3  
Pre-requisite: 10 core courses

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

**MPH-5300: Healthcare Services Delivery: Prevention, Wellness, and Infectious Diseases, Chronic Diseases and Disaster Preparedness**
Credits: 3  
Pre-requisite: 10 core courses

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

**HIA-5230: Long-Term Care Administration I**
Credits: 3  
Pre-requisite: 10 core course

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

**HIA-5240: Long-Term Care Administration II**
Credits: 3  
Pre-requisite: 10 core courses

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

**HIA-5250: Health Care Management Operations**  
Credits: 3  
Pre-requisite: 10 core courses

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

**HIA-5260: Nursing Executive Management I**  
Credits: 3  
Pre-requisite: 10 core courses

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

**HIA-5270: Nursing Executive Management II**  
Credits: 3  
Pre-requisite: 10 core courses

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

**HSA-5430 & 5431: Executive Interviews & Analysis I & II**  
Credits: 3 credits for each course for total of 6 credits  
Pre-requisites: HSA 5050

Students will complete on-site discovery at various healthcare organizations under a student observation arrangements. The program is self-paced over a 12 month period. Student’s will identify a healthcare organization for their discovery site and execute a student observation agreement allowing executive interviews with administrators. Interviews will be documented and analyzed to create a SWOT report and strategic tactics.
HSA-5410: MHSA Thesis
Credits: 5
Pre-requisites: 10 core courses

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

HSA-5420: Capstone Experience
Credits: 5
Prerequisites: 10 core courses

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

3.7 MHSA DISTRIBUTION OF MATERIALS, DELIVERY METHODOLOGY

3.7.1 Credit hours

MHSA courses are awarded Semester Credit Hours as each unit consists of either 1) In-person sessions with a minimum of fifteen hours of instruction during the semester, plus a reasonable period of time outside of instruction which requires the student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects as occurred during the in-person sessions or 2) A Distance Education learning experience through the learning management system.

Students will complete a minimum of 15 hours of academic content and study per credit hour.
Per the U.S. Department of Education, a credit hour is defined as:

An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that 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 hours for one semester of credit 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.
3.7.2 Cohorts

There are two MHSA cohorts for enrollment; the January and June Cohorts. These cohorts have been designed for professionals who seek a MHSA degree while continuing to work full-time as well as students currently enrolled in other professional programs, such as LECOM’s COM, SOP and SDM programs. Prospective students may apply to either cohort. Both cohorts have the exact same course and program content. The only difference is the amount of time allocated for each course.

January MHSA cohort courses begin in early January. Each didactic course is 6 weeks in duration. The curriculum is completed in 18 months and is divided into 3 semesters. The elective courses and either the capstone experience or thesis project are done in tandem during the 3rd semester.

June MHSA cohort courses begin in late May or early June. Each didactic course is 8 weeks in duration. The curriculum is completed in 24 months and is divided into 4 semesters.

3.7.3 Curriculum Delivery

The curriculum is delivered by combining in-person and online instruction. Individual courses will use different teaching methodologies driven by adult learning principles such as power point presentations, podcasts, assigned readings from text books and other recommended sources, forum discussions, team work activities, chat rooms, live classes and discussions, etc. as designed by the course director.

Student work for assignments and examinations outside of in-person sessions will be submitted via the Coursework tab located within the course on the eRacer Learning Management System, access to which is limited by unique usernames and passwords assigned at orientation with submission of valid identification. Course directors and instructors will utilize the coursework tab to examine and evaluate student work and assessments. Assessment may include written assignments, presentations, quizzes and written and/or oral examinations.

The MHSA program will consist of 13 course modules (10 Core, 3 Elective) of 3 credit hours each. Modules for the January Cohort are of six weeks duration. Modules for the June Cohort are of eight weeks duration. (Appendix A and B) The final projects of either the Thesis or Capstone are 5 credit hours each. The Executive Interview and Analysis Program is delivered in two courses and total 6 credit hours. The required comprehensive final exam covering the 10 core courses is on a Pass/Fail basis only and students must obtain a 70% or greater to pass the exam.

3.7.4 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 confirm that the School has received the following documents:

A. Final official transcripts from previously attended colleges and/or universities
B. Physical examination form
C. Emergency data form
D. Safety report form
E. Criminal background check (current LECOM students have already undergone the background check and are not required to repeat the clearance)
F. Signed matriculation agreement.
G. All required immunizations

3.7.5 Student Orientation/Online Training

Students in either cohort begin matriculation with a mandatory four-day in-person session. During these in-person sessions, students participate in registration and orientation, train on the use of Jenzabar technology for online course delivery, obtain information on IT support, and begin coursework. Students will present valid identification to be assigned unique usernames and passwords. This allows for delivery and distribution of materials and provides confirmation of the student’s ability to access on-line curriculum, participate in submission of coursework and assessment tools and effectively seek IT support. The Program utilizes text books that are available online and in e-book formats. Additional online resources are utilized as recommended readings. Attendance of the in-person components is mandatory.

3.7.6 Curriculum Progression

January Cohort
Following the first four-day in-person session, January Cohort students continue study through distance education course modules of six week duration. A second four-day in-person session allows for presentation of the Capstone or Master’s Thesis Projects and final didactic instruction (Appendix A).

June Cohort
Following the first four-day in-person session, June Cohort students continue their studies through distance education course modules of 8 week duration. A final four-day in-person session at the end of the didactic curriculum allows for the presentation of the Capstone or Master’s Thesis Projects and final didactic instruction (Appendix B).

4. MASTER OF SCIENCE IN BIOMEDICAL ETHICS CURRICULUM
The MSBE curriculum offers a maximum of 36 credits comprised of 13 courses. Students must complete a minimum of 36 credits to graduate and be awarded the Master of Science in Biomedical Ethics degree.

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

4.1 MSBE MISSION

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

4.2 MSBE VISION

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

4.3 MSBE GOALS

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

Goal 1 - Master Ethical Content
   A. Apply ethical principles in patient-centered care situations
   B. Understand and facilitate an ethics consult
C. Lead an ethically sound strategic initiative aimed at patient safety
D. Identify and process ethical dilemmas

Goal 2 – Develop Interprofessional Strategic Leadership Skills
A. Demonstrate cultural competency in providing health care to diverse patient populations
B. Show competency in effective communication within the diverse interprofessional team
C. Respond and resolve conflict between patients and families, peers and colleagues
D. Formulate a strategic plan for the development of an ethics committee and consultation plan

Goal 3 - Further the Mission of a Holistic Approach to the Education and Practice of Healthcare Ethics
A. Recognize and accept the patient as a unique whole person--mind, body, and spirit
B. Recognize and support the unique and changing healthcare needs of individual patients across the lifespan
C. Design an interprofessional approach to effective collaboration with colleagues that enhances each professional's efforts and benefits patients
D. Use frameworks to resolve ethical dilemmas to enhance the delivery of patient centered care

4.4 MSBE Competencies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.5 MSBE CURRICULUM

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

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

<table>
<thead>
<tr>
<th>Courses:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBE 1010 History &amp; Scope of Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>MBE 1020 Compliance: Patient Rights &amp; Safety</td>
<td>3</td>
</tr>
<tr>
<td>MBE 1030 Clinical Ethics I</td>
<td>3</td>
</tr>
<tr>
<td>MBE 1040 Clinical Ethics II</td>
<td>3</td>
</tr>
<tr>
<td>MBE 2010 Conflict Resolution, Mediation, and Communications</td>
<td>3</td>
</tr>
<tr>
<td>MBE 2020 Building Cultural Competence</td>
<td>3</td>
</tr>
<tr>
<td>MBE 2040 Research Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MBE 2030 Organizational Ethics</td>
<td>3</td>
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<tr>
<td>MBE 3010 Public Health Ethics</td>
<td>3</td>
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<tr>
<td>MBE 3020 Clinician as the Problem</td>
<td>3</td>
</tr>
<tr>
<td>MBE 3000 Executive Ethics Interviews and Analysis I</td>
<td>1</td>
</tr>
<tr>
<td>MBE 3005 Executive Ethics Interviews and Analysis II</td>
<td>2</td>
</tr>
<tr>
<td>MBE 3100 Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>
4.6 COURSE DESCRIPTIONS AND PREREQUISITES

**MBE 1010: History and Scope of Bioethics**  
Credits: 3  
Prerequisite: None

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

**MBE 1020: Compliance: Patient Rights and Safety**  
Credits: 3  
Prerequisite: None

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

**MBE 1030: Clinical Ethics I**  
Credits: 3  
Prerequisite:  
MBE 1010: History and Scope of Bioethics  
MBE 1020: Compliance: Patient Rights and Safety

This course focuses on end-of-life issues and the inherent ethical dilemmas. It will allow students to explore their own attitudes while becoming familiar with applying ethical principles to end-of-life and other areas of care. It will include the philosophical debate on the goals of health care, the concepts of suffering, futility, and compassion. Specific ethical concerns in end-of-life care will be analyzed: withholding and withdrawing treatment; artificial nutrition and hydration; palliative care; euthanasia; and assisted death.
**MBE 1040: Clinical Ethics II**  
**Credits:** 3  
**Prerequisite:**  
- MBE 1010: History and Scope of Bioethics  
- MBE 1020: Compliance: Patient Rights and Safety

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

**MBE 2010: Conflict Resolution, Mediation and Communications**  
**Credits:** 3  
**Prerequisite:**  
- MBE 1030: Clinical Ethics I  
- MBE 1040: Clinical Ethics 2

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

**MBE 2020: Building Cultural Competence**  
**Credits:** 3  
**Prerequisite:**  
- MBE 1030: Clinical Ethics I  
- MBE 1040: Clinical Ethics 2

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

Cultural mores, folkways, and religious practices can strongly affect attitudes, priorities, and decision making regarding health and health care. All healthcare practitioners need a basic awareness of this fact and how to manage it to establish and maintain the professional-patient relationship, respect a patient's worldview, honor preferences, and actively provide patient-centered care. While not comprehensive, this course will help students to improve their cultural competence in the healthcare setting by providing a sampling of some of the basic tenets of selected religions and features of various cultures and subgroups and by discussing how they may apply to provision of care. Students will be guided to do the following: identify relevant ethical issues and any religious/cultural/societal norms that affect giving or receiving care;
identify if there are any authoritative documents or recommendations from leaders or authority figures and/or popular interpretations relevant to particular ethnic or social communities and subgroups that drive/restrict behavior or decision making; and identify potential legal issues and precedent, if existing, that involve provision of care.

**MBE 2030: Organizational Ethics**  
Credits: 3  
Prerequisite: MBE 2010: Conflict Resolution, Mediation and Communications  
MBE 2020: Building Cultural Competence

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

**MBE 2040: Research Ethics**  
Credits: 3  
Prerequisite: MBE 2010: Conflict Resolution, Mediation and Communications  
MBE 2020: Building Cultural Competence

This course will explore the responsible conduct of science with a focus on ethical issues in clinical research involving human participants. We will review federal research policies related to investigator responsibilities and institutional review board (IRB) function. Students will become familiar with the history, terminology, and resources of research ethics as well as key debates that have occurred/are occurring in the research ethics literature. Material covered in this course will be relevant for clinical investigators, IRB members, and ethicists.

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

This course is the companion course to MBE 3005. This course provides students an opportunity to define their participation in clinical ethics issues and activities and in the institutional ethics committee. The student will design the blueprint for their activities. As the clinical component is so interwoven with the organizational component in health care, the rotation will focus upon the dynamic relationship between clinical, organizational, and professional ethics. This course also can be adapted individually to suit a specific facility's requirements and the student's area of interest. Students will complete on-site discovery at various healthcare organizations under a student observation arrangement. This course provides students opportunity to participate in clinical ethics issues and activities, and in the institutional ethics committee. The program is self-paced over the semester. Student’s will identify a healthcare organization for their discovery site and execute a student observation agreement allowing executive interviews with administrators within the ethics function. Interviews will be documented and analyzed to create a SWOT report and with strategic tactics created.
Prerequisite: Completion of Clinical Ethics I & II

**MBE 3001: Executive Ethics Interviews and Analysis II**  
**Credits:** 2  
Prerequisite: Completion of MBE 3000

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

**MBE 3010: Public Health Ethics**  
**Credits:** 3  
Prerequisite: MBE 2010: Conflict Resolution, Mediation and Communications  
MBE 2020: Building Cultural Competence

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

**MBE 3020: Clinician as the Problem**  
**Credits:** 3  
Prerequisite: Completion of all courses except MBE 3000: Executive Ethics Interviews & Analysis and MBE 3100: Capstone

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

**MBE 3100: Capstone Experience**  
**Credits:** 3  
Prerequisite: Completion of all courses except MBE 3000: Executive Ethics Interviews & Analysis

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

4.7 MSBE DISTRIBUTION OF MATERIALS, DELIVERY METHODOLOGY

4.7.1 Credit Hours

MSBE courses are awarded Semester Credit Hours as each unit consists of Distance learning sessions with a minimum of fifteen hours of instruction during the semester, plus a reasonable period of time outside of instruction which requires the student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects as occurred during the in-person sessions. Students will complete a minimum of 15 hours of academic content and study per credit hour.

4.7.2 Cohorts

Each cohort for enrollment begins in June. Cohorts have been designed for professionals who seek a MSBE degree while continuing to work full-time as well as students currently enrolled in other professional programs, such as LECOM’s COM, SOP and SDM programs.

Each didactic course is approximately 8 weeks in duration with students completing one course at a time sequentially. The curriculum is completed in 24 months and is divided into 4 semesters.

4.7.3 Curriculum Delivery

The curriculum is delivered through online instruction, except for the Executive Ethics Interviews and Analysis to be completed at a clinical site and the Capstone Experience, which requires in-person, onsite attendance. Individual courses will use different teaching methodologies driven by adult learning principles such as Power Point presentations, podcasts, assigned readings from textbooks and other recommended sources, forum discussions, team work activities, chat rooms, live classes and discussions, etc., as designed by the course director.

Student work for assignments and examinations outside of in-person sessions will be submitted via the MyLessons located within the EthAssist Learning Management System, access to which is limited by unique usernames and passwords assigned at orientation with submission of valid identification. Course directors and instructors will utilize the Dashboard button to examine and evaluate student work and assessments. Assessments may include written assignments, presentations, quizzes, and written and/or oral examinations.
4.7.4 Registration

All students are required to register on the registration day specified in the applicable calendar. Failure to register on the specified day may be grounds for dismissal. Tuition, fees, and prior debts are payable in full on or before the start of each semester. In addition, prior to registration, incoming students must confirm that the School has received the following documents:

A. Final official transcripts from previously attended colleges and/or universities
B. Physical examination form
C. Emergency data form
D. Safety report form
E. Criminal background check (current LECOM students have already undergone the background check and are not required to repeat the clearance)
F. Signed matriculation agreement.
G. All required immunizations

4.7.5 Student Orientation/Online Training

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

4.7.6 Curriculum Progression

Students can take up to two courses per fifteen-week semester without special approval. Semesters begin in January and June. The Capstone course requires a three-day in-person session in the final semester, which allows for student critique, in-person evaluation, assessment and further identity verification.

4.7.7 Course Evaluation

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

5. MASTERS IN PUBLIC HEALTH CURRICULUM

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

5.1 MPH MISSION

The mission of the Lake Erie College of Osteopathic Medicine’s (LECOM) Masters in Public Health (MPH) is to improve the health, health care, and well-being of individuals, families, and communities with a geographic focus on North America by applying the philosophy of osteopathic medicine which seeks to treat the whole person, mind, body and spirit. The program will be flexible and responsive to students’ needs, new challenges, and the evolving demands of healthcare education by readily developing and adding new curricular pieces and features to enhance current offerings as appropriate. The program will utilize innovative technology and a case-based curriculum with experiential discovery and action research delivered through a flexible on-line learning platform approach to keep students engaged and on track.

5.2 MPH VISION AND VALUES

Vision

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

Values

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Health Equality-Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service</td>
<td>Equitable Partnerships</td>
</tr>
<tr>
<td>Innovation</td>
<td>Stewardship of Resources</td>
</tr>
<tr>
<td>Excellence</td>
<td>Person Centered Practice</td>
</tr>
</tbody>
</table>

5.3 MPH GOALS AND LEARNING OBJECTIVES

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

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

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

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

Factors Related to Human Health
7. Explain effects of environmental factors on a population’s health.
8. Explain biological and genetic factors that affect a population’s health.
9. Explain behavioral and psychological factors that affect a population’s health.
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).

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

I. **Evidence-based Approaches to Public Health**
   1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
   2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
   3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
   4. Interpret results of data analysis for public health research, policy or practice.

II. **Public Health & Health Care Systems**
   5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
   6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

III. **Planning & Management to Promote Health**
   7. Assess population needs, assets and capacities that affect communities’ health.
   8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
   9. Design a population-based policy, program, project or intervention.
  10. Explain basic principles and tools of budget and resource management.
  11. Select methods to evaluate public health programs.

IV. **Policy in Public Health**
   12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
   13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
   14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
   15. Evaluate policies for their impact on public health and health equity.

V. **Leadership**
   16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
   17. Apply negotiation and mediation skills to address organizational or community challenges.

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

VII. Interprofessional Practice
21. Perform effectively on interprofessional teams.

VIII. Systems Thinking
22. Apply systems thinking tools to a public health issue.

5.5 MPH CURRICULUM:

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

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

Professional Coursework: (15 courses required)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MPH-5000</td>
<td>Introduction of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH-5010</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
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<td>Epidemiology</td>
<td>3</td>
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<td>MPH-5030</td>
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<td>Cultural Competence and Social Justice</td>
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<tr>
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<td>Leadership and Professionalism</td>
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<tr>
<td>MPH-5080</td>
<td>Community and Global Health</td>
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<tr>
<td>MPH-5090</td>
<td>Program Planning and Evaluation</td>
<td>3</td>
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<tr>
<td>MPH-5100</td>
<td>Healthcare Policy</td>
<td>3</td>
</tr>
<tr>
<td>MPH-5110</td>
<td>Health Education and Promotion</td>
<td>3</td>
</tr>
</tbody>
</table>
MPH 5120  Health Communication  3
MPH-5130  Strategic Advocacy for Change  3

Core Coursework Total 42

Final Course: (1 course required)
Course Number  Course Title  Credits
MPH-5140  MPH Capstone I  3

Total Program credit hours (45)

5.6  MPH COURSE DESCRIPTIONS AND PRE-REQUISITES

MPH-5000: Introduction to Public Health
Credits: 3
Pre-requisite: None
This course introduces the history, philosophies, and values of public health. Students will learn the core functions of public health and the “Ten Essential Services” that are defined by the United States Department of Health and Human Services Centers for Disease Control and Prevention. Instruction will be provided to guide students to recognize stakeholders and create connections to promote public health outcomes. The importance of advocating for political, social, or economic policies and programs to support diverse populations will also be introduced.

MPH-5010: Biostatistics
Credits: 3
Pre-requisite: None
This course introduces the basic principles of biostatistics and provides the opportunity for students to apply these principles to describe and analyze public health data. Topics include descriptive statistics, probability distributions, point and interval estimation of population parameters, and hypothesis testing. A variety of one and two-sample parametric and non-parametric tests for continuous and categorical data are also covered, as is simple ANOVA for three or more samples. Students will analyze data using SPSS software, interpret results and present findings in a variety of formats.

MPH-5020: Epidemiology
Credits: 3
Pre-requisite: None
This course introduces the basic principles and methods of epidemiology as applied to domestic public health problems. The focus of this course is on epidemiologic measures and study designs. Topics include disease transmission, morbidity and mortality, surveillance, screening, descriptive and analytic study designs, bias, measures of association, causation, and ethical and professional issues in epidemiology. The application of epidemiology for the evaluation of health services and screening programs and the influence of epidemiology on domestic public policy will be presented.

MPH-5030: Environmental Health
This course examines health issues, the scientific understanding of causes, and possible future approaches to control of the major domestic health problems in both urban and rural settings. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water, soil); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging environmental health problems.

MPH-5040: Social and Behavioral Health Sciences
Credits: 3
Pre-requisite: None
Social, cultural, and behavioral dynamics and processes infuse health research and public health practice. Identifying, understanding, integrating and translating these dynamics into public health action to reduce health disparities, to improve the design and impact of interventions and programs, and to engage marginalized and isolated communities, form a critical foundation for working effectively in public health. Topics include the role of cultural and social dynamics and health-related behaviors on differential risk and protection, health disparities by social categories, and a variety of theories of health behavior to connect social, cultural, and community dynamics with domestic public health improvement.

MPH-5050: Health Services Administration
Credits: 3
Pre-requisite: None
This course is an introductory core course providing an overview of the structure and functions of the U.S. Health Care System. The course will provide students with the foundational knowledge of the health care delivery systems, organizational theory, and the conceptual basis of managerial and executive leadership roles in health care facilities. Emphasis will be placed on theory and application of evidence based best business practices to develop competent leaders who can navigate the interface between Public Health and U.S. Health Care System. Topics covered include: the health system; strategic planning; organizational structure; analysis of organizational performance; motivation, leadership, management, and communication; and interprofessional collaboration.

MPH-5060: Cultural Competence and Social Justice
Credits: 3
Pre-requisite: None
Students will learn and discuss structural bias, social inequities, and racism in regard to barriers to health equity at organizational, community, and societal levels. The course will develop awareness of cultural values and practices for application in the design and implementation of public health policies and programs. Analysis of quantitative and qualitative data will be used to assess population needs related to health. Students will apply their understanding of the social, political, and economic determinants of health and how they contribute to population health
equity for application to public health decision making. Concepts of cultural competence related to communication skills and the ability to participate in interprofessional teams will be explored.

**MPH-5070: Leadership and Professionalism**
*Credits: 3*
*Pre-requisite: None*
This course will engage students in discussion and application of principles related to leadership, governance, and management. Activities will promote skills related to creating vision, empowering others, fostering collaboration, and guiding decision making. Students will learn concepts and skills related to negotiation, mediation, budget, and resource management. The ability to use evidence to guide decision making and collaborate with interprofessional teams will be emphasized.

**MPH-5080: Community and Global Health**
*Credits: 3*
*Pre-requisite: None*
Evaluation frameworks, needs assessments, and logic models will be studied with a particular emphasis on evaluating community-based programs. Performance evaluation as well as formative, process, impact, and outcome evaluation purposes and techniques will be compared. Theoretical and pragmatic approaches to the design and implementation of evaluation protocols will be explored, along with the role of both quantitative and qualitative methods. Topics include the global burden of disease and mortality in multiple dimensions (e.g., geography, socioeconomic class, race, and gender), the social, political, and economic determinants of health disparities, factors that impact global health systems, analysis of health care delivery systems, and influential health system analysis.

**MPH-5090: Program Planning and Evaluation**
*Credits: 3*
*Pre-requisite: None*
Students will utilize skills attained from previous courses, such as qualitative and quantitative methods, to analyze major causes and trends with the U.S. and other communities to use as the basis for program planning. They will be able to discuss and identify cultural values, structural bias, social inequalities and racism that have created the health challenges within various communities. They will also be able to explain how different types of programs advance public health knowledge and develop skills to evaluate these programs through standard methods. Students will design their own population-based program, taking into account the audience and their cultural values and practices.

**MPH-5100: Healthcare Policy**
*Credits: 3*
*Pre-requisite: None*
The aim of this course is to provide students with the understanding of policymaking and legal process that form the basic structure of the individual and public healthcare systems in the United States. The course will explore fundamental problems and contemporary issues in the U.S. health policy, and review factors that affect future health policy initiatives. Special attention will be given to the status of health reform and the interaction of the healthcare system with
local, states and federal political systems in healthcare spending and delivery. Impact of policymakers on access to healthcare and healthcare programs such as Medicare and Medicaid, and the relationship between the public and private sectors on health policy will be evaluated.

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

Credits: 3  
Pre-requisite: None  
This course will empower students to design a population-based policy, program, project, or intervention. Using quantitative and qualitative data collection and data analysis, students will understand program design and evaluation of the results of the program. The science of primary, secondary, and tertiary prevention will be used to determine the most appropriate intervention. Application of communication skills for implementation of programs to promote improved health will be necessary. Systems thinking will be addressed along with the application of health education to person-centered healthcare with an interprofessional team approach.

**MPH-5120: Health Communication**

Credits: 3  
Pre-requisite: None  
This course focuses on applying organizational communication theories and concepts to understand others better and to control one’s own communication in organizations. Theoretical overview of organization communication including communication flow, networks, organizational relationships, groups, conflict, and language will be presented. Special topics including teams in organizations, diversity, organizational politics, leadership, and change will be presented. Issues such as terrorism, public health crises, and corporate malfeasance have increased the importance of crisis communication. Enhancing effective crisis communication skills; promoting the understanding of the counter-intuitive nature of crisis communication; utilizing crisis communication theory and perspectives to argue for effectiveness and ineffectiveness in crisis communication; and assisting interactions between students, researchers, and policy makers on effective crisis communication will also be presented.

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

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

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

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

5.7 MPH DISTRIBUTION OF MATERIALS, DELIVERY METHODOLOGY

5.7.1 Credit hours

MPH courses are awarded Semester Credit Hours as each unit consists of either 1) In-person sessions with a minimum of fifteen hours of instruction during the semester, plus a reasonable period of time outside of instruction which requires the student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects as occurred during the in-person sessions or 2) A Distance Education learning experience through the learning management system.

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

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

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

3) 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
4) 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.”

5.7.2 Cohorts

There is one cohort for enrollment; the June Cohort. This cohort has been designed for professionals who seek a MPH degree while continuing to work full-time as well as students currently enrolled in other professional programs, such as LECOM’s COM, SOP and SDM programs.
The June Cohort MPH courses begin in late May or early June. Each didactic course is 8 weeks in duration. The curriculum is completed in 24 months and is divided into 4 semesters.

Two courses (MPH-5130: Strategic Advocacy for Change, and MPH-5140: MPH Capstone I) are one semester in duration and will be taken in the final semester of coursework.

5.7.3 Curriculum Delivery

The curriculum is delivered by combining in-person and online instruction. Individual courses will use different teaching methodologies driven by adult learning principles such as power point presentations, podcasts, assigned readings from text books and other recommended sources, forum discussions, team work activities, chat rooms, live classes and discussions, etc. as designed by the course director.

Student work for assignments and examinations outside of in-person sessions will be submitted via the Coursework tab located within the course on the eRacer Learning Management System, access to which is limited by unique usernames and passwords assigned at orientation with submission of valid identification. Course directors and instructors will utilize the coursework tab to examine and evaluate student work and assessments. Assessment may include written assignments, presentations, quizzes and written and/or oral examinations.

The MPH program will consist of 15 course modules of 3 credit hours each. Modules for the June Cohort are of eight weeks duration. (Appendix D: MPH June Cohort Template).

5.7.4 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 confirm that the School has received the following documents:

H. Final official transcripts from previously attended colleges and/or universities
I. Physical examination form
J. Emergency data form
K. Safety report form
L. Criminal background check (current LECOM students have already undergone the background check and are not required to repeat the clearance)
M. Signed matriculation agreement.
N. All required immunizations

5.7.5 Student Orientation/Online Training
Students begin matriculation with a mandatory orientation session. MHSA is in-person 4 days and MPH and MSBE will be virtual. During these, students participate in registration and orientation, train on the use of Jenzabar technology for online course delivery, obtain information on IT support, and begin coursework. Students will present valid identification to be assigned unique usernames and passwords. This allows for delivery and distribution of materials and provides confirmation of the student’s ability to access on-line curriculum, participate in submission of coursework and assessment tools and effectively seek IT support. The Program utilizes text books that are available online and in e-book formats. Additional online resources are utilized as recommended readings. Attendance of the in-person components is mandatory.

5.7.6 Curriculum Progression

**June Cohort**
Following the first four-day in-person session, June Cohort students continue their studies through distance education course modules of 8 week duration. A final four-day in-person session at the end of the didactic curriculum allows for the presentation of the Capstone Project and final didactic instruction (Appendix D: MPH June Cohort Template).

The remainder of the course curriculum will be delivered online. Each course will be designed for online distribution by the course directors. Reading assignments from text books and other course materials will be presented on the portal by the course director.

Order of Courses

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<td>Strategic Advocacy for Change</td>
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<tr>
<td>MPH-5140</td>
<td>MPH Capstone I</td>
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6. DOCTOR OF HEALTHCARE ADMINISTRATION

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

6.2 D.H.A. Vision and Values

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

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

6.3 D.H.A. Goals and learning Objectives

**GOALS OF THE PROGRAM**

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

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

1. Assess the health needs of communities and populations.
2. Identify social determinants of health.
3. Plan and manage programs to promote health utilizing advanced healthcare industry systems and technology.
4. Design, conduct and publish effective research that integrates social and behavioral components of health promotion, assess population needs, assets, and capacities to effect community health, influence public health policy.
5. Apply principles of leadership, governance and management which include creating a vision, empowering others, fostering collaboration, and guiding group decision making.
6. Apply Osteopathic Principles and Practice to the practice of a public health professional.

**OBJECTIVES OF THE D.H.A PROGRAM**

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

**The Profession & Science of Healthcare**

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

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

6.4 D.H.A. Competencies

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

Framework:
Safe: Avoiding harm to patients from the care that is intended to help them.
- Quality Measurement Resources
Effective: Providing services based on scientific knowledge to all who could benefit and refraining from providing services to those not likely to benefit (avoiding underuse and misuse, respectively).
- Types of Measures You Can Report
Patient-centered: Providing care that is respectful of and responsive to individual patient preferences, needs, and values and ensuring that patient values guide all clinical decisions.
- Selecting the Right Measures for Your Report
Timely: Reducing waits and sometimes harmful delays for both those who receive and those who give care.
- Measures of Quality for Different Healthcare Settings
Efficient: Avoiding waste, including waste of equipment, supplies, ideas, and energy.
- Understanding Data Sources
Equitable: Providing care that does not vary in quality because of personal characteristics such as gender, ethnicity, geographic location, and socioeconomic status.
Harnessing Data: Environmental Scans to Ensure Equitable Healthcare Delivery
The framework domains are consumer focused related to the meaning and relevance of quality healthcare measures. Studies have shown that providing consumers with a framework for understanding quality helps them value a broader range of quality indicators. When measures are properly grouped, healthcare consumers can
more clearly see the meaning of the measures and better understand how they relate to their own concerns surrounding their personal healthcare.

References Cited:


*Why Not Give Consumers a Framework for Understanding Quality?* Joint Commission Journal on Quality Improvement 2004 June. 30(6); 347-351.

6.5 Core D.H.A. Competencies:

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

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

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

V. **Communication**
1. Select communication strategies best suited for different audiences and sectors based upon access to technologies.
2. Effective communicate audience-appropriate health content, both in writing and through oral presentation.
3. Describe the importance of cultural competence in communicating healthcare industry content.
4. Impacts of Virtual Medicine on Cost, Quality and Access to healthcare.
5. Creating value through collaboration.
VI. Interprofessional Practice  
1. Perform effectively on interprofessional teams bridging the gap between academia, healthcare industry and information systems technologies.  
2. Expanded roles of healthcare providers to meet the needs of an aging nation.  
3. Alignment of healthcare industry resources to maximize outcomes.  
4. Creating value through partnering.

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

6.6 D.H.A. CURRICULUM:

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

The D.H.A. degree program will be a hybrid of face-to-face and distanced education learning. The LECOM Doctor of Healthcare Administration degree is a three-year 72 credit hour program. Student cohorts will meet on-campus in Bradenton Florida for a total of Twelve (12), two (2) day on-site sessions, scheduled within each of the six (6) program semesters. The cohort will also participate in eighteen (18), one (1) day synchronous video conference sessions during the months without on-site sessions. Students move through the program together as a cohort, taking the same classes, which can vary from cohort to cohort as the program evolves to continue to meet current healthcare industry requirements. The first two years of the program are predominantly core course and research skills development. The final year is focused on the candidate's dissertation requirements and final course work. The program offers substantive coverage of a broad variety of qualitative and quantitative research techniques by allowing students the flexibility to focus more deeply on personal areas of interest during their dissertation. The D.H.A. program requires 72 credit hours beyond the master's degree. Students are expected to take all classes listed in illustrated sequence in three major categories: Next Generation Healthcare Operations & Inspirational Leadership (27 credit hours), Healthcare Doctoral Research (27), and Healthcare Innovation (18). Candidates will work with their assigned committee advisors throughout the program. Doctoral candidate’s dissertation requires a publicly noticed oral defense to the student's dissertation faculty committee that is open to the community.

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

DH 6010  Next Generation Doctoral Studies
DH 6020  HC Research Methods – New Tools
DH 6030  HC Quantitative Analysis
DH 6040  HC Artificial Intelligence
DH 6050  HC Leadership & Communications
DH 6060  HC Mind, Body, Spirit-Whole Person Care
DH 6070  HC Qualitative Analysis
DH 6080  Effective Writing & Publication
DH 7010  Outcome Focused Healthcare Strategy
DH 7020  HC Case Study Design & Delivery
DH 7030  HC Ethics & Sustainability
DH 7040  Virtual Medicine
DH 7050  Effective negotiations & Partnering
DH 7060  Leveraging HC Machine Learning
DH 7070  Communities as Living Laboratories
DH 7080  HC Economics & Finance
DH 8010  Dissertation I-Qualifying Exam
DH 8020  U.S. Healthcare System
DH 8030  Dissertation II-Draft I
DH 8040  Climate & Culture of Wellness
DH 8050  Dissertation III-Draft II
DH 8060  HC Organizational Compliance
DH 8070  Effective College Educators
DH 8080  Dissertation IV-Final Paper & Defense

6.7  D.H.A. COURSE DESCRIPTIONS AND PRE-REQUISITES

DH 6010  Next Generation Doctoral Studies
Credits: 3
Pre-requisite: None
This course introduces students to the overall structure and delivery of the LECOM D.H.A. program. Students will learn how best to maximize their learning experience by properly harnessing all program resources, collaborations and strategic opportunities. Creates a clear understanding of this program’s doctoral education’s focus on the importance of conducting defensible healthcare industry research that incorporates innovation and forward thinking. Students will learn “how to learn” throughout the program, with a common goal of applying acquired knowledge and skills in both industry and academia. Setting student expectations while always keeping the joy of discovery as a foundational element. Next generation systems and technologies will be introduced as a common thread throughout the program.

DH 6020  HC Research Methods – New Tools
Credits: 3
Pre-requisite: None
This course introduces how the basic principles of biostatistics provides the opportunity for students to apply these principles to easily describe, analyze and visualize complex healthcare industry big data sets. Topics include descriptive statistics, probability distributions, point and interval estimation of population parameters, and hypothesis testing. A variety of one and two-sample parametric and non-parametric tests for continuous and
categorical data are also covered, as is simple ANOVA for three or more samples. Students will analyze data using SPSS software, interpret results and present findings in a variety of formats.

**DH 6030  HC Quantitative Analysis**  
Credits: 3  
Pre-requisite: DH 6020  
This course introduces how artificial intelligence (AI) systems can be deployed in various healthcare settings to more efficiently gather data and provide industry professionals real-time analysis. This data can be gathered from various environmental, clinical, governmental and financial sources to create the potential for prospective decision making in healthcare delivery systems. The ability to sift through large amounts of data can help hospital administrators optimize performance and improve the use of existing resources, generating time and cost savings. Hospitals, healthcare systems, and medical groups can improve data driven practice management and performance monitoring of institutional operations, finance and research programs by effectively applying these tools.

**DH 6040  HC Artificial Intelligence**  
Credits: 3  
Pre-requisite: DH 6010  
This course examines how the growth of computational power utilizing artificial intelligence (AI) has led to a massive increase in the amount and granularity of stored digital medical and healthcare data. The ability of technology to quickly analyze large volumes of this data and create meaningful – and actionable – insights will have profound effects on how healthcare is delivered, received and impacts overall administration. Providers are able to more easily classify subpopulations and tailor medical treatment to individual characteristics, as well as analyze and draw inferences from vast amounts of data points from a multitude of data sets including both population, family, and patient extensive histories, laboratory results and genetic information. How enhanced power to determine which treatments will work best for specific patients, as well as gain an enhanced understanding of the underlying mechanisms by which different diseases occur, improving quality of patient care, enabling cost-effectiveness, reducing readmissions and mortality rates – all as part of routine medical care.

**DH 6050  HC Leadership & Communications**  
Credits: 3  
Pre-requisite: DH 6010  
Next generation healthcare leaders will be expected to communicate in a clear, multi-dimensional fashion. They must deliver compelling, relevant, meaningful, and immersive information exchange. Understanding the evolution of how healthcare communication is conducted and accomplished is the cornerstone of establishing true continuing relationships essential to sustained success. New artificial intelligence and machine learning capabilities can empower leaders to better focus their communications on more high-value tasks and increase the opportunity for valued one-on-one interactions between providers and patients. Understanding the fundamentals of effective communications prepares healthcare leaders to open new and existing channels to enhance wellness outcomes.

**DH 6060  HC Mind, Body, Spirit-Whole Person Care**  
Credits: 3  
Pre-requisite: DH 6050  
The course explores Osteopathic Medicine which is designed to work in partnership with patients to help them achieve a high level of wellness by focusing on health education, injury prevention, and disease prevention. It espouses therapeutic techniques that emphasize prevention treating the patient “as a whole”, just not “a collection of symptoms”. The reality is that there are insufficient resources to fully deliver such service to our society. Further the amount and depth of information needed on individual patients; the number of patients; the amount of knowledge on disease, wellness, and courses of action to address both; and, the increasing complexity of the inter-relationships and interactions among all these truly exceed the ability of humans and their current systems
to accomplish the holistic wellness goal. Artificial intelligence (AI) is now offering an opportunity to achieve this goal for all patients. Technology’s predictive abilities promise new applications that will one day transform health systems. AI can enable providers to focus on the human issues of wellness delivery (both medical and affiliated fields of service delivery and their economic business delivery) and be superior generalists backed up by Artificial Intelligence as specialist assistants, Machine Learning (ML) as personalized long-term care monitors and coaches, and Robotics as the master craftsmen of procedures and recurring care. Rather than replacing human clinical judgement, these technologies should augment the clinical acumen to scales not seen today, providing a hybrid, the human and the machine together, that is more powerful than either alone.

DH 6070  HC Qualitative Analysis
Credits: 3
Pre-requisite: DH 6030
The student will learn how even simple administrative activities of healthcare providers can be improved. Delays of weeks, months or even years are too often incurred in executing a number of everyday tasks, including adjudicating claims, scheduling appointments, hiring new employees, procuring services, conducting investigations and approving investments. The resulting costs are both financial and reputational, as their inability to deliver core services in a timely manner directly impacts their ability to execute the mission. However, for those people whom they serve, the stakes are even higher, as delays can have livelihood, peace of mind, or even life and death consequences. Advanced systems and technologies, machine learning and artificial intelligence are ideally suited to resolve these types of situations. They can automate low-value, repetitive tasks, executing them more efficiently and accurately than humans, freeing individuals to play higher-level roles requiring greater empathy, cognitive analysis and more strategic thinking about healthcare and wellness delivery. They can also improve the speed and quality of decision making, allowing for better navigation of increasingly complex and massive amounts of data; allowing administrators to more consistently arrive at the best possible outcome for all stakeholders.

DH 6080  Effective Writing & Publication
Credits: 3
Pre-requisite: DH 6070
This course will focus affective writing for academia, industry and the general population. It will explore various outlets and the potential speed of dissemination. The ability of the healthcare industry leader to effectively communicate through narrative is essential. Regardless how the pros are distributed in our multi-media networks, it must be impactful, precise and concise in order to influence. In a time when “fake news” dominates the headlines, being viewed as a credible source of information both inside and outside of our organization is foundational to success.

DH 7010  Outcome Focused Healthcare Strategy
Credits: 3
Pre-requisite: DH 6040
This course explores the use of advanced systems technologies that allows providers to create a digital patient which is a lifelong, integrated, personalized model of a patient that is updated with each measurement, scan or exam, and that includes behavioral and genetic data as well. A digital patient is more than just a static digital record. It integrates and analyzes every bit of information over time – like a smart assistant that accompanies patients and their caregivers along the patient’s life journey. At some point these could include patient-specific digital models of human organs, such as the heart, to support with diagnosis, treatment planning and guidance. The digital patient paradigm has the potential to make healthcare more precise, personalized, and preventative, by equipping caregivers with the right insights at the right time. Each person becomes their own “case”, who’s insights and outcomes can influence the health and well-being of not only themselves, but also future generations to follow.
DH 7020    HC Case Study Design & Delivery
Credits: 3
Pre-requisite: DH 6070
Students will learn the case study research design method, which has been utilized for decades as a both a
learning tool and for complex problem solving. It is an excellent tool for investigating and evaluating trends
throughout the healthcare industry including administration. This method of study is especially useful for
testing widely accepted theoretical models by applying them in real world situations. Students will write and
submit a formal case for publication.

DH 7030    HC Ethics & Sustainability
Credits: 3
Pre-requisite: DH 6060
The aim of this course is to provide students with understanding ethical issues surrounding policymaking and
legal process that form the basic structure of the individual and public healthcare systems in the United States.
The course will explore fundamental challenges and contemporary issues in U.S. health policy, and review
factors that affect future health policy initiatives. Special attention will be given to the status of health reform
and the interaction of the healthcare system with local, state and federal political systems in healthcare spending
and delivery. Impact of policymaking on access to healthcare and healthcare programs such as Medicare and
Medicaid, and the relationship between the public and private sectors on health policy will be evaluated.
Patient privacy issues will also be explored.

DH 7040    Virtual Medicine
Credits: 3
Pre-requisite: DH 7010
Medicine is evolving to an expanded format for healthcare diagnosis and delivery of services. Patients coming
to a central location is giving way to telemedicine and high-tech communications devices and systems. Patients
and providers are connected to regional hospitals, labs, and diagnostic centers where a greater range of expertise
is available 24/7. This course will explore the design and impacts of virtual medicine on the Quality, Access and
Cost of healthcare delivery.

DH 7050    Effective Negotiations & Partnering
Credits: 3
Pre-requisite: DH 7030
This course focuses on applying organizational communication theories and concepts to understand others
better to increase negotiation effectiveness and partnering opportunities. Theoretical overview of organizational
communication including communication flow, networks, organizational relationships, groups, conflict, and
language will be presented. Special topics including teams in organizations, diversity, organizational politics,
leadership, and change will be presented. Issues such as terrorism, public health crises, and corporate
malfeasance have increased the importance of crisis communication. Enhancing effective crisis communication
skills; promoting the understanding of the counter-intuitive nature of crisis communication; utilizing crisis
communication theory and perspectives to argue for effectiveness and ineffectiveness in crisis communication;
and assisting interactions between students, researchers, and policy makers on effective crisis communication
will also be presented.

DH 7060    Leveraging HC Machine Learning
Credits: 3
Pre-requisite: DH 7050
This course will learn how Machine Learning (ML) algorithms can impact Access, Quality and Cost of healthcare administration decision making. As the amount of and sources of data increase exponentially in healthcare and other industry, how we capture and harness that information becomes the challenge. ML offers the potential for 24/7 real-time data collection and processing to create predictive models that both providers and administrators can rely upon to maximize wellness outcomes.

**DH 7070 Communities and Living Laboratories**  
Credits: 3  
Pre-requisite: DH 7030  
This experiential coursework explores the multiple research roles local communities can fill to create productive change on behalf of individual patients, families and communities. How data can be shared and correlated to improve wellness. Understanding the role of advocacy is crucial to public health and facilitates policy change and eliminating barriers to health triggered by environmental destruction, poverty, and illiteracy. Students will explore concepts, models, and practices of health advocacy, and appraise strategies used by health advocates and consumers to leverage more power in making decisions, defining issues, designing programs, and developing policies. Students will also be responsible for conducting three (3) executive interviews with various healthcare leaders in their community which will be used to design a community-wide living laboratory research project for the betterment of all.

**DH 7080 HC Economics & Finance**  
Credits: 3  
Pre-requisite: DH 7050  
Today, AI’s predictive analytics allows for the automation of evidence gathering and the production of complex data reports, saving time and improving overall healthcare delivery services. This course will focus on how a clear understanding of healthcare key economic indicators can help mitigate risk and advance an organization’s strategic initiatives. Students will learn how healthcare administrators can maximize finite resources, create fiscally responsible financial forecasts and develop accurate accounting reports that all stakeholders can understand.

**DH 8010 Dissertation I-Qualifying Exam**  
Credits: 3  
Pre-requisite: DH 7080  
The Dissertation I course is the first formal course in a four (4) course series. It is a comprehensive review of skills and competencies that the student would be expected to demonstrate at a level of proficiency or expertise. This course provides students the opportunity to integrate all previous D.H.A. learning experiences and apply to healthcare industry “real world” original research dissertation project. Students will benefit from live presentations with Q&A sessions and from working in interprofessional groups. One-on-one mentoring with course instructors and mentors will take place throughout the dissertation process. Students will formally present their dissertation topic which they wish to defend in their final semester. Each presentation must include topic introduction with thesis statement, research relevance, and research methods being utilized detailing expected data being gathered and statistical analysis. Passing of the qualifying exam is required for the student to move into a formal doctoral degree candidate designation by the program.

**DH 8020 U.S. Healthcare System**  
Credits: 3  
Pre-requisite: DH 7080  
Students will learn about the details of U.S. healthcare system, which can be difficult to understand even for those who have worked in and around it for decades. Composed of numerous individual organizations including governments and nonprofit and for-profit enterprises, it requires case dissection and discussion of how it creates a functional system. Vertical and horizontal integration of organizations will be discussed. Exploring how future
roles of new healthcare industry players such as Amazon and Single Payer Systems may impact the wellness of future generations. As with previous courses, we will frame on Quality, Access and Costs.

**DH 8030  Dissertation II-Draft I**
Credits: 3  
Pre-requisite: DH 8010  
The Dissertation II course is the second formal course in a four (4) course series. Students will benefit from live presentations with Q&A sessions and from working in interprofessional groups. One-on-one mentoring with course instructors and mentors will take place throughout the dissertation process. Students will formally present their second required draft sections of their dissertation paper which they will defend in their final semester. Each presentation must pass this requirement for the student to move to the third dissertation course.

**DH 8040  Climate & Culture of Wellness**
Pre-requisite: DH 8030  
Credits: 3  
This course explores “wellness” as an active process of becoming aware of and making choices toward a healthy and fulfilling life. How group cultures and climates impact illness and achieving a state of homeostasis physically, mentally, socially and spiritual. Wellness is not merely the absence of disease or infirmity. Effective leadership techniques will be learned on how to create positive corporate climates.

**DH 8050  Dissertation III-Draft II**
Credits: 3  
Pre-requisite: DH 8040  
The Dissertation III course is the third formal course in a four (4) course series. Students will benefit from live presentations with Q&A sessions and from working in interprofessional groups. One-on-one mentoring with course instructors and mentors will take place throughout the dissertation process. Students will formally present their third required draft sections of their dissertation paper which they will defend in their final semester. Each presentation must pass this requirement for the student to move to the third dissertation course.

**DH 8060  HC Organizational Compliance**
Credits: 3  
Pre-requisite: DH 8050  
The Office of Inspector General (OIG) U.S. Department of Health & Human Services has developed a series of voluntary compliance program guidance documents directed at various segments of the health care industry, such as hospitals, nursing homes, third-party billers, and durable medical equipment suppliers, to encourage the development and use of internal controls to monitor adherence to applicable statutes, regulations, and program requirements. This course will explore these standards and organize in a fashion that harnesses advanced software monitoring solutions to provide real-time dashboard informatics to healthcare administrators.

**DH 8070  Effective College Educators**
Credits: 3  
Pre-requisite: DH 8060  
In addition to more traditional careers in healthcare management, terminally trained graduates may advance their career in other areas including college and university education. Healthcare industry experts can translate their professional administrative experience achieved from pharmaceutical companies, health insurance companies, management consulting, hospitals, revenue cycle institutions, long-term care facilities, professional societies and state and Federal agencies into the classroom. Today’s students seek instruction from those who have real-world experience. This course will help prepare industry professionals to make the transition either part-time or full-time into higher education opportunities where their formal education and mentoring skills will make a powerful combination.
DH 8080  Dissertation IV-Final Paper & Defense
Credits: 3
Pre-requisite: DH 8070
The Dissertation IV course is the final formal course in a four (4) course series. Students will benefit from live presentations with Q&A sessions and from working in interprofessional groups. One-on-one mentoring with course instructors and mentors will take place throughout the dissertation process. Students will formally present their final written dissertation paper and defend in a publically noticed event. The dissertation committee must vote to pass the student’s defense performance for the doctoral degree to be conferred.

6.8 D.H.A. Distribution of Materials, Delivery Methodology

6.8.1 Credit hours

D.H.A. courses are awarded Semester Credit Hours as each unit consists of either 1) In-person sessions with a minimum of fifteen hours of instruction during the semester, plus a reasonable period of time outside of instruction which requires the student to devote to preparation for learning experiences, such as preparation for instruction, study of course material, or completion of educational projects as occurred during the in-person sessions or 2) A Distance Education learning experience through the learning management system.

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

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

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

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

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.”

6.8.2 Cohorts

There is one cohort for enrollment; the July Cohort. This cohort has been designed for professionals who seek a D.H.A. degree while continuing to work full-time.

The July Cohort D.H.A. courses begin in July. Each didactic course is ten (10) weeks in duration. The curriculum is completed in 36 months and is divided into 6 semesters. Two (2) courses will be taken at a time and each semester is divided into “A” and “B” sessions allowing four (4) courses to be completed each semester.
6.8.3 Curriculum Delivery

The curriculum is delivered by combining in-person, synchronous video conferencing and online instruction. Individual courses will use different teaching methodologies driven by adult learning principles such as power point presentations, podcasts, assigned readings from text books and other recommended sources, forum discussions, team work activities, chat rooms, live classes and discussions, etc. as designed by the course director.

Student work for assignments and examinations outside of in-person sessions will be submitted via the Coursework tab located within the course on the eRacer Learning Management System, access to which is limited by unique usernames and passwords assigned at orientation with submission of valid identification. Course directors and instructors will utilize the coursework tab to examine and evaluate student work and assessments. Assessment may include written assignments, case studies, presentations, quizzes and written and/or oral examinations and formal dissertation defense. The D.H.A. program consists of twenty four (24) course modules of 3 credit hours each. Modules for the July cohort are of ten (10) weeks duration. (Appendix E: D.H.A. program schedule template).

6.8.4 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 confirm that the School has received the following documents:

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

6.8.5 Student Orientation/Online Training

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

6.8.6 Curriculum Progression

July Cohort
Following the initial two-day in-person session, July Cohort students continue their studies through distance education course modules, 10 weeks in duration. A final two-day in-person session at the end of the didactic curriculum allows for the dissertation defense presentations and final didactic instruction.

Course curriculum will be delivered via the LECOM online learning platform portal system. Each course will be designed for on-line distribution by the course directors. Reading assignments from text books and other course materials will be presented and distributed through the portal by the course director.

7 ADDITIONAL ACADEMIC POLICIES AND PROCEDURES

7.1 Grading

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90-100 percent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80-89 percent</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>70-79 percent</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>69 percent or below</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal before 50% completion of a course</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal after 50% completion, passing</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal after 50% completion, failing</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

All course assignments and activities are mandatory and failure to participate will be factored into the final grade as designed by the course director and defined in individual course syllabi. Cumulative grade point averages (GPA) are calculated and posted on transcripts.

7.2 Course Evaluation

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

7.3 Timely Response to Student Questions and Concerns

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

7.4 POLICY AND PROCEDURE FOR FINAL GRADE APPEALS

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

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

1. Assignment of a grade that is malicious and/or discriminatory: *i.e.*, in determining the grade, the course director clearly did not apply the same standards he/she used for grading other members of the class whose work and behavior were similar to those of the appealing student.

2. Assignment of a grade that is arbitrary and/or capricious: *i.e.*, the professor had no apparently discernible rationale for arriving at the grade given.

3. Assignment of a grade that has resulted from human error: *i.e.*, the professor reported an incorrect grade as the consequence of a mistake in computation, in recording or in some other mechanical aspect of the grading process. In such instances, it is assumed that the error will be corrected as a result of Step 1 of the Appeals Procedure (Faculty-Student Conference).

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

1. Disagreement with the course or systems requirements established by the professor;

2. Disagreement with the grading standards established by the professor;

3. Disagreement with the judgment of the Professor in applying his/her grading standards so long as he/she has made a reasonable effort in good faith to be fair and consistent in exercising that judgment. Good faith on the professor’s part shall be presumed unless the student can offer convincing arguments to the contrary;

   Or,

4. The student’s desire or “need” for a particular grade, while compelling to the individual on a personal level, shall not be considered “good cause” for purposes of appeal.

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

### 7.4.2 Procedure for Final Grade Appeals

**Step 1: Faculty/Student Conference**

A student wishing to appeal a final grade shall confer with the faculty member or preceptor who assigned the grade and also inform the Program Director in writing or electronically.

1. The student-faculty member conference shall take place within ten (10) working days after official notification of the grade from the registrar’s office.

2. If either the student or faculty member wants the conference to take place in the presence of a third party, a request will be submitted to the Dean or another member of the institution to sit in on the conference.
3. The student shall explain the reasons for appealing the grade (see Cause for Final Grade Appeals), and the faculty member shall explain the reasons for assigning the grade.

4. If the faculty member believes the grade should not be changed, the student shall be notified electronically or in writing (with a copy to the Program Director) within five (5) working days after the conference has occurred.

5. The Program Director will consider all the facts presented by the student and faculty member and make a decision regarding any grade change based on the criteria listed in Cause for Final Grade Appeals.

6. The student will be notified electronically or in writing within a reasonable time period, typically ten (10) working days, of the Directors’ decision.

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

1. If the student is not satisfied with the decision of the Program Director, he/she may file an appeal to the Dean.

2. This appeal must be submitted in writing or electronically, and shall contain the student’s reasons for appealing the grade.

3. The appeal should be made within 10 (ten) working days after the student receives the written notification from the Program Director.

Step 3: Appeal to the President

1. If the Dean rules against the student, the decision may be appealed to the President within 10 working days after the student receives notification of the decision. The decision of the President in the matter shall be final.

2. If a student’s grade appeal is sustained by either the Director or the Dean, the affected faculty member may make an appeal.

7.5 The Student Promotion and Graduation (SPG) Committee

The Student Promotion and Graduation Committee (SPG) are responsible for reviewing the academic achievement and advancement of students for the degree of Masters in Health Services Administration, Master of Science in Biomedical Ethics and Masters in Public Health. The composition and functions of the committee are as follows:

A. The SPG Committee is comprised of the program directors, one of whom acts as chairperson, and one additional faculty members from each program.

B. The SPG Committee meets on a quarterly and as-needed basis to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG committee by the course directors.

C. The SPG has the authority to call any student before it who has shown academic or behavioral problems.
D. Students may be referred to the Committee for:
   i. Honor code violations including any allegations of cheating or academic dishonesty;
   ii. Non-honor code violations including issues of professionalism, failure to meet financial obligations to the School or behavioral issues either on campus or during executive interviews; or
   iii. Failure to progress academically or academic failure.

E. Student names are submitted to the Chairman and placed on the agenda for the next regularly scheduled meeting. If the matter is urgent, a special meeting of the Committee is called. The Committee is provided with any written records, academic records, advisor input, attendance records, etc. prior to meeting with the student.

F. Students meet with the Committee and are informed of the reason for their appearance. They are given an opportunity to address the Committee and allowed to submit any supporting documentation. The Committee members are given an opportunity to question the student.

G. After students have left the meeting and the Committee has considered the written records in front of it, the members confer and then vote on recommendations to be submitted to the Associate Dean.

H. The Chairman of the Committee prepares and submits the Committee’s recommendations to the Dean, who may accept, reject or modify the recommendations.

I. Appeals to this decision may be taken to the President within seven days of a notification of a decision by the Dean.

### 7.6 Satisfactory Academic Progress Policy

**Minimum Competency**

A student is considered to be making satisfactory academic performance progress if they demonstrate required course competencies and learning objectivities; however students can have no more than 9 credits of “C” grades on their final transcripts to progress to graduation. Any grades reflected below a 70% competency level (C), or courses with a “C” beyond the 9 credit maximum, must be successfully remediated as described in Section 3.14 prior to the student advancing to the next academic semester. Exceptions to this policy may be made on an individual basis.

**Incompletes**

Any incompletes must also be resolved and removed from the record prior to progression to the next semester. Exceptions to this policy may be made on an individual basis. This policy applies to all students regardless of whether or not they receive Title IV funding (Federal Direct Loans). Students will be evaluated for satisfactory academic progress at the end of each semester.

**Coursework Submissions**

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

**Financial Aid Warning**

If a student fails to achieve satisfactory academic progress while on “Financial Aid Warning” status, he/she will not be eligible for financial aid until all requirements for satisfactory academic progress have been achieved. A
student may reestablish eligibility to receive assistance under the Title IV, HEA programs by coming into compliance with the rule that all courses, systems, modules, or rotations are passed. See Section 3.14, Remediation. See Section 6.7, Satisfactory Academic Progress Standard for Financial Aid Recipients.

Program Length Maximum
MHSA, MSBE and MPH students must complete the program requirements within four years of original matriculation. If a student is unable to meet the maximum timeframe allotted, he/she will be dismissed.

7.7 PROMOTION

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

A. The SPG committee will recommend students to the Dean for promotion.

B. A student will not be recommended for progression to the next academic semester with any outstanding grades of (I) or (F).

C. When considering a student for promotion, the student’s professional, ethical, and personal conduct will also be taken into consideration. Therefore, a student must adequately conform to the standards set forth in the Academic Catalog and Student Handbook to be eligible for promotion.

D. A student will be promoted only if all academic, behavioral, legal and financial requirements of LECOM are satisfied.

7.8 ACADEMIC PROBATION

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

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

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

B. Terms of Probation: Any student placed on probation will remain so until graduation.

C. When a student is placed on probation, the Director will notify the student in writing of the reasons for probation. A copy of this letter will be distributed to the Dean and the student’s faculty advisor. A copy of this letter will be placed in the student’s permanent file if the probation is labeled “Disciplinary”. If the probation is “Conduct”, it will be removed from the student file at graduation. (See section 9.3.2)
D. A student on probation may not serve as an officer of an official club or organization and shall not engage in time consuming extracurricular activities.

E. A student on probation must meet either in person or via telecommunications with his or her faculty advisor at least every two weeks.

F. Academic probation should be regarded as a serious matter and is official notice to the student that the quality of the student’s performance must improve in order to remain eligible to continue matriculation. Any student who fails to improve his/her performance in the areas identified by the SPG Committee may continue on probation, be asked to withdraw or be dismissed from LECOM.

7.9 REMEDIATION

7.9.2 Policy Statement

Remediation is to be regarded as a privilege, which must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of resources available to him or her.

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

7.9.3 Procedures of the Program

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

1. The SPG Committee will consider all failure (F) grades for courses, systems, modules or rotations.

   A. All failures will require remediation.

   B. Educational objectives in remediation are the same as the educational objectives used for the regular curriculum.

   C. Students who fail to reach and maintain appropriate academic achievement are identified as “at risk”. They will be placed under the supervision of the Program Director. Students receiving a final score between 65 and 69% will take a course specific, comprehensive examination as remediation.

      1. Students taking a remedial examination must score 70% or greater in order to pass. There will be no appeals of the remediation grade. However, the highest grade a student may earn through remediation is 70%, and is the grade that will be recorded in the transcript.

      2. A remedial examination fee will be assessed to all individuals taking a remedial exam. The fee must be paid to the Office of Student Affairs prior to the student taking the remedial exam.

      3. Failure of the remedial exam will result in the student being considered in a similar manner to those students receiving less than 65% in a course. (See below).
D. Students scoring below 65% in a course will be required to complete a tutorial course and take a remedial examination(s). The tutorial may include, but is not limited to, the following:

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

7.10 DISMISSAL

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

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

A. Receiving a grade of (F), in a remediated course.

B. Receiving two failures in one semester.

C. Unsatisfactory professional and personal behavior, including but not limited to the following:

1. Attendance;
2. Cooperation with instructors;
3. Interaction with fellow students, staff or faculty;
4. Approach to and interactions with others during an executive interview;
5. Personal appearance not in compliance with the LECOM dress code; or
6. Failing to report any alcohol or drug related arrest or citation; or any other arrests/ citations for violation of federal, state or local laws (not including minor traffic offences) within two business days of the occurrence.

D. Failure to demonstrate continued academic and professional growth and achievement.

E. Conviction of a felony or a crime involving moral turpitude.

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

7.11 LEAVE OF ABSENCE

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

A. The student should complete a Request for a Leave of Absence Form (Appendix K) after consultation with the student’s advisor and the Program Director. 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 J).

B. The completed Request for Leave of Absence Form (Appendix K), completed Leave of Absence Form for Financial Aid (Appendix J), 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 Dean of The LECOM School of Health Services Administration.

C. The request will be reviewed 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.

D. If the leave of absence is approved by the Dean, copies of the Request for Leave of Absence Form and the official letter from the Dean will be provided to the Director of Student Affairs, the Office of Financial Aid, the SPG Committee 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 Dean.

Students, who are on an approved Leave of Absence for sixty (60) days or more, must meet with the Dean or the Program Director if designated as the Dean’s representative, two weeks prior to being reinstated in their program of study. Students may be required to provide medical documentation of ability to return to the program depending on the circumstances of their leave of absence. To return to school, students must provide a current background check, and evidence of ability to pay if so directed by the Director of Student Affairs.

A student who is in the first semester of the first year is not eligible for a Leave of Absence. The student must withdraw.

7.12 Withdrawal Policy

Attendance in any LECOM School of Health Services Administration program 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 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. If appropriate, the student should consult with his or her faculty advisor.

B. The student should submit a written letter of intent (see Appendix K) to withdrawal to the Director of Student Affairs and the Dean of The LECOM School of Health Services Administration.

C. The Dean will confer with the student. If the student wishes to proceed with the withdrawal, he or she needs to officially inform the Dean with a final written letter of intent.

D. 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.

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.
8 EXAMINATIONS AND GRADUATION

8.1 THE COMPREHENSIVE EXAMINATION

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

8.2 COUNSELING AFTER FAILED EXAMINATIONS

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

8.3 REQUIREMENTS FOR GRADUATION

Students who have satisfactorily completed all academic requirements and who have been recommended by SPG for graduation (as indicated by the successful completion of the faculty-developed curriculum) may be awarded the Masters in Health Services Administration or Master of Science in Biomedical Sciences degree, Masters of Public Health and Doctor of Health Administration, provided that they are of good moral character and have met the following standards:

A. Completed all required courses;

B. Maintained at least a 70% final grade in each course and executive interviews as well as on the thesis/capstone and comprehensive examination;

C. For MHSA, MSBE, MPH, and DHA have no more than three (3) program courses with a final grade of C;

D. Remediated any failed courses;

E. Completed any incomplete (I) courses;

F. Completed all legal and financial requirements;

G. Exhibited the ethical, professional, behavioral and personal characteristics necessary for practice in healthcare administration;

H. Completed the Graduation Clearance Form on the Surveys tab of the LECOM portal (portal.lecom.edu). This form, which must be completed prior to graduation, is placed with the student's permanent electronic record and serves as the students’ final clearance from campus;

I. Completed an exit interview with the Office of Student Affairs if the student is a recipient of any form of financial aid;
J. Attended the Commencement at which the degree is to be awarded. Only in unusual circumstances, and with approval of the President, will a degree be awarded in absentia; and

K. Matriculated not more than four academic years.

In the event of an extension beyond the projected graduation date is needed to complete any requirement, the student must meet the requirements for the class with whom the individual graduates and any other requirements specified by the SPG Committee and Dean.

8.4 **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.

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

All graduating students shall comport themselves in a thoroughly professional manner throughout the graduation ceremony. Students will be handed a diploma cover at one end of the ceremonial stage and then proceed across the stage 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.

8.5 **DEGREE AWARDED**

Students who successfully complete the MHSA curriculum will be awarded the Masters in Health Services Administration degree.

Students who successfully complete the MSBE curriculum will be awarded the Master of Science in Biomedical Ethics degree.

Students who successfully complete the MPH curriculum will be awarded the Masters in Public Health degree.

Students who successfully complete the DHA curriculum will be awarded the Doctorate of Health Administration degree.

8.6 **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 non-elective courses. The Thesis or Capstone and executive interview and analysis program courses are excluded from ranking calculation.
8.7 Transcripts

The official transcript includes the complete academic record at LECOM. Enrolled students will receive a grade report after grades have been posted at the conclusion of each semester.

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. There is a $10.00 fee for each transcript and the transcript must be mailed directly to the recipient. 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. Partial 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 executive interview requirements are not received from 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 courses or executive interview.

Diplomas or reproductions of diplomas will not be issued or transmitted in any manner prior to the Commencement ceremony.

9 Student Expenses and Fees

9.1 Tuition and Fees - MHSA

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

January Cohort (MHSA)
18 Month Program Covering 3 Semesters
Masters in Health Services Administration (MHSA)

2019-2020 Cost of Education

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (1st &amp; 2nd semesters)</th>
<th>Year 2 (3rd semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition**</td>
<td>$14,400</td>
<td>$12,265</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$300</td>
<td>$300</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$250</td>
<td>$250</td>
</tr>
<tr>
<td>Books</td>
<td>$730</td>
<td>$730</td>
</tr>
<tr>
<td>On-Campus Visit***</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Internet Connection</td>
<td>$840</td>
<td>$420</td>
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</tbody>
</table>
Ave. Loan Fees $200 $150
Total $17,720 $15,115

Total Estimated Cost of the January Cohort MHSA Program Matriculation: $32,835

Matriculation Fee*
Payment credited to the tuition fee upon matriculation $150.00

Tuition
See refund policies in 6.9
***The MHSA Program only requires 8 days total on-campus in Bradenton, Florida or Erie, Pennsylvania. This is divided into 4 days at the start of the program and 4 days at the end of the program. The allowance for the On-Campus visits includes estimated hotel, food, and travel costs. For students who are not currently enrolled in another program (at LECOM or another institution), room, board, transportation, and other miscellaneous expenses may be added to your cost of education budget. Please contact the Office of Financial Aid for more information and a possible cost of education adjustment. Students will need to provide documentation of the purchase of a computer to be included in the cost of education budget.

The Cost of Education is subject to change without notice. Financial aid is available only for the months the student is enrolled, so please plan accordingly.
The Cost of Education represents average costs and may not always meet the student’s full financial responsibilities. Total loan amounts borrowed and scholarships awarded from all sources cannot exceed the Cost of Education.

Health Insurance – Optional for non-current LECOM students
Cost for LECOM health insurance for a single student per six months $1,762.50 or $3,525/year

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

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

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

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

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

24 Month Program Covering 4 Semesters
Masters in Health Services Administration (MHSA)

2019-2020 COST OF EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (1st &amp; 2nd semesters)</th>
<th>Year 2 (3rd &amp; 4th semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition**</td>
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<tr>
<td>Technology Fee</td>
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<td>$300</td>
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<tr>
<td>Graduation Fee</td>
<td>$250</td>
<td>$250</td>
</tr>
<tr>
<td>Books</td>
<td>$730</td>
<td>$730</td>
</tr>
<tr>
<td>On-Campus Visit***</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>Internet Connection</td>
<td>$840</td>
<td>$840</td>
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<tr>
<td>Ave. Loan Fees</td>
<td>$200</td>
<td>$150</td>
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<tr>
<td>Total</td>
<td>$17,720</td>
<td>$15,535</td>
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</table>

Total Estimated Cost of the June Cohort MHSA Program Matriculation: **$33,255**

***The MHSA Program only requires 8 days total on-campus in Bradenton, Florida or Erie, Pennsylvania. This is divided into 4 days at the start of the program and 4 days at the end of the program. The allowance for the On-Campus visits includes estimated hotel, food, and travel costs.

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

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

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

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

**Health Insurance** – Optional for non-current LECOM students
Cost for LECOM health insurance for a single student per six months $1,762.50 or $3,525/year

*The matriculation fee will be waived for currently enrolled LECOM students applying to the program.
**Current LECOM students and alumni are eligible to apply for a LECOM tuition scholarship. Fees are not included in any scholarships awarded. Students must apply to the MHSA program prior to enrollment deadline to qualify.**

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

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

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

### 8.2 Tuition and Fees – MSBE

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

#### June Cohort MSBE

**24 Month Program Covering 4 Semesters**

Masters of Science in Biomedical Ethics (MSBE)

**2019-2020 COST OF EDUCATION**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1st &amp; 2nd semesters)</td>
<td>(3rd &amp; 4th semesters)</td>
</tr>
<tr>
<td>Tuition**</td>
<td>$10,350</td>
<td>$6,900</td>
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<tr>
<td>Technology Fee</td>
<td>$300</td>
<td>$300</td>
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<tr>
<td>Graduation Fee</td>
<td>$250</td>
<td>$250</td>
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<tr>
<td>Books</td>
<td>$150</td>
<td>$150</td>
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<tr>
<td>On-Campus Visit</td>
<td>$0</td>
<td>$1,000</td>
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<tr>
<td>Internet Connection</td>
<td>$840</td>
<td>$840</td>
</tr>
<tr>
<td>Ave. Loan Fees</td>
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<td>$105</td>
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<tr>
<td><strong>Total</strong></td>
<td>$11,995</td>
<td>$9,545</td>
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</table>

Total Estimated Cost of the MSBE Program Matriculation: **$21,540**
For students who are not currently enrolled in another program (at LECOM or another institution), room, board, transportation, and other miscellaneous expenses may be added to your cost of education budget. Please contact the Office of Financial Aid for more information and a possible cost of education adjustment.

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

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

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

**Health Insurance** – Optional for non-current LECOM students.

The current cost for LECOM Health Insurance for a single student is $1,762.50/six months or $3,525/year.

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

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

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

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

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

**Matriculation Fee**
Payment credited to the tuition fee upon matriculation $150

**Tuition**
See refund policies in 6.9

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

Cost for LECOM health insurance for a single student per six months $1,762.50 or $3,525/year
8.3 Tuition and Fees – MPH

June Cohort MPH
24 Month Program Covering 4 Semesters
Master in Public Health (MPH)

2019-2020 COST OF EDUCATION

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (1st &amp; 2nd semesters)</th>
<th>Year 2 (3rd and 4th semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition**</td>
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<td>$12,195</td>
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<tr>
<td>Graduation Fee</td>
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<td>$250</td>
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<tr>
<td>Books</td>
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<td>$332</td>
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<tr>
<td>On-Campus Visit***</td>
<td>$0</td>
<td>$1,000</td>
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<td>Internet Connection</td>
<td>$840</td>
<td>$840</td>
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<td>Total</td>
<td>$14,633</td>
<td>$15,067</td>
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</table>

Total Estimated Cost of the June Cohort MPH Program Matriculation: **$29,700

***The MPH Program requires 3 days on-campus in the second year in Erie, Pennsylvania or Bradenton, Florida. The allowance for the On-Campus visit includes estimated hotel, food, and travel costs.

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

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

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

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

Health Insurance – Optional for non-current LECOM students
Cost for LECOM health insurance for a single student per six months $1,762.50 or $3,525/year

*The matriculation fee will be waived for currently enrolled LECOM students applying to the program.
**Current LECOM students and alumni are eligible to apply for a LECOM MPH Tuition Scholarship. Students must apply to the MPH program prior to enrollment deadline to qualify.

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

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

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

### 8.4 Tuition and Fees – DHA

**July Cohort DHA**

**36 Month Program Covering 3 Years**

Doctor of Healthcare Administration (DHA)

**2020-2023 COST OF EDUCATION**

<table>
<thead>
<tr>
<th></th>
<th>Year 1 (1st &amp; 2nd semesters)</th>
<th>Year 2 (3rd &amp; 4th semesters)</th>
<th>Year 3 (5th &amp; 6th semesters)</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>$20,000</td>
<td>$20,000</td>
<td>$60,000</td>
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<tr>
<td>Technology Fee</td>
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<td>$300</td>
<td>$300</td>
<td>$900</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$250</td>
<td>$250</td>
<td>$250</td>
<td>$750</td>
</tr>
<tr>
<td>Books</td>
<td>$750</td>
<td>$750</td>
<td>$750</td>
<td>$2,250</td>
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<tr>
<td>*On-Campus Visits</td>
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<td>$6,000</td>
</tr>
<tr>
<td>Internet Connection</td>
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<td>840</td>
<td>$2,520</td>
</tr>
<tr>
<td>Ave. Loan Fees</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>$600</td>
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<tr>
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<td>$24,340</td>
<td>$24,340</td>
<td>$73,020</td>
</tr>
</tbody>
</table>

Total Estimated Cost of the July Cohort D.H.A. Program Matriculation: **$73,020**

*The DHA Program requires 2-days on-campus twice a semester throughout each year in Bradenton, Florida. The allowance for the On-Campus visit includes estimated hotel, food, and travel costs.

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

Students will need to provide documentation of the purchase of a computer to be included in the cost of education budget.
The Cost of Education is subject to change without notice. Financial aid is available only for the months the student is enrolled, so please plan accordingly.

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

Current LECOM alumni, employees, affiliate organizations may request consideration for a tuition discount. Fees are not included in the discount.

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

LECOM students concurrently enrolled may only receive one LECOM Scholarship or discount, so if the School of Health Services Administration scholarship or discount is accepted, any core program scholarships are no longer effective.

Health Insurance – Optional for non-current LECOM students. The current cost for LECOM Health Insurance for a single student is $1,762.50/six months or $3,525/year.

8.5 **ADDITIONAL FEES**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee (per week)</td>
<td>$50</td>
</tr>
<tr>
<td><strong>Breakage Fee</strong></td>
<td>Cost of Replacement</td>
</tr>
<tr>
<td>Loss or damage to College property and equipment is charged to the student(s) responsible.</td>
<td></td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$10</td>
</tr>
<tr>
<td><strong>Student Identification/Key Card – Replacement</strong></td>
<td>$25</td>
</tr>
<tr>
<td>Remediation Course Fee</td>
<td>$500</td>
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<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
</tbody>
</table>

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

8.6 **TERMS OF PAYMENT**

Payment of tuition and fee charges is due at matriculation. Billing statements will be mailed to students before the start of each semester. Payment of tuition for any semester is due on the first day of class of that semester.

8.7 **LATE PAYMENT FEE**

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.
8 FINANCIAL AID PROGRAM

8.1 PURPOSE

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, color, creed, religion, gender, age, national origin, ethnicity, disability or any other characteristic protected by law.

Financial need is a prerequisite for the awarding of most financial aid. The amount of assistance may be limited by the recipient's financial need. Financial assistance may not be awarded in excess of the cost of education. Financial need is defined as the cost of education less the student’s expected family contribution (EFC). 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 www.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 can be secured from the Erie Office of Financial Aid at (814) 866-6641, the Bradenton Office of Financial Aid at (941) 756-0690 or email BradentonFinAid@lecom.edu; or the 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 Graduate 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.

8.2 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:

- 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.

### 8.3 Financial Aid Application Procedure

LECOM uses the information submitted on the [Free Application for Federal Student Aid (FAFSA)](https://www.fafsa.gov) 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 [www.fafsa.gov](http://www.fafsa.gov).

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 and demonstrate financial need.

The Office of Financial Aid may request a copy of the student’s most recent IRS Tax Return Transcript(s), Federal Income Tax Return (Form 1040, 1040A, 1040EZ), the Independent Student Verification Worksheet and/or 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.

### 8.4 Scholarship for Current LECOM COM, SOP and SDM Students

Students currently enrolled in LECOM’s COM, SOP or SDM, who matriculate within the MHSA, MPH or MSBE programs and maintain a 3.0 GPA may apply for a tuition scholarship for each semester. They are awarded on a first come first basis to qualified students.
8.5 **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 may 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.

8.6 **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.

8.7 **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 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.

8.8 **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 K.

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.

8.9 TUITON REFUND POLICY

A student, who cancels, withdraws for personal or medical reasons, is suspended or is dismissed, will receive a refund of tuition and fees within 30 days of cancellation or withdrawal 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 3.1.12 (Veterans Benefit Refunds) and 3.1.13 (Return of Title IV Funds).

8.10 VETERANS BENEFIT TUITON 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 charges for the full length of the program.

8.11 TREATMENT OF TITLE IV AND 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 Unsubsidized and Graduate 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-FEDAI (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

10 STUDENT SERVICES

10.1 FACILITIES

The MHSA and MSBE programs are “housed” for administrative purposes and in-person activities in the LECOM School of Dental Medicine Building on the Bradenton, FL campus. In-person activities also take place at the Bayfront Building, on the Erie, PA campus.

10.2 LEARNING RESOURCE CENTER

The Learning Resource Center (LRC) and Information Services (IS) provides the entire scope of hard copy and electronic media necessary to support medical, dental and pharmacy education curricula at the LECOM campuses.

Students have remote access to a breadth of resources offered through the LECOM Main Campus in Erie, PA. Access is provided to the Learning Resource Center webpage through the LECOM Portal web page. All students can gain access to full text journals, E-Books, drug information and point-of-care databases.

The library services listed on the LRC webpage include Inter-library loan services, librarian-mediated searches, and reference assistance. These services are available to all LECOM students.

LRC Management interacts with administration to ensure that the needs of both students and faculty are met. To this end, periodical subscription requests are solicited annually, hardcopy and electronic media requests are solicited on a semi-annual basis. All requests are evaluated based upon direct correlation to the curriculum, utility and budget.

The COM/SOP LRC is staffed by at least one (1) professional librarian, one (1) paraprofessional and six (6) student assistants. The entire operation is monitored and routinely assessed by a professional health science librarian with over ten (10) years of direct experience in all aspects of health science librarianship, holding a
Master’s Degree in Library Science. All professional and paraprofessional staff members are trained and competent on all aspects of information delivery in both print and non-print media. Client-centered service and proactive use of the professional resources is integrated into the curriculum. Assistance may be requested in person, by telephone, or via electronic mail. Available online services include Interlibrary Borrowing (Document Delivery), Mediated Database Searching (MEDLINE), General Reference help, and Internet searching.

The learning resource budget is developed based upon the scope of the coursework, student population and with input from professional library staff, faculty and administration. The budget is sufficient to provide acquisitions of new materials and services and also maintaining existing services.

All LECOM faculty, staff and students must respect and comply with the rules on copyrights, e.g., 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.

10.2.1 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.

10.2.2 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.

10.2.3 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.

10.2.4 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.

10.2.5 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.

10.2.6 Reserve Collection

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

10.2.7 Photocopies

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. The copiers accept Venda Cards. Venda Cards are available from the LRC staff at $5.00, $10.00 and $20.00 increments.

10.2.8 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 using an account based system and/or a venda-card system are designated for students to print class notes and personal documents. Word processing is also available on the computers.

10.2.9 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 on line. 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.

10.2.10 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 an A to Z listing of journals on the LRC’s webpage.

The LRC subscribes to StatRef, an electronic medical library offering cross searching capability to 25 medical textbooks such as, ACS Surgery: Principles & Practice, 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 numbers over 900. 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 and Lexi-Comp. 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.

Bioethics electronic resources are housed within EthAssist, which has content in the following areas: Bioethics Principles and Frameworks; Ethics Concepts; Beginning of Life Issues; End of Life; Ethics in a Healthcare Facility; History and Scope of Bioethics.

10.2.11 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.

10.2.12 Distance Education

For students enrolled in distance education programs, the LRC will evaluate individual resource needs of students and faculty to determine the best method to ensure that students who are at distant sites are not disadvantaged.

10.3 BOOKSTORE

The LECOM Bookstore is online and on the third floor of the Erie campus building. At Bradenton and LECOM at Seton Hill, 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.

10.4 INFORMATION/TECHNOLOGY POLICIES

The MHSA and MSBE use “state of the art” distance learning technology, software and electronic resources to provide faculty and students with access to up to date books, journals, reference materials and other online resource. In addition, the physical Learning Resource Center and on campus facilities provide hard copy materials,
“state of the art” classrooms, conference rooms and many other physical and technological facilities and resources to secure the delivery of a high quality curriculum.

10.4.1 INFORMATION TECHNOLOGY (IT) INFRASTRUCTURE

The existing LECOM IT infrastructure exceeds current network requirements with server and storage infrastructure to support a virtual environment and 82 terabytes (TB) of network storage. A 100 megabyte (MB) The LECOM Bradenton campus includes a faculty and staff domain and wireless access for the students, staff and faculty boasting a 100 MB Internet connection increasing connection and download speeds through a standardized wireless infrastructure.

A 10 megabyte (MB) Multiprotocol Label Switching (MPLS) connection is established. This connection currently provides access to central files and to folders and facilitates campus wide access to LECOM Microsoft Exchange e-mail. This advancement in connection capacity is a vital element in the disaster recovery plan that establishes other LECOM sites as a recovery location.

Incoming students are furnished with an e-mail address which is hosted by the Microsoft Corporation. With this hosting option, students are provided greater email options such as 10 gigabytes (GB) of email storage, 25 GB of file storage, and they are able to retain their email accounts after graduation.

10.4.2 Technology Advancements

Many of the most significant and substantial changes within technology have occurred on the LECOM campuses due to the expansion and development of the institution, which has fostered new and emerging technologies. Telecommunication; advanced, high-speed networking; and Audio/Visual Services continue to evolve and blend harmoniously into a single, comprehensive network. Technological advancement has allowed for increased attention to focus on network security and disaster recovery.

LECOM has taken a key step in consolidation and security of information which is institutional and mission critical. LECOM purchased a state-of-the-art Student Information System called Jenzabar. This system consolidated dozens of smaller computing systems into one enterprise-style database with student and faculty computer applications running on a common dataset. Jenzabar tracks all student information from the student application process to graduation. It contains all student demographic data, transcript data, testing results, and evaluation information.

Jenzabar contains a Learning Management System (LMS) that provides the faculty and students 24/7/365 access to all course materials, grades, videos, syllabi, chat, and discussion boards. The faculty is able to utilize Jenzabar for class assignments, notifications, testing, advising, and communication.

A financial aid module allows the institution to electronically file, communicate, and disburse funds to the student body. Furthermore, Jenzabar provides the LECOM accounting department with access to any required student information and related ledger capability. Jenzabar provides substantial flexibility to the institution to function in emergency or disaster situations because it is a web-based application that allows access from any remote location.

From a disaster/pandemic scenario, the institution can continue its vital functions in an online environment. If a location is disabled, the institution personnel can remove themselves to alternate facilities with little or no impact upon student or faculty electronic functions.

LECOM interconnects all telecom switches through the advanced network for free internal four-digit dialing. All video conferencing and lecturing are being transported over the internal MPLS service network from Verizon.
One LECOM Place provides the IT Department with a commercial-grade data center – complete with redundant power, heating and cooling, and a non-Halon-based Fire Suppression System. Redeployment of storage devices to the Bradenton allowed multiple online and remote copies of LECOM data to be properly and securely maintained.

10.4.3 Technology Assessment

LECOM constantly monitors network traffic to gauge the utilization of key resources. With the introduction of Jenzabar, usage on the external internet services was at capacity. LECOM Bradenton has experienced exponential growth in bandwidth demands and has expanded from 100 MB.

10.4.4 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 such use.**

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. Offensive content would include, but would not be limited to, derogatory comments that would offend someone on the basis of his or her sex, age, race, color, national origin, religion, disability, veteran status, or any other protected class. Students’ use of LECOM electronic devices is also subject to the Anti-Harassment policy.

10.4.5 Information Technology Support

All students have access to the Jenzabar Portal IT tab which provides directions, policies, support documents and downloadable software. The Technology Education tab provides additional training resources such as for Microsoft Office software. IT Tier I support is available by email at techsupport_fl@lecom.edu and Tier II by phone through the help support desk at 844-276-9918 (Appendix I). 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.

10.4.6 Email

LECOM will make reasonable efforts to maintain the integrity and effective operation of its 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. All communications to students will be to their LECOM account. Students must use the LECOM account when communicating with the College via email.

Understand that, with no notice to the user, Network Administrators routinely monitor and make backup copies of computer resources, including but not limited to the network, communication systems, e-mail messages, and internet sites log, to assure the smooth functioning of the computer resources and that they may have the ability to view the user’s files, messages or other communications.

Only computers protected by up-to-date anti-virus software will be given e-mail access. Storage on the email server is limited to 500 MB per user.

Unacceptable Uses of Email:

- 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 Email to everyone in the college without proper authorization.
- Distributing hate mail, discriminatory remarks or pornographic material.
- Using Email to share confidential information about students or employees.
- Soliciting on behalf of another organization.
- Automatic forwarding.
- Revealing confidential information to anyone who has neither a need nor a right to have the information.
- Sending or forwarding pornography, spam or other Email nuisances.

If you receive pornographic or other inappropriate material, advise the sender, if possible to cease; forward the Email to issupport@lecom.edu, attention: IT Director; and delete it.

Please be aware that our Email filters do not stop all pornography, adware, spyware, etc. To turn off the automatic download of these images in your Email, please call our help support desk (941) 756-0690. Please remember to keep your antivirus, spyware and adware up to date. If you are uncertain if it is up to date, please call the help support desk.

**10.4.7 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 others on or through the Internet. Students, 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.
- Instant Messaging (MSN Messenger, AOL Instant Messenger, etc.).
- Distribution of unsolicited material to others, peer-to-peer file sharing.

From time to time LECOM will make determination on whether specific uses are consistent with acceptable use policies.

10.4.8 LECOM PORTABLE COMPUTER POLICY AND GUIDELINES

Portable computers represent a useful research tool for collecting, recording or analyzing information while in a field setting. Information collected and stored while in the field can be transferred to a desktop machine for permanent storage and further analyses. These machines are not to be used by students, even if working on faculty projects, and they will not be loaned for the purpose of word processing on campus, or in the immediate region.

The following provisions describe conduct prohibited under these standards and guidelines:

- Altering system software or hardware configurations without authorization, or disrupting or interfering with the delivery or administration of computer resources.
- Attempting to access or accessing another’s account, private files, or Email without the owner’s permission.
- Misrepresenting oneself as another individual in electronic communication.
- Installing, copying, distributing, or using software in violation of: copyright, license, and/or software agreements; applicable state and federal laws or regulations. Using computing resources for commercial or profit-making purposes without written authorization from LECOM.
- Using computing resources to engage in conduct that interferes with other users’ use of shared computer resources and/or the activities of other users.
- Failing to adhere to individual department or unit lab and system policies, procedures, and protocols.
- Allowing access to computer resources by unauthorized users.
- Using computer resources for illegal activities.
- Not ensuring that one’s use does not generate an inordinate amount of traffic that adversely affects others.
- Attaching more than one computer to his/her data jack. Multiple machines or hubs are not permitted.
- Using computer resources in violation of the LECOM Internet or Email policies.

10.4.9 COMPUTER REQUIREMENTS FOR MHSA, MSBE, AND MPH

All students must bring their personal computer to the in-person sessions. 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.

Please note that due to the rapid rate of change in information technology, we anticipate that hardware and software competencies will be updated on a regular basis. 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 Learning Resources and Educational Technology Staff if they have any questions regarding the purchase of a notebook computer.

Minimal requirements include:
- Intel Pentium, Core duo, Core i3, i5, i7 series processor - 2.0 Ghz or higher
- 4 GB of RAM or more
- 320 GB Hard Drive or more
- An 802.11b/g wireless card
- Microsoft Windows 7, 8 or Vista operating system is required
- A current anti-virus application—updated regularly
- Inkjet or laser printer
- Internet service provider (ISP) account

We ask that you please bring a Windows based laptop. Support for Apple computers (Mac) is limited.

Please note that due to the rapid rate of change in information technology, we anticipate that hardware and software requirements will be updated on a regular basis.

**Required Equipment**

**Personal Computer Systems- In-person component**

Students attending the in-person components of the program should bring their personal 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.

**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.

**10.5 CAMPUS SECURITY AND SAFETY POLICIES**

**10.5.1 Facilities**

LECOM desires to create a safe, supportive environment for its students. To this end, LECOM created several programs to ensure campus safety. LECOM facilities are well maintained and security is given consistent attention in the interest of students, staff, and faculty. LECOM also relies on assistance from the local police and sheriff’s department in all instances, and if necessary, may rely on the resources of the State Police.
The 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.

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.

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.

Crime statistics for the previous three (3) years are published or distributed on campus during orientation each year to inform faculty, staff and students of the criminal incidents occurring on campus. Each student and employee will receive by mail or computer network, the Campus Crime and Security at Post-Secondary Education Institutions Survey.

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 though increased awareness, behavior guided by reason and by taking precautionary steps to avoid situations that lead to the possible occurrence of this crime.

10.5.2 LECOM Security Office

The LECOM Campus Police and Security Office is located inside the southwest entrance in the north building in Bradenton and inside the south entrance of the SDM building. The Security Office is responsible for the provision of law enforcement and security on campus. Campus security is provided twenty-four hours a day, seven days a week. The mission of the LECOM Security Office is to provide a safe and secure environment for the students, faculty and staff of LECOM in the preparation for osteopathic physicians and pharmacists. The Office will ensure 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 campus and properties under the control of LECOM.

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.

EMERGENCY NUMBERS

*Emergencies*
9-1-1

*Police Non-Emergencies*
10.5.3 Campus Safety and Security Programs and Information Systems

A. Daily Log

The LECOM Security Office maintains a daily log of all criminal and non-criminal incidents that occur on 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 Security Office. Request to view the document can be made to any security officer on-duty in the office during hours when the building is open for business. An 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.

B. 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 the 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

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.

C. 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, faculty, and staff. 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.

10.5.4 Vehicle Registration and Parking Regulations

All vehicles must have a LECOM parking tag attached to the rearview mirror to be parked in a LECOM lot. Security is responsible for the registration of all vehicles on campus and monitoring traffic patterns in and around the campus.

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
- Using cell phones or texting while driving

Parking Regulations

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

- Parking for students in the SDM building is in the south lot only.
- No vehicle may be left in the LECOM parking lots overnight.
- Student, faculty or staff parking in spaces designated 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.
- 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/employee’s 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.”

11 STUDENT RESPONSIBILITY FOR SAFETY AND SECURITY

11.1 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.
- 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.
- 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 that can be stolen inside locked lockers.

11.2 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.

11.2.1 Reporting Crime

Any person who is the victim of a crime, either on or off campus, is encouraged to report the incident to the appropriate law enforcement agency. In addition, witnesses, as well as, professional and pastoral counselors, are encouraged to report known crimes on a voluntary, confidential basis. Moreover, the LECOM Security Office reports crimes occurring on campus or non-campus buildings or property to the federal and state government as required by law.

Reports can also be made in person at the LECOM Security Office or by calling the numbers listed below in section 7.10.2.

The LECOM Security Office 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 Security will investigate any criminal incidents on the LECOM campus that are not investigated by the local police as a result of being a low priority.

11.3 Drugs, Alcohol and Weapons Policy

11.3.1 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. Students may be subject to mandatory drug testing for reasonable cause or after an accident caused by the student.

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.

11.3.2 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 or at LECOM-sponsored or supervised activities is strictly forbidden. Firearms, weapons and ammunition when lawfully carried by students, staff or visitors to LECOM, shall be surrendered to the LECOM Security Office for safekeeping while on LECOM property. Any person refusing to surrender a lawfully carried firearm; weapon or ammunition on their person shall be immediately ordered to leave the LECOM campus. The only exception is for authorized law enforcement officers. The commission of a serious crime is grounds for immediate discharge from LECOM.

11.3.3 Drug-Free Campus

LECOM is dedicated to the safety, health and welfare of its students by maintaining a drug-free academic environment. LECOM complies with provisions of the Drug-free School and Communities Act of 1989. Our rules of conduct prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students on LECOM property: buildings, grounds, vehicles, rental space, affiliated hospitals or locations of official LECOM functions. Violations of this policy may result in an order to participate in a program of rehabilitation and monitoring, suspension, or dismissal.

- Alcoholic beverages may not be served or consumed on the LECOM campus. In addition, the illegal use or abuse of legal drugs will not be tolerated.
- 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 whereby use, possession, transportation or any other interactions with illicit substances and/or alcohol came to the attention of law enforcement will be referred to Manatee Glens/PRN or other qualified source and possibly a psychiatric evaluation. A referral will be made regardless of legal standing as in cases in which any sentence was maximized 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 qualified providers or by student request if a qualified provider determines the student to not meet the clinical eligibility of substance dependency.

11.4 Sexual Assault Program Prevention and Procedures

All forms of sexual assault are violations of federal and state laws and in violation of the LECOM Code of Conduct as outlined in this Handbook. Information on registered sex offenders may be obtained through the Office of Security.

Sexual assaults, sexual violence and sexual harassment are also violations of Title IX of the Educational Amendments Act of 1972. LECOM has a zero tolerance policy against all such conduct. (For complete Policy Statement on Title IX Compliance, see Appendix H.)
To facilitate the prevention and reporting of sexual assaults, violence or harassment, LECOM has named Title IX coordinators on each campus.

**Institutional Title IX Coordinator:**
Aaron Susmarski, asusmarski@lecom.edu
Phone extension 5101

**Deputy Title IX Coordinators:**
Bradenton and DeFuniak Springs: Ronald Shively rshively@lecom.edu; phone extension 5930; and Dr. Katherine Tromp ktromp@lecom.edu; phone extension 5644

Erie: Dr. Melanie Dunbar mdunbar@lecom.edu; phone extension 8160; and Erie: Dr. Christine Kell ckell@lecom.edu; phone extension 8169

Seton Hill: Dr. Nicole Temofonte ntemofonte@lecom.edu; phone ext. 2893; and Dr. Samuel Marcotullio smarcotullio@lecom.edu; phone ext. 2881

Reports of any form of sexual misconduct can be made to any LECOM faculty, staff or one of the Title IX coordinators.

LECOM will offer mandatory educational programs to promote awareness of harassment, stalking, dating violence, rape, acquaintance rape and related sex offenses and their prevention each year at orientation and other times during the academic year. LECOM will also direct students to community service and law enforcement organizations as needed.

If a sexual assault or related offense should occur, the offense should be reported to the Police or the LECOM Security Office. It is critical that fragile evidence of the crime be preserved and collected as soon as possible if subsequent prosecution of the offender is to be successful.

The victim also has the availability of on campus and community counseling services for support and assistance through the investigation and prosecutorial process, as well as, subsequent recovery from the traumatic event.

If you are the victim of a sexual assault, harassment, stalking, dating violence or similar crimes, there are several options for you to follow:

- Contact the police or the LECOM Security Office for assistance.
- At this point an immediate criminal investigation will be initiated.
- You will need to get immediate medical examination and treatment.
- The examination will determine if you need treatment for injuries or sexually transmitted infections 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 the services of counselors who specialize in assisting victims and the families of victims of sexual assault.
- Seek medical attention on your own.
• 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.

• Sexual assault crisis counselors can give advice, assistance and accompany you through the process. *(See Victim Counseling list below)*

Although a criminal investigation and prosecution for the offense is the recommended course of action in sexual assault, the ultimate decision for such action rests with the victim. Should the victim decide against law enforcement involvement, administrative disciplinary process may be invoked, if another student is the offender. In this case, a report of the sexual assault must be made to the Director of Student Affairs or to the Title IX Coordinators. The procedural process will be as follows:

• Disciplinary action and sanctions for the alleged assault will be determined by review process according to the procedures defined in this Handbook.

• Both accuser and accused are entitled to the same opportunities to have others present during campus disciplinary proceedings. Both accuser and accused will be informed of the outcome of any campus disciplinary proceeding brought forth/forward alleging sexual assault.

• The student also has the option of obtaining counseling services during an administrative process. If requested, the student will be notified of available options for academic assistance after an occurrence of alleged sexual assault.

Individuals who have been victimized by sexual assault or other crimes can seek counseling at the following:

**CRIME VICTIM COUNSELING SERVICES**

**Erie, Pennsylvania**  
Crime Victim Center of Erie County  
(800) 352-7273  

Crisis Services  
Safe Harbor Behavioral Health  
(814) 456-2014  

Millcreek Community Hospital  
(814) 864-4031  

**Bradenton, Florida**  
Hope Family Services  
(941) 755-6805  

**DeFuniak Springs, Florida**  
Shelter House, Domestic and Sexual Violence Center
(850) 863-4777 or (800) 442-2873

Greensburg and Pittsburgh, Pennsylvania
Pittsburgh Action Against Rape
(866) 363-7273 ((866) end-rape)

Center for Victims of Crime and Violence
(412) 361-2820

Westmoreland County Mental Health Crisis Intervention Hotline
(800) 836-6010

11.5 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. The student can only resume their coursework, clinical rotation or practice experience upon written documentation from the evaluating psychiatrist, psychiatric resident or psychologist which clearly and obviously states that the student is not a threat to himself/herself and is capable to return to the academic program.

Any LECOM student, regardless of campus or school, is required to take action, report, or intervene when an individual(s) is at potential risk of suicidal behavior. 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 discipline. LECOM adheres to a zero tolerance policy for suicide risk.

For the purpose of this policy, suicidal behavior is defined as direct or veiled statement(s), attempted act(s), threat(s), or gesture(s) in which a person engages or indicates they will engage in life threatening behavior(s) and/or harmful intentions toward themselves.

Students covered by this policy may return to normal academic status (possibly on probation) when a treating physician certifies that the student is no longer a threat to him/herself or others.

11.6 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 is 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.”

11.6.1 Hate Crimes are Strictly Forbidden by LECOM

Hate crimes are typically defined as a crime or anti-social action in which the perpetrator targets a victim because of his or her actual or perceived membership in a certain social group, usually defined by race, religion, sexual orientation, disability, class, ethnicity, nationality, age, gender, gender identity or political affiliation.
"Hate crime" generally refers to criminal acts which are seen to have been motivated by hatred of one or more of the listed conditions. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults or offensive graffiti or letters. Anyone engaging in such conduct will be subject to expulsion. Anyone who witnesses such conduct, regardless of whether they are the target, must report the conduct to security, student affairs and/or any member of the LECOM administration.

Statistics are maintained on hate crimes “against which LECOM has a policy of Zero Tolerance”.

### 11.6.2 Dangerous Person Policy

Any LECOM student while attending coursework, participating in clinical rotations or practice experiences shall not threaten to, nor attempt to perpetuate violence, abusive physical and/or emotional acts toward others that is likely to result with intentional injury and/or pain, or the destruction of property regardless whether the act 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 function(s). 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 threat(s) or violent act(s).

Any LECOM student who intentionally and/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 statements or statements found in emails, websites or other paper or electronic media, and 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 weapon/firearm, stalking/harassing, 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.

### 11.7 Policy Statement on Intolerance

LECOM is committed to creating an educational environment, that 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 where the diversity and understanding of other cultures is valued.

### 11.8 Sexual and Other Forms of Harassment or 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 discrimination, including harassment or hazing. This policy statement is meant to ensure all of our students and employees that, under no circumstances, will LECOM tolerate any form of harassment or hazing, that 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. Hazing, as defined by state law, is also strictly prohibited.

Harassment of another person 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.

While all forms of harassment are prohibited, sexual harassment is sometimes less easily understood. For that reason, it is discussed specifically below. Note, however, that all forms of harassment will be dealt with following the same procedures that are set forth for sexual harassment.

11.8.1 Sexual Harassment

Sexual harassment is a form of unlawful discrimination under state and federal law. It may consist of actual or threatened sexual contact that is not mutually agreeable to both parties, continued or repeated verbal abuse of a sexual nature, a threat or insinuation that a lack of submissiveness will adversely affect the victim’s academic standing or other vital circumstances. The behavior must be unwanted and generally persistent.

Examples of sexual harassment include, but are not limited to: pressure, subtle or overt, for sexual favors, accompanied by implied or overt threats concerning one’s grades or letters of recommendation, inappropriate display of sexually suggestive objects or pictures, touching, pinching, patting or the brushing against another’s body, or use of sexually abusive language (including remarks about a person’s clothing, body or bodily movement or sexual activities). Any member of the LECOM community may resist such harassment and/or complain about such harassment without fear of retaliation.

Certain other conduct of a related nature is also a violation of federal and state law and is strictly prohibited by LECOM.

A. Stalking: Stalking is a pattern of repeated and unwanted attention, harassment, conduct, or any other course of conduct directed at a specific person that would cause a reasonable person to fear. Examples of stalking actions include:

   • Repeated, unwanted, intrusive, and frightening communications from the perpetrator by phone, mail, and/or email;
   • Repeatedly leaving or sending victim unwanted items, presents, or flowers;
   • Following or lying in wait for the victim at places such as home, school, work, or recreation place;
   • Making direct or indirect threats to harm the victim, the victim’s children, relatives, friends, or pets;
   • Damaging or threatening to damage the victim’s property;
   • Harassing victim through the internet;
   • Posting information or spreading rumors about the victim on the internet, in a public place, or by word of mouth; or
   • Obtaining personal information about the victim by accessing public records, using internet search services, hiring private investigators, going through the victim’s garbage, following the victim, contacting victim’s friends, family, work, or neighbors, or others

B. Dating Violence: Violence committed by a person who is or has been in a social relationship or a romantic or intimate nature with the victim.

C. Domestic Violence: It is a pattern of abusive behavior in a relationship that is used by one person to gain or maintain power and control over another person if the people have at least one of the following
relationships:

- Spouses or persons who have been spouses;
- Persons living as spouses or who lived as spouses;
- Parents and children;
- Other persons related by consanguinity (by blood) or affinity (by marriage);
- Current or former sexual or intimate partners; or
- Persons who share biological parenthood.

Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure or wound someone.

D. Sexual Assault: Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient.

E. Consent: Consent related to sexual activity means intelligent, knowing, and voluntary consent and does not include coerced submission. Consent does not include the failure by the alleged victim to offer physical resistance to the offender

11.8.2 Reporting Procedure

LECOM will not tolerate harassment by or of any member of the LECOM community. Specific concerns or complaints regarding harassment should be brought to the attention of the persons designated below who will promptly, fully and objectively investigate the complaints to determine its merits:

i. 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 Dean of The LECOM School of The LECOM School of Health Services Administration and/or the SPG Committee.

ii. In all other cases regarding faculty or staff personnel, the report should be made to the Dean of The LECOM School of Health Services Administration, the Director of Student Affairs, or any member of the administration.

No student or employee will be retaliated against on the basis of having asserted a complaint of harassment 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.

11.8.3 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 may never be in a position to grade or otherwise evaluate his/her spouse.

11.9 VISITORS

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Only matriculated students, staff, faculty and invited and escorted guests are permitted in LECOM buildings. Non-students are not permitted to attend didactic sessions without special permission of the Program Director. No visitors are permitted in the anatomy laboratory without special permission of the Course Director of Gross Anatomy. These regulations are STRICTLY observed.

Students wishing to bring a visitor to any part of the building must arrange for a special visitor’s pass, in advance. Approval of the special visitor’s pass may be obtained from one of the following: the Director of Security, Director of Student Affairs, the Program Administrator or the Dean of The LECOM School of Health Services Administration.

All persons visiting LECOM must sign the visitor log at the entrances of the building and wear a visitors badge indicating they are authorized to be on campus.

All 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.

When a guest arrives, verification of the meeting with the person being met with will be obtained via telephone call by Police & Security. Once the meeting has been confirmed the guest will be signed in with the RAPTOR system and asked to wait in the Security Conference Room until the employee comes down to escort them to the meeting location. If the employee is not available to verify an appointment, the guest will remain in the Security Conference Room until either the employee meets them or the appointment is rescheduled.

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 phone number.

Example:

1) Dr. Jones arrives and states that he has a meeting with Dr. Smith. Police & Security will call Dr. Smith and verify that he/she has a meeting and ask him/her to come to the Police & Security Office to meet the guest. Police & Security will then sign in the guest and have them wait until Dr. Smith arrives.

2) Dr. Jones arrives and states that he has a meeting with Dr. Smith. Police & Security calls Dr. Smith and Dr. Smith states that he/she does not have a meeting and cannot meet with them at this time. Police & Security will tell the guest that Dr. Smith is unavailable and, please, call to schedule a meeting.

All Seton Hill or Bradenton students will be required to show official school ID, sign in and will be issued an Erie ID Badge. Prior to allowing access to the building Police & Security will check to insure they have not been suspended/dismissed.

Note: guests must be aware that they must bring a valid state ID and that may be required to pass through the metal detector and complete the security inspection process.

11.10 Florida Sexual Predator and Sexual Offender Registry

The Florida Commission for Independent Education requires all institutions to notify students and employees of the existence of a sexual predator and sexual offender registry provided by the Florida Department of Law Enforcement (FDLE) that can be accessed either through the website or telephone numbers provided:
12 SUPPORT SERVICES

12.1 ACADEMIC ADVISEMENT

Students are assigned a faculty advisor upon matriculation to provide support and guidance through the program and preparation projects, presentations and publications. 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 directed to the Director of MHSA/MSBE or the Dean of The LECOM School of Health Services Administration.

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. Each student should communicate with his or her faculty advisor at least once a month. A student on probation must have meet his or her faculty advisor in person or via telecommunications at least every two weeks or more frequently as required by the Student Promotion and Graduation Committee (SPG).

12.2 STUDENT AFFAIRS

12.2.1 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.

12.2.2 Counseling Services

Because professional education may be highly stressful as well as rewarding, counseling services are available through the Office of Student Affairs and the Director of Behavioral Health. Individual and small group counseling provides a safe, private environment where students can explore issues, gain greater self-awareness and develop better decision-making, problem-solving and interpersonal skills. Counseling is encouraged for students experiencing anxiety, academic stress, relationship problems, loneliness, depression, alcohol and/or substance abuse, sexuality conflicts, test anxiety and concerns related to school adjustment. Outside counseling services are provided with the assurance of confidentiality. Counselors subscribe to the ethics and guidelines established by the American Association for Counseling and Development.

Counseling services, to assess students’ needs or to make referrals to the Director of Behavioral Health or to mental health providers in the community, are available 8:00 a.m. to 4:30 p.m., Monday through Friday in the Office of Student Affairs. Additional hours may be arranged by appointment.

The Office of Student Affairs is available to assist students who have concerns that can be resolved in a timely manner and make appropriate referrals for issues that need more intense attention. In addition, LECOM retains the services of licensed professionals off campus who are available for long-term counseling.
LECOM students will have limited counseling services available to them through certain designated professionals who are members of the faculty. Student must be aware that in meeting with you, these professionals are doing so solely as a member of the faculty and not as your individual physician. Therefore, there should be no expectation of confidentiality as they may share information received from you with members of the administration or other faculty members, on a need-to-know basis. Students wishing to consult with the designated professionals should be aware of these provisions and will be required to sign an Authorization for Release of information.

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, you 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 faculty member deems it appropriate.

Student health counseling is available and coordinated by Stephen P. Coppa, D.O. Additional counseling services for student requiring more comprehensive assessment are referred to the Student Assistance Program through Manatee Glens EAP, 5214 4th Avenue Circle East, Bradenton, FL, 34208, (941) 782-4379, www.manateeglens.org.

All LECOM campuses maintain a Behavioral Intervention Team (BIT) which reviews cases of aberrant behavior by students. Any student whose conduct violates LECOM policies in a material way may be reviewed by the BIT. BIT has the authority to enforce LECOM policies and to discipline students (up to expulsion) or require medical, psychological or psychiatric treatment as a requirement for continued matriculation.

### 12.2.3 Special Accommodations

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 or to the Vice President of LECOM at Seton Hill at the LECOM at Seton Hill 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 Vice President for LECOM at Seton Hill in consultation with the appropriate dean. Strict confidentiality is maintained in the review of each request. The student is responsible for any costs related to any additional evaluation or testing required in support of the request for special 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 Comprehensive Osteopathic Medical Licensing Examination (COMLEX) is administered by the National Board of Osteopathic Medical Examiners (NBOME).

The North American Pharmacist Licensure Examination (NAPLEX) is administered by the National Association of Boards of Pharmacy (NAPB).

The National Board Dental Examinations (NBDE) are administered by the ADA’s Joint Commission on National Dental Examinations (JCNDE).

**Contact for Disability Services by LECOM Campus**

**LECOM Erie**

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
12.3 CANCELLATION OF CLASS – IN-PERSON COMPONENTS

In event of inclement weather, tune to local radio stations for announcement of school closings. Students at all locations should use the e2 Campus System to check on possible closures.

12.4 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 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 potentially depriving other students with legitimate needs from these programs from participating as fully as otherwise would be the case. 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.

12.5 DISTANCE EDUCATION COMPLAINT PROCESS FOR OUT-OF-STATE STUDENTS

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. The State Higher Education Executive Officers (SHEEO) provides individual state contact information. See the SHEEO website located at www.sheeo.org click here to view a PDF copy of the Student Complaint Information by State and Agency.

State Authorization Reciprocity Agreement

LECOM has been approved to participate in the National Council for State Authorization Reciprocity Agreements (SARA). SARA is a voluntary, regional approach to state oversight of postsecondary distance
education. As a SARA-approved institution, LECOM is authorized to offer online courses in each state that is part of the agreement without having to get approval from each state individually.

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

All State Contacts for Student Complaints:

The State Higher Education Executive Officers (SHEEO) provides individual state contact information available at the SHEEO State Authorization Survey: Student Complaint Information by State and Agency.

National SARA Information:
Map of SARA states
SARA complaint process
SARA FAQs about complaints

Pennsylvania SARA information:
State Authorization Reciprocity Agreement

12.6 PROTOCOL FOR MANAGING 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 Distance Education must alert the program director and course coordinators immediately if they have a medical or personal problem that will interfere with their studies.

13 STUDENT CONDUCT
13.1 ATTENDANCE, TARDINESS AND ABSENCES OF IN-PERSON AND LIVE COMPONENTS

As professionals, students are expected to adhere to the attendance policy with diligence. As such, attendance is required at all scheduled instructional periods. 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 SPG Committee including, but not limited to, loss of remedial privileges, removal from any leadership position with any student club, organization or student government office. In extreme cases, absenteeism or tardiness may result in dismissal.

Excused absences for illness or requests for a personal leave may be granted by the course director, Program Director, or 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.

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 from the attending physician may be required upon the student's return to class.

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 Director or Dean. Any request for an excused absence must be submitted, in writing, to the Director at least 10 days prior to the anticipated absence. No travel arrangements may be made without completing a Travel Request Form and receiving approval.

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 Program Director’s 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 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 “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.

13.2 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 has 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. Students are also expected to comply with all federal, state and local laws. Students may be sanctioned for conduct off-campus that 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 affect justice.

13.2.1 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.

13.2.2 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. LECOM official, as described in the "Code of Student Conduct and Discipline." All students subject to this code have an obligation to report suspected violations. All reports of suspected violations must be made in writing to the Chairperson of the SPG 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 in the "Code of Student Conduct and Discipline." Faculty and staff who witness violations of the Honor Code shall also report them in writing or electronically to the Chairperson of the SPG 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, that can result in expulsion, etc.

Honor Code Violations

In matters involving the allegations of student Honor Code violations, the SPG 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 from the institution who has involvement has 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 in the “Code of Student Conduct and Discipline.” At that time, the student against whom the sanction has been made will be called before the Committee and be informed, both orally and in writing, as to the findings and sanctions, as well as the established procedural process. They are described in the “Code of Student Conduct and Discipline” and the student is referred to this document for specifics. If the student disagrees with the decision of the Committee, he or she will retain rights through the subsequent procedures as described herein in the “Code of Student Conduct and Discipline” and in the section entitled “Enrollment Status during Appeal.”

If the violation involves a classroom infraction, such as cheating, or an infraction involving a LECOM official, and the involved faculty member or staff official does not agree with the finding and/or sanction of the Committee, the faculty member or staff official may have the decision reviewed by the procedures described in the “Code of Student Conduct and Discipline.” The desire to appeal must be made in writing to the Dean of The LECOM School of Health Services Administration within three (3) working days of the Committee’s decision. The parties involved must be informed that should a request for review be made, the Committee’s previous findings and sanctions will be considered void.

The Institutional Representative, involved faculty or staff member who does not agree with the finding and/or sanction of the Committee, may have the decision reviewed by the following procedures described in the “Code of Student Conduct and Discipline.” The desire to appeal must be made in writing to the Dean within three (3) working days of the Committee’s decision. The parties involved must be informed that should a request for review be made, the Committee’s previous findings and sanctions will be considered void.

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 agreement must be signed by both parties.

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.

13.2.3 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.

13.2.4 Examples of Honor Code Infractions

A. Cheating on academic work, for example:

1. Copying, giving the appearance of copying, or attempting to copy, from another student’s test or other academic work;
2. Using, during a test, material not authorized by the person giving the test;
3. Collaborating, without authority, with another person during an examination or in preparing academic work offered for credit;
4. Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or in part, the contents of an un-administered test;
5. Substituting for another student, or permitting another student to substitute for oneself, to take a test;
6. Obtaining an un-administered test or information about an un-administered test; or
7. Obtaining an administered secure examination which has been designated for viewing only.

B. Plagiarism or the appropriation of an author’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit or for publication.

C. Forgery, alteration, destruction, or misuse of LECOM documents, medical records, prescriptions, or physician's excuses.

D. Dishonesty concerning academic and non-academic issues, such as dishonesty regarding insurance coverage or otherwise knowingly furnishing false information to a LECOM official.

E. Attempted or actual theft of property of LECOM or of a member of the LECOM community or of a campus visitor.

F. Tampering with the election of any LECOM recognized student organization.

G. Theft, unauthorized access or other abuse of computer/IT systems or time relating to LECOM endeavors.
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 email addresses.

J. Failing to report any alcohol or drug related arrest or citation; or any other arrests/citations for violation of federal, state or local laws (not including minor traffic offenses) within two business days of the occurrence.

K. Conspiring, planning, or attempting to achieve any of the above acts.

13.2.5 Examples of Non-Honor Code Infractions

A. Nonprofessional behavior during class, laboratory, clinical rotation, etc., including, but not limited to the following:

- Harassment of faculty, staff, or other students, as defined herein as well as any violation of the LECOM Sexual Harassment Policy;
- 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;
- 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, online or 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. 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

13.3 Penalties

13.3.1 Interim Disciplinary Action

The Office of Student Affairs, the Director of the MHSA Program, or the Office of the Dean of The LECOM School of Health Services Administration 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 the Director of Student Promotion and Retention, will, if possible, meet with the student prior to suspension, discuss the reasons for the interim suspension and allow the student to explain their reasons for not being dismissed or suspended pending a full hearing if such a hearing is requested by the student. In all cases referred to 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.

13.3.2 Behavioral Penalties

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

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 blocking 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; repetition of a course(s); being assigned additional clinic or laboratory activities or coursework; repeating of an exam, coursework, or even an entire 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 determined 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.
13.3.3 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 LECOM School of Health Services Administration, the Director of Student Affairs, the Program Director, 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 College department or committee, such as:

1. **Code violations:** Honor Code violations shall first be considered by the SPG 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.

2. **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 Program Administrator 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 Dean of The LECOM School of Health Services Administration 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. Office of Student Affairs Disciplinary Procedures

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

1. 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.

2. 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.
3. The Office of Student Affairs 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 SPG Committee. The student may not appeal the sanction of admonition.

4. The student can either accept the recommended penalties, or request that the matter be reviewed by the SPG 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.

C. Procedure for Review by the SPG 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, faculty members or the Administration request SPG review, there may be a hearing before the SPG 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 by the Office of Student Affairs complete and submit to the chairperson of the SPG Committee a written request for a review specifically setting forth the following:

1. Student name, address, and telephone number;
2. Description, date(s) and place(s) of alleged act(s);
3. Date discipline was recommended;
4. The recommended disciplinary penalty;
5. Date of conference with the Office of Student Affairs;
6. Circumstances which merit review; and
7. 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 will be named by the Provost to present the case for LECOM.

E. Duties of the Chair of the Committee

The Chair of the Committee shall:

1. As soon as practical after the receipt of a request for hearing, request the Institutional Representative 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 on behalf of the Committee 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.

6. Send a written statement to the student 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 the Dean of The LECOM School of Health Services Administration:

Within three (3) working days after the decision has been received, either or both parties may give notice of appeal to the Dean. The decision will be reviewed upon the basis of the written transcript/minutes of the hearing and/or documents filed and produced at the hearing and/or any witnesses the dean wishes to call. The dean may request both parties to submit oral or written arguments to support their positions. 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.

G. Honor Code Violations

The SPG 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 from the institution who has involvement has 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 above. At that time, the student against whom the sanction has been made will be called before the Committee and be informed, both orally and 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 the “Code of Student Conduct and Discipline” and in the section entitled “Enrollment Status during Appeal.”

If the violation involves a classroom infraction, such as cheating, or an infraction involving a LECOM official, and the involved faculty member or staff official does not agree with the finding and/or sanction of the Committee, the faculty member or staff official may have the decision reviewed. The desire to appeal must be made in writing to the Dean within three (3) working days of the Committee’s decision. The parties involved must be informed that should a request for review be made, the Committee’s previous findings and sanctions will be considered void.

The Institutional Representative or 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 Dean within three (3) working days of the Committee’s decision. The parties involved must be informed that should a request for review be made, the Committee’s previous findings and sanctions will be considered void.

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 agreement must be signed by both parties.
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 LECOM 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.

13.3.4 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 or executive interviews during the period of appeal until or unless one or more of the following circumstances is determined by the Dean to exist:

A. The appeal has not been made according to officially recognized procedures for appealing a dismissal decision;
B. The presence of the student in classes or clinical rotation constitutes a disruptive influence to the educational process or to patient care activities; or
C. 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.

13.4 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: Director of Student Affairs, Course Instructor, Program Director, Dean. The student seeking to resolve a problem or complaint must initiate such action in writing within seven (7) working days from the occurrence of the matter in question. Review of a student problem or complaint at each of the applicable administrative steps will be carried out as expeditiously as possible. In general, an appeal at a given administrative step should take no more than seven (7) working days.

If a party to the dispute is not satisfied with the decision given, an appeal to the next administrative step may be made. Continuation of the appeal must be made, in writing, within three (3) working days of the decision given. In like manner, the appeal may continue to the Provost. The decision made by the Provost 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.

13.5 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 that is related to tuition and fee policies, accreditation standards, and polices / 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 polices, 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 Provosts 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 polices. 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 polices. The program and the party filing the complaint should be notified when the program has satisfactorily resolved the matter.

E. 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.
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.thecb.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:

14 EDUCATIONAL RECORDS

14.1 **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.

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.

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or 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 parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or 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 is transferring;
  - 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 the school;
  - 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.

14.2 EDUCATIONAL RECORDS POLICY

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

**SHSA:** Refers to the School of Health Services Administration

**D.H.A.:** Refers to the Doctor of Healthcare Administration

**M.S.B.E.:** Refers to the Master of Science in Biomedical Sciences program.

**M.H.S.A.:** Refers to the Masters in Health Services Administration program.

**M.P.H.:** Refers to the Masters in Public Health program.

**LECOM:** Lake Erie College of Osteopathic Medicine.

**Student:** Any person who has matriculated in the MHSA and commenced classes, and for whom the MHSA maintains educational records. The term does not include any individual who has applied for admission to but has not been in attendance at the MHSA.

**Record:** Any information or data recorded in any medium, including, but not limited to: handwriting, print, tapes, film, microfilm and microfiche.

**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. Directory information may be published unless a student files an objection with the office of Student Affairs.

**Educational Records:** Any record (in handwriting, print, tapes, films, or other medium) maintained by LECOM or an agent of LECOM, this is part of the official record of a student’s work. The term does not include:

A. A personal record maintained by an administrative staff member and kept in the personal possession of the individual who made the record. Information contained in the record must be strictly confidential and not to be revealed or made available to any other person except the maker’s temporary substitute. A “substitute” means an individual who performs on a temporary basis the duties of the staff member who makes the record, and does not refer to an individual who permanently succeeds the maker of the record in his or her position.

B. 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.
C. Personal health records of the student, maintained by the Health Clinic in its professional capacity, 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).

D. 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.

E. 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.

F. Information on the placement in employment and the types of employment secured by graduates of the College and the School are available upon request through the Office of Student Affairs.

### 14.3 Educational Records

MHSA, MSBE, MPH and DHA will maintain the following types of educational records:

A. 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;

B. Description of student academic status including grade level completed, grades, standardized test scores, and clinical evaluation of work competency and achievement;

C. Scores on standardized professional examination boards;

D. Records of extracurricular activities;

E. Health data;

F. Systematically gathered academic, clinical and counseling ratings and observations; and

G. Reports of disciplinary and criminal proceedings, provided reports contain only factual information and not subjective information.

### 14.4 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.

### 14.5 Procedure to Inspect Educational Records
A. Students may inspect and review their Educational Record upon request to the appropriate record custodian.

B. Students should submit to the record custodian or an appropriate staff person a written request identifying as precisely as possible the record or records he or she wishes to inspect.

C. The record custodian or an appropriate staff person 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.

**14.6 RIGHT OF LECOM TO REFUSE ACCESS**

LECOM reserves the right to refuse a student’s request to inspect and review the following records:

A. Letters and statements of recommendation for which the student has waived his or her right to access;

B. Records connected with an application to attend LECOM; or

C. Those records which are excluded from the FERPA definition of Educational Records.

**14.7 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. The 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.

**14.8 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.

**14.9 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:
A. Students must submit their request in writing to the appropriate officials to amend a record. In doing so, the student should identify the part of the record he or she wants changed and specify why he or she believes that it is inaccurate, misleading, or in violation of his or her privacy rights.

B. 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.

C. Upon request, LECOM will arrange for a hearing, and notify the student, reasonably in advance, of the date, place and time of the hearing.

D. 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.

E. 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.

F. 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.

14.10 FERPA BREACH POLICY

Everyone who handles any element of the academic records of LECOM students should take all possible means to maintain the confidentiality of every element of those records. Special care should be taken in transmitting any part of an academic record by e-mail. E-mail transmissions of academic records should be done only when necessary. 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 shared computer drives.

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

1. Validate that there actually has been a breach of protected information.
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 Student affairs, 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” 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.
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

14.11 Placement in Employment

Information on the placement in employment and the types of employment secured by graduates of MHSA will be available upon request through the Office of Planning, Institutional Assessment and Accreditation and Office of Student Affairs as they are accumulated.

15 Campus Policies and Regulations

In-Person Sessions

15.1 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.

15.2 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 when participating in the in-person components. Students do not have to maintain professional attire after 5:30 p.m., Monday through Friday, or on weekends, except when notified by the Program Director to be professionally attired. 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. 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. Men’s hair must be above the collar. 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 during classes or examinations. Any student wearing a hat, cap or sunglasses will be asked to remove it.

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.

15.3 Student Identity Verification Policy

At LECOM, 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. DE
students present identification at registration and sign-in at on-campus sites but are not issued badges unless living in geographic proximity with intent to use campus facilities.

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.

15.4 HEALTH RECORDS POLICY

Health Records for Executive Interviews

Students participating in the MHSA program must meet the health and immunization standards. These requirements may include, but are not limited to the following:

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, rubeola (measles), mumps, rubella, and hepatitis B. Students must also have current results of a 2-Step Mantoux PPD.

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 institutions 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.

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.

MSHA students dually enrolled in other LECOM’s programs must be in compliance with the COM, SOP or SDM immunization standards and as such will have met MHSA requirements for participation in the Executive Interviews.

15.5 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.

15.6 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.

15.7 Cell Phones

Cell phone usage should be kept to a minimum. It should never interfere with class. Use of cell phones while in class is prohibited. The use of cell phone cameras is also prohibited during class. Any usage must be with the consensus of individuals and in line with the guidelines.

15.8 Student Health Insurance Policy

Participation in a Point-of-Service student health insurance plan is available through Highmark Blue Cross and Blue Shield Community Blue is available for all LECOM MHSA students.
# APPENDIX A – MHSA January Cohort Template

<table>
<thead>
<tr>
<th>COURSES</th>
<th>In-person</th>
<th>Distance Education - Each course module is 6 weeks</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSA-5000 Healthcare Org and Admin</td>
<td>2nd Thur-Sun</td>
<td>Jan-Feb Module</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5020 Prof and Communications Skills Dev</td>
<td></td>
<td>Feb-Mar Module</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5010 Pop Health and Status Assess</td>
<td></td>
<td>Mar-Apr Module</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5030 Research Meth and Application</td>
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<td>Apr-May Module</td>
<td>3</td>
</tr>
<tr>
<td>HSA-5040 Health Policy Form, Imple and Eval</td>
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<td>May-Jun Module</td>
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<table>
<thead>
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<th>Credit Hours</th>
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<td></td>
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<tr>
<td>HSA-5040 Health Policy Form, Imple and Eval</td>
<td>2nd Thu-Sun</td>
<td>Jun-Jul Module</td>
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<td>HSA-5050 Legal Issues</td>
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<td>HSA-5065 Info System Mngr and Quality Mgt.</td>
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<td>Aug-Sep Module</td>
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<td>HIA-5200 Financial Analysis and Risk Mgt.</td>
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<td>Sep-Nov Module</td>
<td>3</td>
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<tr>
<td>HSA-5080 Govern, Lead and Strat Planning</td>
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<td>Nov-Dec Module</td>
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<th>Credit Hours</th>
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<td></td>
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<td>HSA-5090 Econ Analysis Appl in Dec Making</td>
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<tr>
<td>Elective II/Capstone Project II or Thesis Unit 2</td>
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<td>Apr-May Module</td>
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<td>Elective III/Capstone Project III or Thesis Unit 3</td>
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<td>Executive Interviews</td>
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1 1st June Sunday
# APPENDIX B – MHSA JUNE COHORT TEMPLATE

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<th>Semester I</th>
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<th>May-Jul Module</th>
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<td>HSA-5000 Healthcare Org and Admin</td>
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<td>HSA-5020 Prof and Comm Skills Dvlp</td>
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<td>Sept-Nov Module</td>
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<td>HSA-5050-Legal and Ethical Issues</td>
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<td>Jan-Feb Module</td>
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<td>HSA-5040 Health Policy</td>
<td>Feb-Apr Module</td>
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<tbody>
<tr>
<td>HSA-5065 Info System Mngt and Quality Mgt.</td>
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<tr>
<td>HSA-5080-Governance/Leadership/SP</td>
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<td>HSA-5090-Economic Analysis and Application</td>
<td>Oct-Dec Module</td>
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<td>HSA-5401 Executive Interviews</td>
<td>Executive Interviews may be scheduled</td>
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<thead>
<tr>
<th>Semester IV</th>
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<tbody>
<tr>
<td>Elective I/Capstone I or Thesis Unit 1</td>
<td>Dec-Jan Module</td>
<td></td>
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<tr>
<td>Elective II/Capstone II or Thesis Unit 2</td>
<td>Jan-Mar Module</td>
<td></td>
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</tr>
<tr>
<td>Elective III/Capstone III or Thesis Unit 3</td>
<td>Mar-May Module</td>
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<tr>
<td>10 Core Course Comprehensive Review and Exam</td>
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<td>HSA-5402 Executive Interviews</td>
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<td><strong>Graduation</strong></td>
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## APPENDIX C – MBSE June Cohort Template

Distance Education - Each course module is 8 weeks

### Courses

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<thead>
<tr>
<th>Semester I</th>
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<tbody>
<tr>
<td>MBE-1010 History &amp; Scope of Bioethics</td>
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</tr>
<tr>
<td>MBE-1020 Compliance: Patient’s Rights &amp; Safety</td>
<td>3</td>
</tr>
<tr>
<td>MBE-1030 Clinical Ethics 1</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Module</th>
<th>Weeks</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun-Jul</td>
<td>25</td>
<td>9</td>
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<table>
<thead>
<tr>
<th>Semester II</th>
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<tr>
<td>MBE-1040 Clinical Ethics 2</td>
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<tr>
<td>MBE-2010 Conflict Resolution, Mediation, Communication</td>
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<tr>
<td>MBE-2020 Building Cultural Competence</td>
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<table>
<thead>
<tr>
<th>Module</th>
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</thead>
<tbody>
<tr>
<td>Dec-Jan</td>
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<tr>
<td>MBE-2040 Research Ethics.</td>
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<td>MBE-2030 Organizational Ethics.</td>
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<td>MBE-3010 Public Health Ethics</td>
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<td>MBE-3000 Executive Ethics Interviews and Analysis I</td>
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<thead>
<tr>
<th>Module</th>
<th>Weeks</th>
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</thead>
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<td>Jun-Jul</td>
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<td>9</td>
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<table>
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<td>MBE-3020 Clinician as the Problem</td>
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<td>MBE-3100 Capstone Experience</td>
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<thead>
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<th>Module</th>
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<td>Apr-May Module</td>
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# APPENDIX D: MPH June Cohort Template

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<th>COURSES</th>
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<td>MPH 5000 Introduction to Public Health</td>
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<td>Jun-Aug Module</td>
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<td>MPH-5010 Biostatistics</td>
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<td>MPH-5020 Epidemiology</td>
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<td>MPH-5030 Environmental Health</td>
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<td>Nov-Jan Module</td>
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Semester I

| MPH-5040 Social/Behavioral Health Sciences          | Jan-Mar Module | May-Jul Module                                     | 3            |
| MPH-5050 Health Services Administration             | Mar-May Module | Jul-Aug Module                                      | 3            |
| MPH-5070 Leadership and Professionalism             |               | Oct-Dec Module                                      | 3            |
| MPH-5080 Community and Global Health                |               |                                                     |              |
| MPH-5090 Program Planning and Evaluation            |               |                                                     |              |

Semester II and Semester III

| MPH 5100 Healthcare Policy                          | Dec-Feb Module | Apr-May Module                                     | 3            |
| MPH 5110 Health Education and Promotion             |               | Full Semester                                       | 3            |
| MPH 5120 Health Communication                       |               |                                                     | 3            |
| MPH 5130 Strategic Advocacy for Change              |               |                                                     | 3            |
| MPH 5140 MPH Capstone I                             |               |                                                     | 3            |

Semester IV

| May In-person Capstone                              | Presentations | 1st June Sunday Total Credit Hours | 45 |
|                                                   |               |                                     |    |
# APPENDIX E: DHA JULY COHORT TEMPLATE

## DH-U20-1

### July 2020 (D20) Doctor of Healthcare Administration (D.H.A.)

**LECOM School of Health Services Administration**

### YEAR 1

<table>
<thead>
<tr>
<th>PGM Year 1</th>
<th>COURSES</th>
<th>R Session 1</th>
<th>Distance Ed</th>
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<td>Sem 1 B</td>
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**Virtual**

**Zoom Video Conferencing Saturday 8 am- 4 pm**

- **V1** August 22, 2020
- **V2** September 19, 2020
- **V3** November 21, 2020

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<thead>
<tr>
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<td>FL Mar 27-28, 2021</td>
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<td>Sem 2 A</td>
<td>DH 6060 HC Mind, Body, Spirit-Whole Person Care</td>
<td>FL Jan 9-10, 2021</td>
<td>10 weeks</td>
<td>Mar 29-June 6, 2021</td>
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<tr>
<td>Sem 2 B</td>
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<td>Sem 2 B</td>
<td>DH 6080 Effective Writing and Publication</td>
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**Virtual**

**Zoom Video Conferencing Saturday 8 am- 4 pm**

- **V4** February 20, 2021
- **V5** April 17, 2021
- **V5** May 15, 2021

### DHA Academic Year 2020-2021

<table>
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<tr>
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<tbody>
<tr>
<td>Semester 1</td>
<td>25-Jul-20</td>
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## Doctor of Healthcare Administration

### YEAR 2

<table>
<thead>
<tr>
<th>PGM Year 2</th>
<th>COURSES</th>
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<td>DH 7010 Outcome Focused Strategies</td>
<td>FL July 24-25, 2021</td>
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<td>Sem 3 A</td>
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<td><strong>Weeks</strong></td>
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**Virtual**

- ZOOM Video Conferencing Saturday 8 am- 4 pm
- V7 August 21, 2021
- V8 September 18, 2021
- V9 November 20, 2021

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<td><strong>Weeks</strong></td>
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**Virtual**

- ZOOM Video Conferencing Saturday 8 am- 4 pm
- V10 February 19, 2022
- V11 April 23, 2022
- V12 May 21, 2022

### DHA Academic Year 2021-2022

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Virtual ZOOM Video Conferencing Saturday 8 am- 4 pm

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Virtual ZOOM Video Conferencing Saturday 8 am- 4 pm

DHA Program Total Credits 72

DHA Academic Year 2022-2023

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</thead>
<tbody>
<tr>
<td></td>
<td>14-Jan-23</td>
<td>28-May-23</td>
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</table>
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 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

Phone Number: ____________________________ Personal Email: ________________________

TYPE OF CHANGE (Check One)

____ Withdrawal ____ Dismissal ____ Suspension ____ Remediation ____ Off- Schedule
____ Change of Program/Location ____ Long Term LOA ____ Short Term LOA

PROGRAM OF STUDY: (Check One)

College of Medicine MS Biomedical Sciences
School of Pharmacy MS Medical Education
School of Dental Medicine Master of Health Services Administration

____ Post Baccalaureate (COM/SDM) ____ MS Medical Science

____ Post Baccalaureate (SOP) ____ Master of Public Health

Doctor of Healthcare Administration _____ Master of Science in Biomedical Ethics

LOCATION: (Check One) _____ Erie _____ Bradenton _____ Seton Hill _____ Elmira NY

PATHWAY: (If applicable) _______________________________

Reason for Change: _______________________________________________________________________
______________________________________________________________________________________

______________________________________________________________________________________
COMPLETE AND RETURN THIS FORM TO THE DIRECTOR OF STUDENT AFFAIRS
APPENDIX H - TITLE IX COMPLIANCE

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE
Policy Statement on Title IX Compliance
And
Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence

INTRODUCTION: TITLE IX

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 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 is a pattern of abusive behavior in a relationship that is used by one person to gain or maintain power and control over another person if the people have at least one of the following relationships:
- Spouses or persons who have been spouses
- Persons living as spouses or who lived as spouses
- Parents and children
- Other persons related by consanguinity (by blood) or affinity (by marriage)
- Current or former sexual or intimate partners
- Persons who share biological parenthood

Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

**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, and 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 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, JD  
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  
ckell@lecom.edu  
(814) 866- 8169

**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

Dr. Samuel Marcotullio, Deputy Coordinator
Clinical Assistant Professor of Internal Medicine
(724) 552-2881
smarcotullio@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:**

Bradenton Resources  
Centerstone Student Assistance Program  
(941) 782-4379
Centerstone Crisis Center
(941-782-4600)

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

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; Pennsylvania)
(866) 747-2255 or (717) 558-7819

Secundum Artem Reaching Pharmacists with help (SARPh)
(800) 892-4484 or (610) 583-9884

Safe Net (Domestic abuse)
(814) 454-8161

Stairways Behavioral Health
(814) 464-8438
Safe Harbor Behavioral Health
(814) 459-9300

Greensburg Resources
Rape Crisis Center (Pittsburgh Action against Rape)
(412) 431-5665

Crisis Intervention Hotline
(800) 836-6010

Center for Victims (crime and abuse)
(412) 361-2820

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.

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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.

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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 J – LECOM 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 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 K - 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 Dean of The LECOM School of Health Services Administration (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 Dean of The LECOM School of Health Services Administration 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 L - 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.