



# **COLLEGE OF OSTEOPATHIC MEDICINE**

## **ACADEMIC CATALOG AND STUDENT HANDBOOK**

**2019-2020**



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**LECOM**  
**College of Medicine**  
**Erie, Bradenton and LECOM at Seton Hill**  
**2019-2020 Academic Calendar**

May 27, 2019	Academic Year Begins – 3 <sup>rd</sup> & 4 <sup>th</sup> year rotations
July 26, 2019	Registration day
July 29, 2019	Orientation for the Class of 2023 Academic Year Begins
August 5, 2019	Academic Year Begins – 2 <sup>nd</sup> year students
September 2, 2019	Labor Day (No Classes)
November 27-29, 2019	Thanksgiving Break (No Classes)
December 2, 2019	Classes Resume
December 20, 2019	Semester Ends
January 6, 2020	Second Semester Begins – 1 <sup>st</sup> & 2 <sup>nd</sup> year
January 20, 2020	Martin Luther King Jr. Day (No Classes)
May 15, 2020	Semester End Date – 2 <sup>nd</sup> year
May 22, 2020	Semester End Date – 1 <sup>st</sup> year
May 29, 2020	Academic year ends – 3 <sup>rd</sup> & 4 <sup>th</sup> year rotations
May 31, 2020	Commencement Erie & LECOM at Seton Hill
June 7, 2020	Commencement Bradenton



# **1. GENERAL INFORMATION**

## **1.1. DESCRIPTION AND PURPOSE OF ACADEMIC CATALOG AND STUDENT HANDBOOK**

This publication is a reference guide for students in all programs offered by LECOM's College of Medicine, including programs leading to the degrees of Doctor of Osteopathic Medicine (D.O.), Ph.D. in Anatomy Education, Ph.D. in Microbiology Education, Master of Science in Medical Education (M.S. Med. Ed.), Master of Science in Biomedical Sciences (M.S. in Biomedical Sciences) and Master of Medical Sciences (M.M.S.) The Academic Catalog and Student Handbook contains information about academic standards, grading, class attendance, tuition and fees, refund policy, student promotion, retention, graduation, academic freedom, students' rights and responsibilities, the filing of grievances and appeals, along with other information about LECOM and pertinent to the student body. Separate reference guides are provided for the School of Pharmacy, School of Dental Medicine and School of Health Services Administration and Masters of Medical Sciences in Bradenton,

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

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

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

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

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

### **1.4. HISTORY OF LECOM**

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

As the 20th Century drew to a close, those in governance of Millcreek Community Hospital (MCH) in Erie, Pennsylvania, were faced with a problematic decision. In an era during which it was

becoming increasingly difficult to attract new physicians to the calling, this small community hospital sought to maintain its position of leadership within the field of health care. The dilemma was dissected by the group of visionaries at MCH who, through their astute prescience and vigilant observations, made a decision to open a new school of medicine.

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

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

In March 1989, the Board of Trustees assembled an Osteopathic Medical School Task Force that began to explore the feasibility of founding a new osteopathic medical school. The Lake Erie College of Osteopathic Medicine (LECOM) was established as the 16th college of osteopathic medicine in the nation with its receipt of a Commonwealth of Pennsylvania Charter in December 1992. The Charter Class began on August 9, 1993 at a new campus on West Grandview Boulevard in Erie, Pennsylvania. With the graduation of the LECOM inaugural class on May 24, 1997, the College received full accreditation from the American Osteopathic Association. Since that time, LECOM has granted the Doctor of Osteopathic Medicine (D.O.) 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 who is a nationally recognized leader in osteopathic medicine. Under Dr. Ferretti's guidance, the Lake Erie College of Osteopathic Medicine has gained national prominence and it has realized unprecedented growth.

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

A continually growing medical and wellness campus also stretches along Peach Street in Erie as the College and community engage in the whole-body wellness paradigm that has become LECOM Health, one of the only health systems with an Osteopathic Academic Health Center in the United States. The College, Millcreek Community Hospital, Medical Associates of Erie and

the clinical practice network of physician offices located in Erie County form the core of this highly innovative medical education and patient care system.

True to the College mission, to provide primary health care to Northwestern Pennsylvania, LECOM achieved another milestone with the addition of its School of Pharmacy utilizing an innovative accelerated three-year curriculum. The Commonwealth of Pennsylvania approved the LECOM School of Pharmacy in May 2001. Classes began in September 2002, and LECOM held its first pharmacy school graduation in June 2005. Following that commencement, the LECOM School of Pharmacy received full accreditation from the Accreditation Council for Pharmacy Education. Since that time, LECOM has granted the Doctor of Pharmacy (PharmD) degree to more than 2,600 graduates.

In keeping with its proven tradition of leading the field in medical education, LECOM initiated the Master of Science in Medical Education degree program at the Erie campus in 2005. This postgraduate course became the first distance education program at LECOM and it trains healthcare professionals to become teachers and leaders in the clinical education of future practitioners. The College also offers the Master of Science in Biomedical Sciences degree, Master of Medical Science degree, the Masters of Science Biomedical Ethics, the Ph.D. in Anatomy Education, Ph.D. in Microbiology Education, and three Post Baccalaureate preparatory programs for Pharmacy.

In addition to the original campus in Erie, Pennsylvania, LECOM has continued its role in the vanguard of national leadership in osteopathic medicine by developing a branch campus in Bradenton, Florida. Located in the lush, palm-embowered setting of Lakewood Ranch, a master-planned community in Manatee County, Florida, LECOM Bradenton welcomed its first class of medical students on September 13, 2004. With the enrollment of the Bradenton Class of 2011, LECOM became the largest medical college in the nation. In 2007, the School of Pharmacy also expanded to Florida, offering a traditional four-year Doctor of Pharmacy degree curriculum and graduating the first class from LECOM Bradenton in 2011.

The vision of LECOM continued in 2009, with the extension of LECOM Erie to the campus of the private liberal arts institution of Seton Hill University in Greensburg, Pennsylvania. LECOM at Seton Hill added an additional 104 medical students to the first-year class, and now, it has more than 400 students in total enrollment each year. LECOM at Seton Hill graduated its first class in 2013. In the Fall of 2018, the AOA granted approval for an additional location at Elmira, N.Y. on the campus of Elmira College. An opening class of 120 students is projected for July 2020.

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

Ever vigilant to marking innovative trends in education, LECOM added two Distance Education Pathways in 2014. The School of Pharmacy Four-Year Pathway has grown to allow students to

take courses online. The Pathway offers one of only two online-distance education programs in the nation for pursuing the Doctor of Pharmacy degree. The first online class of the Masters in Health Services Administration has provided the highly sought after opportunity for professionals aspiring to take leadership roles in the administration of hospitals, clinical practices and in other health care facilities. An additional DE program, a Masters in Biomedical Ethics, was added in January 2018 and a Masters in Public Health in May 2019.

Augmenting the noteworthy educational advancements, LECOM has been ever cognizant of its role in community enrichment, service, and the promulgation of health for all. With the 2009 opening of the John M. and Silvia Ferretti Medical Fitness and Wellness Center, the College founded a medically integrated wellness center that not only serves the fitness and medical education needs of LECOM students and employees of LECOM Health, but also provides a facility that offers to the populace of Erie County an opportunity to pursue a better quality of life through prevention and wellness. In 2011, LECOM expanded its community offerings in Erie by opening the Coffee Culture Café and Eatery to provide a relaxing study space for students and an attractive venue for the public to enjoy coffee or a light fare.

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

Also in 2014, LECOM incorporated LifeWorks Erie into its family of health and educational services. The affiliation with LifeWorks Erie, which offers programs, services, and lifelong learning opportunities for individuals age 50 and older, has complemented and enhanced the ability of the LECOM Institute for Successful Aging to serve the growing elderly population throughout the region.

In 2015, as LECOM wholly recast the very paradigm in comprehensive patient-centered health care, the LECOM Institute for Successful Aging opened the 138-bed LECOM Senior Living Center adjacent to Millcreek Community Hospital. The welcoming and homelike environment, coupled with a skilled nursing facility, is the next generation of innovative, compassionate, and comprehensive health care designed specifically for older adults.

Ever aware of changing community needs, LECOM recognized the disproportionately growing senior population in Erie County by adding a multifaceted component to its health care programs for older adults. As part of the LECOM commitment to wellness for this growing age group, LECOM purchased Parkside Senior Living Communities comprised of three independent living and personal care apartment complexes, located in Erie, North East, and Millcreek.

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

Thus, as LECOM met the new year of 2016, it made multiple acquisitions, including Corry Memorial Hospital, LECOM at Presque Isle Rehabilitation and Nursing Center, and the Visiting Nurses Association of Erie County. These prodigious undertakings further solidify LECOM as the foremost provider of a healthful and proactive amalgam of comprehensive services that afford older adults independent decision-making options through each part of the continuum of care.

Most recently, LECOM Health entered into a joint venture with Warren General Hospital in Warren, PA, and with the Allegheny Health Network to provide an additional teaching hospital for rotating students.

The beginning of all promising enterprises, undertakings, or accomplishments starts with an idea. With that idea usually follows a set of circumstances, which, in retrospect, appear to have forecast a prophetic outcome. Now in its 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 also has set the standard for affordable education in a private medical college setting where graduates achieve outstanding board scores and journey forward to make a difference in the field of health care.

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

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

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

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

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



## **1.5. THE JOHN M. & SILVIA FERRETTI MEDICAL FITNESS & WELLNESS CENTER**

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

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

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

## **1.6. DEGREES AWARDED**

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

- Doctor of Osteopathic Medicine (D.O.)
- Doctor of Pharmacy (Pharm.D.)
- Doctor of Dental Medicine (D.M.D.)
- Doctorate in Anatomy Education (Ph.D)
- Doctorate in Microbiology Education (Ph.D.)
- Master of Science in Medical Education (M.S. Med. Ed.)
- Master of Science in Biomedical Sciences (M.S. in Biomedical Sciences)
- Masters in Health Services Administration (MHSA)
- Master of Medical Science (MMS)
- Master of Science Biomedical Ethics (MSBE)
- Masters in Public Health (MPH)

## **1.7. ACCREDITATION AND LICENSURE**

The Lake Erie College of Osteopathic Medicine is licensed by the Department of Education of the Commonwealth of Pennsylvania, and is fully accredited by the American Osteopathic Association, Commission on Osteopathic College Accreditation (COCA).

The LECOM Bradenton campus is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution can be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399, toll free number (888) 224-6684.

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

LECOM is also accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

LECOM students interested in: (1) making complaints related to the accreditation standards and procedures, or (2) making complaints regarding the use of these accreditation standards and procedures during AOA-COCA site visits should make these complaints in writing to the Dean of Academic Affairs, who will maintain records of the receipt, adjudication, and resolution of such complaints. Students may also contact the AOA directly. The American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) Department of Accreditation may be contacted by mailing 142 East Ontario Street, Chicago, IL, 60611, by phone at (312) 202-8124, and by e-mail at [predoc@osteopathic.org](mailto:predoc@osteopathic.org).

<http://www.osteopathic.org/inside-aoa/accreditation/COM-accreditation/Pages/standards-and-procedures-disclaimer.aspx>

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

## **1.8. WRITTEN AGREEMENTS**

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

## **1.9. EARLY ACCEPTANCE PROGRAM**

LECOM has developed special Early Acceptance Programs (EAP) with select colleges and universities that grant qualified students a provisional early acceptance to LECOM's College of Osteopathic Medicine. In some cases, these programs will permit the student to start the professional program prior to receiving a bachelor degree from the undergraduate institution. These programs have students completing either three or four years of undergraduate education prior to enrolling in the COM.

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

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

## **1.10. INTERNATIONAL STUDENTS**

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

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

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

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

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

## **2. ACADEMIC PROGRAM- COLLEGE OF MEDICINE**

### **2.1 INTRODUCTION**

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

The LECOM Erie campus is located on a 53-acre campus overlooking beautiful Lake Erie. In addition to the main campus, the College also has a facility on the Erie bay front, a fitness center, a clinical assessment center and a student center also located off campus. Erie is known for its maritime history and year-round recreational activities. The city enjoys a safe, "small-town" atmosphere with "big city" amenities. The city is within a two-hour drive of Cleveland, Ohio; Buffalo, New York; and Pittsburgh, Pennsylvania.

The LECOM Bradenton branch campus is located in Lakewood Ranch, a master-planned community in Manatee County Florida. LECOM Bradenton is devoted entirely to the PBL pathway. This campus is located 45 miles south of Tampa.

LECOM at Seton Hill is an additional site of LECOM located on the campus of Seton Hill University in Greensburg, Pennsylvania. Students at this location follow the Problem-Based Learning Pathway (PBL) for their pre-clinical basic science education. (Students can also enter in the APAP program). Greensburg is located approximately 30 miles east of Pittsburgh at the start of Pennsylvania's Laurel Highlands recreation area.

Pending approval from the New York Board of Regents, LECOM anticipates welcoming its first class at an additional location at Elmira in July 2020. Offering 120 seats, LECOM at Elmira will be housed in a beautiful new building adjacent to the Elmira College campus, and offering the PBL learning pathway.

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

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

- Developing a 144-bed teaching hospital training new physicians and pharmacists in 17 residency and fellowship programs in the region's largest post-graduate medical training institution;
- Building a network of 18 clinical practices in Erie County with more than 60 physicians who not only help to meet the health care needs of our patients, but also serve as clinical instructors for our students;
- Offering one of the premiere medical fitness and wellness centers in the country designed to focus on the total well-being of its members;
- And operating a 138-bed senior living center to provide skilled nursing care in a homelike environment and providing a new teaching model for geriatric care.

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

Research is a key part of the LECOM mission to prepare well-qualified healthcare professionals. The LECOM Research Collective and the Office of Research maintain laboratories at the campuses in Erie and Bradenton including the Italo Cappabianca Research Center and a state of the art research facility on the main campus in Erie. At LECOM at Seton Hill, via agreement with Seton Hill University, LECOM faculty may obtain access to the University's laboratory facilities.

## **2.1.1 The Philosophy of Osteopathic Medicine**

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

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

- The body is a unit; the person is a unity of body, mind, and spirit.
- The body is capable of self-regulation, self-healing, and health maintenance.
- Structure and function are reciprocally interrelated.

- Rational treatment is based on the above three principles.

## 2.1.2 Admissions Requirements

Applicants shall meet these minimum requirements:

- A. Applicants will have completed a baccalaureate degree from a regionally accredited U.S. or Canadian college or university by the time of enrollment. Applicants participating in special affiliated programs with LECOM and other exceptions to this policy will be considered on an individual basis, but in no case will an applicant be admitted who does not have at least 75 percent of the credits required for a baccalaureate degree from a college or university accredited by an agency recognized by the United States Department of Education.
- B. Applicants must submit all MCAT scores. A score at or above the 40<sup>th</sup> percentile is required. However, LECOM recognizes that alternative measures can be used to demonstrate the ability to handle its challenging curriculum and that GPA is more predictive of successful completion of medical school. Thus, LECOM has implemented the Academic Index Score, which uses undergraduate and graduate GPAs in formula calculation with ACT and/or SAT Critical Reading and Math scores. This Index may be used in consideration of offering interviews for applicants who have not taken the MCAT or do not have the minimum required score.
- C. Specific course requirements are as follows:
  - Biology: A minimum of eight semester hours, of which a minimum of two hours of laboratory work must be completed.
  - Inorganic Chemistry: A minimum of eight semester hours, including two semester hours of laboratory work.
  - Organic Chemistry: Organic 1 – Four credits with one credit lab; Organic 2 – Four credits with one credit lab (or you may substitute 3 credits of Biochemistry for Organic 2).
  - Physics: A minimum of four semester hours, including one hour of laboratory work.
  - English: A minimum of six semester hours of composition and literature.
  - Behavioral Sciences: A minimum of six semester hours of courses in the behavioral sciences; i.e., psychology, sociology, or anthropology.

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

### ***APAP Applicant Prerequisites***

Many APAP applicants will have taken all of the standard medical school prerequisites of physics, organic and inorganic chemistries. However, each application will be assessed individually with courses completed under accreditation standards for Physician Assistant Programs being considered and approved as substitutions as appropriate.

## **2.1.3 Application Procedure**

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

### **2.1.3.1 AACOMAS Application**

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

### **2.1.3.2 LECOM Supplemental Application**

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

Applicants who do not meet the minimal MCAT requirement, will receive an email advising them so and providing information on how to submit ACT and/or SAT scores for consideration of an interview based on the LECOM Academic Index Score (AIS) in lieu of the MCAT. Applicants must have either an MCAT or AIS as calculated through the



ACT and/or SAT in order to be considered for admission. No consideration for interview can be given without the MCAT or AIS.

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

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

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

- A letter of recommendation from a pre-professional or similar committee; or
- Two letters of recommendation from undergraduate or graduate college/university science professors.
- A letter of recommendation from an osteopathic physician is *recommended*.

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

## **2.1.4 Admissions Information**

For further information about the College of Medicine, please contact the Office of Admissions for LECOM Erie, LECOM at Seton Hill, and LECOM at Elmira at (814) 866-6641 or for the Office of Admissions for LECOM Bradenton at (941)756-0690. Accepted students who are found to have provided false written or oral information or falsified/modified documents to LECOM are subject to the rescission of an offer of acceptance or expulsion. Additionally, any infraction of published LECOM rules and regulations by an accepted student before matriculation may result in rescission of the offer of acceptance.

## **2.1.5 Transfer Policy for College of Medicine**

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

Students requesting to transfer into LECOM must provide the following:

- A. A completed AACOMAS application.
- B. Official transcripts from all previously attended institutions.
- C. A letter from the applicant indicating why they wish to transfer to LECOM and explaining any circumstances resulting in their request for a transfer from their current institution.
- D. A letter from the Dean of all professional schools attended giving the enrollment status of the student and the terms of withdrawal from that institution.

- E. Letters of recommendation from two (2) faculty members at the institution where the student is currently enrolled.
- F. LECOM Supplemental Application and \$50.00 non-refundable application fee for the College of Medicine.
- G. Additional documents or letters of evaluation as determined by the Admissions Committee may be requested.
- H. Official copy of all MCAT scores.

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

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

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

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

## 2.1.6 Tuition and Fees – College of Medicine

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

<b>Application Fee - (LECOM Supplemental)</b>	<b>\$50</b>
<b>Nonrefundable fee</b> ( <i>payable upon submission of application for admission</i> )	
<b>Matriculation Fee</b>	<b>\$2,000</b>
<b>Nonrefundable fee</b> ( <i>payment credited to the tuition fee upon matriculation</i> )	
<b>Bradenton Tuition (FL Resident)</b>	<b>\$32,530</b>
<b>Bradenton Tuition (Out-of-State Resident)</b>	<b>\$34,875</b>

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<b>Erie (All students)</b>	<b>\$33,620</b>
<b>LECOM at Seton Hill (All students)</b>	<b>\$33,620</b>
<b>Curriculum Fee</b>	<b>\$350</b>
<b>Technology Fee</b>	<b>\$300</b>
<b>Graduation Fee</b>	<b>\$250</b>
<b>Student Government Fee</b>	<b>\$50</b>
<b>Fourth Year Student ERAS fee (plus transcript fee)</b>	<b>\$75</b>
<b>Disability Insurance (Mandatory)</b>	<b>Age Dependent</b>
<b>Health Insurance (Mandatory Unless Approved for Waiver)</b>	<b>\$3,525</b>

### 2.1.7 Additional Fees

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

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

Budget includes necessary funds for the purchase of this required diagnostic medical equipment for all pathways in all locations.

## 2.1.8 Curriculum

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

## 2.1.9 Erie Learning Pathways

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

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

At LECOM at Seton Hill, all students, including APAP students, undergo the PBL curriculum. LECOM Bradenton and LECOM at Elmira also participate in PBL.

### **Number of curricular weeks:**

LDP/PBL/DSP: 176 weeks

PCSP: 144 weeks

APAP: 140 weeks

### 2.1.9.1 Pathway Change Policy and Procedure

If a matriculated student at LECOM-Erie, LECOM at Seton Hill or LECOM at Elmira wishes to change his/her declared pathway, the student must follow the procedure outlined below:

- Meet with the current pathway director to discuss reasons for changing pathways.
- Meet with the prospective pathway director to discuss the student's desire to enter a new pathway.

- Submit a formal written request to the Associate Dean of Preclinical Education outlining the desired change in pathway.
- Meet with the Associate Dean of Preclinical Education outlining the requested change in pathway.

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

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

Formal written requests to change pathways must be made at least two weeks prior to the end of the Anatomy course. A student is only permitted one change of pathway. Students experiencing difficulty in any pathway may be required to change pathways.

NOTE: Students transferring into LECOM Erie will be responsible for paying an additional fee for the Vital Source E-Books program.

### 2.1.10 The Lecture/Discussion Pathway

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

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

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

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

### **2.1.10.1 Core Curriculum – Phase I**

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

#### **Lecture Discussion Pathway Course Titles and Credit Hours**

##### ***BCH 1003 – Biochemistry Core I – 3.0 Credit Hours; BCH 1005 – Biochemistry Core II and Medical Genetics – 2.0 Credit Hours***

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

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

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

##### ***CLB 1004 – Histology - 1.0 Credit Hour***

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

##### ***ANT 1004 – Clinical Human Gross Anatomy – 9.0 Credit Hours***

Clinical Human Gross Anatomy involves the study of the structure and function of the human body. This is accompanied by an abundance of clinical correlations to prepare students for

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

***EMB 1001 – Human Embryology – 1.0 Credit Hour***

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

Systems Embryology consists of approximately 12 lecture hours delivered during Phase II of the curriculum. The embryology of each organ system coincides with a review of the gross anatomy of the system under consideration. In the Systems Embryology lectures, more specialized embryological processes related to each organ system will be discussed. For the sake of reinforcement, material presented in Systems Embryology will overlap with that presented in the Core.

***MCB 1001 – Microbiology/Immunology – 4.0 Credit Hours***

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

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

***Osteopathic Principles and Practice (OPP):***

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

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

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

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

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

***PTH 1003 – Pathology – 1.0 Credit Hour***

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

***PHC 1002 – Pharmacology – 2.0 Credit Hours***

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

***PHY 1010 – Physiology – 3.0 Credit Hours***

Physiology presents an integrated approach to the fundamental concepts of systems physiology and overall homeostatic balance. Basic physiological terminology and concepts are introduced and clinically relevant examples of homeostatic control are presented. An overall understanding of the homeostatic functions of the autonomic nervous system and how physiological cell membranes regulate intercellular communication via ionic (electrical) conduction, as well as the



maintenance of the body fluids, is essential to understanding the body as a whole. The cellular functioning of skeletal, cardiac, and smooth muscle is also discussed. The Core course is designed to provide first-year students with a solid foundation of basic physiological principles that will be built upon in the subsequent Systems courses and clinical applications.

### **2.1.10.2 Systems Curriculum – Phase II**

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

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

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

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

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

coordinators and the majority of teaching clinical faculty in systems are osteopathic physicians instilling a consistent emphasis on osteopathic medical philosophy and practice throughout.

### **2.1.10.3 Systems Courses**

#### **First Year**

##### **SYS 1001 – Musculoskeletal System – 5.0 Credit Hours**

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

##### **NAT 1003 – Basic Neuroscience – 5.5 Credit Hours**

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

##### **NAT 1004 – Clinical Neuroscience – 7.0 Credit Hours**

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

#### **Second Year**

##### **SYS 1006 – Digestive System – 7.5 Credit Hours**

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

which provide interactive and case-based learning and application of knowledge to patient care.

### **SYS 1004 – Cardiovascular System – 9.0 Credit Hours**

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

### **SYS 1010 – Respiratory System – 5.0 Credit Hours**

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

### **SYS 1003 – Renal System – 5.0 Credit Hours**

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

### **HMO 1002 – Hematology/Oncology System – 3.5 Credit Hours**

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

### **SYS 1007 – Endocrine System – 3.0 Credit Hours**

The Endocrine System Course provides the osteopathic medical student with an understanding of the hormones in the normal functions of the body, in maintaining homeostasis, in the body's response to abnormal conditions, and in pathological states of the human body through the study of the relevant basic science disciplines integrated with the clinical sciences. Clinical case presentations are included to provide interactive and case-based learning, and to facilitate application of knowledge to the interpretation of diagnostic tests and patient treatment.

### **SYS 1009 – Reproductive System – 5.0 Credit Hours**

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

### **SYS 1005 – Integumentary System – 3.0 Credit Hours**

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

## **2.1.10.4 Non-System Courses**

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

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

### **History and Physical Examination Series**

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

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

The first course in this series focuses on history taking and teaches the art of obtaining and documenting an accurate history from patients as they present in a clinical setting. The primary

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

***HPO 1007 – History and Physical Examination II – 2.0 Credit Hours***

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

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

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

At the completion of this course, students can complete a typical 15-minute office visit, form a differential diagnosis, develop a plan with the patient and document the encounter. Students will also be prepared for the COMLEX Level 2-PE board examination.

***HPO 1009 – History and Physical Examination IV – 2.0 Credit Hours***

This course is the completion of the history and physical examination series and prepares the student for clinical rotations of the MSIII and MSIV training years. Having documented competency in obtaining histories and physical examinations, all students are now prepared to participate in clinical preceptor encounters. These encounters occur at the clinical preceptor's offices where students will have the opportunity to actively participate in actual patient encounters,

obtaining histories and performing examinations. Clinical Skill Competencies will include instruction and demonstration of competency in performing aseptic technique with gowning and gloving, suturing, venipuncture, IV placement and injections. Students also experience specialized patient encounters via Micro SimMan and standardized patient encounters. Students also perform and document complete history and physical examinations on hospitalized patients.

***Health Care Management:***

***HCM 1005 – Semester 1, Year 1 – 1.0 Credit Hour***

***HCM 1006 – Semester 2, Year 1 – 1.0 Credit Hour***

In addition to mastering basic science and medical principles, students must understand the settings in which they will be practicing medicine. The HCM 1005 course acquaints the students with the U.S. health care system. Topics covered include the locations where health care is delivered, who provides the health care, how health care delivery is regulated, health care financing mechanisms and evaluation of aspects of the health care system.

Physicians often assume managerial and executive duties in addition to their clinical functions. The HCM 1006 course helps to prepare students to become physicians ready to meet health care needs in the business setting. This course will introduce the student to contract, financial, human resource, quality assurance and other economic concepts and issues as they relate to a practicing physician. Students also learn about health care improvement systems to foster the provision of high quality error-free patient care.

***GER 1001 – Geriatric Medicine – 1.0 Credit Hour***

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

***RES-1008 - Introduction to Biostatistics and Research Methodology – 1 Credit Hour***

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

***LAW-1001 - Medical Jurisprudence - 1.0 Credit Hour***

The course provides an overview of basic concepts and the requirements in the legal environment pertinent to the practicing physician. Topics include the overview of the U.S. legal system; relevant legal concepts; physician licensure; pertinent federal law including the Health Insurance Portability and Accountability Act (HIPAA), the Affordable Care Act (ACA), the Emergency Medical Treatment and Labor Act (EMTALA) and various federal fraud and abuse

laws; malpractice and professional liability; public duties of physicians; workplace law, the medical record and the physician-patient relationship.(NOTE: Students must successfully pass the HIPAA section of the course in order to pass the overall course.)

***BHS-1005 - Human Sexuality - 1.0 Credit Hour***

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

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

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

***BHS 1001 – Psychiatry – 2.5 Credit Hours***

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

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

***ADM 1011 – LECOM Preclinical Review – 4.0 Credit Hours***

This course serves as a review of the basic science and the osteopathic medicine curriculum from the first two years. It functions to refocus, revisit and reinforce critical concepts important for a physician in training.

***ADM1030, ADM1035 Medical Spanish I, II, and III - P/F noncredit***

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

*Medical Spanish Level 3: Completion due by Year 3 during Geriatrics/Rehabilitation/OPP Rotation*

Medical Spanish is an online course presented by Canopy Apps. The course covers a wide breadth of medical concepts and Spanish grammar. Students can progress through the program

at their own pace. The content focuses on medical terminology with quizzes, audio conversations, practice with pronunciation and introduction to cultural factors. The course is constructed for individuals at any level of Spanish from beginner to fluent speakers.

### **2.1.11 The Problem-Based Learning Pathway at LECOM Erie, LECOM at Seton Hill, & LECOM at Elmira**

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

#### **2.1.11.1 Program Description**

The Problem-Based Learning (PBL) Pathway at LECOM emphasizes self-directed learning and a team approach. Following an initial course of 12 weeks in Anatomical Sciences, during which time PBL is a minor component, students in the PBL Pathway then study the basic medical sciences almost completely by PBL, which occupies about 70% of the total preclinical curriculum.

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

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

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

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



## **The Tutorial Process in Problem-Based Learning**

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

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

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

## **The Group Tutorial Process**

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

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

Outside the tutorial session, the students engage in independent and small group study, addressing

the learning issues adopted in the group session. Appropriate resources for acquiring this knowledge include textbooks, journals, microscope slides, X-rays and tomographic scans, audio-visual materials, and designated resource faculty, who may upon request provide information on a topic.

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

### **Role of Participants**

The facilitator is responsible for providing the case information at the appropriate times during the discussion. He/she also assures that each member of the group participates by prompting, if necessary, the more timid members. In addition, the facilitator monitors how accurately the group is addressing the desired objectives.

The facilitator will also evaluate the efforts of the group members in terms of their willingness to contribute and willingness to complete their independent study to the extent that they are able to contribute to the group effort.

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

### **Student Assessment**

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

evaluation of their performance in tutorial sessions by the facilitator.

### **Problem Based Learning (PBL): CREDITS**

*PBL-1001 - Semester 1 Year 1 – 10.0 Credit Hours*

*PBL-1002 - Semester 2 Year 1 – 22.5 Credit Hours*

*PBL-1003 - Semester 1 Year 2 – 26.5 Credit Hours*

*PBL-1004 - Semester 2 Year 2 – 14.5 Credit Hours*

### **Erie and LECOM at Seton Hill PBL**

#### **ANNUAL COURSE SEQUENCE AND CREDIT HOURS**

##### Year 1 – Semester 1

ANT-1004	Clinical Human Anatomy	9.0
CLB-1004	Histology	1.0
EMB-1001	Embryology	1.0
HPO-1006	History & Physical I	1.5
OPP-1001	OPP I	4.0
PBL-1001	PBL I	10.0
RES-1008	Intro to Biostats & Research Methodology	1.0**

##### Year 1 – Semester 2

HCM-1005	Healthcare Management	1.0
OPP-1002	OPP II	3.0
PBL-1002	PBL II	22.5
HPO-1007	History & Physical II	2.5
BHS-1005	Human Sexuality	1.0

##### Year 2 – Semester 1

GER-1001	Geriatrics	1.0
HPO-1008	History & Physical III	1.5 (2.0)*
LAW-1001	Medical Jurisprudence	1.0
OPP-1003	OPP III	3.5
PUB-1001	Public Health/Preventative Medicine	1.0
ADM-1030	Medical Spanish I & II	P/F noncredit
RES-1008	Intro to Biostats & Research Methodology	1.0*
BHS-1001	Psychiatry	2.5
PBL-1003	PBL III	26.5

##### Year 2- Semester 2

HPO-1009	History & Physical IV	2.0 (2.5)**
OPP-1004	OPP IV	2.0

ADM-1011	LECOM Pre-clinical Review	4.0
CLS-1001	Adv. Cardiac Life Support	1.0
PBL-1004	PBL IV	14.5

Pre-Clinical Total Hours 119.5

\*LECOM at Seton Hill only

\*\*LECOM Erie only

## 2.1.12 The Directed Study Pathway

### Introduction

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

The DSP stresses the students' self-directed learning capabilities. Compared to the more traditional LDP medical curriculum, which, during the first two years, may involve an average of 25 hours of mandatory class attendance per week, class time is greatly reduced in the DSP.

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

- Are self-motivated and self-directed, with good organizational and time-management skills (procrastination is not acceptable);
- Learn best through reading and small group interactions;
- Are responsible enough to utilize the freedom from required attendance at lectures to acquire the necessary knowledge and can balance the demands of academic responsibilities with those of extracurricular activities; and
- Have a strong science or previous clinical background.

### Program Description

Initial matriculation at LECOM involves a 12-week, five days per week, group of anatomical science courses including Gross Anatomy, Embryology and Histology, with mandatory attendance. Following this course load, DSP students study other basic sciences using lists of highly structured learning objectives compiled into "module" booklets, used in combination with textbooks and other educational resources, in order to master the materials typically in a small group environment. Students proceed through these modules with certain time limits in place and

examinations are administered on specific dates by which time the students are expected to have mastered all learning objectives outlined in the module.

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

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

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

**First Year Modules:**

BCH 1003 – Biochemistry  
BCH 1005 – Medical Genetics  
MCB 1001 – Microbiology/  
Immunology  
PTH 1003 – Pathology  
PHC 1002 – Pharmacology  
PHY 1010 – Physiology  
SYS 1001 – Musculoskeletal  
System  
NAT 1003 – Basic Neuroscience  
NAT 1004 – Clinical Neuroscience

**First Year Courses:**

ANT 1004 – Gross Anatomy (first  
12 weeks of first semester)  
CLB 1004 – Histology (first 12 weeks of  
first semester)  
EMB 1001 – Embryology (first 12  
weeks of first semester)  
OPP 1001 & OPP 1002 - Osteopathic  
Principles and Practices I, II  
HCM 1005 & HCM 1006 – Healthcare  
Management I and II  
HPO 1006 & HPO 1007 – History and  
Physical Examination I & II  
BHS 1005 – Human Sexuality  
RES 1008 - Biostatistics and Research  
Methodology  
ADM 1030 – Medical Spanish

**Second Year Modules:**

SYS 1004 – Cardiovascular System  
SYS 1010 – Respiratory System

**Second Year Courses:**

HPO 1008 & HPO 1009 – *History* and  
Physical Examination III and IV

HMO 1002 – Hematology/Oncology System  
SYS 1003 – Renal System  
SYS 1006 – Digestive System  
SYS 1007 – Endocrine System  
SYS 1009 – Reproductive System  
SYS 1005 – Dermatology System

PUB 1001 – Public Health and Preventative Medicine (first semester)  
OPP 1003 & OPP 1004 – Osteopathic Principles and Practices III, IV  
LAW 1001 – Medical jurisprudence (distance learning, first semester)  
CLS 1001 – Advanced Cardiac Life Support (end of second semester)  
BHS 1003 – Psychiatry  
GER 1001 – Geriatric Medicine

Students from all pathways are integrated into the clinical clerkships.

### **The DSP Curriculum Calendar**

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

## **2.1.13 Accelerated Physician Assistant Pathway**

### **Introduction**

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

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

Growth in demand for primary care (Family Medicine, General Internal Medicine, and General Pediatrics) physicians will increase by more than 15 percent over the next decade. As many PAs chose to work in primary care, they represent excellent candidates to become primary care physicians. APAP currently has twelve slots for this pathway, six of which are designated as primary care, where participants will be required to select primary care residencies thus helping to decrease projected primary care physician shortages. Those students matriculating under the

primary care slots further commit to practice primary care medicine for a minimum of five (5) years following the successful completion of a primary care residency.

The student acknowledges that if in a primary care slot and the student chooses not to practice primary care medicine for a five-year period following completion of said residency, the student will be charged a fee equal to the annual tuition rate paid at the inception of the student's final year at LECOM.

The remaining six slots do not require residency designation and students will be able to apply to residencies of their choice without restrictions.

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

### **Curriculum**

Accepted students to APAP will enter LECOM under the PBL pathway at LECOM at Seton Hill. The first year of didactic curriculum runs from the last week of July through the following May. Instead of the standard summer break, students will then complete 8 weeks of primary care clinical clerkships consisting of four weeks of rural/underserved family medicine/OMM and an additional four weeks of Internal Medicine (Gerimed rotation) at Erie rotation sites. Students then return to the second year of didactic instruction from August through May. Finally, 48 weeks of core clinical clerkship rotations and one 4 week sub-internship in the third and final year of the curriculum provides a total 80 weeks of didactic curriculum and 60 weeks of clinical clerkships, or 140 total weeks.

### **2.1.14 Primary Care Scholars Pathway**

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

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

The PCSP curriculum is based on the DSP model, which is structured on the self-directed modular system. For more information, see the detailed description of the DSP program outlined in section 2.1.12. Although the PCSP is modular based study, there are some differences compared with the

DSP. Students in the PCSP have classes during the summer. Since there is only a two week vacation after completion of the first academic year, remediation differs for the PCSP program.

## **2.1.15 Clinical Curriculum**

### **2.1.15.1 Clinical Curriculum for LDP, PBL and DSP**

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

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

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

The clinical curriculum provides training on a rotational basis at a wide variety of geographically diverse sites. It is based on a Regional Campus model. While most of these sites are throughout Pennsylvania and Florida, a large number of training sites are located in Ohio, New York, New Jersey, Michigan, West Virginia, Indiana, and California. Students might expect and be prepared for inter-state travel.

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

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



The clinical rotations are directed toward areas of medicine that are important in the primary care practice.

### **Third Year Rotations**

- DOR 1006 – Internal Medicine I 4 weeks 10 Credits
- DOR 1008 – Internal Medicine II 4 weeks 10 Credits
- DOR 1032 - Internal Medicine III 4 weeks 10 Credits
- DOR 1007 – Surgery I 4 weeks 10 Credits
- DOR 1009 – Surgery II 4 weeks 10 Credits
- DOR 1010 – Obstetrics/Gynecology 4 weeks 10 Credits
- DOR 1022 – Family Medicine 4 weeks 10 Credits
- DOR 1018 – Pediatrics 4 weeks 10 Credits
- DOR 1027 – Geriatrics/Rehab Medicine/OPP 4 weeks 10 Credits
  
- DOE 1001 – Elective I 4 weeks 10 Credits
- DOE 1002 – Elective II 4 weeks 10 Credits
- DOR 1011– Psychiatry/Behavioral Health 4 weeks 10 Credits
- Vacation 4 weeks

### **Fourth Year Rotations**

- DOR 1020, DOR 1023 8 weeks 10 Credits  
Emergency Medicine I, II each
- DOE 1010 – Medicine Selective 4 weeks 10 Credits
- DOE 1011 – Primary Care Selective 4 weeks 10 Credits
- DOE 1012 – Surgery Selective 4 weeks 10 Credits
- DOR 1003 – Ambulatory Medicine I 4 weeks 10 Credits
- DOR 1031 – Ambulatory Medicine II 4 weeks 10 Credits
- DOR 1013 – Rural/Underserved Ambulatory 4 weeks 10 Credits  
Medicine
- DOE 1003 – Elective I 4 weeks 10 Credits
- DOE 1004 – Elective II 4 weeks 10 Credits
- DOE 1006 – Elective III 4 weeks 10 Credits
- DOE 1007 – Clinical Competency 4 weeks 10 Credits  
Development
- Vacation 4 weeks

Students will be required to return to campus or go to an approved site to take and successfully complete end of rotation examinations (NBME Clinical Subject Exams) in all core clinical rotations in the third and fourth year. Students will not be allowed to sit for the COMLEX Level 2-CE examination or proceed into their fourth year clinical rotations until all exams have been

successfully completed. Students will participate in a workshop in preparation for the COMLEX Level 2-PE examination during the third year. Refer to the Clinical Clerkship Handbook for information on how these examinations apply to course grade evaluations.

### **2.1.15.2 Clinical Curriculum for APAP**

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

First Summer Session (two rotations) - Second Year Rotations

DOE 1023 – Family Practice/OMM, 4 weeks AND

DOR 1027 – Geriatric Medicine, 4 weeks

Third Year Rotations (June to May, 4 week rotations)

DOR 1010 – OB/GYN

DOR 1006 – Internal Medicine I

DOR 1008 – Internal Medicine II

DOR 1032 – Internal Medicine III

DOR 1018 – Pediatrics

DOR 1011 – Psychiatry

DOR 1007 – Surgery I

DOR 1009 – Surgery II

DOR 1003 – Ambulatory Medicine I

DOR 1022 – Family Medicine

DOR 1020 – Emergency Medicine

DOE 1022 – Osteopathic Manipulative/Rural/Underserved

DOE 1021 – Sub-Internship

### **2.1.15.3 Clinical Curriculum for PCSP**

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

Second Year Rotations

DOR 1022 – Family Medicine 4 weeks  
DOR 1006 – Internal Medicine 4 weeks  
DOE 1015 – Clinical Overview 4 weeks

Third Year Rotations (June to May, 4 week rotations)

DOR 1018 – Pediatrics  
DOR 1010 – OB/GYN  
DOR 1008 – Internal Medicine II  
DOR 1007 – Surgery I  
DOE 1016 – Medical Selective I  
DOR 1033 – Psychiatry/Comprehensive Review  
DOE 1020 – OMM/Comprehensive Review  
DOE 1017 – Medical Selective II  
DOR 1003 – Ambulatory Medicine I  
DOR 1031 – Ambulatory Medicine II  
DOE 1018 – ENT/Ophthalmology  
DOR 1020 – Emergency Medicine  
DOE 1021 – Sub-Internship 4 weeks

#### **2.1.15.4 PCSP Clinical Rotation Descriptions—Additional Rotations.**

DOE 1015 – Clinical Overview  
DOE 1016 – Medical Selective I  
DOE 1033 – Psychiatry/Comprehensive Review  
DOE 1020 – OMM/Comprehensive Review  
DOE 1017 – Medical Selective II  
DOE 1018 – ENT/Ophthalmology  
DOE 1021 – Sub-Internship

##### ***DOE 1015 – Clinical Overview - 10 Credit Hours      4 weeks***

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

##### ***DOE 1016 – Medical Selective 1 - 10 Credit Hours      4 weeks***

This is the first of two medical selectives for PCSP students. The goal of this selective rotation is to enhance and improve students' knowledge and skills in a medical subspecialty area and to stand as the third internal medicine rotation for PCSP. The subject matter is chosen and approved by the clinical director of the pathway before a decision is made. Due to the fact the PCSP students have only 2 IM rotations and 2 selectives dedicated to IM, these selectives must be

chosen wisely in order to adequately prepare them for post graduate education and high stakes examinations. Topics for the two medical selectives are determined after an analysis of the experiences within previous rotations. This selective rotation is four weeks in duration. It is imperative that students be goal directed in their choice of selectives, so they will receive the maximum benefit from their experiences.

***DOR 1033 – Psychiatry/Comprehensive Review - 10 Credit Hours      4 weeks***

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

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

***DOE 1020 – Osteopathic Manipulative Medicine/ Comprehensive Review - 10 Credit Hours  
4 weeks***

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

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

***DOR 1017 - Medical Selective 2 - 10 Credit Hours      4 weeks***

This is the second of two medical selectives for PCSP students. The goal of this selective rotation is to enhance and improve students' knowledge and skills in a medical subspecialty area. The subject matter is chosen and approved by the clinical director of the pathway before a

decision is made. Due to the fact the PCSP students have only 2 IM rotations and 2 selectives dedicated to IM, these selectives must be chosen wisely in order to adequately prepare them for post graduate education and high stakes examinations. Topics for the two medical selectives are determined after an analysis of the experiences within previous rotations. This selective rotation is four weeks in duration. It is imperative that students be goal directed in their choice of selectives, so they will receive the maximum benefit from their experiences.

***DOE 1018 – ENT / Ophthalmology - 10 Credit Hours 4 weeks***

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

***DOE 1021 – Sub-Internship - 10 Credit Hours 4 weeks***

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

**Grading**

Grades for each of these PCSP rotations are contingent on a Patient Log and a Mentor Log having been approved by the clinical director of the pathway along with participation in the rotation Capstone Experience. Grades for all of these rotations are determined by using the LECOM Clinical Clerkship Student Evaluation Form.

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

**2.1.15.5 Clinical Rotations Descriptions for LDP, PBL, DSP**

***DOR 1022 – Family Medicine – 10 Credit Hours***

Family practice rotations provide students with the opportunity to begin acquiring an

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

***DOR 1006 - Internal Medicine I***

***DOR 1008 - Internal Medicine II***

***DOR 1032 - Internal Medicine III – 10 Credit Hours per rotation***

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

***DOR 1010 – Obstetrics/Gynecology – 10 Credit Hours***

Obstetrics/Gynecology is a predominantly inpatient clinical experience. Related outpatient clinical experiences are periodically integrated into the rotation to provide students with an understanding of routine OB/GYN care performed in the physician's office. The outpatient experiences may be in a clinic or a preceptor's private office.

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

***DOR 1018 – Pediatrics – 10 Credit Hours***

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

During the inpatient experiences, students will complete history and physical examinations on pediatric medical admissions. Students should have pertinent lab data, physical findings, etc., available for thorough rounds with the Attending/Preceptor. Orders will be written when possible

and appropriate. Discharge summaries may be required at the discretion of the attending faculty.

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

***DOR 1011 – Psychiatry/Behavioral Health – 10 Credit Hours***

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

***DOR 1027 - The Geriatric Medicine/Osteopathic Principles and Practice – 10 Credit Hours***

The Geriatric Medicine/Osteopathic Principles and Practice clerkship is designed to prepare medical students to provide evidence-based, competent, and compassionate, whole-person Osteopathic care for older adults; to improve quality of life for older adults who often have multiple co-existing conditions and complex needs; and to achieve the minimum geriatric competencies. Students participate in a structured rotation with didactics, directed readings, hands on presentations and assessments of both knowledge and skills. During the clerkship, students are given opportunity to apply the principles of osteopathic medicine while under the supervision of the attending staff of both the Geriatric service and the Neuromusculoskeletal Medicine service. Students rotate through various departments and facilities for their clerkship such as the Acute Care of the Elderly Unit, Skilled Nursing Facilities, and Inpatient Rehabilitation Unit.

***DOR 1007 - Surgery I and DOR 1009 - Surgery II – 10 Credit Hours per rotation***

There are two four-week rotations in Surgery. Surgery is primarily an inpatient service experience in which students learn to recognize and assist in the treatment of diseases in which surgery may play a role in a patient's treatment and recovery. Students learn basic surgical procedures, aseptic technique; correct handling of tissue, and technical skills to assist the surgeon in the operating room. Students will assist in pre- and post-operative care to learn various surgical treatments and to recognize potential risks associated with the respective treatments.

***DOE 1001 and DOE 1002 – Electives I and II – 10 Credit Hours per elective***

Two four-week Electives are allowed in Year Three. Students have the opportunity to select

rotations and attain knowledge and skills in areas of special medical interest. These rotations allow students to begin making judgments about the quality of continuing education experiences that will enhance their professional development and performance as future osteopathic physicians. Electives include any medical or surgical specialty or subspecialty and/or a special elective of interest to the individual student. Students are strongly encouraged to utilize this time to strengthen areas of weakness and/or obtain a well-rounded education and not to concentrate in one specific area of medicine. All electives must be patient-care oriented.

***DOR 1003-Ambulatory Medicine I and DOR 1031-Ambulatory Medicine II – 10 Credit Hours per rotation***

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

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

***DOR 1020-Emergency Medicine I and DOR 1023–Emergency Medicine II - 10 Credit Hours per rotation***

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

***DOR 1013 – Rural/Underserved Ambulatory Medicine – 10 Credit Hours***

The student will complete one four-week rural/underserved (R/U) family practice medicine rotation in Year Four. Rural and/or Underserved area (R/U) Family Practice medicine offers a unique set of problems and challenges to the practicing physician. The general aim of this experience is to offer students an opportunity to enhance their knowledge, skills, and attitudes that are essential to a successful and satisfying rural practice. Students should be able to outline the personnel and material requirements of a rural practice, outline the steps one takes in identifying community medical needs, be comfortable in providing home-care services, and understand the



physician's role in the community. These skills will be learned in both ambulatory centers and hospitals.

***DOE 1003, DOE 1004 and DOE 1006 – Electives I, II and III – 10 Credit Hours per elective***

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

***DOE 1010 - Medical Selective, DOE 1011 - Primary Care Selective and DOE 1012 - Surgical Selective – 10 Credit Hours per selective***

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

***DOE 1007 – Clinical Competency Development-10 credit hours***

Clinical Competency Development is a fourth year course designed to provide the student additional experience in all or a portion of the seven core competencies. Students desiring to improve upon their medical knowledge base may opt for either formal or informal review courses. Select students may be required to attend a formal review. Following any type of review, the student will be required to take the COMLEX Level 2 examination for their grade.

### **2.1.15.6 APAP Clinical Rotation Descriptions– Additional Rotations**

***DOE 1023 – Family Medicine/OMM – 10 Credit Hours***

This rural, underserved Family Medicine rotation designed to be completed with an osteopathic physician board certified in OMM provides students with the opportunity to begin acquiring an understanding of the unique role of the osteopathic family practitioner and the basic knowledge, skills, and attitudes necessary for a "family doctor" to care for patients of all ages. This early introduction into the clinical practice of OMM will allow students to gain the skills, knowledge, and attitudes of osteopathic physicians who incorporate manipulation into the care of their patients. These will represent a core of behaviors encompassed by the family physician, which prepare him/her for a unique role in patient management, problem solving counseling, and coordination of health care for the individual and for the family unit.

### **2.1.15.7 Clinical Education Online Case-based Curriculum**

While on rotations, students are required to complete online "Weekly Questions" and the "End of Rotation Quizzes" for all core rotations in third and fourth years. These rotations include Ambulatory Medicine, Internal Medicine, Pediatrics, Family Medicine, OB/GYN, General Surgery, Emergency Medicine and Psychiatry rotations.

These questions and quizzes are MANDATORY for all students. Completion of these assignments is worth 20% of the student's final grade. In order to receive any credit, the student must achieve at least a 70% on the end of rotation quiz. The exam is due on the last Sunday of the rotation by 10 pm eastern and will not be accepted late! The quizzes can be found in the coursework section in the left hand column.

For each of these core rotations there is a webpage and curriculum dedicated to that rotation, that includes goals, objectives, and required reading articles during that respective rotation. In order to get the 20% the student must satisfy the two requirements during each core rotation: weekly questions and an end of rotation quiz. *Failure of the end of rotation quiz will result in a zero for that portion of the grade.*

### **2.1.15.8 Additional Clinical Course Requirements for All Pathways**

#### ***HCM 3000- Health Care Management***

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

#### ***HCM 4000- Health Care Management***

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

#### ***HCM 5000- Health Care Management***

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

## 2.1.16 LECOM Bradenton College of Osteopathic Medicine Curriculum and Course Description

### COURSE INFORMATION - YEARS 1 & 2

#### Problem Based Learning (PBL):

*PBL-1001 - Semester 1 Year 1 – 10.0 Credit Hours*

*PBL-1002 - Semester 2 Year 1 – 22.5 Credit Hours (Class of 2023) and 21.5 Credit Hours (Class of 2022)*

*PBL-1003 - Semester 1 Year 2 – 26.5 Credit Hours*

*PBL-1004 - Semester 2 Year 2 – 14.5 Credit Hours*

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

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

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

#### ***ANT-1009 - Clinical Human Anatomy - 11.0 Credit Hours***

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

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

**Clinical Examination:**

*CLE-1002 - Semester 1 Year 1 – 2.0 Credit Hours*

*CLE-1003 - Semester 2 Year 1 – 2.0 Credit Hours*

*CLE-1004 - Semester 1 Year 2 – 2.0 Credit Hours*

*CLE-1005 - Semester 2 Year 2 – 2.0 Credit Hours*

***CLE-1002 - Semester 1 Year 1 – 2.0 Credit Hours***

This course explores the art of obtaining an accurate history from a patient and presenting it in a narrative format. Lecture components teach the components of the history and the rationale for their inclusion. Written examinations support basic concepts. Students participate in standardized patient encounters with faculty feedback to practice their skills. Practical skill sessions begin to teach the actual skills needed for physical examination. At the end of this course, the student will demonstrate proficiency in obtaining and organizing the history and basic physical examination skills.

***CLE-1003 - Semester 2 Year 1 – 2.0 Credit Hours***

This course builds upon the first semester by adding additional skills for physical examination while reinforcing the art of the history through additional lectures. Written examinations will continue to focus on basic principles while introducing clinical concepts. Emphasis will be on mastering the complete or extended history and physical examination and organizing that data into the SOAP format. The components of the assessment (differential diagnosis) and plan will be introduced through lectures. There will be skill sessions and standardized patient encounters for practice. At the end of this course, the student will be able to perform a complete history and physical examination, organize the data into a SOAP format and make an oral presentation.

***CLE-1004 - Semester 1 Year 2 – 2.0 Credit Hours***

This semester introduces an intensive practice component. Lectures will expand upon creating a pertinent differential diagnosis, ordering and interpreting tests, and clinical decision making. Working with standardized patients and faculty, students will perform focused (problem-oriented) history and physical examinations, including OMM when indicated. There will be a humanistic component through collaboration with the SCF College of Nursing that includes simulated patients and encounters with difficult family members. Written examinations will link technical skills and findings to basic science and clinical constructs. At the end of this course, the student will have a thorough understanding of the problem-focused vs. extended history and physical exam, be proficient in clinical skills, produce a well-constructed SOAP note, and give an efficient oral presentation.

***CLE-1005 - Semester 2 Year 2 – 2.0 Credit Hours***

The final semester centers on the extensive practice of clinical examination skills. Faculty and standardized patients will provide direct feedback during clinical encounters, as well as a written

evaluation of SOAP notes. Emphasis will be placed on the assessment and plan. The SCF simulation Center will provide practice in humanistic skills such as delivering serious news to families and dealing with death. Lectures will present clinical topics of interest. Written examinations will focus on logical synthesis of data. At the end of the semester, each student will participate in an eight-station simulated COMLEX-PE, which will include a variety of scenarios. Emphasis will be on the faculty grading of the SOAP note. At the end of this course, the student will be well-prepared for both clinical rotations and the COMLEX-PE.

**Osteopathic Principles and Practice (OPP):**

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

***OPP-1002 - Semester 2 Year 1 – 3.5 Credit Hours (Class of 2023) and 4.0 Credit Hours (Class of 2022)***

***OPP-1003 - Semester 1 Year 2 – 3.0 Credit Hours (Class of 2023) and 4.0 Credit Hours (Class of 2022)***

***OPP-1004 - Semester 2 Year 2 – 2.0 Credit Hours (Class of 2023) and 3.0 Credit Hours (Class of 2022)***

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

***GER-1002 – Geriatric Medicine - 1.0 Credit Hour***

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

***HCM-1004 - Healthcare Management - 1.0 Credit Hour***

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

***PUB-1002 - Public Health/Preventive Medicine - 1.0 Credit Hour***

Public Health provides osteopathic medical students with an introduction to selected issues and methods with respect to public health, and an appreciation of research epidemiology and

prevention. Though most students will not enter full-time public health careers, public health issues impact every physician's practice. Knowledge of how individual health issues affect (and are impacted by) the community is essential for the future physician.

***BHS-1001 - Behavioral Science/Substance Abuse - 2.5 Credit Hours***

The Behavioral Science and Substance Abuse course is designed to provide a basic overview of the subject and to prepare a primary care physician to recognize and deal with patient's behavior and substance abuse problems, including opioid abuse. The goal of the course is to assist the student in developing personal skills and to provide background knowledge on the use of ancillary personnel and specialized cooperative psychiatric care.

The student is also introduced to the complex issues relating to alcohol and drug abuse. The pharmacology of the major drugs of abuse is presented, followed by detailed considerations of the causes, manifestations, and treatment of alcoholism and other forms of drug dependence. The role of the family physician is discussed, and opportunity is provided for the exploration of attitudes toward substance abuse and possible solutions to the substance abuse problems.

***LAW-1001 - Medical Jurisprudence - 1.0 Credit Hour***

Medical Jurisprudence introduces osteopathic medical students to major legal facts regarding medical practices, which may vary from state to state. Using the applicable federal and state laws as a base, the general rules of medical practice are presented. The obligations of the physician to the community, the patient, the hospital, colleagues, and society form a small but important part of the study. The course discusses duties and responsibilities, the medical record and legal aspects of medicine, standards of care, vicarious liability and negligence. Special attention is made to HIPAA and the duty of confidentiality.

***BHS-1005 - Human Sexuality - 1.0 Credit Hour***

The Human Sexuality course develops a sensitivity to and understanding of the sexual attitudes and experiences of varied populations. The psychosexual components and sociocultural aspects of human sexual behavior are explored. Role-playing and other modalities of presentation are offered during this course.

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

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

***RES-1008 - Introduction to Biostatistics and Research Methodology – 1 Credit Hour***

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

## **Bradenton - ANNUAL COURSE SEQUENCE AND CREDIT HOURS**

For medical classes matriculated in 2019 or later, the following course sequence will be followed:

### Year 1 – Semester 1

OPP-1001	OPP I	4.0
CLE-1002	Clinical Examination I	2.0
PBL-1001	PBL I	10.0
ANT-1009	Clinical Human Anatomy	11.0
RES-1008	Introduction to Biostatistics And Research Methodology	1.0

Total 28.0

### Year 1 – Semester 2

OPP-1002.....	OPP II	3.5
CLE-1003.....	Clinical Examination II	2.0
PBL-1002.....	PBL II	22.5
PUB-1002.....	Public Health/Preventive Medicine	1.0
HCM 1004.....	Healthcare Management	1.0

Total 30

### Year 2 – Semester 1

OPP-1003.....	OPP III	3.0
CLE-1004.....	Clinical Examination III	2.0
PBL-1003.....	PBL III	26.5
GER-1002.....	Geriatric Medicine	1.0
LAW-1001.....	Medical Jurisprudence	1.0
BHS-1003.....	Psychiatry	2.5
BHS-1005.....	Human Sexuality	1.0

Total 37

### Year 2- Semester 2

OPP-1004.....	OPP IV	2.0
CLE-1005.....	Clinical Examination IV	2.0
PBL-1004.....	PBL IV	14.5
CLS-1001.....	Adv. Cardiac Life Support	1.0

Total 19.5

Pre-Clinical Total Hours 114.5

For medical classes matriculated prior to 2019, the following course sequence will be followed:

Year 1- Semester 1

OPP-1001	OPP I	4.0
CLE-1002	Clinical Examination I	2.0
PBL-1001	PBL I	10.0
ANT-1009	Clinical Human Anatomy	11.0

Total 27.0

Year 1 – Semester 2

OPP-1002	OPP II	4.0
CLE-1003	Clinical Examination II	2.0
PBL-1002	PBL II	21.5
PUB-1002	Public Health	1.0
LAW-1001	Medical Jurisprudence	1.0
CLN-1002	Integrative Clinical Nutrition	1.0
ETH-1003	Medical Ethics/Spirituality in Medicine	1.0

Total 31.5

Year 2 – Semester 1

OPP-1003	OPP III	4.0
CLE-1004	Clinical Examination III	2.0
PBL-1003	PBL III	26.5
GER-1002	Geriatric Medicine	1.0
HCM-1004	Health Care Management	1.0
BHS-1001	Behavioral Science/Substance Abuse	2.5
BHS-1005	Human Sexuality	1.0

Total 38.0

Year 2 – Semester 2

OPP-1004	OPP IV	3.0
CLE-1005	Clinical Examination IV	2.0
PBL-1004	PBL IV	14.5
CLS-1001	Advanced Cardiac Life Support	1.0

Total 20.5

Pre-Clinical Total Hours 117.0



## **2.2 ACADEMIC POLICIES AND PROCEDURE**

### **2.2.1 Policy and Procedure for Final Grade Appeals**

#### **2.2.1.1 Cause for Final Grade Appeals**

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

- A. Each of the following reasons, if supported by sufficient evidence, shall constitute “good cause”:
- Assignment of a grade that is malicious and/or discriminatory: i.e., in determining the grade, the Course Director or Coordinator, Program Director, Clinical Preceptor or Systems Co-coordinator (“professor”) clearly did not apply the same standards he/she used for grading other members of the class whose work and behavior were similar to those of the appealing student.
  - Assignment of a grade that is arbitrary and/or capricious: i.e., the professor had apparently no discernible rationale for arriving at the grade given.
  - Assignment of a grade that has resulted from human error: i.e., the professor reported an incorrect grade as the consequence of a mistake in computation, in recording or in some other mechanical aspect of the grading process. In such instances, it is assumed that the error will be corrected as a result of Step 1 of the Appeals Procedure (Faculty-Student Conference).
- B. The following reasons do not constitute “good cause” for the purposes of appealing a grade:
- Disagreement with the course or systems requirements established by the professor.
  - Disagreement with the grading standards established by the professor.
  - 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.
  - The student’s desire or “need” for a particular grade, while compelling to the individual on a personal level, shall not be considered “good cause” for purposes of appeal.
  - Scoring less than 75% on a remediation examination or in a remedial course for the College of Medicine.

## **2.2.1.2 Procedure for Final Grade Appeals in the College**

### ***Step 1: Faculty/Student Conference***

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

#### First and Second Years

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

#### Third and Fourth Years

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

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

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

- This appeal must be submitted in writing or electronically, addressed to the Chairperson of the SPG Committee, and shall contain the student's reasons for appealing the grade. (See section: Cause for Final Grade Appeal).
- The appeal should be made within ten (10) working days after the student receives the written notification from the Associate/Assistant Dean of Preclinical and/or Clinical Education.
- Within a reasonable period of time, usually five (5) working days, the Chair of the SPG shall notify the student and faculty member in writing or electronically of the date, time and place of a scheduled SPG hearing.
- After considering all the facts, the SPG Committee will make a decision. The student and the faculty member shall be given written notice of the SPG decision by the Dean/Associate Dean of Academic Affairs and shall be informed of their right to appeal the decision to the President of the College.
- The faculty member or the student may appeal the decision in writing to the President within ten (10) calendar days. No grade shall be recorded until the time limit is up or a release signed by the student is on file. Appeals should be sent to LECOM to the attention of the Office of the President.
- The decision of the President is final. The President shall notify the student and the Dean/Associate Dean of Academic Affairs of his decision in writing.
- The Dean/Associate Dean of Academic Affairs shall notify the registrar within a reasonable amount of time (usually five (5) working days) electronically or in writing of the final decision.

This procedure is also applicable to Masters candidates.

### **2.2.2 Satisfactory Academic Progress Policy**

A student is considered to be making satisfactory academic progress if the grade received for each course, system, module, or rotation is 70% (C) or greater. Any grade below a 70% (C) must be successfully remediated as described in Section 2.3.5 prior to the student advancing to the next academic year. Any incompletes must also be resolved and removed from the record prior to progression to the next year, except in courses in the Masters Programs. Exceptions to this policy will be made on an individual basis. This policy applies to all students regardless of whether or not they receive Title IV funding (Federal Direct Loans).

Evaluation by the Student Promotion and Graduation (SPG) Committee occurs no later than the end of each semester or payment period. The SPG Committee notifies Financial Aid so that a notification can be made to the student about financial aid warning status. A student who has failed any course, system, module, or rotation will be assessed pursuant to the rules in Section 2.3.5, Remediation.

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

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

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

In the College of Medicine, during the clinical phase of the curriculum, students must pass the NBOME COMLEX Level 1 to continue with their third year clinical rotations. The NBOME COMLEX Level 2-CE and 2-PE exams must be passed during fourth year clinical rotations (third year for PCSP and APAP students). See Section 2.2.7 for more details regarding the NBOME COMLEX exams. To progress from year three into year four, students must also pass the six core Subject (Shelf) exams. In the fourth year, students must pass two additional Subject (Shelf) exams in Ambulatory Medicine and Emergency Medicine. These requirements must be fulfilled to be making satisfactory academic progress. Students will be evaluated at the end of each clinical rotation by the Clinical Education Office.

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

The SPG Committee, charged with monitoring satisfactory academic progress, makes its recommendations to the Dean of the College of Medicine.

If a student fails to achieve satisfactory academic progress while on “Financial Aid Warning” status, he/she **will not** be eligible for financial aid until all requirements for satisfactory academic progress have been achieved. A student may reestablish eligibility to receive assistance under the Title IV, HEA programs by coming into compliance with the rule that all courses, systems, modules, or rotations are passed. See Section 2.2.5, Remediation. See Section 3.1.6 Satisfactory Academic Progress Standard for Financial Aid Recipients.

### **2.2.3 Promotion**

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

- A. Faculty will recommend students to the Dean for promotion.
- B. A student will **not** be recommended for progression to the next academic year with any outstanding grades of (I) or (F). COM students must have a grade average of 2.0 or above.
- C. Third year students cannot advance to the fourth year until they have passed all 6 of the NBME Clinical Subject Examinations. Students in the PCSP and APAP Programs must pass all 6 NBME Clinical Subject Examinations in order to remain in their respective programs and continue on rotations. Both third and fourth year students may not be recommended for progression to the next academic year or for graduation with any outstanding grades of (I) or (F).
- D. Fourth year students must pass two NBME Clinical Subject exams along with all other requirements in order to graduate. This includes COMLEX Level 2CE and Level PE, plus all required rotations.
- E. 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.
- F. A student will be promoted only if all academic, legal and financial requirements to LECOM are satisfied.

### **2.2.4 Probation**

- A. Probation is defined as a period of time during which a student’s academic progress will be closely monitored by the SPG Committee and the Dean. The Dean will specify the

probationary period.

- B. A student in the College of Medicine may be placed on Conduct or Disciplinary Probation as a result of seriously deficient ethical, professional, personal or illegal conduct
- C. A student of the College of Medicine may be placed on probation upon failure of a course, system, module or for other cause as stated in this document, such as seriously deficient ethical, professional, personal or illegal conduct.
  - a. Members of the faculty or administration will render a special report in writing to the SPG Committee regarding any student whose professional or personal conduct is deemed unsatisfactory. Professional and personal conduct includes, but is not limited to, the lack of: attendance, cooperation with instructors, interest shown in assigned work, appropriate attitude toward peers and associates, attendance at regularly scheduled meetings with faculty advisors or personal appearance appropriate to the circumstances.
  - b. The terms of probation for ethical, professional or personal conduct will be specified at the time the student is placed on probation.
- D. When a student is placed on probation, the appropriate dean will notify the student in writing of the reasons for probation. A copy of this letter will be distributed to the Chairperson of the SPG Committee and the student's faculty advisor. The Committee will ascertain when the terms of the probation have been satisfied and recommend to the appropriate dean that probation can be rescinded. The student's faculty advisor will also be notified. A copy of this letter will be placed in the student's permanent file if the probation is labeled "Disciplinary" as opposed to "Conduct."
- E. A student on probation may not serve as an officer of an official LECOM club or organization and shall not engage in time consuming extracurricular activities.
- F. A first or second year student of the College on probation must meet with his or her faculty advisor at least every two weeks. A third or fourth year student on probation must contact the Office of Clinical Education weekly. The student will remain on probation until the following minimally acceptable standards are met:
  - 1) The student will be removed from probation when the specified courses, systems, modules or rotations have been remediated according to the following remediation section.
  - 2) The student will be removed from probation when the specified terms of probation for ethical, professional, or personal conduct are met.
  - 3) Students in their final year are subject to SPG Committee review prior to removal from

probation.

- G. Probation should be regarded as a serious matter and is official notice to the student that the quality of the student's performance during the probationary period must improve in order to remain eligible to continue in the College of Medicine. Any student, who fails to improve his /her performance in the areas identified by the SPG Committee during the probationary period may continue on probation, be suspended, be asked to withdraw, or be dismissed from LECOM.
- H. Any student charged with a felony will be suspended until the charges are resolved. Time off during suspension will be counted in calculation for the six-year rule.

## **2.2.5 Remediation**

### **2.2.5.1 Policy Statement**

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

If a student receives a failing grade in a course, system, DSP module, PCSP module, PBL module, or clinical rotation, that student will be reviewed by the SPG Committee and procedures for remediation will be recommended by the Committee to the appropriate dean. Students taking a remedial examination must score 75% or greater in order to pass for the College of Medicine. There will be no appeals of the remediation grade. However, the highest grade a student may earn through remediation is 70 (C), and this grade will be recorded on the transcript along with the failed grade.

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

### **2.2.5.2 Procedures for the College of Medicine**

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

- A. The SPG Committee will consider all failure (F) grades for a course, module, etc. as requiring remediation. Students failing PBL below 65% will not be eligible for remediation, but are subject to dismissal or repeating the year. Students with multiple failures within the academic year may be required to remediate, to repeat the year or may be dismissed. Courses, systems, modules of three credit hours or more are classified as major courses and failure of two major courses or a combination of one major and two minor courses (including remedial courses) may

result in the student having to repeat the year or being dismissed.

- B. Educational objectives in remediation are the same as the educational objectives used for the regular curriculum. Where deemed appropriate, the SPG Committee, after consultation with the Course Instructor, Systems Co-Coordinator, Director of LDP, Director of PBL, Director of DSP, Director of PSCP, Director of APAP or the appropriate Dean may recommend **any** of the options listed below for the student according to their learning pathway.
- C. Students who do not achieve a cumulative grade point average of 2.0 or greater by the end of the academic year will be required to repeat the year, regardless of the number of courses failed, subject to review by the SPG Committee.
- D. Students who fail to reach and maintain appropriate academic achievement are identified as “at risk”. They will be monitored by the Associate/Assistant Preclinical Deans. College students in Erie and LECOM at Seton Hill who are below a 2.5 grade point average at the end of the first year or fall below a 2.5 during the second year are identified as high risk students for failing COMLEX-USA Level 1 Examination and will be required to attend an on-campus Preclinical Review program. Any student with a course/system/module failure during the second year will also be required to attend the on-campus Preclinical Review program. This program will start the first Monday following completion of the second semester of the academic year. The cost for the program may be up to \$500. Underperformance on any preclinical review diagnostic exams may result in the student being placed in the on-campus Preclinical Review program. Adequate performance in the board review program, as determined by the Preclinical Dean, will be required for the student to sit for the COMLEX-USA Level 1 examination.
- E. College students on the Bradenton campus who fail to reach and maintain an average grade of 75% in their PBL courses for the 3rd and 4th semesters will be identified as high risk for failing COMLEX-USA Level 1. These students will be required to undergo a mandatory on campus Preclinical Review program under the direction of the Assistant Dean of Preclinical Education.
- F. A student may be permitted to repeat only one academic year. Any future failures will result in dismissal.

### **Lecture Discussion Pathway**

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

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



- Failure of the remedial exam will result in the student being considered in a similar manner to those students receiving less than 65% in a course or system. (See below).

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

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

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

### **Problem-Based Learning Pathway**

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

- A remedial examination fee will be assessed to all individuals taking a remedial exam. The fee must be paid to the Pre-clinical Office prior to the student taking the remedial exam.
- Students scoring between 65% and 69% for a module will take a comprehensive remedial examination. The remedial examination will be comprised of questions on learning issues from the PBL pathway course/module failed.
- Failure of the remedial examination will result in the student being retested on areas that were identified as deficiencies. If a student continues to score less than 75%, he/she will be referred to the SPG Committee and may be subject to dismissal.
- If a student scores below a 65% in a PBL pathway course/module, the SPG Committee may recommend the student for dismissal or for repeating the year.

### **Directed Study Pathway**

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

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

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

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

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

### **Primary Care Scholars Pathway**

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

Students scoring between 65 and 69% in a single course or module will be given the opportunity to remediate by taking a remedial examination. This examination will be given at the end of the academic year. The following outcomes are possible:

- The student scoring 75% or greater on the remedial examination will be permitted to continue in the PCSP program.
- The student scoring less than 75%:

Option 1: The student may be removed from the PCSP program and switched to a different pathway, as determined by SPG. The student will follow the procedures indicated in the handbook for remediation of the LDP pathway.

Option 2: The student may be dismissed.

Students scoring between 65% and 69% in two courses or modules will be removed from the PCSP program and be permitted to enter a pathway determined by the SPG Committee. Remediation will follow the guidelines outlined in the handbook for the pathway entered.

Students scoring below 65% in the OMS1 year in any course or module will be removed from the PCSP Program and may be permitted to enter the LDP Program, as determined by the SPG Committee. Remediation follows the guidelines outlined in the handbook for the pathway entered.

Students scoring between 65 and 69%, inclusively, in a **single** course or module, in the OMS2 preclinical year will be given the opportunity to remediate with a comprehensive examination. The examination is to be given after the end of classes in the preclinical OMS2 Year, **before starting rotations.** .

For students scoring between 65 and 69%, inclusively, **in more than one** course or module or scoring below 65% in a course or module during the OMS2 preclinical year, the following outcomes are possible:

- Option 1: The student may remediate after the end of classes in the pre-clinical OMS2 Year, **before starting rotations.**
- Option 2: The student may be offered the chance to repeat the OMS2 year in a pathway as determined by the SPG Committee.
- Option 3: The student may be dismissed.

Students failing more than two courses or modules are subject to dismissal from the PCSP program, and will be evaluated by SPG to determine whether the student will be permitted to remediate the failures and enter the LDP 4-year pathway

### **Accelerated Physician Assistant Pathway**

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

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

### **Remediation of Clinical Rotations**

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

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

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

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

For successful completion of the third year and to proceed into the fourth year, and for graduation following the third year for APAP and PCSP students, students must pass six NBME Clinical Subject Exams. Outstanding failures will be handled as follows:

- Failing 1 to 2 exams may require the student to return to campus for a review course prior to taking any retests. Retests will be administered following this review.
- Once a student has passed three exams, the student will be permitted to retake a failed exam.
- Students with three failures are required to take and pass the NBME Comprehensive Exam even if they have successfully remediated one or more of the failures.
- Failing the Comprehensive Subject Exam two times may result in the student repeating a portion or all of the third year. If a student is required to repeat part or all of a year, tuition will be assessed on a prorated basis.
- When a student has repeated the rotations, s/he will take the NBME Comprehensive Subject Exam. If a student is unsuccessful on the NBME Comprehensive Subject Exam, s/he will be permitted one more attempt. If a student is unsuccessful on this attempt, the SPG Committee will recommend dismissal.
- The highest grade a student may earn through remediation is a C (70%). The remediation grade will be recorded on the transcript along with the original failed grade.
- Any student who is required to remediate a rotation will be notified electronically or in writing by the Clinical Education Office within a reasonable period of time, generally within fifteen (15) working days after receiving the student's grades from the preceptor to the Clinical Education Office or Office of the Registrar.

Grades earned during an attempted remediation will be reviewed by the SPG Committee and the Dean of Academic Affairs. Failure to earn a passing level of 75% in remediation may result in dismissal from the College.

Decisions regarding remediation of a rotation will be made on an individual basis after considering all pertinent circumstances. The decision will be made by the Dean of Academic Affairs based upon the recommendations of the SPG Committee. The SPG Committee will base its recommendations on the student's academic record and consideration after consultation with the

Preceptor, and/or the Associate/Assistant Dean of Clinical Education, as well as the student involved, when appropriate.

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

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

### **2.2.5.3 Repeating the Year**

A student granted permission to repeat the academic year may do so only once. Failure to make academic progress after repeating the year will result in dismissal. A repeating student shall be responsible to pay all tuition and fees through private financing as federal loans are not available until academic progress is made. Repeating students must pay 25% of tuition and fees and their full balance due for disability insurance and health insurance prior to returning as a repeater. Funds for their remaining balance must be in place prior to the end of the second week of the semester to be permitted to continue attending LECOM as a repeater. Any repeated year is counted against the six-year rule.

## **2.2.6 Dismissal**

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

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

- A. Receiving a grade of (F) or below 75% in a remediated course, system, module, or clinical rotation for the College of Medicine
- B. A student fails any additional course after being permitted to repeat an academic year.
- C. Receiving a grade of (F) in two clinical rotations.
- D. Receive two failures in one semester of an academic year.(*see Section 2.2.4*)
- E. Unsatisfactory professional or personal behavior in any of the following areas:
  - 1. Attendance;
  - 2. Cooperation with instructors;

3. Interaction with fellow students, associates, LECOM or clinical site personnel;
  4. Approach to and interaction with patients; or
  5. Personal appearance not in compliance with the LECOM dress code.
- F. Failure to demonstrate continued academic and professional growth and achievement.
- G. Failure to successfully complete NBME Clinical Subject Examinations.
- H. Failing the Comprehensive Osteopathic Licensing Examinations (COMLEX) as set forth in the policies of LECOM, by the National Board of Osteopathic Medical Examiners (NBOME) Inc. and meeting the standard set forth by COCA. (See section regarding National Board of Osteopathic Medical Examiners, Inc. Examination).
- I. Conviction of a felony or a crime involving moral turpitude.

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

### **2.2.7 National Board of Osteopathic Medical Examiners, Inc. Examination (NBOME)**

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

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

- A. Passing the COMLEX Level 1 is a requirement for advancing in the clinical phase; passing Level 2-CE and 2-PE are requirements for graduation.
- B. A student may not take the COMLEX Level 1, COMLEX Level 2-CE and

COMLEX Level 2-PE examinations more than three times each. Sponsorship to take a second or third examination is not automatic; permission must be obtained through the SPG Committee and the Dean of Academic Affairs. Permission to repeat the examination will be based on a review of the student's overall academic performance and professional behavior. If the SPG Committee denies permission to repeat an NBOME examination, the Committee will recommend dismissal from LECOM to the Dean of Academic Affairs.

C. If a student takes the COMLEX Level 1, COMLEX Level 2-CE or Level 2-PE three times without passing, a recommendation for dismissal will be made by the SPG Committee to the Dean of Academic Affairs.

D. COMLEX Level 1:

All students are required to take COMLEX USA Level 1 exam following successful completion of the preclinical curriculum.

1. Students may use the first rotation timeslot as a study block to prepare for the COMLEX-USA Level 1 exam. If a student elects or is required to use the timeslot for board preparation, the timeslot will be designated a vacation month for all students in the 4 year pathway.
  - a. Erie and Seton Hill students who fall below a 2.5 GPA during the second year are required to participate in a study block
  - b. Bradenton students who fail to reach and maintain an average grade of 75% in their PBL courses for the 3<sup>rd</sup> and 4<sup>th</sup> semesters are required to participate in a study block.
  - c. Students who fail any course/system/module during the OMS2 year are required to participate in a study block.
  - d. Students who were required to repeat the OMS1 or OMS2 year are required to participate in a study block.
  - e. Students who score  $\leq 2$  SD below the mean on any diagnostic exam used for monitoring board readiness may be required to participate in a study block.
  - f. APAP students who are required to take a study month will be off-schedule.
2. If a student is not adequately prepared to take the exam at the end of the first timeslot (as determined by the Student Promotion and Graduation Committee), he/she may use the second timeslot as a Clinical Enrichment elective to continue preparation for the exam. The grade for this block will remain “incomplete” until the student’s COMLEX USA Level 1 score is known and then will be based on the score received. Students should refer to the Clerkship Handbook for details on how the grades are calculated.

3. If a PCSP student is required to take an additional study month, he/she will be off-schedule.
4. If any APAP or PCSP students require additional study time, they will be removed from the 3-year-pathway and enter the 4-year pathway.
5. If a student is not adequately prepared to take the COMLEX USA Level 1 exam at the end of the second timeslot, he/she may use the third timeslot as a Clinical Enrichment elective for further preparation including participating in a formal board review program. The grade for this block will remain “incomplete” until the student’s COMLEX USA Level 1 score is known and then will be based on the score received. Students should refer to the Clerkship Handbook for details on how the grades are calculated.
6. Should the student require additional time following timeslot 3 to prepare for the COMLEX-USA Level 1, he/she will be removed from rotations and placed on a leave of absence. The leave of absence will count towards the six-year-rule for graduation. Students in this circumstance will be strongly encouraged to enroll in a live commercial board preparation program. A student in this circumstance is deemed not to be making satisfactory progress; financial aid will be suspended until the student returns to rotations after sitting for COMLEX USA Level 1.
7. For those students with additional study months, after taking COMLEX USA Level 1, the Office of Clinical Education will develop a rotation schedule for the student based on availability of rotations. A student will not necessarily retain the original site or sequence selected during their second year.
8. A student who does not take the COMLEX USA Level 1 within 12 months of finishing requirements for the OMS2 year will be recommended for dismissal by the Student Promotion and Graduation Committee to the Dean of Academic Affairs.

#### Failure of COMLEX USA Level 1 Exam

1. Students who fail the COMLEX USA Level 1 exam will immediately be placed on academic probation and withdrawn from clinical rotations at the conclusion of the current timeslot. Students will be required to return to campus for a Board Review Course or may enroll in a commercial Board Preparation Course.
2. If an APAP student fails COMLEX USA Level 1, he/she will be removed from the three-year pathway and enter the four-year pathway.
3. If a student has vacation or an elective available, one of these will be used for the first post-failure study block. If no elective or vacation is available, the student will be placed on a leave of absence. The leave of absence will count towards the six-year rule for graduation. The student



will be considered not to be making satisfactory academic progress and his/her financial aid will be suspended until the student returns to rotations after retaking COMLEX USA Level 1. Students will be placed back on rotations as soon as possible following their retake of COMLEX.

4. If a student fails COMLEX USA Level 1 for a second time, he/she will be placed on a leave of absence, and must petition the SPG Committee for permission to take the exam for a third time. The student will not be permitted to return to rotations until a passing score is obtained. This time off is counted towards the 6-year-rule.
5. If a student fails COMLEX USA Level 1 for a third time, the SPG Committee will recommend dismissal to the Dean of Academic Affairs.

### Sponsorship for COMLEX USA Exams

1. Students must be sponsored by the college at which they are enrolled for their OMS3 year to take COMLEX USA Level 1.
2. Students who transfer from LECOM to another medical school at the end of the OMS2 year will not be sponsored by LECOM to take the COMLEX USA Level 1 exam.
3. If a student does not comply with the requirements for approval to sit for the COMLEX USA Exams, LECOM will notify the NBOME that the student is not eligible to sit for the examination. Refusal to follow the directives of LECOM for taking the COMLEX USA Exams could result in disciplinary action.
4. If a student is notified by the Preclinical or Clinical Education Office that he/she is not permitted to sit for COMLEX USA Level 1, the student must not sit for the exam. Failure to comply will necessitate LECOM cancelling the student's approval for the exam or to cancel the student score.
5. If a student is dismissed and still takes the COMLEX USA Exam following dismissal, or otherwise sits for the exam after being told not to do so by LECOM, LECOM will have the score withheld.

### USMLE Step 1 Exam

In addition to taking the COMLEX Level 1 Exam, all students with a matriculation date of July 30, 2018 or later will be required to sit for the USMLE Step 1 Examination. Students will be provided the same opportunities for preparation as given for the COMLEX USA Level 1 Exam. Students must take the examination by the end of Timeslot 3 unless approved by the SPG Committee to take the exam at a later date.

E. COMLEX-USA Level 2-CE and COMLEX-USA Level 2-PE:

All students are required to take COMLEX USA Level 2 CE exams following successful completion of the OMS3 year. This includes passing all required NBME subject exams and any required comprehensive NBME exams.

1. Students may use the first rotation month as a study month to prepare for the COMLEX-USA Level 2 exam and USMLE Step 2. If a student elects or is required to use the rotation for board preparation, it will be entered as a CCD rotation.
2. The following students are required to participate in a CCD Clinical Enrichment:
  - a. Students who scored 450 or lower on COMLEX USA Level 1
  - b. Student who failed three or more Subject Exams
  - c. Students who fail any rotation during the OMS3 year
  - d. Students who were required to repeat their OMS1 and/or OMS2 year
3. If a student is not adequately prepared to take the exams at the end of the first timeslot (as determined by the Student Promotion and Graduation Committee), he/she may use the second timeslot as a Clinical Enrichment elective to continue preparation for the exam.
4. If a student is not adequately prepared to take the COMLEX USA Level 2 CE exam at the end of the second timeslot, he/she may use the third timeslot as a Clinical Enrichment elective for further preparation including participating in a formal board review program.
5. Should the student require additional time to prepare for the COMLEX-USA Level 2 CE exam, he/she will be removed from rotations and placed on a leave of absence. The leave of absence will count towards the six-year-rule for graduation. Students will be strongly encouraged to enroll in a live commercial board preparation program. The student will be deemed to not be making satisfactory progress and financial aid will be suspended until the student returns to rotations after sitting for COMLEX USA Level 2 CE.
6. Any student requiring additional preparation time may be removed from her/his assigned rotation sequence. After taking COMLEX USA Level 2CE, the Office of Clinical Education will develop a rotation schedule based on availability. A student will not necessarily retain the original site selected during her/his second year.

7. Failure to take the COMLEX USA Level 2 CE within 12 months of finishing requirements for the third year may result in a recommendation of dismissal by the Student Promotion and Graduation Committee to the Dean.

#### Failure of COMLEX USA Level 2 CE Exam

1. Students who fail the COMLEX USA Level 2 CE exam will immediately be placed on probation and withdrawn from clinical rotations at the conclusion of the current rotation. Students will be required to return to campus to meet with the Associate/Assistant Dean of Clinical Education to develop a study plan.
2. If a student has an elective available, it will be used for the first study month to prepare to retake COMLEX USA Level 2 CE. If no elective is available, the student will be deemed off-schedule. The student will be considered to not be making satisfactory academic progress and financial aid will be suspended until the student returns to rotations.
3. The student will return to rotations at the beginning of the next timeslot after retaking COMLEX USA Level 2 CE.
4. If a student fails COMLEX USA Level 2 CE for a second time, he/she will be removed from rotations, and must petition the SPG Committee for permission to take the exam for a second time. The student will not be permitted to return to rotations until a passing score is obtained. All time off is included in the calculation of the 6-year-rule for graduation.
5. If a student fails COMLEX USA Level 2 CE for a third time, the SPG Committee will recommend dismissal to the Dean of Academic Affairs.

#### COMLEX-USA Level 2 PE

All students are required to take the COMLEX USA Level 2PE in order to meet the requirements for graduation. Each student must participate in a PE Workshop prior to taking the exam.

Any student failing the COMLEX USA Level 2 PE is required to return to the Erie campus and undergo remediation by the Clinical Faculty on that campus. This remediation is typically scheduled for the first rotation following notification of the PE failure. The student will be contacted by a representative of the Clinical Education Office informing her/him of the date and time to report to the Erie campus. If available, vacation month or a clinical elective will be used

for this remediation. Students will return to their regular sequence upon completion of the remediation month.

A second failure of the COMLEX-USA Level 2 PE will result in the student being removed from rotations to undergo remediation. The student will not be making satisfactory academic progress and will not be eligible for financial aid. The student will be permitted to return to rotations once the exam is taken.

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

### **2.2.7.1 COMLEX Examination Results**

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

## **2.2.8 Letter of Evaluation of the Academic Dean of the College**

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

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

## **2.2.9 Health and Technical Standards**

All candidates must meet the health and technical standards requisite for admission and participation in the educational programs of LECOM. Because the D.O. degree signifies that the holder is a professional prepared for entry into the practice of medicine, it follows that graduates must have the knowledge and skills to function in a broad variety of clinical situations and to

render a wide spectrum of patient care.

Candidates for the D.O. degree 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 otherwise qualified students as required by law.

A. Observation. The candidate must be able to observe demonstrations, laboratory sessions, experiments in the basic sciences, including but not limited to: anatomic, physiologic, pharmacologic and microbiologic demonstrations involving animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states in a variety of settings, including, the gross anatomy laboratory and OPP demonstrations. A candidate should be able to observe patients of both sexes accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, somatic sensation and smell. Students must also be able to assess asymmetry, range of motion and tissue texture changes. Thus, it is necessary for students to have adequate visual capabilities to carry out these functions and for proper evaluation and treatment integration of all patients.

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

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

All candidates for LECOM degrees require coordination of both gross and fine muscular movements, equilibrium and the functional use of the senses of touch, hearing and vision. All students must be able to actively participate in laboratory sessions, including anatomy, OPP and history and physical examination. This requires standing for long periods of time, palpation, auscultation, percussion and other diagnostic skills. In the history and physical course, the student

must also be able to perform functions such as SPEC, Optic, phlebotomy, scrub technique and suturing. Students must be able to endure physically and emotionally taxing workloads. Osteopathic treatment requires that the student be able to maintain upright posture with sufficient lower extremity and body strength to carry out a wide variety of treatments. Students must also be able to effectively respond to patient emergencies and to perform physically exerting treatments such as CPR. Finally, students must have the ability to attend school on a regular basis and to get to and meet attendance requirement of all rotation sites.

D. Intellectual, Conceptual, Integrative, and Quantitative Abilities. These abilities required of the candidates include measurement, calculations, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Students must be able to evaluate complex situations quickly; discern solutions; and to communicate their thoughts clearly, effectively and expeditiously, often under significant stress.

E. Behavioral and Social. Candidates must possess the emotional health required for full use of their intellect, the exercise of good judgment, the prompt completion of all responsibilities in the diagnosis and care of patients and the development of mature, sensitive and effective relationships with patients and colleagues. The candidate must be able to cope with strenuous workloads and changing environments with flexibility, and to cope with ambiguity in decision making. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are essential for the successful functioning physician and pharmacist. Candidates must demonstrate an empathic and humanistic approach to colleagues and patients.

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

The candidate must be free of psychopathic or sociopathic behaviors which 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 LECOM. In addition, candidates with a history of use of illegal drugs, improper use of prescribed medications or the intemperate use of alcohol will typically not be eligible for admission into the program.

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 going on clinical rotations.

F. General Health. The candidate must have sufficient physical stamina to perform strenuous

workloads for long periods. Candidates should be free of chronic debilitating diseases that preclude successful completion of the curriculum. The candidate must be free of active infectious diseases, which are highly contagious in a healthcare setting. Reasonable accommodations will be granted to otherwise qualified students who have a disability.

## **2.2.10 Implementation of Health and Technical Standards**

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

## **2.2.11 Special Environments**

### **2.2.11.1 Introduction**

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

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

### **2.2.11.2 Students Who Believe They Are Sensitive to Chemicals**

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

- A. The student will be directed to the Office of Student Affairs which will inform the student of the following options:
  - The student may wish, at the student's expense, to be medically evaluated. The Office of Student Affairs will assist in identifying a Board Certified Allergist and may, upon request from the student, assist the student in obtaining an appointment at the earliest possible opportunity.

- If the student wishes to reduce exposure to the chemicals in question, this may be accomplished by wearing extra clothing and gloves. Students should also consider wearing an appropriate mask.
- B. The student will be given three (3) working days in which to make a decision as to the two options. During this period, if the student decides not to attend the class in question, the absences will not be counted. The student will, however, be held responsible for the material covered and examinations given during the absences. After three (3) working days, if the student has not made a decision in writing to the Director of Student Affairs, any further absence from courses will be counted against his/her attendance record, which could result in consideration for dismissal from LECOM.

### **2.2.11.3 The Pregnant Student**

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

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

- Obtain, at her own expense, appropriate clothing to reduce her exposure to the potentially harmful chemicals or an appropriate filter mask;
- Take a Leave of Absence from school and resume coursework the following year after the birth of the baby;
- Drop the course and, at her own expense, take an approved course at another institution during the subsequent summer session. This option would have to be approved at the end of the academic year in question pending review of the student's overall record by the appropriate dean.

### **2.2.11.4 Participation in Osteopathic Principles and Practices**

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



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

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

Rarely does a student have a specific physical problem that may contraindicate a specific type of manipulation in a specific location. Any student with a physical problem that contraindicates manipulation is required to contact the Director of Student Affairs before the beginning of the course and present documentation of the problem. A member of the OPP course will then examine the student. If the problem is confirmed by the examination and review of the documentation, special arrangements will be made concerning the specific problem. Active participation will be required in all laboratory sessions not affected by the problem.

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

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

## **2.2.12 Veterans Education**

LECOM is an approved institution for the training of students eligible for veterans' benefits. LECOM will consider veteran status in a positive fashion in making decisions regarding

admission. The Office of Financial Aid VA-certified official provides personal support and current information on assistance available to the veteran.

In accordance with Title 38 US Code 3679 subsection (e), LECOM adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. LECOM will not:

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

However, to qualify for these provisions, students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;

### **2.2.13 Registration**

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

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

LECOM reserves the right to rescind the acceptance or to condition acceptance on a student's entrance into an alcohol or drug treatment program if:

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

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

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

### **2.2.14 Academic Advisement**

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

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

### **2.2.15 Grading and Credit Hours**

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

At the end of each course, series of problem-based learning modules/courses, directed study module, system or rotation, a grade for each student will be submitted to the registrar. LECOM

uses letter grades. A four-value point will be given indicating:

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

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

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

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

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

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

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

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

### **2.2.16 Timing of and Attendance at Examinations**

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

### **2.2.17 Examination Decorum**

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

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

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

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

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

### **2.2.18 Interruptions During an Examination**

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

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

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

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

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

### **2.2.19 Counseling after Failed Examinations**

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

## 2.2.20 Leave of Absence

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

- The student must complete a *Request for a Leave of Absence Form* (Appendix E) after consultation with the student's advisor and the appropriate Dean. Part B of the Request for Leave of Absence Form requires the student to receive financial aid counseling by the LECOM Office of Financial Aid and complete a *Leave of Absence Form for Financial Aid* (Appendix F).
- The completed *Request for Leave of Absence Form* (Appendix E), completed *Leave of Absence Form for Financial Aid* (Appendix F), letter explaining the reason for the request, and documentation appropriate to the reason (for example, a letter which includes a diagnosis from the attending physician for a medical reason) are all to be provided to the appropriate Dean.
- Requests for a medical Leave of Absence must be accompanied by letter from a physician (DO/MD) that includes a diagnosis supporting the request. A physician's clearance is also required to return from a medical leave of absence.
- The request will be reviewed and an official letter will be sent to the student indicating whether or not the leave of absence has been approved. If the leave of absence is approved the letter will include the frequency of required interim contact by the student with LECOM during the absence and will designate the LECOM official who the student is to contact.
- If the leave of absence is approved by the Dean, copies of the *Request for Leave of Absence Form* and the official letter from the Dean will be provided to the Director of Student Affairs, the Office of Financial Aid, the SPG Committee of the student's program and the Bursar.
- When a student returns from a Leave of Absence, tuition for the semester or term of return will be charged on a prorated basis.

If the leave is approved, tuition 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, the appropriate Dean at least 30 days in advance of the end of the current leave. The appropriate Dean must approve the extension.

During a Leave of Absence, a student must maintain some type of health insurance. For a medical Leave of Absence, the student may remain enrolled in the LECOM Student Health Plan for up to six months. An additional six months coverage is allowable with LECOM approval. The student shall pay all required premiums directly to the local provider at Hub International.

Students who are on an approved Leave of Absence for sixty (60) days or more, must meet with the Chairperson of the SPG Committee of the Student's program, the Director of Student Affairs, and the appropriate Dean (or if the Dean designates, the Dean's representative) two weeks prior to being reinstated in their program of study. Students may be required to provide documentation

of ability to return to the program depending on the circumstances of their leave of absence. Students on medical leaves of absence are required to provide a medical release from their treating physician prior to their return to class. To return to school, students must provide an up-to-date immunization record, a current background check, and evidence of ability to pay if so directed by the Director of Student Affairs. A student returning from a LOA shall be responsible for tuition and fees for the return semester.

A student who is in the first semester of the first year is not eligible for a Leave of Absence. The student must withdraw. A student will not receive a leave of absence in order to avoid course failures.

### **2.2.21 Mandatory Leave of Absence**

LECOM offers a robust program of services and accommodations to ensure qualified students with disabilities have equal opportunity to participate in LECOM's programs and activities (see Section 4.1.6. of the Academic Catalog and Student Handbook).

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, or where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, and the student does not want to take a leave voluntarily, the Dean of the student's particular College or School has the authority to place the student on a mandatory leave of absence. Before placing a student with a disability on a mandatory leave of absence, LECOM will do an individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in the educational program without taking a leave of absence. Such decision may be appealed in writing to the President within seven business days of notification.

A student on a mandatory leave of absence may request reinstatement when the circumstances that resulted in the leave no longer exist or have moderated in severity such that the student no longer poses a significant risk to the health or safety of others or an actual risk to their own safety. The request shall provide evidence of the change in circumstances. Reinstatement may be granted by the same official who imposed the mandatory leave. If a request is denied on grounds of health or safety, the decision may be appealed in writing to the President, within seven business days of notification of denial.

### **2.2.22 Withdrawal Policy**

Attendance at LECOM is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct.

***LECOM reserves the right to require withdrawal at any time it deems necessary to safeguard its***



*standards of scholarship, conduct, and orderly operation.*

A student wishing to voluntarily withdraw from further study at LECOM for any reason during or at the end of the academic year should go through the following procedures:

- A. The student is encouraged to consult with his or her faculty advisor. If still wishing to withdraw, obtain a withdrawal form from the advisor or from the Office of Student Affairs.
- B. The student should submit the completed withdrawal form to the Office of Student Affairs at his or her location (see Appendix G).
- C. If the withdrawal occurs during the first 50% of the designated length of a course, the student would receive a “W” for that course. If withdrawal occurs during the last 50% of the designated length of a course, the student would receive a “WP” or “WF”, depending upon the determination by the instructor of the course as to whether the student was passing or failing at the time of last date of attendance.
- D. No withdrawals will be permitted during the final two weeks of a semester or term.

Once a student has withdrawn and, if eligible, has received a full or partial refund of tuition and fees and/or financial aid, the student is not eligible for a medical leave of absence.

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

### **2.2.23 Academic Freedom**

All faculty at LECOM are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

LECOM recognizes that its faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.

As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

## 2.2.24 Requirements for Graduation

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

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

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

## 2.2.25 Commencement

Attendance at Commencement is mandatory for all graduating students. Commencement shall be held approximately two weeks following the end of the academic year. Requests for awarding of the degree in absentia, such as in the case of incurring a medical condition where participation in graduation would present a significant health hazard, must be submitted to and approved by the President. 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, unless an exception is granted by the Provost. Only in unusual circumstances and with the approval of the President will the degree be awarded in absentia. For students completing the requirements after the graduation date, diplomas shall be dated with the last day of the month and year in which all requirements are met.

All graduating students shall comport themselves in a thoroughly professional manner throughout the graduation ceremony. Students will be handed a diploma cover at one end of the ceremonial stage and then proceed across the stage to be hooded. There shall be no overtly demonstrative conduct by students as they cross the stage. Any student who fails to honor these standards will be addressed by the Provost and his/her receipt of the diploma may be delayed.

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

*Assisting with the academic hooding at the Commencement Ceremony will be limited to **one immediate family member** (father, mother, grandfather, grandmother, brother, sister, spouse, father-in-law, mother-in-law, brother-in-law, sister-in-law, aunt or uncle) **who is a physician, D.O., M.D., Pharm.D., RPh., D.M.D. or D.D.S.** The Associate and Assistant Deans of the Preclinical and Clinical Education Programs are the official representatives of the College. LECOM faculty may not serve as guest hooders unless the individual is a family member.*

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



## 3. INSTITUTIONAL SERVICES

### 3.1 FINANCIAL AID/FINANCIAL SERVICES

#### 3.1.1 Purpose of LECOM's Financial Aid Program

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

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

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

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

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

#### 3.1.2 Financial Aid Code of Conduct

The Higher Education Opportunity Act, Public Law 110-315, August 14, 2008, requires institutions which participate in the Title IV loan program to develop, publish, administer and enforce a code of conduct with which the institution's officers, employees and agents shall comply.

LECOM is committed to providing students and their families with the best information and processing alternatives available regarding student borrowing. In support of this and in an effort to rule out any perceived or actual conflict of interest between LECOM officers, employees or agents and education loan lenders, LECOM has adopted the following student lending code of

conduct for the Erie, Bradenton, LECOM at Elmira and the LECOM at Seton Hill campuses:

- LECOM does not participate in any revenue-sharing arrangements with any lender.
- LECOM does not permit any officer, employee or agent who is employed in the financial aid office or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor or servicer.
- LECOM does not permit any officer, employee or agent who is employed in the financial aid office or is otherwise involved in the administration of education loans to accept any fee, payment or other financial benefit (including a stock purchase option) from a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
- LECOM does not permit any officer, employee or agent who is employed in the financial aid office or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor or group of lenders and/or guarantors in exchange for service on an advisory board, commission or other group established by such a lender, guarantor group of lenders and/or guarantors. LECOM does allow for the reasonable reimbursement of expenses associated with participation on such boards, commissions or groups by lenders, guarantors or groups of lenders and/or guarantors.
- LECOM does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- LECOM recognizes that a borrower has the right to choose any lender from which to borrow to finance his/her education. LECOM will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- LECOM will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans, or a preferred lender arrangement for Title IV loans.
- LECOM will not request or accept any assistance with call center or financial aid office staffing.

### **3.1.3 Financial Aid Application Procedure**

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

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

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

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

### **3.1.4 Student Financial Assistance and Tuition and Fees Payment**

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

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

### **3.1.5 Application for Additional Loan Funding**

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

### **3.1.6 Satisfactory Academic Progress Standard for Financial Aid Recipients**

Students receiving scholarships, loans and/or financial assistance through federal and private resources must remain in good academic standing and make satisfactory academic progress to retain their awards. Good academic standing for the purpose of financial aid is defined as the minimum academic standards required for continued enrollment in the student's program. If the student fails to maintain institutional standards, the student is considered not to be making satisfactory academic progress, and will lose financial assistance until the standards are met. Exceptions to this policy will be made on an individual basis and in compliance with federal and state regulations governing financial aid.

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

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

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

### **3.1.7 Leave of Absence for Financial Aid Recipients**

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

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

- 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.

### **3.1.8 State Residency Status**

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

### **3.1.9 Terms of Payment**

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

### **3.1.10 Late Payment Fee**

Tuition and fee charges must be paid one week prior to the first day of the semester. All students who have applied for loans to meet their financial obligations must show proof of pending loans sufficient to meet the payment of tuition and fees on the due date. If tuition is not paid in full on the due date, a late fee of \$50 per week will be assessed until such time as all financial obligations are met.

### **3.1.11 Tuition Refund Policy**

A student, who cancels, withdraws for personal or medical reasons, is suspended or is dismissed, will receive a refund of tuition and fees within thirty days of any of the foregoing in accordance with the following schedule: 100 percent during the first week of the semester, 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 or are withdrawn, for any reason, after the fourth week, except as detailed in Sections 3.1.12 (Veterans Benefit Tuition Refund Policy) and 3.1.13 (Treatment of Title IV Funds When A Student Withdraws). Students are financially responsible for any outstanding balance owed upon discontinued enrollment.

### **3.1.12 Veterans Benefit Tuition Refund Policy**

Students receiving Veterans Education Benefits who fail to complete the program, withdraw or are dismissed for any reason prior to the completion of the program, will be charged for tuition, fees and other charges on a pro rata basis. Charges for the completed portion of the program shall not exceed the approximate pro rata portion of the total charges for tuition, fees and other charges for the full length of the program.

### **3.1.13 Treatment of Title IV Funds When a Student Withdraws**

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

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

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement for all other school charges. If you do not give your permission

(some schools ask for this when you enroll), you will be offered the funds. However, it may be in your interest to allow the school to keep the funds to reduce your debt at the school.

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

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

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

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

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

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

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

## **3.2 INFORMATION/TECHNOLOGY POLICIES**

### **3.1.1 General Guidelines**

LECOM provides electronic communication devices, equipment, and technology, including, but not limited to, telephones, e-mail systems, voice mailboxes, computer files, the Internet, copiers, facsimile machines, 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 such as the computers in the LRC

consent to having their use of these devices monitored and accessed at LECOM's discretion. **You should have no expectation of privacy in any use of LECOM provided devices or systems.**

It is a violation of policy for any data composed, sent, or retrieved via electronic devices to contain content that may be reasonably considered offensive or disruptive. 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, sexual orientation, gender identity/expression or any other protected class. Students' use of LECOM electronic devices and e-mail system is also subject to the Anti-Harassment policy.

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 option 2 or e-mail [issupport@lecom.edu](mailto:issupport@lecom.edu).

For problems accessing course materials contact the appropriate course coordinator.

### **3.1.2 E-mail**

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.

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

If a student is dismissed their LECOM e-mail account will be deactivated immediately.

Unacceptable uses of e-mail:

- Using an e-mail account assigned to someone else.
- Giving someone else access to your account.
- Sending secure exam codes to any other student.
- Sending harassing, obscene and/or threatening messages.

- Sending unsolicited junk mail including chain letters.
- Sending material that infringes upon the copyright or patent of another person.
- Sending commercial, political or advertising material.
- Operating a personal business using your LECOM e-mail account.
- Sending mass e-mails without proper authorization.
- Soliciting on behalf of another organization.
- Automatic forwarding of your LECOM e-mail account to another e-mail account, e.g. gmail.com, yahoo.com, and outlook.com.
- Using e-mail to reveal confidential information about students or employees to anyone who has neither a need nor a right to have the information, including information that is protected by FERPA or HIPAA.
- Sending or forwarding hate mail, discriminatory remarks, pornographic material, political propaganda, spam or other e-mail nuisances.

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

Please be aware that our firewall may not stop all malicious programs or inappropriate content. Phishing emails are very common. Do not respond to e-mails that ask for personal information or click on any links within them. If you question the validity of an email, please forward it to [issupport@lecom.edu](mailto:issupport@lecom.edu) for verification. Also, please remember to keep your anti-virus software up to date. If you have any problems or questions, please call IT support at 1-844-276-9918 option 2 or e-mail [issupport@lecom.edu](mailto:issupport@lecom.edu).

### 3.1.3 Internet Usage Policy

**Individuals given Internet access via LECOM computers are expected to use the Internet to enhance the performance of their work and study responsibilities.** No one shall place school material (copyrighted software, internal correspondence, confidential materials, etc.) on any publicly accessible Internet site without permission. The Internet does not guarantee the privacy and confidentiality of information. Sensitive material transferred over the Internet (including FTP and e-mail) 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 copyrights or patents of another person on or through the Internet. Students, faculty and staff are prohibited from downloading or using copyrighted material in any way without obtaining written authorization. Only computers with up-to-date anti-virus software will be given Internet access. Only faculty and staff with LECOM issued laptops and cell phones are granted access to the LECOM wifi network. Personal devices are not permitted.

***Unacceptable uses of the Internet:***

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

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

### **3.1.4 Cell Phones and Other Electronic Devices**

Cell phone usage should be kept to a minimum. It should never interfere with class. Use of cell phones while in class is prohibited. Use of personal hotspots in the lecture halls interferes with the LECOM wifi network and is prohibited. Students should refrain from using cell phones or texting while driving.

The use of cameras or video/audio recording devices is prohibited during class. Any usage must be with the consent of individuals and in line with the guidelines in Section 3.2.5.

### **3.1.5 LECOM Photography Procedures**

The Office of Communications and Marketing is a resource for providing staff and commercial professional photographers and videographers for print, online, and new media projects, as well as

to capture and record special events. Communications and Marketing offers consultation on photo shoots and archives images. In order to maintain the quality and consistency of LECOM photography, the following guide has been developed.

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

Individuals in the photographs must meet LECOM dress code standards. (*see Section 4.3.2*).

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

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

While photographing an event where the individuals are engaged in activities involving movement and groups of people, take time to properly compose the photos. If it does not interfere with what they are doing, ask individuals to pause for a moment while you compose and take the photo. Reposition individuals so that faces are visible.

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

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

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

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

### **3.1.6 Copyright Materials**

All LECOM faculty, staff and students must respect and comply with the rules on copyrights, such as the provisions of the U.S. Copyright Act of 1976. Unauthorized use of or distribution of copyrighted materials, including but not limited to peer to peer file sharing (transmitting copyrighted materials, such as music, movies, compilations, to friends for their use) is a violation of federal law that can subject students to fines or imprisonment and would be considered an honor code violation, which can result in expulsion, or other College-imposed sanctions for misconduct.

## **3.2 LEARNING RESOURCE CENTER**

### **3.2.1 General Library Information**

The LECOM Learning Resource Center (LRC) is committed to providing students and faculty with access to information for the medical, pharmaceutical, dental and other graduate programs 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.

### **3.2.2 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.

### **3.2.3 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.

### **3.2.4 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 online as well as in-house; a convenient link can be found on the LRC webpage.

### **3.2.5 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 disciplinary action.

### **3.2.6 Reserve Collection**

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

### **3.2.7 Photocopiers**

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

### **3.2.8 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 use Papercut, an account based system and are designated for students to print class notes and personal documents. Word processing is also available on the computers.

### **3.2.9 Interlibrary Loans**

Interlibrary loan service is used for items not available from the LRC collection. Through the use of e-mail, scanning technology and DOCLINE most routine requests have a turn-around time of three to seven working days. Books and monographs require from three to ten working days. An interlibrary request form should be completed and submitted to an LRC employee to initiate a loan request. This form is to be completed on the LRC portal page and submitted online. Although most libraries loan photocopies on a reciprocal basis, there are some health science libraries that charge a fee for loans. The requester is responsible for all charges incurred and will be notified if there is a charge for the loan prior to sending the request.

### **3.2.10 Electronic Resources**

Outline of selected resources:

The LRC provides access to MEDLINE, the National Library of Medicine's biomedical database

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

The LRC subscribes to StatRef, an electronic medical library offering cross searching capability to 30 medical textbooks such as AHFS Drug Information, Merck Manual of Diagnosis and Therapy, Concepts in Clinical Pharmacokinetics and Kaplan & Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry.

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

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

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

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

### **3.2.11 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.

### **3.3 CAMPUS SECURITY AND SAFETY**

#### **3.3.1 Campus Facilities**

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

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

Landscaping and outdoor lighting on campus are designed for security. Sidewalks are designed to provide well-traveled, lit routes from parking areas to buildings. Grounds-keeping personnel trim shrubs from sidewalks and the building entrances to provide a safe, well-lighted route to the buildings. All campus lighting is routinely inspected. Night security personnel are available to escort people to the parking areas. Fire extinguishers and fire hoses are placed throughout LECOM for safety. Emergency defibrillators (AEDs) are also located at key locations for emergency use.

In an effort to maintain the highest levels of campus safety and security, no costumes, dress, or masks including mascot uniforms which alter, cloak, or conceal an individual's identity are permitted on any LECOM property. This includes Halloween attire. This is done to maintain the safe community that we enjoy on the LECOM campuses.

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

#### **3.3.2 LECOM Police and Security Office**

The LECOM Police and Security Office is responsible for the provision of law enforcement and security for LECOM. Its mission is to provide a safe and secure environment for the students, faculty, and staff of LECOM. The Office ensures that the community and facilities remain secure

through professional, proactive, and quality prevention, suppression, and investigation of criminal activity or unsafe physical, operational, or environmental conditions on the campuses and properties under the control of LECOM. Campus security is provided twenty-four hours a day, seven days a week.

At LECOM Erie, the Department includes both sworn Campus Police Officers and Security Officers; LECOM Police and Security patrol all Erie facilities. At LECOM Bradenton, the Department consists only of Security Officers. Operational responsibility for security at LECOM at Seton Hill is provided by the Seton Hill University Police Department. Seton Hill University Police are also responsible for patrolling the campus.

Campus police officers possess full police powers under the law. Campus Police have the power to arrest and exercise all other police powers in the same manner and with the same authority as any police officers in the Commonwealth of Pennsylvania. LECOM campus police officers may carry firearms and non-lethal weapons while on duty for the protection of the LECOM community; all LECOM Police officers have been appropriately trained and certified. At the Main campus in Erie, Campus Police may dress in civilian clothes with a badge displayed on their belt. More frequently, however, Campus Police will be dressed in full uniform. Bradenton Security officers are uniformed.

LECOM Security Officers are not police officers. They perform the duties of and are empowered by LECOM to enforce policies established by the institution. In addition, they staff the Security Office, monitor the CCTV surveillance system, patrol the campus and assist police officers in the performance of their duties.

#### Security Locations and Phone Numbers

At all locations, call 9-1-1 to contact local law enforcement, fire, or EMS to report an emergency or crime. Call 9-9-1-1 from a LECOM or Seton Hill University phone.

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

If an officer is not at the desk, callers may leave a message or call the cell phone of the officer on duty at (814) 434-3927.

Bradenton, Florida  
Security Office for College of Medicine & School of Pharmacy Building  
Located inside the southwest entrance  
5000 Lakewood Ranch Boulevard

Bradenton, Florida 34211  
(941) 782-5908

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

LECOM at Seton Hill in Greensburg, Pennsylvania  
Seton Hill University (SHU) Police Department  
Room 115 Administrative Annex  
One Seton Hill Drive  
Greensburg, PA 15601  
Dial 4-9-9-9 from Seton Hill University phones  
Dial (724) 830-4999 from non-SHU and non-LECOM phones (Police Chief (724) 830-4998)

Dial 9-724-830-4999 from LECOM phones

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

*(Elmira campus emergency contact information is not yet determined.)*

### **3.3.3 Campus Safety and Security Programs and Information Systems**

#### ***Daily Crime Log***

The LECOM Police and Security Office maintains a daily log of all criminal incidents that occur on the campuses and satellite facilities pursuant to federal and state statutes. The contents of this log are open to public inspection. Any student or prospective student, faculty member or staff member of LECOM wishing to examine the Daily Crime Log may do so. The Log is located in the Campus Police and Security Office. At LECOM at Seton Hill, the Log is located in the office of the Seton Hill University Police Department. Requests to view the document can be made to any police or security officer on-duty in the office during hours when the building is open for business.

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

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

### ***Campus Security Notification System***

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

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

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

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

### ***Campus Security Alerts - Omnilert***

LECOM utilizes “Omnilert,” a notification system that enables the school to send urgent news to cell phones. The service is available to all current students and employees. After signing up for the service, LECOM can text cell phones with timely information about emergencies, class cancellations, or critical campus reminders. Registering with the system is necessary to receive the notifications. Depending on personal cell phone plans, there may be a nominal fee from a carrier to receive text messages, but there is no charge from the school to use the service. Omnilert is "opt-out." All incoming students are now automatically signed into the Omnilert notification system. If they do not desire to receive Omnilert warnings and alerts, they must request, in writing, to be removed from the system.

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

on the Seton Hill University campus.

### **3.3.4 Vehicle Registration and Parking Regulations**

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

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

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

Infractions shall include but are not limited to:

- Excessive Speed
- Reckless Driving
- Failure to Stop at a Stop Sign
- Failure to Use Turn Signals
- Driving Outside Established Lanes
- Driving Under the Influence of Drugs or Alcohol
- Texting while driving

#### Parking Regulations

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

- No vehicle may be left in the LECOM parking lots overnight.
- Student, faculty or staff parking in spaces designed for visitors is strictly prohibited.
- Parking in spaces designated for handicapped persons without a handicapped license plate or placard is strictly prohibited. Violators are subject to fines and penalties established by the state.
- Parking, stopping or standing in fire lanes is prohibited at all times.
- Parking in areas designated as “Tow-Away Zones” subjects the vehicle to be removed from the campus at the owner’s expense.

### **3.3.5 Student Responsibility for Safety and Security**

#### **3.3.5.1 Introduction**

LECOM is an exceptionally safe and secure educational institution. However, individual complacency and inattentiveness concerning personal security can negatively impact the entire community. To ensure optimum levels of security, students and employees must assume responsibility for their own safety, as well as, the safety and security of all members of the LECOM community. This responsibility includes, but is not limited to the following:

- Report any safety or security concerns to the Campus Security Office or the University police at Seton Hill University and campus police for LECOM at Elmira.
- 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 or secured area.
- Strictly obey traffic and parking regulations on campus. This is especially important when driving in congested parking areas and around pedestrian traffic areas.
- Never park, stop or stand in fire lanes. This could cause a serious delay in the response time for fire fighters in the event of a fire emergency on campus.
- Keep personal items inside locked lockers.
- Never leave bags or other personal items in hallways during examinations (they should be in cars or lockers.).
- NO COSTUMES, Dress, or Masks including mascot uniforms, which alter, cloak, or conceal an individual’s identity are permitted on any LECOM property.



### **3.3.5.2 Campus Crime Prevention Program**

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

- All incoming first year students receive a presentation from the LECOM Security Office during orientation.
- Prior to orientation all in-coming first year students receive an Identification Badge/Card/Key and a Parking Permit.
- All new employees receive an Identification Badge/Card/Key and a Parking Permit.
- The Security Office, in conjunction with the Offices of Student Affairs and Human Resources and the various student organizations, will provide crime prevention presentations as needed or requested throughout the year.

### **3.3.5.3 Reporting Crime**

Any person who is the victim of a crime, including but not limited to domestic violence, dating violence, sexual assault, or stalking, either on or off campus, is encouraged, but not mandated, to report the incident to the appropriate law enforcement agency. Every member of the LECOM community is encouraged to report a crime promptly if the victim wants a report to be made or is unable to make a report. Moreover, the LECOM Police and Security Office reports crimes occurring on campus or non-campus buildings or property to the federal and state governments as required by law.

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

A “Campus Security Authority” is a Clery Act term that encompasses individuals that may receive reports of crimes. While LECOM has identified several Campus Security Authorities (CSAs), LECOM officially designates the LECOM Campus Police and Security Office to receive reports of crimes at the Erie, Pennsylvania and Bradenton, Florida locations and the Seton Hill University Police Department to receive reports of crimes at the LECOM at Seton Hill location in Greensburg, Pennsylvania, and Elmira College campus security for LECOM at Elmira..

Orders of protection, no contact orders, restraining orders, or similar lawful orders issued by a court should be provided to the LECOM Police and Security Offices or Seton Hill University Police Department.

## **3.3.6 Drugs, Alcohol and Weapons Policy**

### **3.3.6.1 Introduction**

LECOM recognizes that professional education may be a time of great stress for students. Therefore, LECOM wants to enable our students and staff to adapt successfully to these stresses without engaging in potentially harmful coping mechanisms such as alcohol or drug abuse. A student, faculty member or employee who needs help will be assisted promptly to help solve his or her problem in an effective, compassionate and confidential manner.

The illegal use of controlled substances can seriously injure the health of students or staff, by: adversely impairing the performance of their responsibilities; endangering the safety and well-being of LECOM community members; jeopardizing LECOM property or that of its members or visitors; or adversely affecting its educational mission. As a consequence, to provide for the safety of the members of the community and its property, LECOM has set the following minimum standards of conduct for all members of the community and for those seeking admission to LECOM.

### **3.3.6.2 Weapons Policy**

The use, possession, or carrying in any manner or conveyance of firearms, hand billies, dirk knives, or other dangerous cutting instruments, explosives or any other weapons on LECOM-owned or controlled property, at LECOM-sponsored or supervised activities, or at Seton Hill University is strictly forbidden. The only exception is for authorized law enforcement officers. The commission of a serious crime is grounds for immediate discharge from LECOM.

### **3.3.6.3 Drug-Free Campus**

LECOM is dedicated to the safety, health, and welfare of its students and employees by maintaining a drug-free environment. To promote this goal, students and employees are required to report to LECOM in appropriate mental and physical condition to perform their required educational and work tasks in a satisfactory and safe manner. LECOM complies with provisions of the Drug-Free Schools and Communities Act of 1989. Our rules of conduct prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students or employees on LECOM property: buildings, grounds, vehicles, rental space, affiliated hospitals, or locations of official LECOM functions. Violations of this policy may result in a disciplinary action and an order to participate in a program of rehabilitation and monitoring, suspension, or dismissal of a student or termination of employment of an employee. Such violations may also have legal consequences.

- Alcoholic beverages may not be served or consumed on any LECOM campus. In addition, the illegal use or abuse of legal drugs will not be tolerated.

- While on LECOM premises and while conducting business-related activities off LECOM premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs.
- No student shall possess, use, manufacture, produce, sell, exchange, or otherwise distribute any drug prohibited by federal or state law at LECOM.
- No student shall possess, consume, furnish, manufacture, sell, exchange, or otherwise distribute any alcoholic beverage except as permitted by state law and LECOM.
- Students found by school application process, security background checks, self-disclosure or other means to have a history of use, possession, transportation or any other interactions with illicit substances and/or alcohol or that otherwise comes to the attention of law enforcement will be referred to the PHP/SARPh at Erie or LECOM at Seton Hill and the Florida PRN or Centerstone in Bradenton, possibly for a psychiatric evaluation. For LECOM at Elmira, referrals will be to the CPH (Committee for Physicians Health for the State of New York). A referral will be made to PHP/CPH/SARPh/PRN/Centerstone regardless of legal standing as in cases in which any sentence was fully served prior to enrollment at LECOM or conviction records were expunged. Students will be expected to be monitored throughout their matriculation at LECOM by way of recommendations from PHP/CPH/SARPh/PRN/Centerstone or by student request in cases of substance dependency.

To inform all LECOM community members about important provisions of this policy, LECOM has established a drug-free alcohol abuse awareness program. The program provides information on the dangers and effects of substance abuse at LECOM, resources available, and consequences for violations of this policy.

#### **3.3.6.4 Substance Abuse Educational Programming**

LECOM will offer mandatory educational programs to promote awareness of the dangers of substance abuse and its prevention. Every student must attend/participate in designated programming.

### **3.3.7 Sexual Assault and Other Sexual Misconduct Prevention Program and Procedures**

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

discipline. See Section 4.3.8 for more about hazing and non-sex based harassment.

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

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

LECOM provides mandatory educational programs to promote awareness and prevention of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, and stalking each year at orientation and other times during the academic year. LECOM will also direct students to community resources such as counseling and victim support services and to law enforcement organizations as needed.

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

### **LECOM Title IX Coordinator and Deputy Coordinators**

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

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

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

LECOM Bradenton (including dental clinic at DeFuniak Springs)  
Ronald Shively, Deputy Coordinator  
Director of Student Affairs  
(941) 782-5930  
rshively@lecom.edu

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

LECOM at Seton Hill

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

LECOM at Elmira

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

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

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

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

- Contact the local police, LECOM Police and Security Office, and/or the Seton Hill University Police Department for assistance and an immediate criminal investigation will be initiated. LECOM personnel will assist a student in notifying these authorities if the student requests this assistance. **See Appendix A in this handbook for law enforcement contact information and also the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* which is attached to this handbook as Appendix J.**
- Preserve any physical evidence that may prove that an incident of sexual harassment,

sexual exploitation, sexual assault, domestic violence, dating violence, or stalking occurred and/or to obtain a protective order.

- You may need to get an immediate medical examination and treatment.
- The examination will determine if you need treatment for injuries or sexually transmitted diseases or pregnancy.
- The examination will also result in the collection of evidence that can be used to identify and convict your attacker.
- You can seek medical attention on your own instead of in conjunction with a report to the police.
- The hospital will treat you and collect the necessary evidence.
- The hospital will notify the police and rape crisis center on your behalf; however, it is your decision to make if you want that to occur.
- Even if you do not think that you want to press charges at the time of the medical examination and treatment, it is important to obtain the evidence in case you change your mind at a later date.
- You can seek the services of counselors who specialize in assisting victims and the families of victims of these crimes. These counselors can give advice, assistance, and accompany you through the process. LECOM personnel will assist a student in contacting counselor(s) if the student requests this assistance.

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

### **Consensual Relations Between Students and Faculty/Staff**

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

### **3.3.8 Suicide Intervention Policy**

Any LECOM student who engages in suicidal behaviors and/or verbalizations must be evaluated by a LECOM approved psychiatrist, psychiatric resident, or psychologist. An individualized assessment will be made as to whether the student can continue with or resume their coursework, clinical rotation, or practice experience as described in Section 2.2.21, Mandatory Leave of Absence.

Any LECOM student, regardless of campus or school, is required to take action, report, or intervene, if safe to do so, when another individual is at potential risk of suicidal behavior. Failure to do so may result in disciplinary action. The scope of this policy includes any LECOM program, building, grounds, vehicle, rental space, affiliated hospital or location of official LECOM function.

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

### **3.3.9 Violence and/or Threats of Violence Policy**

There is a zero tolerance for violence or threats of violence directed toward any student or employee at LECOM. Violence or threats of violence are punishable by expulsion and criminal prosecution when and where appropriate.

Violence according to this policy will include physical altercation, overt threats or covert threats of physical violence, intimidation or emotional abuse. All statements, comments, and gestures related to violent behavior will be dealt with as a serious violation of this policy.

Any student who intentionally and/or knowingly fails to identify or report a violent or potentially violent situation is subject to an Honor Code violation as described in the section, “Student Disciplinary Procedures.”

#### **3.3.9.1 Hate Crimes are Strictly Forbidden by LECOM**

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

Anyone engaging in such conduct will be subject to expulsion or discharge from LECOM. Anyone who witnesses such conduct, regardless of whether they are the target, should report the conduct pursuant to the “Reporting a Crime” (*Section, 3.4.5.3*). LECOM maintains a zero tolerance policy as to hate crimes. Hate crimes are also specifically forbidden by the state criminal laws of Pennsylvania, New York and Florida.

### 3.3.10 Dangerous Person Policy

Any LECOM student engaging in coursework or participating in clinical rotations or practice experiences shall not threaten to, attempt to, or actually perpetuate violence, abusive physical acts, or abusive emotional acts toward another person that is likely to result in physical or emotional injury or pain or the destruction of property. The prohibited acts may be direct or indirect, overt or covert, serious or in jest. The scope of this policy includes any LECOM program, building, grounds, vehicles, rental space, affiliated hospitals, or locations of official LECOM functions.

Violations of this policy may result in an order for an evaluation by a LECOM approved psychiatrist, psychiatric resident, or psychologist; suspension; or dismissal from LECOM. LECOM has zero tolerance for threats or violent acts.

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

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

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

### 3.3.11 Visitors

Only matriculated students, staff, faculty, and invited and escorted guests are permitted in LECOM buildings. LECOM students and employees are required to show their LECOM issued ID badge for entrance to LECOM buildings or other facilities. Prior to allowing access to the building Police & Security may check to ensure they have not been suspended, dismissed, or otherwise to be prevented from entering.

Non-students are not permitted to attend didactic or laboratory sessions without special permission of the appropriate dean. No visitors are permitted in the anatomy laboratory without special permission of the Course Director of Gross Anatomy. These regulations are STRICTLY observed.

Visitors to LECOM should be aware that they must bring a valid state ID. **All persons entering any LECOM building or facility are subject to bag and purse checks as well as metal detection screening where equipped.** Any person refusing such search will not be permitted



entry. Alcohol, weapons, or any item that the LECOM Department of Police and Security deems dangerous will be confiscated. Illegal items will be turned over to the appropriate law enforcement jurisdiction.

Persons having business to conduct with LECOM employees will be required to have an appointment. Security must be notified of site visits/guests in advance. If the site visitor/guest does not have a scheduled meeting and an unscheduled meeting is not possible, the guest will be advised to call and make an appointment. The personal office phone number will not be given out, instead the guest will be given the college campus main phone number.

Erie: (814) 866-6641

Bradenton: (941) 756-0690

LECOM at Seton Hill: (724) 552-2880

Visitors to LECOM must sign the visitor log at the entrance of the building and wear a visitor badge indicating they are authorized to be on campus. Approval of a special visitor pass may be obtained from one of the following: Director of Security, Director of Student Affairs, a Dean, an Associate Dean, an Assistant Dean, or the Vice President for LECOM at Seton Hill. Minor visitors must have the approval of the Provost.

## **3.4 REGISTRAR/EDUCATIONAL RECORDS**

### **3.4.1 Office of the Registrar**

The Office of the Registrar is the keeper of the educational record for all students. Among the services provided are release of academic transcripts, confirmation of enrollment, recording and dispersal of student grades, change of name and address, maintenance of additional student directory information, enrollment verification, production of letters of good standing, and release of diplomas. In addition, the office also oversees ERAS and physician licensing verification.

#### **3.4.1.1 Transcripts**

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

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

Requests for an official transcript must allow a minimum of 10 working days for normal processing and three weeks for processing following the end of a semester. Official transcripts will not be provided to students who are delinquent in their financial obligations to LECOM or any of its affiliated hospitals or clinics, delinquent in submitting required health forms, or if clinical rotation requirements are not received by the appropriate offices. If LECOM has knowledge that a student or graduate is in default on any Federal, State, outside agency, institutional loan, or service obligation, LECOM will withhold all official transcripts, letters of recommendation and evaluations for internships, residencies, employment, staff privileges, specialty certification, and licensure.

### **3.4.1.2 Grade Reports**

Grades are sent out to students by U.S. Mail within 30 days of the end of the semester. Enrolled students will receive a grade report after grades have been posted at the conclusion of each semester. Grade report forms cannot be faxed or emailed.

### **3.4.1.3 Change of Address/Change of Name**

Students are responsible for making certain that the address on file with LECOM is current. A student may complete a change of address form for the registrar if their permanent or current address changes. A change of address may also be submitted in person, by mail, or by fax on the Change of Address form; by an E-mail originating from the student's LECOM account only and sent to the Registrar. Additionally a student's address may be updated on the LECOM Portal under the Bursar tab.

A change of name will take place only when the appropriate paperwork is submitted to the Office of the Registrar. Students wishing to change their names should submit proof of marriage or divorce, a second form of ID or other court-ordered documents showing the change of name. Students wishing to take their maiden name as their middle name must also submit an official document verifying the update. No requests to change one's name in LECOM records will be honored after graduation has occurred. If a name is changed near to graduation, the student's diplomas will not be released to the students until official documentation of the name change is received.

### **3.4.1.4 Class Rank**

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

There are instances in which students will not be ranked. Students who repeat a year or switch

pathways or campus locations will not be ranked. Students with a grade or grades of Incomplete at the end of the semester will not be ranked. Students who are off-schedule in clinical rotations will not be ranked unless they are caught up with the rest of the students in the class by the end of the semester.

Class rank for graduating students is based on the grades up to and including the final rotation of the academic year. Students switching campus location or students completing a rotation or rotations after Block #13 of the academic year will not be ranked with the class. Unranked students may contact the Office of the Registrar upon completion of all requirements for graduation to determine the quartile in which they will be ranked.

### **3.4.1.5 Diplomas**

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

Students who are off schedule will have their diplomas ordered once all requirements are completed. The official date on the diploma will be the last day of the month in which all graduation requirements are completed. Unless other arrangements are made, late graduates' diplomas will be mailed to the address that is on file with the Office of the Registrar.

Replacement of a lost, damaged or destroyed diploma may be requested through the Office of the Registrar and secured upon payment of a \$100.00 fee.

## **3.4.2 Family Educational Rights and Privacy Act**

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

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

- A. Eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of any request. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible

students to review the records on site. Schools may charge a fee for copies. No charge will be made for retrieving or searching records.

- B. Eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- C. Generally, schools must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:
- School officials with legitimate educational interest;
  - Other schools to which a student seeks or intends to enroll;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

### 3.4.3 Educational Records Policy

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

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

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

**Directory Information:** Includes the following information relating to a student: student's name, address (permanent and present), telephone number, date and place of birth, undergraduate/graduate institution(s) attended, class level, marital status, home state, dates of attendance, degrees and awards received, most recent photograph, and other similar information. This information may be published unless a student files an objection with

Student Affairs.

**Educational Records:**

Records, files, documents or other materials that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

The following are not educational records under FERPA:

- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute. A “substitute” means an individual who performs on a temporary basis the duties of the personnel who makes the record, and does not refer to an individual who permanently succeeds the maker of the record in his or her position.
- 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.
- Personal health records of the student, used only in connection with the provision of treatment of a student, and not disclosed to anyone other than the individuals providing treatment (provided that the records can be viewed by a physician or other appropriate professional of the student’s choice).
- 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.
- 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.

### **3.4.4 Educational Records**

LECOM will maintain the following types of educational records:

- Personal data identifying each student enrolled, including full legal name, address, race, date and place of birth, marital status, name of spouse, name of parent or guardian;

- Description of student academic status including grade level completed, grades, standardized test scores, and clinical evaluation of work competency and achievement;
- Scores on standardized professional examination boards;
- Records of extracurricular activities;
- Health data;
- Systematically gathered academic, clinical and counseling ratings and observations; and
- Reports of disciplinary and criminal proceedings, provided reports contain only factual information and not subjective information.

### **3.4.5 Annual Notification**

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

### **3.4.6 Procedure to Inspect Educational Records**

- Students may inspect and review their Educational Record upon request to the Office of Student Affairs
- Students should submit to Student Affairs a written request identifying as precisely as possible the record or records he or she wishes to inspect.
- Student Affairs will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given 45 days or less from the receipt of the request.
- 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.
- If a student is unclear as to the meaning of any record, they may request an interpretation of the contents of the record from Student Affairs.

### **3.4.7 Right of LECOM to Refuse Access**

LECOM reserves the right to refuse a student's request to inspect and review the following records:

- Letters and statements of recommendation for which the student has waived his or her right to access, including but not limited to Medical Student Performance Evaluations (formerly referred to as Dean's Letters).
- Records connected with an application to attend LECOM, as such were obtained prior to the student being in attendance at LECOM; or
- Those records which are excluded from the FERPA definition of Educational Records.

### **3.4.8 Record of Requests for Disclosure**

LECOM will maintain a record of all requests for and/or disclosure of information from a student's Educational Records. Any disclosed record will indicate the name of the party making the request, any additional party to whom it may be disclosed, and the legitimate interest the party had in requesting or obtaining the information. The student educational record may be viewed by the student. 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.

### **3.4.9 Disclosure of Directory Information**

LECOM may disclose personally identifiable information from the educational records of a student who is in attendance at the institution if that information is considered "directory information." Any student may refuse the release of any such information by serving written notice to that effect to the registrar within 30 days after the commencement of any academic year.

LECOM reserves the right to disclose directory information from the educational records of an individual who is no longer in attendance at LECOM without following any of the procedures described above.

### **3.4.10 Correction of Educational Records**

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

- Students must submit their request in writing to Student Affairs to amend a record. In doing so, the student should identify the part of the record he or she wants to be changed and specify why he or she believes that it is inaccurate, misleading, or in violation of his or her privacy rights.
- LECOM may comply with the request or it may decide not to comply. If it does not comply, LECOM will notify the student of the decision and will advise him or her of the right to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
- Upon request, LECOM will arrange for a hearing and notify the student, reasonably in advance, of the date, place and time of the hearing.
- The hearing will be conducted by a hearing officer who is a disinterested party, appointed by the Director of Student Affairs,. 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.

- The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
- If the hearing officer decides that the challenged information is not inaccurate, misleading, or in violation of the student’s 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.

### **3.4.11 FERPA Breach Policy**

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

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

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



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

### **3.4.12 Placement in Employment**

Information on the placement in employment and the types of employment secured by graduates of LECOM are available upon request through the Office of Planning, Institutional Assessment and Accreditation and the Office of Student Affairs.

## **4. STUDENT LIFE**

### **4.1 STUDENT AFFAIRS**

#### **4.1.1 Mission Statement of the Office of Student Affairs**

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

#### **4.1.2 Behavioral Health Services**

Because professional education may be highly stressful as well as rewarding, guidance and referral services are available through the Office of Student Affairs and the Director of Behavioral Health.

Counseling services to assess students' needs, including the need for 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. Students may also contact the Director of Behavioral Health directly.

Students can explore adjustment issues, find ways of gaining greater self-awareness, and develop better decision-making, problem-solving, and interpersonal skills by consulting with the LECOM Director of Behavioral Health, a licensed psychologist. Consultation is encouraged for students experiencing anxiety, relationship problems, loneliness, depression, alcohol and/or substance abuse, and personal matters (i.e., in-depth issues), as well as for test anxiety, general academic stress, and concerns related to school adjustment.

It is important to note that when the Director of Behavioral Health, as well as all other LECOM employees, counsels a student, it is done as a LECOM employee and not as the student's individual physician, psychologist, counselor, or therapist. Therefore, there should be no expectation of confidentiality as information received from a student may be shared with members of the administration or other faculty members on a need-to-know basis.

LECOM retains the services of licensed professionals off campus who are available for short or long-term counseling. The Director of Behavioral Health may make referrals for counseling in the community which may be confidential.

Students consulting with private behavioral health specialists will be asked to sign Authorization for Release of Information forms allowing such specialists to share information with LECOM.

Giving this permission is voluntary but advisable, as it is intended to allow the Director of Behavioral Health to monitor service, thereby facilitating academic and therapeutic progress through coordination of care. Signing is mandatory in situations involving violation of LECOM zero tolerance policies such as drug and alcohol or anti-harassment policies. It is also mandatory when students are referred to independent qualified behavioral health practitioners for drug screens, to Physicians' Health Programs (PHP), Committee for Physicians Health (CPH) for the State of New York, and/or to the Florida PRN service. Payment for an initial visit to an independent qualified behavioral health practitioner may be made by LECOM, upon special consideration, when referrals are either highly advised or required by LECOM policy.

Documentation of behavioral health services is kept confidential in secure files and separate from a student's permanent academic record. There is a limited expectation of privacy with regard to communication with general faculty members. Certain matters, such as grades, are kept confidential. However, general communications with faculty members, even on topics of a personal nature, may be shared with other faculty members or members of the administration for legitimate educational interests.

All LECOM campuses participate in an Institutional 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, especially in cases of violations of zero tolerance policies. BIT has the authority to enforce LECOM policies and to apply specific consequences to students (up to expulsion) or require referral for medical, psychological, or psychiatric treatment as a requirement for continued matriculation. Written documentation of such treatment and the status of any follow-up course will be required as confirmation of compliance and obtained with signed authorization to release information to LECOM forms. Permission for reciprocal release of information between LECOM and behavioral specialists will likely also be required.

**On-campus Support:**

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

**Contacting On-Campus Support**

<p>Melanie Dunbar, Ph.D.          Director of Behavioral Health          LECOM: Erie and Seton Hill          1858 West Grandview Boulevard          Erie, PA 16509          Office A4-358          (814)866-8160  <a href="mailto:mdunbar@lecom.edu">mdunbar@lecom.edu</a></p>	<p>Diane A. McKay, Psy.D.          Director of Behavioral Health          LECOM: Bradenton          5000 Lakewood Ranch Boulevard          Bradenton, FL 34211          Office 283          (941) 782-5752  <a href="mailto:dmckay@lecom.edu">dmckay@lecom.edu</a></p>
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*Note on confidentiality of student information: Information disclosed to Drs. Dunbar and McKay is not disclosed to others without the student's consent within the legal and ethical limitations related to safety of the student and others. Drs. Dunbar and McKay adhere to the ethical code of the American Counseling Association.*

**Emergency and 24/7 Support:**

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

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

1. LECOM offers a confidential mental health assistance program through “Student Protection Plus,” which can be reached 24 hours a day/7 days a week online at <https://www.studentprotectionplus.com/>, or by phone at 888-777-9980
2. All students have access to assistance 24/7 through LECOM’s emergency protocols. To facilitate access to emergency resources, each campus has identified responders for immediate intervention who are available 24/7 by cell phone. Students can contact Police/Security on any campus 24/7 for assistance and facilitation of connection to the appropriate responder.

**External Community Resources:**

**Erie, Pennsylvania**

Crime Victim Center of Erie County, 24 hour hotline	(814) 455-9414
Millcreek Community Hospital, ask for Behavioral Health	(814) 864-4031
Physicians Health Programs (PHP; PA)	(866) 747-2255 or (717) 558-7819
Safe Harbor	
Behavioral Health, 24 hour Crisis Center	(814) 456-2014
Outpatient Clinic	(814) 459-9300
Safe Net Erie (domestic violence), 24 hour crisis hotline	(814) 454-8161
Safe Net Erie (domestic violence), main number	(814) 455-1774
Saint Vincent Behavioral Health	(814) 452-5555 or (888) 950-9090
Stairways Behavioral Health	(888) 453-5806

**Bradenton, Florida**

Bayside Center for Behavioral Health	
Sarasota Memorial Hospital, 24 hour clinical assessment	(941) 917-7760
Bradenton- Hope Family Services, Inc. (domestic violence)	(941) 747-7790
Centerstone Crisis Center	(941) 782-4600

Centerstone Student Assistance Program	(941) 782-4379
Coastal Behavioral Health, Sarasota	
24 hour crisis Stabilization Unit	(941) 364-9355
Assessment	(941) 552-1950
Physicians Health Programs (PHP, PA)	(866) 747-2255 or (717) 558-7819
Rape Crisis Hotline, Bradenton	(941) 708-6059
Safe Place & Rape Crisis Center, Sarasota, 24 hour hotline	(941) 365-1976

### **Greensburg, Pennsylvania**

Center for Victims of Violence and Crime, 24 hour hotline	(866) 644-2882
Physicians Health Programs (PHP, PA)	(866) 747-2255 or (717) 558-7819
Rape Crisis Center (Pittsburgh Action against Rape)	(412) 431-5665
24 hour helpline	(866) 363-7273
Seton Hill University Counseling Center	(724) 838-4295
Westmoreland Mental Health Crisis Intervention Hotline	
24 hour hotline	(800) 836-6010

### **Elmira, New York**

Chemung County Crisis	(607)737-5369
National Suicide Prevention Lifeline	(800) 273-8255
New York State Domestic Violence Hotline	(800) 942-6906
Sexual Assault Resource Center	(888) 810-0093
Veterans Crisis Line	(800) 273-8255 and press 1

## **4.1.3 Student Health Services**

LECOM provides excellent general health care services for its students enrolled in the Highmark Blue Cross/Blue Shield Community Blue Student Insurance Plan. It is mandatory for all students to have healthcare coverage through LECOM’s student policy, unless covered by their parent’s or spouse’s employer’s health insurance. (*see Section 4.3.5*).

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

For students without a personal physician in the area, LECOM at Seton Hill has entered into an agreement with the Allegheny Health Network to provide “Student Health Services” through Forbes Family Medicine-PCMH in Monroeville and Milstein Medical Group in Greensburg. Forbes Family Medicine is located at 2550 Mosside Boulevard, Suite 500, Monroeville, PA. The phone number is 412-457-1100. Milstein Medical Group is located at 1123 Woodward Drive,

Greensburg, PA. The phone number is 724-837-9070. Both practices accept the Highmark health insurance product offered through LECOM and many other insurance products. Students without LECOM health insurance should verify insurance information directly with the provider's office.

Both practices will accept as new patients any LECOM at Seton Hill students who desire to obtain care. Any LECOM at Seton Hill student who has an urgent or acute matter should contact Forbes Family Medicine and will be seen within 24-hours (or referred to emergency care, if appropriate). In addition, after-hours and weekend calls from LECOM at Seton Hill students to Forbes Family Medicine will be accepted and handled on the same basis as are calls from established patients of the practice.

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

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

#### **4.1.4 Protocol for Managing Students in Distress**

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

1. Student Affairs, faculty and staff will ensure that students know to seek immediate assistance if feeling any distress or medical issue during class time.
2. Students feeling a need for medication during class may either take it in the class or excuse themselves for a brief period to take the medicine.
3. Where medication is not involved, and a student feels any type of medical distress, the student may excuse themselves to make use of a rest room or request aid.
4. If students excuse themselves, they should return to class if possible or alert Student Affairs and/or Security if they feel a need to leave. Security will activate the Emergency Response Paging System.
5. Such students should not attempt to drive themselves if there is any doubt of their ability to do so. Likewise, Student Affairs and/or Security should advise the student to wait and arrange for transportation if the student seems impaired.

6. Where a student expresses a need for aid to an instructor, Student Affairs and/or Security should be immediately contacted by the instructor.
7. Student Affairs and/or Security will make any reasonable accommodation for a student. If the situation calls for immediate medical treatment, 911 will be called. Security may also arrange for transport for the student to their residence or to a medical facility if the situation does not call for an emergency response.
8. Where appropriate, Security or Student Affairs will call the student's emergency contact.
9. In every case, when in doubt, LECOM personnel should err on the side of the greatest possible accommodation for the student. If the situation includes behavioral/emotional problems and/or distress, especially involving a zero tolerance policy violation, the Director of Behavioral Health will be consulted and assist with intervention.
10. The student will not be allowed back in school without designated (e.g., psychiatric/psychological) medical/clinical professional clearance through written documentation and/or may have to comply with specific security measures.

### **4.1.5 Student Racial/Ethnic Self-Description**

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

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

### **4.1.6 Disability Services**

#### Discrimination Prohibited

LECOM prohibits and does not engage in discrimination on the basis of disability. LECOM is committed to ensuring that qualified students with disabilities have equal opportunity to participate in LECOM's educational programs and activities.

It is LECOM's intention to provide appropriate, reasonable accommodations for students who voluntarily disclose and provide professional documentation of a disability in accordance with the Americans with Disabilities Act of 1990 (ADA), including changes made by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. LECOM will take

all reasonable steps to accommodate qualified students and applicants with disabilities as defined by applicable law.

### Requesting Special Accommodations Due to a Disability

Students requesting special accommodations for examinations, laboratory procedures, or other activities must submit a *Request for Special Accommodation Due to a Disability Form* and required supporting documentation to the Director of Student Affairs at the Erie or Bradenton campus or to the Vice President of LECOM at Seton Hill at the LECOM at Seton Hill campus and the Associate Dean of Academic Affairs for LECOM at Elmira. The completed form and required documentation must be submitted thirty (30) days prior to the start of the semester to permit sufficient time for the review and approval process to be completed prior to the start of the semester. Requests submitted at other times may take up to thirty (30) days to be processed upon the receipt of the completed request form and all required documentation.

Documentation of the assessment by a licensed/certified professional who is not a family member must be submitted in support of the completed *Request for Special Accommodation Due to a Disability Form* using the *Physician's/Clinician's Disability Accommodation Verification Form*. An appropriately qualified licensed/certified professional with expertise and sufficient knowledge in the area of the asserted disability must provide a current assessment of the student's disability. Documentation which shows that the same, or similar, accommodation was granted at a previously attended undergraduate or graduate institution may be submitted along with the completed *Request for Special Accommodation Due to a Disability Form*. See the *Request for Special Accommodation Due to a Disability – Guidelines for Documentation* for more information about required documentation.

The *Request for Special Accommodation Due to a Disability Form*, *Physician's/Clinician's Disability Accommodation Verification Form*, and *Request for Special Accommodation Due to a Disability – Guidelines for Documentation* are available on the LECOM portal and may be obtained from 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 & LECOM at Elmira

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

LECOM Bradenton

Mr. Ronald Shively  
Director of Student Affairs  
5000 Lakewood Ranch Boulevard  
Bradenton Florida 34211-4909  
(941) 782-5930  
[rshively@lecom.edu](mailto:rshively@lecom.edu)

LECOM at Seton Hill

Ms. Elizabeth Brajdic  
Student Affairs Coordinator  
20 Seton Hill Drive  
Greensburg, Pennsylvania 15601-1548  
(724) 552-2879  
[ebrajdic@lecom.edu](mailto:ebrajdic@lecom.edu)

### **4.1.7 Bookstore**

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

### **4.1.8 Living Accommodations**

All LECOM students live in privately-owned, off-campus housing. The Office of Student Affairs at each location may have available information on rental properties or rental agencies. However, please note that any information made available to a student does not represent an endorsement of any kind. It is the student's responsibility to identify housing within a reasonable distance of the campus and to research and inspect a listing to determine its suitability. *Students should read leases before signing them.*

LECOM staff and students are prepared to assist new students in becoming more familiar with local neighborhoods and to help them evaluate accessibility to shopping and recreation areas. LECOM disclaims any warranty or guarantee as to the price, quality or safety of off-campus housing.

### **4.1.9 Student Telephone Emergency Message System**

Should an emergency situation arise with a student's family, the family may contact the Office of Student Affairs to initiate contact with the student. Students are asked to inform family members/friends that only emergency messages will be relayed to students. The caller must clearly state that an emergency situation exists. The caller will be asked for his or her name, telephone number, his or her relationship to the student, and the nature of the emergency. Verifiable student information may also be requested.

### **4.1.10 Cancellation of Class**

In event of inclement weather, tune to local radio stations for announcement of school closings. No clinical duties will be canceled because of weather; only didactic and laboratory classes may be canceled. LECOM at Seton Hill is closed whenever the Seton Hill University campus is closed for inclement weather. Students at all locations should use the Omnilert Campus System to check on possible closures. LECOM at Seton Hill students utilize the Seton Hill University Omnilert

Campus system or check local media for the status of classes. LECOM at Elmira also uses Elmira College's system.

### **4.1.11 Required Equipment**

#### **A. Laptop Computer**

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

#### **B. Recommendations**

Due to the rapid change in computer hardware, LECOM publishes current system requirements on the LECOM website. You can access this page under the IT tab on the Portal. Students should contact the IT department if they have any questions regarding the purchase of a laptop computer.

#### **C. Medical Equipment**

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

### **4.1.12 Student Activities**

#### **4.1.12.1 Grade Requirements for Participation**

Students must maintain at least a 3.0 grade point average or a minimum average weighted score of 80, have no course failures, may not be on probation for any reason, and must be passing all currently enrolled courses to:

- Serve as an officer in SGA;
- Serve as an officer of a LECOM club or organization;
- Serve on a LECOM committee; or
- Attend any off-campus conference/meeting.

Students wishing to attend off campus meetings or conferences must submit requests for approval (Appendix D) (normally *at least* thirty days in advance of the travel date, circumstances permitting); be approved in advance; and be excused from any classes that will be missed. To receive housing, food or transportation support from LECOM, students must be willing to assist in LECOM activities, if any, at the event. All rules relating to student conduct are in force when students attend any such meetings or conferences. No travel requests will be granted where a

student is failing a course.

#### **4.1.12.2 LECOM Student Government**

The Student Government is the official voice for all students. The organizations are open to all students and welcome proposals and participation from the entire student body. The responsibilities of Student Government include: collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body, promoting osteopathic medicine, supporting club and class activities and working to improve the quality of life for all students at LECOM. The Office of Student Affairs serves as the liaison between the administration and Student Government.

The SGA provides additional information at its website, <http://www.lecomsga.com/>  
It is the organization's responsibility to maintain and update that site.

#### **4.1.12.3 LECOM Clubs and Organizations**

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

##### **LECOM Erie**

- American College of Osteopathic Family Physicians (ACOFP)
- American Osteopathic College of Physical Medicine & Rehabilitation
- Christian Medical and Dental Association (CMDA)
- Dermatology Club
- DO2 MAX
- Emergency Medicine Club (ER Club)
- International Medical Society (IMS)
- Internal Medical Club
- LECOM Allies (GSDA)
- Mentoring Program
- Military Medical Club
- Muslim Medical Student Association
- Neuro/Psychology Club
- Oncology Club
- Pediatrics Club
- Radiology Club
- Sigma Sigma Phi National Osteopathic Honor Society
- Sports Medicine Club
- Student Osteopathic Medical Association (SOMA)
- Student Osteopathic Surgery Association (SOSA)
- Student American Academy of Osteopathy (SAAO)

Wilderness Medicine Club  
Women's Health and Medical Society (WHMS)

### **LECOM at Seton Hill**

Anesthesiology Club  
Christian Medical and Dental Association (CMDA)  
Emergency Medicine Club  
Evidence Based Medicine Club  
Family Medicine Club  
Global/Underserved Medicine Club  
Health and Wellness Club  
Internal Medicine Club  
National Alliance on Mental Illness (NAMI)  
Neurology Club  
OB/Gyn Club  
Oncology Club  
Pediatrics Club  
Radiology Club  
Sigma Sigma Phi National Osteopathic Honor Society  
Sports Medicine Club  
Student American Academy of Osteopathy (SAAO)  
Student Government Association  
Student Osteopathic Medical Association (SOMA)  
Student Osteopathic Surgery Association (SOSA)  
Students for Students

### **LECOM Bradenton**

American College of Osteopathic Family Physicians (ACOFP)  
AOC of Physical Medicine and Rehabilitation (AOCPMR)  
Anesthesiology Club  
Christian Medical and Dental Association (CMDA)  
Dermatology Club  
Emergency Medicine Club (EMed)  
Florida Osteopathic Medical Association (FOMA)  
Habitat for Humanity (H4H)  
Hospital Hope Committee (HHC)

Institute for Healthcare Improvement (IHI)  
Internal Medicine Club (IM Club)  
Integrative Medicine Club (IMC)  
International Medical Society (IMS)  
Johnston Surgical Society  
Latino Medical Student Association (LMSA)  
Mentoring Club  
Military Medicine Club  
Muslim Medical Student Association (MMSA)  
OBGYN/Women's Health Interest Group  
Orthopedics and Sports Medicine (OASM)  
Pediatrics Club  
Radiology  
Student American Academy of Osteopathy (SAAO)  
Student Osteopathic Medical Association (SOMA)  
Student Osteopathic Surgery Association (SOSA)  
Student Research Association (SRA)  
Sigma Sigma Phi – National Honor Society  
Student Advocacy Association

#### **4.1.12.4 College Committees**

LECOM encourages student representations on committees. Specifically, student representation is provided on the LECOM Safety Committee, Curriculum Committee, Strategic Planning Committee and Accreditation Self Study Committee. Students may recommend a list of candidates from their class to serve on committees with final approval from the appropriate dean. Students must be in good academic standing in order to serve on committees or participate in club or organization activities.

#### **4.1.12.5 Recognition of Student Organizations**

The first step in obtaining recognition for a new student organization is the submission of a petition to the Student Government Association (SGA). The petition must include the goals of the organization, the proposed charter, the name of the faculty advisor, a list of club officers and a list of charter members. The petition to form a new club or organization must be signed by the prospective officers and the faculty advisor of the new organization.

Once the petition has been approved by the SGA, it must be submitted to the Director of Student Affairs for administrative review, who will forward the petition to the Provost for final approval. The approved status of an organization is valid for one year, renewable on an annual basis with submission of the Annual Student Club Registration Form and the Faculty Advisor Form.

Administrative approval is important because only officially approved organizations and groups can use LECOM facilities, be listed in LECOM publications and be eligible for institutional support. Membership in a LECOM organization may include an application, GPA minimum, essay, service hours or dues. Hazing within any organization is strictly prohibited.

#### **4.1.12.6 Student Organization Stationery and Use of College Logos**

Student clubs or organizations requesting the use of the LECOM logo, seal or facsimile thereof for correspondence or other purposes must have approval from the Director of Student Affairs and the Director of Communication and Marketing. The request to use the College/School logo or seal, or facsimile must be submitted in a proposal, be signed by the faculty advisor, and be submitted **in writing** to the Director of Student Affairs and the Director of Communications and Marketing.

#### **4.1.12.7 Student Sponsored Events**

Any event conducted by a student club or organization recognized by LECOM is considered a student-sponsored event. Events of this nature require the approval of the Office of Student Affairs and requests must be submitted in writing to the Office of Student Affairs. Requests should include a statement of purpose and the facilities required for the event. Event scheduling forms requiring the use of institutional facilities are available through the Office of Student Affairs. All off-campus events sponsored by a LECOM club or organization are subject to the same approval process and must receive approval prior to the event or activity and prior to contacting any off-campus facility or organization to schedule or host the event. ***Alcoholic beverages are prohibited at any LECOM sponsored student club or organization on or off-campus event or activity.*** No student organization may promote any gambling activities. Raffles may be conducted with permission.

#### **4.1.12.8 LECOM Video Bulletin Board**

Students or student organizations at Erie wishing to post an announcement or notice on the LECOM Video Bulletin Board must first receive approval from the Learning Resource Center. LECOM reserves the absolute right to reject or edit any submitted announcement or notice intended for posting on the Video Bulletin Board.

## 4.2 STUDENT CONDUCT

### 4.2.1 Attendance, Tardiness and Absences

As professionals, students are expected to adhere to the attendance policy with diligence. As such, attendance is required at all scheduled instructional periods and will be taken regularly. Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered during the periods. Unexcused absences will be viewed as violations of the Code of Student Conduct and Discipline 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, and possible notation in the Dean's Letter. In extreme cases, absenteeism or tardiness may result in dismissal.

Excused absences may be granted by the appropriate dean. If a student misses a class, he/she is still responsible for the material missed. It should be noted that making up certain academic sessions is not permitted. OMM and H & P Clinical Examination courses may have special requirements for attendance, tardiness and absences. Students in rotations must abide by the Clinical Clerkship Handbook.

In order for an absence to be considered excused for medical reasons, notice must be received by LECOM prior to the missed class or activity, and a note must be submitted from a local primary care physician upon the student's return to class. Students in third- and fourth-year rotations must abide by the additional requirements contained in the LECOM Clinical Clerkship Handbook.

Students may receive excused absences to attend LECOM-related activities or national meetings of student clubs and organizations. No absences will be excused without approval from the Chairperson of the SPG Committee or the appropriate dean. Any request for an excused absence must be submitted using the Student Request for Excused Absence Form, to the Chairperson of the SPG Committee at least 30 days prior to the anticipated absence. The form can be found under the Student tab on the LECOM Portal.

Students must also obtain an “**Excused Absence Student Request Form**” for a planned absence. This form must be filled out by the student and signed by the pathway director and appropriate dean. Students should do this in person and have it completed prior to the anticipated absence. Students must be in good standing with a grade point average of 3.0 or a minimum weighted score of 80 in order to be granted an excused absence for school-related activities or to attend organizational meetings, interviews or any other extra-curricular activity. **The Student Affairs Office may be asked to verify the grade point average.**

No travel arrangements may be made without completing a Travel Request Form (Appendix D) and receiving approval.

- Absences may be excused for: Medical necessity: illness of the student or member of the



immediate family. 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 stating the specific reason for the absence, with a diagnosis and treatment plan included.

*NOTE: Absences prior to seeing the physician will not be excused.*

- Death in family: death of immediate family member, significant other, or close relative. Documentation may be required.
- Special circumstances/other: circumstances outside of the above situations (vehicle accidents, etc.).
- Attendance at certain LECOM-related activities such as conferences.

In cases of unplanned absence or lateness, the student must notify the appropriate administrative assistant as soon as possible prior to the missed class/activity. In addition, if the student will miss an exam, it is the student's responsibility to notify the appropriate administrative assistant via phone and email when it is first noted that an absence will be necessary.

The Student Excused Absence Form can also be used for unplanned absences to be considered excused. This form must be filled out by the student and signed by the pathway director and appropriate dean. Students should do this in person and are responsible for obtaining any make-up materials within 3 school days.

**Promptness is another trait professional health care practitioners must display.** Additionally, tardiness in class both disturbs the professor and the entire student body and is thus markedly inconsiderate and rude. Repeated violations will be considered improper professional behavior and may result in disciplinary action and notation in the Dean's Letter of Evaluation.

## 4.2.2 Code of Student Conduct and Discipline

The Code of Student Conduct and Discipline consists of the Student Honor Code and the Standards of Academic and Social Conduct contained in this section. The Code of Student Conduct and Discipline is **not** a contract and serves only as guidance for the fulfillment of fundamentally fair process procedures. The Board of Trustees and its designees have the authority and may modify or change the Code of Student Conduct and Discipline at any time. **Each student is expected to be knowledgeable about all published policies, rules, and regulations of LECOM.** LECOM will hold each student responsible for compliance with these and all other policies, rules and regulations. The student is responsible for reviewing any published materials that update the items in this Code. **Additionally, students are also expected to comply with all federal, state, and local laws.** Students may be sanctioned for conduct off-campus, which is likely to have an adverse effect on LECOM or the educational process.

To the extent applicable, students are also subject to and will be expected to observe the provisions of the Code of Ethics of the American Osteopathic Association. (*see Appendix I*)

**Note that the procedure to be followed in the event of an allegation of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence and stalking is in the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* attached as Appendix J and not in Section 4.2 (Student Conduct) of this handbook.**

#### **4.2.2.1 Purpose of the Student Code**

LECOM's primary concern is the student. LECOM attempts to provide for all students an environment that is conducive to academic endeavor, social growth and individual self-discipline. Enrolled students at LECOM are bound by the rules, regulations and guidelines governing student behavior. The student is responsible for being aware of this information. In addition, all students are expected to obey all federal, state and local laws and are expected to familiarize themselves with the requirements of such laws. Any student who violates any provision of those laws is subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities on account of the violation.

#### **4.2.2.2 Student Honor Code**

In keeping with the obligations of integrity, honesty, responsibility, and personal honor, which are integral to professional practice. LECOM, its' Board of Trustees, faculty, staff and students promulgate this Honor Code to uphold these important values.

No student at LECOM shall participate by any means in actions of dishonesty, cheating, plagiarizing, stealing, or lying to any College official, as described in the "Code of Student Conduct and Discipline." All students subject to this code have an obligation to report suspected violations. All reports of suspected violations must be made in writing to the Chairperson of the 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 herein. Faculty and staff who witness violations of the Honor Code shall also report them in writing or electronically to the appropriate dean and/or 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, which can result in expulsion, etc.

### **4.2.2.3 The Student Promotion and Graduation (SPG) Committee and Adjudication of Honor Code Violations**

The Student Promotion and Graduation Committee (SPG) is responsible for reviewing the academic achievement and advancement of students for the degree of Doctor of Osteopathic Medicine. The composition and functions of the committee are as follows:

- A. The SPG Committee is comprised of academic deans, other administrators, and elected basic science and clinical faculty members.
- B. The SPG Committee meets twice monthly at all locations to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG Committee by the course director, systems coordinator and/or pathway directors with additional input from the Provost. Student conduct and discipline may also be reviewed. These meetings are in addition to meetings that may be held at each campus to discuss students who are “off schedule” for any reason.
- C. The SPG has the authority to call any student before it who has shown academic or behavioral problems. Students are submitted to the Committee for consideration from:
  - Any of the academic deans;
  - Director of Student Affairs; or
  - Faculty members.
- D. Students may be referred to the Committee for:
  - Honor code violations including any allegations of cheating or academic dishonesty;
  - Non-honor code violations including issues of professionalism, failure to meet financial obligations to the College or behavioral issues either on campus or during clinical rotations; or
  - Failure to progress academically or academic failure.
- E. Student names are submitted to the Chairman of the SPG and placed on the agenda for the next regularly scheduled meeting. If the matter is urgent, a special meeting of the Committee is called. Prior to the meeting, the Committee is provided with any written records, academic records, advisor input, attendance records, etc. prior to meeting with the student. These records will be treated with full confidentiality.
- F. Students meet with the Committee and are informed of the reason for their appearance. They are given an opportunity to address the Committee and allowed to submit any supporting documentation. The Committee members are given an opportunity to question the student.

- G. After students have left the meeting and the Committee has considered the written records in front of it, the members confer and then vote on recommendations to be submitted to the appropriate dean.
- H. The Chairman of the Committee prepares and submits the Committee's recommendations to the Dean, who may accept, reject or modify the recommendations.
- I. The student will be notified by the appropriate dean.

This procedure is distinct from that for appeal hearings set forth in Section 4.2.4. or 4.2.5. Appeals to the Dean's decision may be taken to the President within seven days of notification of a decision by the Dean. Students in the post baccalaureate program may not take appeals to the President.

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 (non-attorney) from the institution who has involvement in the matter have the right to appear before the Committee.

Upon concluding its investigation, the Committee shall make a finding as to whether or not a violation has occurred, or whether the investigation is inconclusive. If it is decided that a violation has occurred, a sanction shall be formulated. Examples of possible sanctions are described below in section 4.2.3. At that time, the student against whom the sanction has been made will be so informed, in writing, as to the findings and sanctions, as well as the established procedural process. If the student disagrees with the decision of the Committee, he or she will retain rights through the subsequent procedures as described herein and in the section entitled "Enrollment Status During Appeal".

The student, or any involved faculty or staff member who does not agree with the finding and/or sanction of the Committee, may have the decision reviewed. The desire to appeal must be made in writing to the appropriate dean within three (3) working days of the Committee's decision.

Should the student and the other party agree to the findings and sanction(s) formulated by the Committee, then the sanction shall be final and implemented accordingly, and rights are thereby waived. The decision must be signed by the student and the administration. Appeals may be taken from the decision of the appropriate dean to the President within seven (7) working days of the notification of the dean's decision. The decision of the President shall be final. The President will

only hear arguments and evidence presented below.

The standard of proof to be used for all alleged violations of the Student Code (Honor Code and Non-Honor Code) is preponderance of the evidence. If it is found that it is more likely than not that the student violated the Code, a finding of an infraction will be made.

All Committee members shall keep any matter brought before them in absolute confidence. Individuals with official access to this confidential information are limited to the Committee members and individuals with official reasons to have knowledge of the case. In accordance with the Family Educational Rights and Privacy Act, the individual against whom an allegation is made shall have access to his or her records. Anyone found to have violated this confidentiality provision shall be subject to discipline through established disciplinary procedures.

To the extent possible, the identity of individuals who report violations or make statements to the Committee will be protected and kept confidential. This confidentiality applies to students, faculty and staff alike. These individuals must realize, however, that they may have to appear before another member of the LECOM Administration if the matter is not resolved at the Committee level.

#### **4.2.2.4 Functioning of the Student Code**

Infractions of the student code for which students are subject to discipline are normally categorized depending on whether or not they are Honor Code offenses. Student Honor Code infractions consist of: actions of dishonesty, cheating, plagiarizing, stealing or lying to any College official. Examples of these types of infractions are listed in Examples of Honor Code Infractions. Non-Honor Code infractions represent actions of misconduct which do not result in or contribute to violations of the Honor Code infractions. Examples of these types of infractions are listed below.

#### **4.2.2.5 Examples of Honor Code Infractions**

A. Cheating on academic work, for example:

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

- for viewing only;
  - Failure to abide by the rules of administration of external examinations including, but not limited to, subject examinations or NBOME examinations;
  - Misrepresentations in connection with the taking of standardized examinations or on other material matters; or
  - Using another person's password or identity in any LECOM related matters
  - Obtaining a non-administered test or information or security code for a test for purposes of accessing the exam from an unapproved location.
- B. Plagiarism or the appropriation of an author's work and the unacknowledged incorporation of that work in one's own written work offered for credit or for publication;
- C. Forgery, alteration, destruction, or misuse of LECOM documents, medical records, prescriptions, or physician's excuses;
- D. Dishonesty concerning academic and non-academic issues, such as dishonesty regarding insurance coverage or otherwise knowingly furnishing false information to a LECOM official;
- E. Attempted or actual theft of property of LECOM or of a member of the LECOM community or of a campus visitor;
- F. Tampering with the election of any LECOM recognized student organization;
- G. Theft, unauthorized access or other abuse of computer/IT systems;
- H. Unauthorized possession, duplication or use of keys to any LECOM premises, or unauthorized entry, or use of LECOM premises;
- I. Any violation of HIPAA, including placing HIPAA protected information on personal electronic devices or transmitting such information to home e-mail addresses;
- J. Failing to report any alcohol or drug related arrest or citation; or any other arrests/citations for violation of federal, state or local laws (not including minor traffic offences) within five business days of the occurrence;
- K. Being enrolled in a school other than LECOM;
- L. Failure to abide by the conditions of a signed contract with PHP, CPH or PRN, or any other sanctions/requirements imposed by the SPG; or
- M. Conspiring, planning, or attempting to achieve any of the above acts.

#### 4.2.2.6 Examples of Non-Honor Code Infractions

- A. Nonprofessional behavior during class, laboratory, clinical rotation, etc., including, but not limited to the following:
- Non-sex based harassment and hazing;
  - Inappropriate dress or appearance;
  - Not appearing for patient appointments;
  - Being intoxicated;
  - Illegal use, possession or sale of any quantity, whether usable or not, of any narcotic drug or controlled substance or being under the influence of any said narcotic, drug or controlled substance;
  - Violation of any course director's class rules;
  - Wearing ear phones in class; or
  - Use of profane or threatening language.
- B. Violation of LECOM policies or regulations, which have been published and are readily available to the students.
- C. Fighting, horseplay, pranks or other forms of disorderly conduct on LECOM-owned or controlled property and at LECOM-sponsored or supervised functions.
- D. Obstruction, interruption or disruption of teaching whether in the classroom, laboratories, or in clinics on- and off-campus or in designated outside teaching institutions and research facilities, as well as obstruction or disruption of administration, disciplinary procedures, or other LECOM activities, including public service functions or other authorized activities on or off LECOM premises.
- E. Use, possession, or carrying in any manner or conveyance of firearms, hand billies, dirk knives, or other dangerous cutting instruments, explosives or any other weapons on LECOM-owned or controlled property, at LECOM-sponsored or supervised activities, at Seton Hill University, or at Elmira College.
- F. Illegal use, possession, sale, manufacture, distribution or effective control of chemical precursors, controlled substances, controlled substance analogues, dangerous or illegal drugs; misuse, possession or effective control with intent to misuse a legal drug or other substance which when not used in accordance with legal intent could cause harm to the user; possession of drug or being a party to any of the above, whether on or off campus; or any violation of federal, state or local laws relating to drugs or alcohol. The student found in violation of this section shall receive a minimum sanction of suspension for one semester; in addition to the remainder of the semester in which the violation was discovered. Additional or more severe sanctions may be assigned based upon the specific facts of the case.

- G. Use, possession or distribution of alcoholic beverages except as expressly permitted by law and LECOM regulations, or public intoxication.
- H. Conduct which is disorderly, obscene, or indecent; breach of peace; or aiding, abetting or procuring another to breach the peace on LECOM premises or at functions sponsored by, or participated in by LECOM.
- I. An act constituting a violation of federal, state, civil, or criminal laws or city ordinances.
- J. Misconduct relating to official obligations between the student and LECOM or its officials, including but not limited to the following:
  - Issuance of a check without sufficient funds;
  - Failure to fulfill financial obligations to LECOM;
  - Failure to fulfill other legally binding obligation(s) to LECOM; or
  - Failure to comply with the sanction(s) imposed under the Student Code of Conduct or sanctions otherwise imposed by LECOM.
- K. Conduct which adversely affects the LECOM Community.
- L. Conduct unbecoming of a professional student.
- M. Conspiring, planning, or attempting to achieve any of the above acts.

## **4.2.3 Penalties**

### **4.2.3.1 Interim Disciplinary Action**

The Office of Student Affairs, a member of LECOM administration, or the Office of the Dean/Associate Dean may take immediate interim disciplinary action. Such action may include deactivation of a student's ID badge with restricted access to LECOM facilities. It may also include suspension, pending a hearing against a student for violation of a rule or regulation of LECOM, when in LECOM's judgment the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process. In such cases, the Office of Student Affairs, the appropriate dean or the chair of SPG, 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.



### 4.2.3.2 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. Admonitions and all of the following penalties may contain a directive that the student be evaluated or submit to treatment for any perceived psychological issues.
- B. Ineligibility for election and/or removal from student office or organizational office for specified period of time.
- C. Withholding of official transcript, barring re-admission to LECOM, and/or preventing a student from enrolling for a specified period of time.
- D. Restitution, whether monetary or by specific duties, or reimbursement for damages to or misappropriation of LECOM, student, staff, or faculty property.
- E. Academic sanctions: Writing a paper; reduction of grade on an examination, assignment, or course; being assigned additional clinic or laboratory activities or coursework; repeating of an exam, coursework, or even an entire course, academic year or semester; or other appropriate penalties.
- F. Conduct Probation: A penalty levied for a specific time, the duration of which will be determined by the seriousness of the circumstances. It carries with it a warning that any further violation of LECOM regulations will result in more serious disciplinary action. Conduct probation will be removed from the student's longitudinal record in the Office of Student Affairs.
- G. Disciplinary Probation: A penalty for a definite period determined by the circumstances of the case. This is the most severe penalty under which a student may remain at LECOM. Disciplinary probation may result in a warning that further violations may be cause for disciplinary suspension or expulsion. **A record of the disciplinary probation remains a part of the student's longitudinal record in the Office of Student Affairs.**
- H. Suspension: This penalty may be imposed for continued and/or flagrant violation of the disciplinary probation terms, or it may be imposed directly in first offense cases that warrant such action. In the case of suspension, the student will be

barred from all campus and non-campus activities.

- I. **Withdrawal:** Withdrawal is administrative removal of a student from a class or from LECOM and may be imposed in instances of unmet financial obligation to LECOM; for reasons of health; or pending the outcome of competent medical evaluation. The withdrawn student may also be barred from re-enrollment until such time as specific conditions have been met.
- J. **Expulsion:** Expulsion is permanent severance from LECOM.
- K. **Revocation of Degree:** The revocation of degree may occur for discovered misconduct of prior students. Allegations of misconduct, which may result in a revocation of a granted degree, will be considered by the Provost.

Violations of the LECOM Honor Code and other rules and regulations, or instances of aberrant behavior may subject a student to review by the Behavioral Intervention Team. BIT has the authority to refer a student for assessment or evaluation, for anger management or other type of treatment, disciplinary procedures or, in extreme cases, to law enforcement.

Students who are arrested or cited for alcohol or drug related offenses, such as DUI, will be suspended pending a psychological/psychiatric evaluation and drug/alcohol testing and must be cleared by a treating healthcare professional to return to class. Failure to report such arrests/citations to school officials will result in disciplinary action by SPG.

## **4.2.4 Student Disciplinary Procedures**

### ***A. Authority for Initiation of Disciplinary Action***

Under the direction of the President, the Dean of Academic Affairs, the Associate/Assistant Deans, the Directors of Student Affairs, Pathway Directors, Course/System/ Directors, and/or other staff members, or certain committees to whom this responsibility has been delegated, have the authority to administer disciplinary procedures.

Disciplinary action may originate in the Office of Student Affairs, or the appropriate dean or a faculty member as an initial matter. Exceptions would be those cases which by their nature, or because of state statute, require initial action by another individual, department or committee, such as:

- **Code violations:** Honor Code and Non-Honor Code violations shall first be considered by the SPG Committee in accordance with the procedures stated in the Academic Catalog and Student Handbook. Should either party appeal the decision of the SPG Committee, the appeal should follow the established procedures stated herein.
- **Financial Matters:** In matters involving a violation of a financial obligation to

LECOM, including issuance of a check without sufficient funds, the department in which the funds are owed may assign penalties such as late fees, service charges, fines, loss of money-related privileges, blocked from re-enrollment, etc. If the student believes the penalties to have been applied prejudicially or in an arbitrary or capricious manner, or where the penalties are the result of an alleged error on the part of LECOM, the student may have the matter reviewed by the appropriate department, then the procedures set out in this code are to be followed.

Upon failure of the student to meet financial obligations within time limits set by the state statutes, the appropriate department may recommend the student's withdrawal from LECOM. Financial withdrawal is not a disciplinary measure but may require nullification of the institution/student relationship in the event of unpaid financial obligations. The student's withdrawal will be processed by the appropriate dean after LECOM has complied with the state statutory requirements for notification. After the debt has been paid and all administrative procedures have been met, the student may request, within a set time period, reinstatement or re-enrollment.

### ***B. Disciplinary Procedures for an Initial Hearing***

The following disciplinary procedures will be used for initial hearings with the Office of Student Affairs, the appropriate dean or faculty member (the hearing officer):

- When a report alleging misconduct is received, the student may be summoned by the hearing officer. Failure to report after two notices may result in immediate referral to SPG.
- After preliminary investigation of alleged misconduct by the hearing officer, the student will be read the charges, and the procedures will be explained. The student will be given copies of the Code of Student Conduct, and disciplinary procedures and the charges. The student may also be informed of the names of any witnesses and a summary of their testimony. The student will be given an opportunity to present his or her case.
- The hearing officer shall then determine if disciplinary action is necessary and, if so, shall recommend appropriate misconduct penalties including admonition, or a period of conduct probation, to the appropriate Dean or to SPG. The hearing officer may also choose to refer the matter to the SPG Committee. The student may not appeal the sanction admonition. With any greater sanction, the student can either accept the recommended penalties, or request that the matter be reviewed by the SPG Committee. If the student accepts the recommended penalty, it becomes final. The student must sign a statement indicating understanding of the penalty and shall automatically waive all further rights to procedure for disciplinary review. If the student chooses to have the matter heard by the SPG, the hearing officer shall

forward all materials to the SPG chairperson.

**C. *Procedure for Review by the SPG Committee***

When any initial hearing is referred to SPG, either at the request of the student or the hearing officer, the SPG chairperson has the authority to vary time limits for any request for review by the Committee when it is in the best interest of the student or LECOM to do so.

If the student seeks review, the student must, within three (3) working days from the date on which he or she was notified that disciplinary action was recommended against him or her, complete and submit to the chairperson of the SPG Committee a written request for a review specifically setting forth the following:

- Student name, address, and telephone number;
- Description, date(s) and place(s) of alleged act(s);
- Date discipline was recommended;
- The recommended disciplinary penalty;
- Date of the initial hearing;
- Circumstances which merit review; and
- Signature and date.

**D. *Authority of the SPG***

1. The SPG will have authority to summon witnesses. Refusal to obey the summons may subject the student to disciplinary action.
2. The SPG will have the authority to review disciplinary matters, which have been properly brought before the Committee. Upon completion of its hearing, the Committee will have the authority to issue, modify, reject or uphold the disciplinary penalties, if appropriate.
3. All members of the SPG will be cautioned to respect the confidentiality of the Committee's entire function and instructed not to discuss the case with anyone other than authorized persons.
4. An Institutional Representative may be named by the Provost to present the case for LECOM.

**E. *Duties of the Chair of the Committee shall include:***

1. As soon as practical after the receipt of a request for hearing, request the complainant or the member of administration directly involved in the matter to submit a written statement of his or her position;

2. Thereafter, the Committee Chair shall notify all committee members of the referral and distribute the statement of the Institutional Representative's position (if any) and any other relevant documents;
3. Thereafter, arrange a meeting of the Committee, Institutional Representative and student. The meeting shall be arranged as soon as practical. The student will normally have three (3) working days' notice prior to the meeting. Such notices shall include a brief explanation of the procedure. The above procedures shall be implemented on a timely basis but may be modified by the Chair if it is in the best interest of the student or LECOM to do so;
4. Summon witnesses if the Chair determines it is necessary or if requested by the student and/or the Institutional Representative and indicate when such witnesses are to be available;
5. Preside over the hearing before the Committee and assure compliance with appropriate procedures to assure due process. Hearing procedures may be modified by the Chair or the Dean if in his/her judgment such deviation is necessary to effect justice; and
6. Send a written statement to the student and the appropriate dean within a reasonable time - normally five (5) working days after the completion of the hearing - stating any decision or recommendation of the Committee and disciplinary penalties, if any.

***F. Procedure for Further Appeals***

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

#### **4.2.4.1 Enrollment Status during Appeal**

Any student dismissed from LECOM, who has filed an official appeal of this decision with the Office of the President will be permitted to remain in classes and/or clinical clerkship rotations during the period of appeal until or unless one or more of the following circumstances is determined by the Dean of the College to exist:

- The appeal has not been made according to officially recognized procedures for appealing a dismissal decision;
- The presence of the student in classes or clinical rotation constitutes a disruptive influence to the educational process or to patient care activities; or
- The presence of the student is potentially harmful to faculty, staff, other students or patients or would affect adversely the delivery of patient care.

Academic work including examinations or other evaluations will not be scored or graded during any period of enrollment while under appeal of a dismissal action. The Office of the Registrar will hold all grade reports and transcripts during the appeal process pending resolution of the appeal.

#### **4.2.5 Procedure for Student Grievance/Appeal**

A student seeking to resolve any problem or complaint, other than a sanction for academic or non-academic misconduct, as provided for by the Honor Code and/or Student Code of Conduct and Discipline, should first seek solution through the following administrative channels, entering at the appropriate level and proceeding in the order stated: Director of Student Affairs, Course Instructor or Preceptor or Course Coordinator or Systems Coordinator or DME, Associate/Assistant Deans, or the Vice President for LECOM at Seton Hill, and the SPG Committee. The student seeking to resolve a problem or complaint must initiate such action in writing within seven (7) working days from the occurrence of the matter in question. Review of a student problem or complaint at each of the applicable administrative steps will be carried out as expediently as possible. In general, an appeal at a given administrative step should take no more than seven (7) working days.

If a party to the dispute is not satisfied with the decision given, an appeal to the next administrative step may be made. Continuation of the appeal must be made, in writing, within three (3) working days of the decision given. In like manner, the appeal may continue to the Dean of Academic Affairs. The decision made by the Dean of Academic Affairs is final. 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 ensure that appropriate procedures have been followed.

#### **4.2.6 Protocol for Input on Matters of Student Concern**

LECOM defines a complaint as a written, signed, and dated a letter which is related to tuition and fee policies, accreditation standards, and Institutional polices / procedures of or applicable to a LECOM college or school or to LECOM as a whole.

A written, signed, and dated complaint must contain the following information so that a full, fair and unbiased investigation may be completed in a timely manner:

- a) Complaining party's name, address and telephone number;
- b) Name of the LECOM college, school, program, department, or individual about which you are complaining;
- c) Short description of what your complaint concerns;
- d) When the event/incident occurred;
- e) How and why you believe LECOM acted improperly or incorrectly; and
- f) 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 General Counsel's office for 7 years. Records of complaints are considered during scheduled evaluations, or a special evaluation, as the case may require from time to time. Said procedures will grant all parties the ability to receive a fair and equitable result in a timely and efficient manner.

#### **Procedure when a complaint is received:**

- A. To receive formal consideration, all complaints must be signed, dated and submitted in writing. The complaint should describe the reasonable efforts that were made to resolve the complaint informally or alternatively should describe why such efforts would be unavailing.

- B. Following receipt, complaints are transmitted within five (5) working days to the Provost, for consideration.
- C. Following consultation by the Provost with relevant individuals, as needed, the Provost will determine whether the complaint relates to tuition and fee policies, accreditation standards or Institutional policies. Upon receipt of a complaint regarding accreditation standards a letter with the accreditors address will be sent to the complainant, reminding them of their ability to write directly to the accrediting agency.
- If the complaint does not relate to tuition and fee policies, accreditation standards or to established Institutional policies, the person initiating the complaint shall be notified accordingly within twenty (20) working days following receipt of the complaint by LECOM and the matter shall be closed.
  - If the complaint does relate to the tuition and fee policies, accreditation standards or to established Institutional policies, the Provost shall acknowledge receipt of the complaint within twenty (20) working days and share with the complaining party a description of the process and policies which pertain to handling such complaints, as detailed below.
    - The Provost shall notify the Dean of the complaint's program, or other responsible administrator, as applicable, of the substance of the complaint and shall request a preliminary investigation and report on the findings within thirty (30) days of the Provost's request.
    - The Provost may request further information or material relative to the complaint from the complaining party, the Institution, or other relevant sources.
    - Requests for confidentiality shall be respected to the extent that identifying information is not necessary for the resolution of the complaint.
- D. On receipt of the responses referenced above, the Provost shall consider the complaint and all relevant information obtained in the course of investigation and shall formulate an appropriate action according to the following guidelines:
- If the complaint is determined to be unsubstantiated or unrelated to the tuition and fee policies, established accreditation standards, or Institutional policies, the complaining party and the officials of the program in question will be so notified within ten (10) days of the completion of the investigation.



- If the investigation reveals the program may not be or may not have been in substantial compliance with the tuition and fee policies, accreditation standards, or established 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 Provost’s satisfaction with the resolution of the matter.
  - Should the Provost deem the program’s response to the complaint inadequate and lacking in evidence of the program’s continuing substantial compliance with the Standards 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.

## 4.2.7 Student Complaints to State Departments of Education

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

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

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

Or see the following link for the process and form.

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

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

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

Send Letter To:

Commission for Independent Education  
325 W. Gaines Street, Suite 1414  
Tallahassee, FL 32399-0400  
Or E-mail: [cieinfo@fldoe.org](mailto:cieinfo@fldoe.org)  
Or Fax: 850-245-3238

LECOM also participates 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:

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

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

National SARA Information:

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

SARA complaint process: [nc-sara.org/content/sara-complaint-process](http://nc-sara.org/content/sara-complaint-process)

SARA FAQs about complaints: [nc-sara.org/content/sara-and-students](http://nc-sara.org/content/sara-and-students)

Pennsylvania SARA information:

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

## 4.2.8 Legal Limitations on Practice of Medicine

It is a violation of law and contrary to the policy of LECOM for an unlicensed person to attempt to engage in the practice of medicine. Students are cautioned to engage in the clinical activities with patients only (1) during assigned clinical educational activities at LECOM-affiliated sites or approved elective rotation sites, and (2) during LECOM –approved health fairs, and the like, with appropriate physician supervision.

Students who engage in unofficial voluntary clinical experiences outside of the curriculum (i.e. like those offered by some hospitals to students between the first and second years of medical school) are cautioned that LECOM’s liability insurance does not cover those activities.

## 4.3 CAMPUS POLICIES AND REGULATIONS

### 4.3.1 Smoking

In keeping with LECOM’s intent to provide a safe and healthful environment, smoking or the use of smokeless tobacco products (including vaping) is strictly prohibited in all areas of any LECOM property, 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.

### 4.3.2 Dress Code Policy

**Students must maintain a neat and clean appearance befitting students attending professional school. Professional attire must be maintained whenever the student is on LECOM grounds including in or adjacent to leased property at LECOM at Seton Hill, on a clinical experience, or on rotation.**

Students must be professionally dressed for all examinations, classes, laboratory classes or workshops. Student changing areas and lockers are provided to change into appropriate dress for OMM labs, H & P labs, and gross anatomy labs (except at LECOM at Seton Hill). Students do not have to maintain professional attire after 5:30 p.m., Monday through Friday, or on weekends, except when notified by the college administration to be professionally attired.

All students must have at least one short, white consultation jacket. Student ID badges must be prominently displayed and worn at all times.

A clean and well-cared-for appearance should be maintained. Men must wear dress trousers, shoes, dress shirt and necktie. Men’s hair must be above the collar. Beards and moustaches must be neat and trimmed at all times. Man-buns and other extreme styles or colors are not permitted. Excessive body piercings (more than one per ear), ear gauges, and all other body piercings are not

acceptable. Sandals and other open-toe footwear are prohibited. All other shoes must be worn with socks.

Women are required to wear appropriate dresses of reasonable length (no more than four inches above the knee) or slacks (to the ankle) with appropriate blouses. Leggings are not permitted unless worn with a dress. Sleeveless, strapless, backless or revealing clothing are inappropriate. Hairstyles should be clean and neat, avoiding extreme length, styles or colors. Revealing or tight, form fitting clothing is unacceptable. Excessive body piercings (more than one per ear), ear gauges, and all other body piercings are not acceptable. Capri pants, yoga pants, shorts of any length, jeans, T-shirts, and sandals are not permitted. Students are required to wear shoes with stockings or socks.

Hats, caps or sunglasses may not be worn during classes or examinations. Any student wearing a hat, cap or sunglasses will be asked to remove it. ***Wearing masks or costumes is strictly forbidden at all times.***

Students inappropriately dressed or groomed may be requested to leave the campus and not return until appropriately attired. Any class missed during that time will be considered an unexcused absence. Questionable or disputed cases of dress or grooming shall be presented to the Office of Student Affairs, whose decision will be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action.

### **4.3.3 Student Identity Verification Policy**

At LECOM, all accepted students, are issued a student I.D. number and an I.D. badge. Proof of identity in the form of driver's license, passport, military I.D., or state issued-photo I.D. is required before issuance of the badge.

Prior to matriculation, accepted students are issued a unique username and password linked to them via the I.D. number. After matriculation, the username and password is used to identify the student for all internal College processes and for access to Web services, including course content and online exams.

The Security Office arranges for issuance of photo-identification/key cards (ID cards) to new students during orientation. Students are issued a photograph identification card that is also a proximity electronic key/card used for identification and entrance/exit to buildings. The ID card must be worn and visible at all times on campus and at all clinical sites. The ID card must be used each time a student enters or leaves a building or other secured area. Students must individually swipe their ID card each time they enter or exit a secured area. It is extremely important that each student swipe-out when leaving. If a student fails to swipe-out when leaving, he or she will not be able to re-enter.

If a student ID card is lost or stolen, the student is required to immediately inform the Security Office. There is a \$25.00 fee to replace a lost or damaged ID card. If a student withdraws,

transfers, or is dismissed from LECOM, he or she must return his or her student ID card to the Security Office on the last day in attendance.

Students granted access to LECOM information technologies are responsible for adherence to all appropriate policies and procedures and commit to the following:

- Student User Accounts are granted to support the instructional process, facilitate communications in academic endeavors and promote information sharing on projects and class assignments. They are not to be used for any other purpose. Security of assigned username and password are the responsibility of the individual student.
- Students are responsible for their own data and accounts and shall not share passwords and account access with any other person. It is the student's responsibility to protect their account from unauthorized use by changing passwords periodically and using passwords that are not easily duplicated. LECOM is not responsible for lost data or work.

### 4.3.4 Health Records Policy

#### Health Records for First Year Students

Prior to matriculation, first year students must submit health and immunization records to the Office of Student Affairs. Normally, all students must be immunized in order to begin classes. Health forms and instructions for submitting forms are mailed to all students after their acceptance into LECOM. Each student must submit the following documentation:

- An **Immunization Status Report** must be completed and signed by a physician. This report must indicate that the student has immunity to the following diseases and documentation of a student's immunity must be attached to the report: diphtheria, tetanus, pertussis, chicken pox, polio, measles, mumps, rubella, and hepatitis B. Students must also have current results of a 2-Step Mantoux PPD or QuantiFERON-TB Gold Test (QFT-G). If found to be necessary, a student may be required to receive an additional dose of a MMR vaccine.
- A **Health History** must be completed by the student.
- A **Physical Exam** form must be completed and signed by a physician.
- A **Records Release** form must be signed by the student authorizing the physician to release the student's health records to LECOM. This form also authorizes LECOM to release a student's records to hospitals where the students are in training.
- An **Emergency Data** form allows the student to designate a person to contact in case of an emergency. It also asks the student to name any known allergies or pre-existing health related conditions.
- A signed **Matriculation Agreement** wherein the student agrees to submit all of the above mentioned items as well as additional tuition, residency and state or federal background check requirements. The Matriculation Agreement must be submitted no later than first day of Orientation.

The **Two-Step PPD or QuantiFERON-TB Gold Test (QFT-G)** is required for students working in hospitals, pharmacies or clinics. Both tests show whether or not an individual has been exposed to tuberculosis. It is the student's responsibility to get an initial two-step PPD or QFT-G and provide documentation of the results to the Office of Student Affairs prior to matriculation. If the result of either test is positive, the student must have a diagnostic evaluation and those results must also be sent to the Office of Student Affairs. The status of the student will be evaluated and appropriate action will be determined and communicated to the student. A PPD or QFT-G test is required for all subsequent years.

For students on rotations, an annual flu shot is required. In addition, some pharmacies, hospitals and clinics may require additional documentation of vaccines or tests which are not required by the School. *In such cases, it is the student's responsibility to satisfy the health requirements of the hospital where he/she is training.*

### **4.3.5 Mandatory Student Health Insurance Policy**

**Participation in the LECOM Student Health Plan available through Highmark Blue Cross and Blue Shield Community Blue is mandatory for all LECOM students. Students must maintain the Highmark Blue Cross and Blue Shield health insurance throughout the program of study.** All students are required to purchase this plan, with the following exceptions:

- Students covered as a dependent by a parental health insurance plan.
- Students covered as a dependent by a spouse's employer health insurance plan.

Waiver consideration may be granted on a case-by-case basis for students in the military who are enrolled in TriCare, and students with dependent children who are covered by Medicaid. *Individual insurance plans (other than the LECOM Student Health Plan) are prohibited.*

Students who have been granted a waiver for any reason, must update the waiver information on the LECOM Portal twice a year, May 1 and December 1 and provide a current Proof of Coverage letter from their insurer.

Current student health insurance waiver information must include:

- Name, address and customer service number of insurer;
- Name of policy holder, and their relationship to student; and
- Policy and group number and effective date of coverage.

*Beginning with the Class of 2021 and for every COM class to follow, all students in the College of Medicine going out on rotations must be enrolled in the LECOM Student Health Plan.*

*Misrepresentation of coverage will be deemed an honor code violation.*

### **4.3.6 Locker Assignment Policy**

Lockers are assigned to all first and second year students. Locker assignments will be made at the beginning of each academic year. All lockers must be cleaned out by the last day of classes for each academic year. Student lockers are not available for use during the summer months. If a student withdraws, transfers, or is dismissed from LECOM, he or she must clean out their locker and notify the Office of Security by the last day of attendance. At no time does LECOM relinquish control of lockers or any other part of the school building or property. School officials reserve the right to and will randomly search any and all school property at any time without specific cause. These searches may be done without student/employee consent. These searches may encompass any and all items stored in lockers or in any other area of school property. In addition, school officials have the right to search student and employee automobiles on school property. Searches may include, but are not limited to, utilization of a certified police drug detection dog, metal detection devices, or any other device deemed useful in protecting the health and welfare of the school population /employee's and visitors. Any contraband found will be seized.

### **4.3.7 Policy Statement on Intolerance**

LECOM is committed to creating an educational environment, which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others. As a medical educational institution, LECOM has a mandate to address problems of a society deeply ingrained with bias and prejudice. Toward that end - and through the Office of Student Affairs – LECOM provides opportunities for educational programs and activities to create an environment in which the diversity and understanding of other cultures is valued.

### **4.3.8 Harassment and Hazing**

It has always been the policy of LECOM that all the students have the right to learn in an environment free from any type of violence or discrimination, including harassment and hazing. Under no circumstances will LECOM tolerate any form of harassment or hazing. Prohibited harassment behavior includes, but is not limited to: threatening, offensive or intimidating behavior or remarks; demands for sexual favors; or behavior which creates a hostile or intimidating atmosphere, because of someone's gender, age, race, color, national origin, religion, creed, disability, or any other characteristic protected by law. Engaging in any of these prohibited forms of conduct will result in disciplinary action, up to and including dismissal from LECOM, against any student who is found, upon investigation, to have engaged in such conduct.

**See Appendix J, the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence*, for a discussion of harassment based on sex.**

Hazing is any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student or which willfully destroys or removes public or private property for

the purpose of initiation or admission into or affiliation with, or as a condition for continued membership in, any organization operating under the sanction of or recognized as an organization by an institution of higher education.

Included is any brutality of a physical nature, such as:

- whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug or other substance; or
- any other forced physical activity which could adversely affect the physical health and safety of the individual

Included is any activity which would subject the individual to extreme mental stress, such as

- sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment;
- any other forced activity which could adversely affect the mental health or dignity of the individual; or
- any willful destruction or removal of public or private property.

Any activity included in the definition of hazing upon which the initiation, admission, or continued membership in an organization is directly or indirectly conditioned is presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding. Hazing is a crime. How to report hazing or harassment not based on sex:

- A. In the case of offending students, the report should be made to the Director of Student Affairs or any member of the administration who may refer the matter to the appropriate dean and/or the SPG Committee.
- B. In all other cases regarding faculty or staff personnel, the report should be made to the appropriate dean, the Director of Student Affairs, or any member of the administration.
- C. At LECOM at Seton Hill, reports should be made to the Vice President or any faculty member.

No student or employee will be retaliated against on the basis of having asserted a good faith complaint pursuant to this policy. Following the investigation, LECOM will take the appropriate measures as soon as possible to redress the harms done. All LECOM supervisory personnel have an affirmative responsibility to report, discourage and eliminate conduct inconsistent with this policy.

### **4.3.9 Food and Beverage Directives**

**Food and beverages are not permitted in lecture halls, laboratories, classrooms, break-out rooms, study rooms, or the Learning Resources Centers at any time.**



Any student found with food or drinks in a prohibited area will be identified, asked to remove the offending item and referred to SPG for a professionalism violation.

The student lounge areas and outdoor areas may be used for eating and drinking. Appropriate trash receptacles are located throughout all campuses.

### **4.3.10 Recording of Lectures**

Any recording of lectures or verbatim or near-verbatim transcribing of lectures is not authorized by the administration of LECOM and is strictly at the discretion of the instructor. In all instances, prior approval of the instructor must be obtained and the instructor is to be informed that he or she is not under pressure from the administration to be so transcribed and that such permission from the instructor to tape is strictly on a voluntary basis. The privilege may be withdrawn at any time. This rule is applicable to regular LECOM faculty as well as visiting faculty. Under no circumstances may the content or recording of any faculty lectures be used for any purpose other than for the student's education at LECOM. Recorded lectures provided by the institution are for the sole use of the individual student and may not be shared with others, posted to online sources/sites or distributed/reproduced in any manner.

### **4.3.11 Recycling**

LECOM supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on all of us actively participating. All are encouraged to make a commitment to recycle and be a part of this solution.

LECOM encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources. By recycling, LECOM is helping to solve trash disposal and control problems as well as following local regulations. If you have any questions or new ideas and suggestions for the recycling program contact the Safety Committee.

### **4.3.12 Social Computing Guidelines**

In light of the pervasive use of such social media as Facebook, Instagram, SnapChat and Twitter, LECOM has adopted a formal policy on Social Media. Please consult the IT tab on the Portal to

read and review this policy. (Also see Appendix B.) Violations of this policy will result in discipline up to and including dismissal.

### **4.3.13 Credit Card Marketing Policy**

LECOM prohibits credit card institutions, banks, or any other financial or lending institutions from soliciting students on campus, and will not permit them access to campus mail and/or electronic addresses to establish credit card accounts without prior authorization.

## 5. APPENDICES

### APPENDIX A - EMERGENCY NUMBERS

#### *In Emergencies*

#### **9-1-1**

##### *Police Non-Emergencies*

**LECOM Police and Security at the Erie Campus**  
(814) 866-8415

**LECOM at Seton Hill/Seton Hill Campus Police**  
Office: (724) 830-4999

**LECOM Security Bradenton Campus, College of Medicine and School of Pharmacy**  
(941) 782-5908

**LECOM Security Bradenton Campus, School of Dental Medicine**  
(941) 405-1520

#### **Erie**

Erie, Pennsylvania Police (Non-Emergency)  
(814) 870-1125

Millcreek, Pennsylvania Police (Non-Emergency)  
(814) 833-7777

Pennsylvania State Police  
(814) 898-1641

#### **Bradenton**

Manatee County Sheriff s Office (Non-Emergency)  
(941) 747-3011

Sarasota County Sheriff s Office  
(941) 316-1201 (non-emergency number)

Florida Highway Patrol  
(941) 741-4800

#### **Greensburg**

Greensburg Police Department  
(724) 834-3800

Pennsylvania State Police  
(724) 832-3288

## **Crime Victim and Other Counseling Services**

### **Erie, Pennsylvania Resources**

Crime Victim Center of Erie County

24 hour hotline: (814) 455-9414

Safe Harbor Mental Health

24 hour Crisis Center: (814) 456-2014

Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)

24 hour crisis hotline: (814) 454-8161

Millcreek Community Hospital

(814) 868-4031 (Ask for Behavioral Health)

Stairways Behavioral Health

(888) 453-5806

Physicians Health Program (PHP Pennsylvania)

(866) 747-2255 or (717) 558-7819

### **Bradenton, Florida Resources**

Bradenton - Hope Family Services, Inc.

(941) 747-7790

Rape Crisis Hotline - Bradenton

(941) 708-6059

Safe Place and Rape Crisis Center - Sarasota

24 hour hotline: (941) 365-1976

Centerstone Crisis Center

(941) 782-4600

Bayside Center for Behavioral Health

Sarasota Memorial Hospital

24 hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota

24 hour Crisis Stabilization Unit: (941) 364-9355

Assessments: (941) 552-1950

**Greensburg, Pennsylvania Resources**

Rape Crisis Center (Pittsburgh Action against Rape)

24 hour helpline: (866) 363-7273

(412) 431-5665

Westmoreland Mental Health Crisis Intervention Hotline

24 hour hotline: (800) 836-6010

Center for Victims of Violence and Crime

24 hour hotline: (866) 644-2882

## **APPENDIX B - SOCIAL NETWORKING POLICY**

### **Introduction**

Social networking is becoming increasingly popular in businesses and with the general public and is a useful tool for the communications and marketing department. While social networking can be useful, if improperly used, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the school's reputation.

### **Definition of Social Networking**

As used in this policy, "social networking" means communicating with others over the Internet for social purposes. Typically, this interaction occurs on sites such as Facebook, Twitter, Instagram, LinkedIn, YouTube, or blogs, but can also occur on "media sites" that are offered by television networks, newspapers, and magazines.

### **Application of Policy**

This policy applies to all types of social networking activity (a) using the College's computers, mobile devices, or other technology, and (b) using personal devices when linked to the LECOM's systems. Nevertheless, when engaged in social networking on personal devices that are not linked to the College's systems, students, faculty, and staff should use this policy as a guide. Use of LECOM's IT systems for social networking must comply with LECOM's IT policy. Use of the handheld devices may be prohibited in some circumstances. In all cases, LECOM-issued technology must be used in accordance with all applicable rules.

### **Use of LECOM's Time**

Faculty and staff employees who have been approved to manage blogs or participate in social networking sites on LECOM's IT systems for work-related reasons should confirm approval of the site(s) by the Provost. Those faculty and staff members may access the approved site(s) as necessary for the performance of their duties. Personal use of the College's IT systems to access social networking sites is permitted, but should be limited, not interfere with or impact normal business operations, comply with all College policies, not compromise the security or reputation

of LECOM, not burden the College with unreasonable incremental costs, and comply with all other provisions of this policy.

### **Social Networking Site Terms of Use**

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

### **Contact Information**

Many networking sites permit users to search for or import contact information from the user's contact list. Due to confidentiality and privacy concerns, users are prohibited from importing or uploading any of LECOM's contacts to any networking sites where the information may be used beyond name recognition software purposes.

### **Content of Posting**

Some social networking sites may provide an appropriate forum to keep current on matters of interest, to make professional connections, and to locate links to other pertinent sources. Users must be careful, however, that their online postings do not adversely impact or create problems for LECOM or its audience. ***Users are personally responsible for all content they post on social networking sites.*** Remember that it is difficult to delete content once posted to a site, so be cautious when writing any posting. If a user has a question about the propriety of any posting, he or she should consult the Provost.

### **Users must follow these guidelines for all postings:**

1. Post only content that you would be comfortable with your colleagues, LECOM's audience, and the general public reading, hearing, or seeing.
2. Do not post anything that would potentially embarrass you or LECOM, or call into question your or LECOM's reputation, including photographs or other images.
3. Do not discuss LECOM's business, unless the Provost authorizes you to do so.
4. Do not leak confidential information.
5. Be careful to identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
6. Obtain approval from LECOM's legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM's employees, students, its broadcasts, its guests, or an inquiry about any other legal matter.
7. Unless previously authorized by the Provost, do not use LECOM's logo or suggest you are writing on behalf of LECOM.
8. Don't use LECOM's network or email lists to influence polls, rankings, or web traffic.
9. Show good judgment when "friending" someone within a social network.
10. Monitor your site regularly and promptly remove any inappropriate content.
11. Obey the law. Refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

**Violations of This Policy**

Due to the importance of this policy, LECOM cannot tolerate violations. All students and LECOM personnel, including managers and staff, are subject to sanctions for violations of this policy. Consequences may include such measures as immediate termination of employment, or any other action deemed appropriate by LECOM under the circumstances.

## APPENDIX C - CONSENT TO PHOTOGRAPH



### Lake Erie College of Osteopathic Medicine Consent to Photograph

Print Name: \_\_\_\_\_

I permit the Lake Erie College of Osteopathic Medicine, aka LECOM, to use photographs and/or video taken of me. I understand that these photographs and/or video will be used for the promotion of LECOM. I release LECOM from all liability for the taking and use of the photographs and/or video.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

Parent must sign for consent for minor under age 18.



# APPENDIX D - STUDENT SIGNATURE PAGE FOR TRAVEL REQUESTS

## Student Signature Page for Travel Requests

I, \_\_\_\_\_, have submitted this completed informational sheet to my Dean, \_\_\_\_\_, Program Director and System Coordinator (if applicable) on \_\_\_\_\_, and to my SGA President, \_\_\_\_\_, on \_\_\_\_\_ for submission to Administration, and have retained a copy for my files.

I understand that I must meet the specified 60 day deadline for submission of the request form in order to be considered for housing. I also understand that housing is a privilege and is not always provided for students travelling to conferences.

I understand that males and females will be housed separately; No exceptions unless married.

I understand that specific rooming assignment requests will not be honored.

I understand that once housing arrangements are made, no room changing will be permitted.

I understand that if I am unhappy with my rooming assignment, I am free to make my own hotel reservation, at my expense.

**I understand that if I am NOT requesting travel accommodations, I am still responsible for notifying administration 60 days in advance of my intentions to attend said meeting.**

**I understand that, should any problem(s) arise during the conference, I will contact the Director of Travel for my campus, Director of Student Affairs, or the specific Associate/Assistant Dean of my program, for assistance.**

Signed,

---

Signature

Date

**Please print:**

Name

---

Contact Phone Number:

---

# APPENDIX E - REQUEST FOR LEAVE OF ABSENCE FORM

## LECOM REQUEST FOR LEAVE OF ABSENCE FORM

### **Part A, to be completed by student** (please print)

Student's Name \_\_\_\_\_  
Last First Middle Initial

E-Mail \_\_\_\_\_ Phone Number \_\_\_\_\_

Current Address \_\_\_\_\_

LECOM Program \_\_\_\_\_

Beginning Date of Leave Requested \_\_\_\_\_ Expected Date of Return \_\_\_\_\_

Reason Leave Requested (check one):

- \_\_\_\_\_ Medical Leave  
\_\_\_\_\_ Family Leave (i.e. family member health issue, death, etc.)  
\_\_\_\_\_ Other Personal Leave (specify) \_\_\_\_\_

A leave of absence will not be approved for the purpose of avoiding the consequences of academic failure. A letter must be attached to this form explaining the reason for the request. Additionally, documentation appropriate to the reason must also be attached (for example, for a medical reason a letter, including a diagnosis, from the attending physician). Failure to provide the documentation will result in the denial of the request.

### **Part B, to be completed by LECOM Financial Aid Department**

Student has received the required pre-leave of absence financial aid counseling and a Leave of Absence Form for Financial Aid has been completed.

Financial Aid Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Part C, Student Certification and Signature**

I certify that I have read and understand the information on this form. It has been explained and I understand the effects that taking a leave of absence will have on my financial aid. Furthermore, I certify that the reason for the requested leave of absence is because of the reason indicated on this form and that all of the information on this form and the accompanying documentation is true and correct.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Part D, to be completed by the appropriate Dean** (provide this completed Request for Leave of Absence form, the completed Leave of Absence Form for Financial Aid, letter explaining the reason for the request, and documentation to the appropriate Dean after Parts A, B, and C have been completed)

The request for leave of absence has been reviewed and has been

\_\_\_\_\_ Denied

\_\_\_\_\_ Approved to begin on \_\_\_\_\_ and end no later than \_\_\_\_\_

Dean's Signature \_\_\_\_\_ Date \_\_\_\_\_

# APPENDIX F - LEAVE OF ABSENCE FORM FOR FINANCIAL AID



## LEAVE OF ABSENCE FORM for FINANCIAL AID

**This form is for financial aid purposes only and does not represent an approved leave of absence for academic purposes. The purpose of this form is to certify that you are aware of the financial aid implications of a leave of absence.**

I, \_\_\_\_\_, understand that the following applies if I am on a Leave of Absence from the Lake Erie College of Osteopathic Medicine (LECOM) for the dates listed below:

1. While I am on an approved leave of absence, my enrollment status will be reported to my lenders as Leave of Absence.
2. If I am notified by my lender(s) that my loans are in repayment, I will need to contact my lender(s) and request a **hardship forbearance or economic hardship deferment**.
3. While I am on an approved leave of absence, I am not eligible for any additional federal student financial aid and private education loans.
4. Upon my return from leave of absence, any subsequent financial aid disbursements may be delayed until I again meet the standards for satisfactory academic progress towards the completion of my degree.
5. If I do not return from the leave of absence, my loans will go into repayment based on the start date of the leave of absence. This could result in the depletion of some or all of my grace period of my student loan(s).
6. The leave of absence and any additional leaves of absence must not exceed a total of 180 days in any 12-month period pursuant to federal regulations.

Beginning Date of Leave of Absence: \_\_\_\_\_

Expected Date of Return: \_\_\_\_\_

Reason for request for Leave of Absence: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Reviewed By: \_\_\_\_\_

## APPENDIX G - STUDENT CHANGE OF STATUS FORM

Student ID# \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_

Local Address: \_\_\_\_\_  
Street City State Zip

Forwarding Address: \_\_\_\_\_  
Street City State Zip

Cell Phone Number: \_\_\_\_\_ Other Phone Number: \_\_\_\_\_

Personal Email: \_\_\_\_\_

### TYPE OF CHANGE (Check One)

\_\_\_\_ Withdrawal    \_\_\_\_ Dismissal    \_\_\_\_ Suspension    \_\_\_\_ Remediation  
\_\_\_\_ Off- Schedule    \_\_\_\_ Change of Program/Location    \_\_\_\_ Leave Of Absence

### PROGRAM OF STUDY: (Check One)

____ College of Medicine	____ MS Biomedical Sciences
____ School of Pharmacy	____ MS Medical Education
____ School of Dental Medicine	____ MS of BioMedical Ethics
____ Master of Health Services Admin.	____ MS of Medical Sciences
____ Post Baccalaureate (COM/SDM)	____ MS Medical Science
____ Post Baccalaureate (SOP)	____ Ph.D. in Anatomy Education

LOCATION: (Check One)    \_\_\_\_ Erie    \_\_\_\_ Bradenton    \_\_\_\_ LECOM at Seton Hill

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

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

Start Date of Change: \_\_\_\_\_ End Date of Change: \_\_\_\_\_

Verified by: \_\_\_\_\_

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

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

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

***COMPLETE AND RETURN THIS FORM TO THE DIRECTOR OF STUDENT AFFAIRS***

## **APPENDIX H - THE OSTEOPATHIC OATH**

I hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices, which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast implications upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be alert to further the application of basic biologic truths to the healing arts and to develop the principles of Osteopathic Medicine, which were first enunciated by Andrew Taylor Still.

In the presence of this gathering, I bind myself to my oath.

# APPENDIX I - AOA CODE OF ETHICS

LECOM Board of Trustees endorses the AOA Code of Ethics

The American Osteopathic Association (AOA) Code of Ethics is a document that applies to all physicians who practice osteopathically throughout the continuum of their careers, from enrollment in osteopathic medical college/school through post graduate training and the practice of osteopathic medicine. It embodies principles that serve as a guide to the prudent physician. It seeks to transcend the economic, political, and religious biases, when dealing with patients, fellow physicians, and society. It is flexible in nature in order to permit the AOA to consider all circumstances, both anticipated and unanticipated. The physician/patient relationship and the professionalism of the physician are the basis for this document.

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic and allopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

**Section 1.** The physician shall keep in confidence whatever she/he may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

**Section 2.** The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

**Section 3.** A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose her/his physician. The physician must have complete freedom to choose patients whom she/he will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make her/his services available.

**Section 4.** A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when she/he withdraws from the case so that another physician may be engaged.

**Section 5.** A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

**Section 6.** The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

**Section 7.** Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

**Section 8.** A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless she/he is actually licensed on the basis of that degree in the state or other jurisdiction in which she/he practices. A physician shall designate her/his osteopathic or allopathic credentials in all professional uses of her/his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

**Section 9.** A physician should not hesitate to seek consultation whenever she/he believes it is in the best interest of the patient.

**Section 10.** In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

**Section 11.** In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

**Section 12.** Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

**Section 13.** A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

**Section 14.** In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

**Section 15.** It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

**Section 16.** Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

**Section 17.** From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement of the care rendered in their practices, shall be considered to have acted in an unethical manner.

**SECTION 18.** A physician shall not intentionally misrepresent himself/herself or his/her research work in any way.

**SECTION 19.** When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.



# **Appendix J - Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence**

## **INTRODUCTION: TITLE IX**

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance.

Lake Erie College of Osteopathic Medicine (LECOM) forbids discrimination and harassment on the basis of sex and any form of sexual misconduct in all of its education programs, activities, as well as its employment practices. Likewise LECOM forbids retaliation against anyone who seeks to avail themselves of their rights under Title IX or participates in a related investigation.

## **POLICY SUMMARY**

Sexual harassment, sexual exploitation or assault, domestic violence, dating violence, and stalking are forms of discrimination on the basis of sex. LECOM has a **zero tolerance** Policy of all such conduct whether perpetrated by employees, students, or campus visitors, whether committed on or off campus.

This Policy and its procedures apply whenever a Title IX violation is alleged. The procedures for conduct of an investigation, resolution of a complaint (including the imposition of sanctions), and process for an appeal apply to Title IX matters only and replace all general LECOM disciplinary and appeal procedures for these matters only.

Be advised that *everyone* in the LECOM community is both protected by and subject to this Policy. Additional information may be found in LECOM’s student catalogs.

## **DEFINITIONS**

### **Complainant:**

A person alleged to have been subjected to conduct in violation of this Policy, whether or not the individual makes a complaint or participates in the investigation. LECOM may still pursue a case even when the complainant is unwilling or unable to complain of misconduct or to participate in the investigation.

### **Consent:**

Consent involves explicit communication. Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness

to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

- A sexual encounter is considered consensual when individuals each willingly and knowingly engage in sexual activity. Consent cannot be obtained through the use of coercion. Coercion is the use of pressure, manipulation, substances, force, and/or disregarding objections of another party to engage in sexual activity. Consent must be clearly and unambiguously communicated.
- Consent to any one sexual act or prior sexual activity does not necessarily constitute consent to any other sexual act. Consent may be given initially but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.
- One who is incapacitated (whether by alcohol or drug use, disability, unconsciousness, or is otherwise helpless) cannot consent to sexual activity.

**Dating Violence:**

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.

**Domestic Violence:**

Domestic Violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

**Incapacitation:**

Incapacitation is a condition such as due to the use of drugs or alcohol, when a person is asleep or unconscious, or because of an intellectual or other disability that prevents the student from having the capacity to give consent.

**Intimidation:**

Intimidation means to make fearful or to put into fear. Generally, proof of actual fear is not required in order to establish intimidation. It may be inferred from conduct, words, or circumstances reasonably calculated to produce fear.

**Reporter:**

A person reporting alleged conduct prohibited by this Policy. The Reporter may be the Complainant or any other person.

**Respondent:**

A person accused of conduct that might be in violation of this Policy.

**Responsible Employee:**

“Responsible Employees” under Title IX are LECOM employees to whom violations of this Policy may be reported. The designated “responsible employees” are the Title IX Coordinator, Deputy Title IX Coordinators, the Provost, Deans, Associate Deans, Assistant Deans, Program Directors, Directors of Student Affairs, Faculty Advisors or any other member of the LECOM administration.

**Retaliation**

Retaliation is any action to penalize, intimidate, harass, or take adverse action against a person who makes a report of sexual misconduct, relationship violence, stalking or similar prohibited conduct, participates in an inquiry or investigation of impermissible conduct, or otherwise asserts rights protected by non-discrimination laws.

**Sexual Assault:**

Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. It includes both non-consensual sexual contact and intercourse.

**Sexual Exploitation:**

Sexual exploitation means taking sexual advantage of another person without his or her consent. Sexual advantage includes, without limitation, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over such other person; causing the prostitution of another person; recording, photographing or transmitting identifiable images of private sexual activity and/or the intimate parts of another person; allowing third parties to observe private sexual acts; and engaging in voyeurism.

**Sexual Harassment**

Sexual Harassment is unwelcome conduct visited upon a person due to their sex or gender which creates a hostile environment or whose acceptance forms the basis of educational or employment decisions. Sexual assault and requests for sexual favors that affect educational or employment decisions constitute sexual harassment. Sexual harassment may also consist of unwelcome physical contact, requests for sexual favors, sexual exploitation, visual displays of degrading sexual images, sexually suggestive conduct, or remarks of a sexual nature. Sexual harassment can also be non-sexual in nature, such as denigrating, excluding or sabotaging someone because of their sex or gender. Such conduct will constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or admission to or participation in an academic program or school activity; or
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment status or academic standing; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance on the job or in the academic program; or

- Such conduct has the purpose or effect of creating an intimidating or hostile work or educational environment for an individual or group of individuals.

Sexual harassment can occur regardless of the relationship, position, or respective sex of the parties. Same sex harassment violates this Policy. Harassment because of one's actual or perceived sexual orientation or gender identity also constitutes a violation of this Policy.

**Sexual Misconduct:**

Sexual misconduct is a broad term encompassing sexual harassment, sexual assault, and any other non-consensual behavior of a sexual nature that is committed by force or intimidation, or that is otherwise unwelcome. Sexual misconduct may vary in its severity and consists of a range of behavior or attempted behavior.

**Stalking:**

Stalking is a pattern of repeated and unwanted attention, harassment, or any other course of conduct directed at a specific person that would cause a reasonable person to fear. Examples of stalking actions include, but are not limited to:

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

**MAKING A REPORT OF SEXUAL MISCONDUCT, RELATIONSHIP VIOLENCE, AND STALKING**

A Reporter may report any type of sexual harassment or misconduct which is defined above by invoking either a criminal process and/or an institutional process. The criminal process begins by calling local law enforcement or the Campus Police and Security Office. The institutional process may be instituted by contacting the LECOM Title IX Coordinator, a Deputy Title IX Coordinator, or any Responsible Employee.

Anyone who believes they have been subjected to any impermissible conduct is encouraged to report these incidents. If the Complainant reports directly to LECOM, the Complainant should prepare a written, signed complaint containing the name(s) of the alleged perpetrator(s) and other relevant information, including the date(s), location(s), description of the incident(s), and witness

name(s) or documentation. The Complaint should be given to any Responsible Employee. At some point, Respondent(s) will be provided a copy of the complaint under the condition not to engage in any form of retaliation.

LECOM staff and faculty have a duty to report knowledge of alleged or observed incidents of sexual misconduct, relationship violence, and/or stalking to their supervisor and/or Title IX Coordinator or a Deputy Title IX Coordinator upon learning of such information. Reports should include the complainant's/alleged victim's name, alleged perpetrator(s) name(s), LECOM status (employee, student, visitor), date of the alleged incident, location of alleged incident, description of the incident, and witnesses to the incident.

### **LECOM Title IX Coordinator and Deputy Coordinators**

#### Institutional Title IX Coordinator

Aaron E. Susmarski, J.D.  
Institutional Director of Human Resources  
(814) 860-5101  
[asusmarski@lecom.edu](mailto:asusmarski@lecom.edu)

#### LECOM Erie

Dr. Melanie Dunbar, Deputy Coordinator  
Director of Behavioral Health  
(814) 866-8160  
[mdunbar@lecom.edu](mailto:mdunbar@lecom.edu)

Dr. Christine Kell, Deputy Coordinator  
Associate Dean of Preclinical Education Emeritus  
Director of Leadership and Board Preparation  
(814) 866- 8169  
[ckell@lecom.edu](mailto:ckell@lecom.edu)

#### LECOM Bradenton (including dental clinic at DeFuniak Springs)

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

Dr. Katherine Tromp, Deputy Coordinator  
Associate Dean for Florida Pathways

(941) 782-5644  
[ktromp@lecom.edu](mailto:ktromp@lecom.edu)

LECOM at Seton Hill

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

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

Pennsylvania State Police Department  
(814) 898-1641

LECOM Campus Police and Security Office

Located inside the north entrance  
1858 West Grandview Boulevard  
Erie, Pennsylvania 16509  
(814) 866-8415

If an officer is not at the desk, callers may leave a message or call the cell phone of the officer on duty at (814) 434-3927.

Bradenton, Florida

Manatee County Sheriff  
(941) 747-3011

Bradenton Police Department  
(941) 932-9300

LECOM Security Office for College of Medicine & School of Pharmacy Building  
Located inside the southwest entrance

5000 Lakewood Ranch Boulevard  
Bradenton, Florida 34211  
(941) 782-5908

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

DeFuniak Springs, Florida  
Walton County Sheriff  
(850) 892-8111

DeFuniak Springs Police Department  
(850) 892-8513

Security Office for LECOM DeFuniak Springs Dental Offices  
Located inside the main entrance  
101 Lecom Way  
DeFuniak Springs, Florida 32435  
(850) 951-0200

LECOM at Seton Hill in Greensburg, Pennsylvania  
Greensburg, Pennsylvania Police Department  
(724) 834-3800

Pennsylvania State Police  
(724) 832-3288

Seton Hill University (SHU) Police Department  
Room 115 Administrative Annex  
One Seton Hill Drive  
Greensburg, PA 15601  
Dial (724) 244-2192 for the officer on patrol (cell phone)

### **Crime Victim and Other Counseling Services:**

Erie, Pennsylvania Resources  
Crime Victim Center of Erie County  
24 hour hotline: (814) 455-9414

Safe Harbor Mental Health

24 hour Crisis Center: (814) 456-2014  
Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)  
24 hour crisis hotline: (814) 454-8161  
Main number: (814) 455-1774

Millcreek Community Hospital  
Main hospital number: (814) 864-4031, ask for Behavioral Health

Stairways Behavioral Health  
(888) 453-5806

Physicians Health Programs (PHP; Pennsylvania)  
(866) 747-2255 or (717) 558-7819

Secundum Artem Reaching Pharmacists with help (SARPh)  
(800) 892-4484 or (610) 583-9884

Bradenton, Florida Resources  
Centerstone Student Assistance Program  
(941) 782-4379

Centerstone Crisis Center  
(941) 782-4600

Bradenton- Hope Family Services, Inc.  
(941) 747-7790

Rape Crisis Hotline - Bradenton  
(941) 708-6059

Sarasota- Safe Place and Rape Crisis Center  
24 hour hotline: (941) 365-1976

Bayside Center for Behavioral Health  
Sarasota Memorial Hospital  
24 hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota  
24 hour Crisis Stabilization Unit: (941) 364-9355  
Assessments: (941) 552-1950



### **DeFuniak Springs, Florida Resources**

#### **Shelter House, Domestic and Sexual Violence Center**

Domestic Violence 24 hour hotline: (850) 863-4777 or (800) 442-2873

Sexual Assault 24 hour helpline: (850) 226-2027

### **Greensburg, Pennsylvania Resources**

Rape Crisis Center (Pittsburgh Action against Rape)

24 hour helpline: (866) 363-7273

(412) 431-5665

Westmoreland Mental Health Crisis Intervention Hotline

24 hour hotline: (800) 836-6010

Center for Victims of Violence and Crime

24 hour hotline: (866) 644-2882

Physicians Health Programs (PHP; Pennsylvania)

(866) 747-2255 or (717) 558-7819

## **PROTECTING COMPLAINANTS, REPORTERS, AND WITNESSES**

LECOM's primary goal is to ensure that any victim of sexual misconduct, relationship violence, or stalking and the LECOM community are safe. Regardless of whether a Complainant chooses to pursue disciplinary action, LECOM will take interim measures to protect those involved and ensure that all safety, emotional, and physical well-being concerns are met.

Reasonable interim measures to protect the safety of the Complainant will be determined on a case-by-case basis. In making the determination, LECOM will consider, at a minimum, the Complainant's expressed need, the severity or pervasiveness of the allegations, the continuing effects on the Complainant, the likelihood that the Complainant will come into contact with the Respondent through daily activities, and whether any legal steps have been taken to protect the Complainant. LECOM will also consider, as appropriate, whether and what interim measures and remedies should be provided or offered to the Respondent.

### **Student Remedies:**

Some examples of immediate remedies LECOM may provide to a student Complainant include modifying class schedules, workplace schedules, and/or extracurricular activities; assisting in obtaining counseling and academic support services; student financial aid guidance; offering extra time to complete a course if possible; and providing escort services on campus from the campus police. If an investigation against a named Respondent occurs, LECOM may also initiate a no contact order and alter the class, work, or extracurricular schedule of the Respondent. Where it is deemed appropriate, LECOM may issue an interim suspension for a student-Respondent.

### **Staff Remedies:**

Some examples of immediate remedies LECOM may provide to a staff member Complainant include: modifying work schedule, workplace department or location, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around Complainant. If an investigation against a named Respondent occurs, LECOM may initiate a no-contact order, issue a *persona non grata* order to prevent a person from coming on campus, and/or alter the assigned department, work schedule or work location, or the supervisor of the Respondent.

### **Faculty Remedies:**

Some examples of immediate remedies LECOM may provide to a faculty member Complainant include: modifying teaching schedule, workplace schedule, and/or extracurricular schedule; assisting in obtaining counseling services; providing escort services on campus and increasing security around the Complainant. If an investigation against a named Respondent occurs, LECOM may initiate a no-contact order, issue a *persona non grata* order to prevent a person from coming on campus, and/or alter the class or work schedule of the Respondent.

### **Confidentiality:**

Whenever possible and to the greatest extent possible, LECOM will honor requests for confidentiality and do its best to maintain the privacy of all Reporters and Complainants (may not be the same person). In cases where a Complainant expresses a desire to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, LECOM must weigh that desire and request against its obligation to provide a safe, non-discriminatory environment.

If LECOM honors the request for confidentiality, a Reporter and Complainant must understand that the ability to meaningfully investigate the alleged incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. There may be times when LECOM may not be able to honor a Reporter or Complainant's request for confidentiality in order to provide a safe, non-discriminatory environment. If a violation of this Policy is found, a report of the incident may be included in the Institution's Clery Act crimes report.

### **Prohibition of Retaliation**

LECOM does not tolerate retaliation and will pursue actions against those who take retaliatory measures against Reporters, Complainants, or witnesses. When an individual reports sexual misconduct, relationship violence, or stalking to any campus resource, that resource will work with the Title IX Coordinator or the Title IX Coordinator's designee to ensure that the Complainant and Reporter are protected from further misconduct and from retaliation for making the report. The Title IX Coordinator or her/his designee will consult with the Complainant regarding protective measures such as changes to a facet of the academic or employment setting and/or issuing a "no contact order." Protective measures applicable to students will be enforced under the Student Code of Conduct. Protective measures applicable to staff will be enforced by

the Department of Human Resources. Protective measures applicable to faculty will be enforced by the Provost.

### **Prohibition of False Accusations**

Deliberately false and/or malicious accusations of sexual misconduct, relationship violence, stalking or other conduct prohibited by this Policy, as opposed to complaints which, even if erroneous, are made in good faith, are serious and will subject the perpetrator of those accusations to appropriate disciplinary action. Good faith means that a report is made based on fact or reasonable beliefs and not solely on personal animus against the person accused.

## **INVESTIGATION PROCEDURES, INTERIM REMEDIES, AND INFORMAL RESOLUTION PROCESS**

### **Assessment and Timeline**

LECOM will investigate and resolve all reports of possible violations of this Policy promptly. Possible conditions that would extend the time needed for an investigation and resolution are, but are not limited to, the complexity of the reported incident, the number of witnesses involved, related and on-going criminal investigations, school breaks and vacations, or unforeseen circumstances. If a delay is necessary, LECOM will notify all parties of the progress of the process as it proceeds.

Receipt of a report or a Complainant's written complaint which includes allegations of prohibited conduct will trigger an initial Title IX assessment. This assessment will be conducted by the Title IX Coordinator or an assigned Deputy Title IX Coordinator who may consult with other appropriate individuals within LECOM (and the Seton Hill University Police Department if at LECOM at Seton Hill). The assessment will determine if any immediate risk of harm to an individual or the community exists, and will implement any necessary interim measures to address those risks, as well as whether the conduct as reported, if true, would constitute a violation of this Policy.

If the initial assessment finds that a Title IX violation is alleged, the Title IX Coordinator, or Deputy Title IX Coordinator if applicable, will initiate the investigation/resolution process and will designate a manager of that process. Designated managers shall be administrative personnel trained to perform this function and who are not otherwise involved in the matter, i.e. are in a position to be impartial.

The extent and depth of the investigation will depend upon such factors as the Complainant's willingness to participate in the investigation and resolution procedures outlined in this Policy, the risk posed to the community, and the nature of the alleged behavior. If the Complainant chooses to pursue criminal charges, the relevant school police department will work with the Complainant to connect him/her with appropriate local law enforcement if necessary. If a Complainant refuses to participate in the process, LECOM may determine that it is still appropriate to move forward with an investigation and the protocols set forth in this Policy.

### **Informal Resolution Process**

Informal resolution is a mechanism for achieving resolution between parties without a formal investigation. This process may not be used in incidents where the reported behavior includes sexual assault. In some cases, the manager of the investigation/resolution process will determine that an informal resolution mechanism may be appropriate. This may include shuttle diplomacy, facilitated conversation, and/or training and education for individuals or groups.

If it is determined that a facilitated informal resolution may be appropriate, the manager of the investigation/resolution process will speak with the Complainant about this option. Complainants choosing this path of resolution do not forgo access to remedies needed to continue their education. If the Complainant agrees, the manager of the investigation/resolution process will next speak with the Respondent.

Facilitated informal resolution will be pursued only with the consent of both parties. If the facilitated informal process results in a resolution, both parties will receive outcome notification that the process has concluded and the case will be closed. If the parties are unable to reach a resolution in a timely manner or if either party requests to terminate the facilitated informal resolution process prior to a resolution, the investigation and formal resolution process will proceed.

### **Investigation Process**

As mentioned above, if it is appropriate and the parties choose and complete an informal resolution process there will be no formal investigation. If necessary, a full investigation will be promptly engaged and will follow the following course.

Such investigations will include interviews with the Complainant, Respondent, and relevant witnesses. In conducting the investigation, the manager of the investigation/resolution process may be assisted by other individuals, including special consultants engaged for the particular investigation. A thorough review of pertinent physical and documentary evidence will also occur. The evidence may include photographs, videos, electronic messages (including emails and text messages), social media postings, and any other relevant resources. Complainants should be most scrupulous in preserving all evidence.

It is possible that more than one meeting may be necessary for the Complainant and Respondent to have the opportunity to respond to information obtained. Complainants and Respondents will have the opportunity to present additional evidence and to suggest other fact witnesses. Character witnesses will not be heard and the Complainant's prior sexual conduct with anyone other than the Respondent will not be considered.

The Complainant and Respondent may each choose an advisor of their choice to accompany them during the investigative process or any related meeting that is part of the Title IX proceedings. An advisor is any individual who provides the Complainant or Respondent with support, guidance, or advice. This advisor may be a parent, a community advocate, or any other person. The advisor's role is purely supportive; the advisor may not speak on behalf of the

Complainant or Respondent or otherwise directly participate in the investigation or resolution processes.

Upon completion of the investigation, the manager of the investigation/resolution process will prepare a Findings of Fact Report that will include the nature of the allegations reported, a summary of factual information, and any relevant physical and documentary evidence received.

The Complainant and Respondent will each have the opportunity to review the Findings of Fact Report in the presence of a LECOM official and deliver a written clarifying statement and/or impact statement. Any such written statement must be provided to the manager of the investigation/resolution process within three (3) days of the review of the Findings of Fact Report. Following the three-day period all parties will be notified that the investigation is complete. Resolution of the matter is possible at this point; otherwise, it will proceed to formal resolution.

### **FORMAL RESOLUTION PROCESS**

The process used for resolution of complaints under this Policy, including application of sanctions, will be determined by a preponderance of the evidence. Complainants do not have to prove a case “beyond a reasonable doubt”. Regardless of the process used, LECOM commits to providing the parties with timely notice, equal opportunities to be heard, present and rebut evidence and equal opportunities to respond to the reported behavior.

Once an investigation is conducted and a Findings of Fact Report of the investigation is prepared the formal resolution process will begin. The manager of the investigation/resolution process will submit a copy of the Findings of Fact Report and related materials to the Institutional Hearing Officer. LECOM has appointed Dr. David P. Fried, Director of Student Affairs ((814) 866-8116; [dfried@lecom.edu](mailto:dfried@lecom.edu)), as the Hearing officer.

The Hearing Officer will determine whether a violation has occurred; if a violation has occurred whether the Respondent is “responsible”; and if the Respondent is “responsible” what the sanctions will be. These determinations will include a full review of all relevant information and be based on a preponderance of the evidence standard (i.e. whether it is more likely than not).

The Hearing Officer will issue an Outcome Letter outlining the decision made and explaining any imposed sanctions and remedies. The sanctions imposed upon a finding that the Respondent is “responsible” will vary depending on the facts of the case. The sanctions may range from a no contact order to expulsion or termination from LECOM. This information will be provided in writing to the Complainant and the Respondent, taking into account any applicable privacy issues.

The Title IX Coordinator or a Deputy Title IX Coordinator will review the Outcome Letter with the Complainant and Respondent separately to ensure the reasoning of the decision is fully understood and to inform the Complainant and Respondent of the right to appeal. *Note,*

*however, that a Complainant or Respondent who has refused to participate in the investigation process has no right to appeal.*

Visitors and other persons (not students or employees) who are found to have violated this Policy are subject to corrective action which may include removal from campus, being banned from campus, and/or having contractual arrangements terminated. Vendors or other agencies in contract with LECOM will be promptly notified if any of their employees are alleged to have violated this Policy and such employees may be banned from any or all LECOM properties or events and may also be subject to action deemed appropriate by their respective employer.

If it is determined that a violation of this Policy did not occur, but the reported behavior would violate a different LECOM Policy such as the Student Code of Conduct, the case may be referred to the appropriate office for resolution.

### **RIGHT TO APPEAL**

Except as noted above, both the Complainant and the Respondent (if participating in the investigation process) have the right to appeal the decision. An appeal must be filed within seven (7) business days of the date of the Outcome Letter. An appeal may only be filed on three bases: 1) the appealing party has new information that was not included in the investigation Findings of Fact Report and could not have been provided earlier; 2) a preponderance of the evidence does not support the decision; or 3) the sanction was not proportionate to the offense.

The appeal (including an explanation of the basis of the appeal) should be timely submitted in writing to the Title IX Coordinator. The Title IX Coordinator will forward the appeal and all materials from the investigation to the President of LECOM for a final decision.

The President will review the Findings of Fact Report and related evidence, any written clarifying statements and/or impact statements, the Outcome Letter, and the appeal documents in making a determination. Using a preponderance of the evidence standard, the President will issue an Appeal Outcome Letter detailing the final decision, which may affirm, reverse or modify the decision of the Hearing Officer. The decision of the President is final.

### **LECOM AT SETON HILL ADDENDUM**

Pursuant to an agreement between Seton Hill University and the Lake Erie College of Osteopathic Medicine, the following addendum concerns Title IX complaints related to Seton Hill University and LECOM at Seton Hill.

#### **Applicability**

This Agreement shall apply whenever a complaint or report is made to either Seton Hill University (SHU) or to the Lake Erie College of Osteopathic Medicine (LECOM) implicating either SHU's *University-Wide Policy Against Discriminatory Harassment, Sexual Harassment, Sexual Assault and Other Forms of Sexual Violence, Dating Violence, Domestic Violence, and*

*Stalking* or LECOM's *Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* if at least one Complainant (alleged victim) or one Respondent (alleged perpetrator) is a member of the SHU community (faculty, staff, or student) and at least one Complainant or one Respondent is a member of the LECOM community (faculty, staff, or student).

### Procedure

In the event an applicable complaint or report is received by either institution, a Title IX Coordinator (including any Deputy Title IX Coordinator) of the institution that received the complaint shall immediately notify a Title IX Coordinator (including any Deputy Title IX Coordinator) of the other institution.

If the Respondent is a Seton Hill University student, faculty member, or staff, that person will face the Title IX investigation, adjudication, and disciplinary procedures of Seton Hill University. If the Respondent is a LECOM student, faculty member, or staff, that person will face the Title IX investigation, adjudication, and disciplinary procedures of LECOM.

## APPENDIX K - LECOM BOARD OF TRUSTEES

The LECOM Board of Trustees has legal control, final decision-making and financial authority over all campuses: LECOM (Erie), LECOM Bradenton, LECOM at Elmira and LECOM at Seton Hill.

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Silvia M. Ferretti, D.O.

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

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Mr. Dennis M. Styn

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Mr. Thomas J. Wedzik



# **APPENDIX L - LECOM ERIE: COLLEGE OF OSTEOPATHIC MEDICINE**

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Vice President of Academic Affairs and Dean, LECOM School of Pharmacy

**Richard E. Ferretti, Esq.**

General Counsel, Corporate Compliance Officer and Director of Risk Management

**Julie K. Freeman, Esq.**

Assistant General Counsel

**Steven G. Inman, C.P.A., C.G.M.A.**

Vice President of Fiscal Affairs/CFO

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Director of Behavioral Health

**Helen R. McKenzie**

Executive Assistant to the President/CEO

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

**Angela Sullivan**

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

**Jessica R. Woods**

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

**Adam C. Baker**

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

**Darlene E. Stadler**

Project Manager

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Executive Director of Lake Erie Consortium of Osteopathic Medical Training

**Laurie Mahoney**

Administrative Assistant/Medical Education, LECOMT

**Mathew J. Bateman, Ph.D., D.H.Ed.**

Dean of the LECOM School of Dental Medicine

Director of Institutional Planning, Assessment, Accreditation and Research

Professor of Anatomy

**Walter J. Hu**

Assistant to the Director of Institutional Planning, Assessment, Accreditation and Research

**Nikole Niemeyer**

Research Analyst

**Andona R. Zacks-Jordan, J.D.**

Assistant Director of Institutional Planning, Assessment, Accreditation, and Research

Grants and Compliance Manager

**COLLEGE OF OSTEOPATHIC MEDICINE PRECLINICAL EDUCATION**

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Professor of Anatomy

**Kim Moscatello-Seastone, Ph.D.**

Assistant Dean of Preclinical Education

Professor of Microbiology and Immunology

**Christine S. Kell, Ph.D.**

**Associate Dean of Preclinical Education Emeritus**

Director of Leadership and Board Review

Chairperson of the SPG Committee

Professor of Microbiology

**Bertalan Dudas, M.D., Ph.D.**

Assistant Dean of Research and Scholarship  
Professor of Anatomy

**Randy J. Kulesza Jr., Ph.D.**

Associate Dean of Graduate School of Biomedical Sciences; Director, Doctoral Program in  
Anatomy Education  
Director of the Auditory Research Center  
Professor of Anatomy

**Mark A. Terrell, Ed.D.**

Assistant Dean of Medical Education/Institutional Director for Faculty Development & Inter-  
Professional Education  
Professor of Anatomy & Biostatistics  
Director of Masters in Science of Medical Education  
Co-Director of Ph.D. Program in Anatomy Education  
Director of Educational Research

**Richard A. Ortoski, D.O., FAOFP**

Regional Dean for Clinical Education  
Co-Director of Primary Care Scholars Pathway  
Chair, Department of Primary Care Education  
Clinical Professor of Family Medicine

**W. Richard Chegwiddden, Ph.D., F.R.S.C.**

Director of Problem-Based Learning Pathway  
Professor of Biochemistry and Molecular Biology

**Nancy L. Carty, Ph.D.**

Assistant Director of Problem-Based Learning Pathway  
Associate Professor of Microbiology and Immunology

**Alice Hudder, Ph.D.**

Director of Lecture Discussion Pathway  
Associate Professor of Biochemistry

**Jack Lee, Ph.D.**

Assistant Director of Lecture Discussion Pathway  
Assistant Professor of Physiology

**Donald G. Linville, Ph.D.**

Director of Problem Based Learning Pathway, LECOM at Seton Hill  
Professor of Pharmacology

**Christopher C. Keller, Ph.D.**

Director of Primary Care Scholars Pathway  
Director of the Directed Study Pathway  
Director, Doctoral Program in Microbiology Education  
Professor of Microbiology and Immunology

**Sarah McCarthy, Ph.D.**

Assistant Director of Directed Study Pathway  
Associate Professor of Anatomy/Physiology

**Diana Speelman, Ph.D.**

Director of COM Research  
Associate Professor of Biochemistry

**Richard Terry, D.O., M.B.A., FAAFP, FACOFP,**

Associate Dean of Academic Affairs, LECOM at Elmira;

**Jerolyn (Jerri) K. Thompson**

Administrative Assistant to the Associate Dean of Preclinical Education

**Stacey A. Serrano**

Administrative Assistant, Lecture Discussion Pathway

**Christine Swartwood**

Administrative Assistant, Problem-Based Learning Pathway

**Pamela A. Green, M.S.**

Administrative Assistant, Pre-Clinical Education, OPP

**Maricely Reyes-Cruz**

Administrative Assistant, Post-Baccalaureate Program

**Carol Lipinski**

Administrative Assistant, Directed Study and Primary Care Scholars Pathways

**COLLEGE OF OSTEOPATHIC MEDICINE CLINICAL EDUCATION**

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Associate Dean of Clinical Education  
Professor of Family Medicine and Osteopathic Manipulative Medicine

**Anthony Ferretti, DO**

Associate Dean of Clinical Education Emeritus, LECOM Bradenton

**Regan P. Shabloski, D.O., FACOFP**

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Clinical Associate Professor of Emergency Medicine and Education

**Richard R. Terry, DO, MBA, FAAFP, FACOFP**

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Regional Dean for Clinical Education, New York-Southern Tier

Chief Academic Officer, Lake Erie Consortium for Osteopathic Medical Training

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**Kay Y. Kelts, DO**

Regional Dean for Clinical Education, New York-Elmira Region:

**Vacant**

Regional Dean for Clinical Education, San Diego Region

**Steven R. Wolfe, D.O. M.P.H.**

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**Randy Scott, D.O.**

Regional Dean for Clinical Education, Northeast Florida Region-Jacksonville

**Hassan Nasir, D.O.**

Regional Dean for Clinical Education, Southeast Florida Region - Miami

**Travis M. Smith, DO FAAEM**

Regional Dean for Clinical Education, Greater Florida Region

Director of Clinical Clerkship Curriculum

**Jennifer M. Murphy, MA**

Director of Clinical Education Outreach

**LECOM Bradenton Clinical Education Staff:**

**Falin Brucee**

Clinical Education Coordinator

**Sandy Chan, MHSA**

Clinical Education Coordinator

**Elora Lee**

Clinical Education Coordinator

**LECOM Erie/Seton Hill Clinical Education Staff:**

**Cherie L. Stephenson**

Supervising Clinical Education Coordinator

**Matthew F. Kantz, MHSA**

Clinical Education Coordinator (Class of 2020/2022)

**Katy Zech**

Clinical Education Coordinator (Class of 2021/2023)

**Kate Mientkiewicz**

Assessment Coordinator- Clinical Education  
Administrative Assistant to Clinical Deans

**OFFICE OF STUDENT AFFAIRS**

**David P. Fried, Ph.D.**

Director of Student Affairs

**Jamie Murphy M.S.**

Assistant Director of Student Affairs

**Colleen Pamula**

College Receptionist

**Office of Financial Aid**

**Beatrice (Bonnie) Crilley, M.A.**

Institutional Director of Financial Aid

**Kristine A. Azzarello**

Financial Aid Counselor, LECOM at Seton Hill

**Elise Lee**  
Financial Aid Counselor

**Devin Kaliszewski**  
Financial Aid Counselor

**Office of Admissions**

**Lisa Kalivoda**  
Director of Admissions /Career Counseling

**Michael Goebel**  
Medicine Admissions Coordinator

**Shannon Bastow**  
Student Affairs Representative

**John E. Wojtkielewicz, M.B.A., M.S.**  
Admissions Associate, Faculty PBL Facilitator

**Jordan Koper**  
Pharmacy Admissions Coordinator

**Office of the Registrar**

**Jeremy J. Sivillo**  
Institutional Registrar

**Erica Coulter**  
Assistant Registrar

**RECRUITMENT**

**Jack Ogden**  
Director of Primary and Secondary School Recruitment

**Debbie A. Bisbee**  
Admissions Recruiter

**Olivia Barry**  
Admissions Recruiter

**Rachael Elliot**  
Admissions Recruiter, Alumni Outreach & Social Media

**LEARNING RESOURCE CENTER**

**Daniel A. Welch, M.L.S.**  
Institutional Director, LECOM Learning Resource Centers

**Nancy A. Nieder, M.L.I.S.**  
Assistant Director, LECOM Learning Resource Centers

**Andrew R. Krol, M.L.I.S**

Health Science Librarian  
LECOM Erie

**Dexter Honeycutt, Jr., M.L.I.S.**  
Health Science Librarian

**Paige McBride, M.L.I.S**  
Health Science Librarian

**Andrew Koval M.S.L.S.**  
Health Science Librarian  
LECOM at Seton Hill

### **PURCHASING**

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

**Marcie Head**  
Purchasing Assistant

**Stephany M. Michaelson**  
Purchasing Assistant/Online Bookstore

**John A. Burton, B.A.**  
Bookstore Assistant

### **MANAGEMENT INFORMATION SYSTEMS**

**Randy J. Harris**  
Institutional Director Information Technology  
And Data Security Officer

**Edward C. Johns**  
Director of Telecommunications

**Keith A. Hein**  
Institutional Director of Network Operations

**Rich Hammers**  
Assistant Director of Network Operations

**Joshua Bogden**  
Network Operations Coordinator

**Russell D. Bidwell**  
Instructional Technology and Media Services Technician

**Andrew R. Jack**  
Telecommunication and Media Services  
Technician

**Johnathan Nielsen**  
Telecommunication and Media Services  
Technician

**Barb-Mills**

**Alex Borisov**



Director of Enterprise Services

Enterprise Support Technician

**James Stearns**

Clinical Network and Digital Signage Technician

**Mark Venzin, M.B.A.**

IT Service Manager/Facility Coordinator  
LECOM at Seton Hill

**Andre Torres**

Software Developer and Data Analyst

**Jesi Bartlett**

Student Information Systems Coordinator

**Samantha Johnson**

Student Information Systems Technician

**Mark Badaracco**

Senior Software Engineer and Data Analyst

**Cameron Daniels**

Junior Software Developer and Data Analyst

**FINANCE AND ACCOUNTING**

**Steven G. Inman, C.P.A., C.G.M.A.**

Vice President of Fiscal Affairs/CFO

**Cindi S. Sebolt, C.P.A.**

Director of Finance

**Susan K. Williard**

Accounting Supervisor

**Jennifer M. Chaffin**

Payroll Clerk / Staff Accountant

**Liana Bishop**

Bursar

**Amy Majczyk**

Staff Accountant

**Goldie M. Young**

Accounts Payable Clerk

**Kelly Murray**

Business Office Assistant

**COMMUNICATIONS AND MARKETING**

**Eric Nicastro**

Acting Institutional Director of  
Communications and Marketing

**Vacant**

Institutional Director of Public Engagement

**Stephanie Bruce**

Senior Communications and Marketing Specialist

**Joel Welin**

**Sheena Baker**

Communications and Marketing Specialist

Public Relations Specialist

**MSGR. David A. Rubino**

Institutional Director of External Affairs

### **BUILDING OPERATIONS**

**Brian J. King**

Director of Building Operations

### **HUMAN RESOURCES**

**Aaron E. Susmarski, J.D.**

Institutional Director of Human Resources

**Kathleen J. States, MSHRD, SHRM-CP**

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**Wendy L. Grafius**

Talent Management Specialist

**Allison Gloor, M.S.Ed.**

Human Resources Assistant

**Michele M. Bille, MSOL, PHR**

Sr. Human Resource Generalist

**Briana Rupan, SHRM-CP**

Human Resource Generalist

**Robert Wood**

Human Resource Assistant

### **CAMPUS POLICE and SECURITY**

**Kevin E. Goode**

Institutional Director

**Earl Cook**

Deputy Director

**Edward L. Mioduszewski**

Deputy Director

**Phillip R. Chludzinski**

Shift Supervisor

**Harry E. Whipple, III**

Operations Supervisor

### **FOOD SERVICES**

**Dupree DeBoe**  
Food Service Manager

**Timothy Houston**  
Chef/Café Manager

### **COLLEGE OF MEDICINE FACULTY**

**Delbert Abi Abdallah, Ph.D.**, *Assistant Professor of Microbiology*; A.A., Biology, Broward College; B.S., University of Florida; Ph.D., Cornell University

**Alaeddin Abukabda, Ph.D.**, *Assistant Professor of Physiology*; Certificate in Biostatistics, West Virginia University; M.Sc, Molecular Biology, Clarion University of Pennsylvania; Ph.D., West Virginia University; D.M.D., Al Fateh University

**Erika Allen, Ph.D.**, *Assistant Professor of Pharmacology; Co-Course Director of Pharmacology; Director of Respiratory System*; B.S., Allegheny College; Ph.D. Duquesne University

**Michael G. Allison, D.O.**, *Clinical Instructor, Anesthesiology*; D.O., Philadelphia College of Osteopathic Medicine

**Paula Ballarin, M.D.**, *Clinical Associate Professor of Obstetrics/Gynecology*; B.S., Amhurst College; M.D., Universidad Autonoma Metropolitana, Mexico City

**John Balmer, D.O.**, *Clinical Associate Professor of OPP*; B.S.N., Indiana University of PA; D.O., University of New England

**Micalyn D. Baney, D.O.**, *Clinical Associate Professor of Family Medicine*; B.S., Elizabethtown College; D.O., Lake Erie College of Osteopathic Medicine

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**Teresa M. Hunter-Pettersen, M.D., M.P.H., M.S.** *Associate Professor of Medical Education;* M.D., LaUniversidad del Noreste; M.P.H., New York University; M.S. Medical Education, LECOM; B.S., St. Joseph's College

**Mohamed O. Hussein, Ph.D., D.V.M., M.S.**, *Professor of Physiology;* D.V.M., University of Khartoum; Ph.D., M.S., The Ohio State University; M.S., University of Wisconsin-Madison

**Mark Kauffman, D.O., M.S.**, *Clinical Professor of Family Medicine;* D.O., M.S., Lake Erie College of Osteopathic Medicine; B.S., St. Francis College

**Bridget Keller, M.D.**, *Assistant Clinical Professor of Neurology;* M.D., University of Miami Miller School of Medicine; B. A., Rollins College

**Shaan Kunwar, D.O.**, *Clinical Instructor, Internal Medicine;* D.O., Lake Erie College of Osteopathic Medicine; M.S., Thomas Jefferson University; B.S., Thomas Jefferson University

Boris Libster, D.O., *Assistant Professor of Gastroenterology; Clinical Examination Course Director;* D.O., New York College of Osteopathic Medicine; A.B., Rutgers College, Rutgers University

**Bryan P. Lin, D.O.**, *Clinical Instructor, Emergency Medicine;* D.O., Lake Erie College of Osteopathic Medicine; B.S. Nova Southeastern University

**Francis J. Liuzzi, Ph.D., M.S.**, *Professor of Anatomy, Human Clinical Anatomy Course Director;* Ph.D., The Ohio State University; M.S., Rensselaer Polytechnic Institute; B.S., Union College

**Santiago Lorenzo, Ph.D.**, *Assistant Professor of Physiology, Course Director of Problem Based Learning;* B.S., M.S., Ph.D., University of Oregon

**Steven Ma, D.O.**, *Assistant Clinical Professor of Family Medicine & OPP;* D.O., Philadelphia College of Osteopathic Medicine, B.S., Temple University

**Diane A. McKay, Psy.D.**, *Assistant Professor of Behavioral Health, Course Director of Behavioral Science Course;* Psy.D. Forest Institute of Professional Psychology; B.S. New Jersey City University

**Nicole Myers, D.O.**, *Assistant Clinical Professor of Osteopathic Manipulative Medicine, Course Director of Osteopathic Principles and Practice;* D.O., M.S., Philadelphia College of Osteopathic Medicine; B.S., University of Pittsburgh

**Anthony Pappas Ph.D.**, *Assistant Professor of Anatomy;* Ph.D., University of Vermont; B.A., Florida Atlantic University; A.A., Palm Beach State College

**Erica Pherson, L.M.H.C.,** *Instructor, Ed. Specialist.,* Indiana University; M.Ed., Indiana University; B.S., Indiana University

**Kenneth Pherson, D.O.,** *Assistant Professor;* D.O., Midwestern University Chicago College of Osteopathic Medicine; B.S., Indian Wesleyan University

**Thomas A. Quinn, D.O.,** *Clinical Professor of Family Medicine;* D.O., Philadelphia College of Osteopathic Medicine; B.S., LaSalle University

**Kevin Raisch, Ph.D.,** *Assistant Professor;* Ph.D., Colorado State University; M.S., Iowa State University; B.S., Iowa State University

**Oren D. Rosenthal, Ph.D., M.P.T.,** *Professor of Anatomy;* Ph.D., University of South Florida; M.P.T., Rutgers University; B.A., University of Buffalo

**James Ryan, Ph.D.,** *Instructor, Physiology;* Ph.D., Hahnemann Medical College; M.S., Villanova University; B.S., Villanova University

**Gregory Schwaid, D.O., M.P.H.,** *Clinical Instructor, Family Medicine and Public Health;* D.O., Lake Erie College of Osteopathic Medicine; M.P.H., University of South Florida; B.S., University of South Florida

**Cheryl Lee Sellers, D.O.,** *Clinical Instructor; Family Practice & OPP;* D.O., Nova Southeastern University; B.A., Smith College

**Angelo Settembrini, D.O.,** *Clinical Instruction OMM;* D.O., College of Osteopathic Medicine and Surgery Des Moines; B.S., University of Dayton

**Ginger M. Shipp, Ph.D.,** *Assistant Professor of Microbiology;* Ph.D., Iowa State University; B.A., University of Iowa

**Donald Simpson, Ph.D., M.P.H.,** *Professor of Microbiology; Director of Master of Public Health;* M.P.H., Tulane University of Public Health and Tropical Medicine; B.S., University of Arkansas for Medical Sciences; B.S., Louisiana Tech University

**Alexandr Sinelnikov, M.D., Ph.D.,** *Professor of Pathology and Anatomy;* M.D., Kharkov Medical Institute; Ph.D., Lvov Medical Institute

**David Walters, M.D.,** *Assistant Professor;* M.D., Duke University School of Medicine; B.A., Duke University

**Robert Yellon, M.D.,** *Clinical Instructor, Otolaryngology;* M.D., State University of New York at Stony Brook School of Medicine; B.A., Princeton University

**Jonathan Yousef, D.O.**, *Clinical Instructor, Family Practice & OPP*, D.O., Lake Erie College of Osteopathic Medicine; B.S., SUNY Stony Brook

## **APPENDIX N - LECOM AT SETON HILL: COLLEGE OF OSTEOPATHIC MEDICINE ADMINISTRATION, FACULTY AND STAFF**

LECOM at Seton Hill also shares administrators listed under the College of Medicine Erie Campus.

### **ADMINISTRATION**

**Irving (Irv) Freeman, Ph.D., J.D.**  
Vice President for LECOM at Seton Hill  
Assistant Dean of Academic Affairs  
Clinical Professor of Primary Care Medicine

**Julie K. Freeman, M.U.R.P., M.B.A., J.D.**  
Assistant General Counsel  
Assistant Professor of Family Medicine

**Donald G. Linville, Ph.D.**  
Director of Problem-Based Learning  
Professor of Pharmacology

**Kevin A. Thomas, D.O., M.S.**  
Director, Accelerated Physician Assistant Pathway  
Assistant Professor of Family Medicine/OPP

**Andrew Koval M.S.L.S.**  
Health Services Librarian

### **STAFF**

**Elizabeth Brajdic**  
Student Affairs Coordinator

**Londe Dandar**  
Admissions Representative

**Kristine A. Azzarello**  
Financial Aid Coordinator

**Wanda Wilson**  
Administrative Assistant/Receptionist

**Kandace Taylor**  
Administrative Assistant to PBL Director

**Heather Blackburn**  
Administrative Assistant to the Vice President

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

## FACULTY

**In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Seton Hill.**

**Mark A. W. Andrews, Ph.D. FNAOME**, *Professor of Physiology*; B.S., Biology and Chemistry, St. Vincent College; M.S., Applied Physiology, University of Pittsburgh; Ph.D., Physiology and Biophysics, The Medical College of Georgia

**Elizabeth Armstrong, Ph.D.**, *Professor of Anatomy*; B.A., Anthropology, Mills College; Ph.D., Biological Anthropology, Columbia University.

**Karen J. Benedum, M.D.**, *Associate Professor of Pediatrics; Director of Exam Management OMS2*; B.S., Chemistry, Allegheny College; M.D., University of Pittsburgh School of Medicine

**Daniel Borsch, Ph.D.**, *Assistant Professor of Anatomy and Physiology*; B.S., Biology, University of Pittsburgh; Ph.D., Anatomy, West Virginia University.

**Jean Carr, Ph.D.**, *Professor of Biochemistry and Biostatistics*; Ph.D., Louisiana State University; M.S.H., Tulane University;; B.A., St. John's College; M.S., Mount Holyoke College

**Devora Cohen-Karni, Ph.D.**, *Assistant Professor of Biochemistry and Molecular Biology*; B.Sc., Materials Engineering, B.A., Chemistry, Technion – Israel Institute of Technology; M.Sc., Structural and Molecular Biology, Weizmann Institute of Science; Ph.D., Molecular Cell Biology and Biochemistry, Boston University.

**Kathleen B. Daniele, M.D.**, *Assistant Professor of Family Medicine*; B.S., University of Notre Dame, M.D., University of Connecticut School of Medicine

**Stacey L. England, D.O.**, *Assistant Professor of Pediatrics*, B.S., Biology, University of Pittsburgh; D.O., University of Medicine and Dentistry of New Jersey – School of Osteopathic Medicine

**Ronald J. Fecek, Ph.D.**, *Assistant Professor of Microbiology and Immunology*, B.S., M.S., Biology, California University of Pennsylvania; Ph.D., Microbiology and Immunology, West Virginia University

**Irving (Irv) Freeman, Ph.D., J.D.**, *Clinical Professor of Primary Care Medicine, Vice President for LECOM at Seton Hill; Assistant Dean of Academic Affairs*; A.B., Political Science, The University of Michigan; M.A., Educational Leadership, Eastern Michigan University; Ph.D., Higher Education, University of North Texas; J.D., Duquesne University School of Law

**Julie K. Freeman, M.U.R.P., M.B.A., J.D.**, *Assistant Professor of Family Medicine, Assistant General Counsel*; B.A., Urban Studies, University of Pittsburgh; M.U.R.P., M.B.A., University of Pittsburgh; J.D., Duquesne University School of Law

**Donald G. Linville, Ph.D.**, *Professor of Pharmacology, Director of Problem-Based Learning, LECOM at Seton Hill*; B.S., Biology, Cornell University; M.A., Psychology, SUNY at Binghamton; Ph.D., Pharmacology, Southern Illinois University

**Timothy A. Mietzner, Ph.D.**, *Associate Professor of Microbiology*; B.S., Biology, Portland State University; Ph.D., Microbiology, Oregon Health Sciences University

**Amitabha Ray, M.D., Ph.D.**, *Associate Professor of Anatomy*, M.B.B.S., Calcutta National Medical College; M.D., Institute of Medical Sciences, Banaras Hindu University; Ph.D., Jamia Milia University.

**Raymond D. Seifert, D.O.**, *Assistant Professor of Family Medicine/Osteopathic Principles and Practice*; B.A., Chemistry, Washington & Jefferson College; D.O., Philadelphia College of Osteopathic Medicine

**Nicole L. Temofonte, D.O.**, *Assistant Professor of Internal Medicine; Course Director, History and Physical Examination*, B.S., Biology, St. Vincent College; D.O., Lake Erie College of Osteopathic Medicine

**Kevin A. Thomas, D.O., M.S. (Med. Ed.)**, *Assistant Professor of Family Medicine/Osteopathic Principles and Practice, Course Director of Osteopathic Principles and Practices; Director, Accelerated Physician Assistant Pathway*; B.S., Biochemistry, Pennsylvania State University; D.O., M.S., Lake Erie College of Osteopathic Medicine

**APPENDIX O - LECOM AT ELMIRA:  
COLLEGE OF OSTEOPATHIC MEDICINE  
ADMINISTRATION, FACULTY AND STAFF**

LECOM at Elmira also shares administrators listed under the College of Medicine Erie Campus.

**ADMINISTRATION**

**Richard Terry, D.O., M.B.A., F.A.C.O.F.P**

Associate Dean of Academic Affairs  
Professor of Family Medicine  
Chief Academic Officer LECOMT

**John Weston, D.O.**

Director of OMM/H&P  
Clinical Professor of Family Medicine/OMM

**Constantino Lambroussis, D.O., M.S.**

Assistant Director of OMM  
Assistant Clinical Professor of Family Medicine/OMM

**Jennifer McBride, Ph.D.**

Director of Problem-Based Learning  
Assistant Professor of Microbiology

**Christina Cummings, D.O.**

Assistant Director of H&P  
Assistant Professor of History & Physical Examination

**Munir Syed, M.D., M. Phil.**

Director of Histology  
Assistant Professor of Pathology

**STAFF**

**Jessica Woods**

Student Affairs Specialist  
Specialist

**TBD**

Student Affairs

**TBD**

Financial Aid Counselor

**TBD**

Learning Resource Specialist

**TBD**  
Administrative Assistant to Faculty

**Patricia Morse**  
Executive Assistant to the Office of the Dean

**Ann Andrada**  
Clinical Education Coordinator

**TBD**  
Clinical Education Coordinator

**TBD**  
IT Support

**TBD**  
IT Support

**TBD**  
Facilities Support Staff

**TBD**  
Facilities Support Staff

**TBD**  
Security

**TBD**  
Security

**TBD**  
Security

**TBD**  
Security

## **FACULTY**

**In addition to the faculty members listed below, several part-time and adjunct faculty members participate in the History and Physical Examination and Osteopathic Principles and Practice courses. Also, some faculty members based primarily at LECOM Erie contribute in a significant way to instruction at LECOM at Elmira.**

**Maxim Crasta, Ph.D.,** *Associate Professor of Physiology*; B.S., Biology, St. Aloysius College; M.S. Kasturba Medical College; Ph.D., Manipal University, India

**Jacqueline Crisman, Ph.D.,** *Professor of Biochemistry*; B.S. Biochemistry, The State University of New York; M.S., Ohio State University; Ph.D., Ohio State University

**Beth Dollinger, M.D.,** *Professor of Orthopedic Surgery*, B.S. Neurobiology and Comparative Physiology, McGill University, Montreal, Quebec, Canada, M.D. University of Vermont College of Medicine

**Kay Kelts, D.O.,** *Assistant Clinical Professor of Family Medicine; Regional Dean – Arnot Ogden Medical Center* B.A., St. Olaf College; MPH, University of Illinois at Chicago; D.O., Rocky Vista University College of Osteopathic Medicine



**Constantino Lambroussis, D.O.**, *Assistant Clinical Professor of OMM*; B.S., Biology, Montclair State University, NJ, M.S., Molecular Biology, Montclair State University, NJ; D.O., Lake Erie College of Osteopathic Medicine

**Jennifer McBride, Ph.D.**, *Assistant Professor Microbiology*; B.S., Biology, University of North Carolina; East Carolina University; Ph.D., North Carolina A&T State University

**Roger Schenone, D.O., FACOI**, *Assistant Professor of Internal Medicine and Geriatrics*, B.S. Life Sciences, New York Institute Technology, D.O. New York College of Osteopathic Medicine

**John F. Schiavone, M.D.**, *Assistant Professor of Internal Medicine*, B.A. Biology, State University of New York at Buffalo, M.D. University of Bologna School of Medicine and Surgery

**Kristina Cummings, D.O.**, *Assistant Professor of History & Physical Examination*, B.A., Biology, The King's College, D.O., University of New England College of Osteopathic Medicine (UNECOM)

**Allan Angell, M.D.**, *Assistant Clinical Professor of History & Physical Examination*; B.A., Swarthmore College; M.D., Case Western Reserve University School of Medicine

**Dylan Kellogg, M.D.**, *Assistant Clinical Professor of History & Physical Examination*; B.A., Ecology and Evolutionary Biology, Princeton University; M.D., State University New York Upstate Medical University

**Frank Edwards, M.D.**, *Associate Clinical Professor of History & Physical Examination*; B.A., Chemistry/English, University of North Carolina – Chapel Hill; M.F.A, Writing, Warren Wilson College; M.D., University of Rochester

**Amit Sharma, D.O.**, *Assistant Clinical Professor of OMM*; B.S., Biology, Wilkes University; Interdepartmental Medical Science Program, Drexel University; D.O., Lake Erie College of Osteopathic Medicine (LECOM)

**Raj Gulati, M.D., F.A.C.S**, *Assistant Professor of Anatomy*; M.D., University Of Vermont College Of Medicine

**Brian Watkins, M.D.**, *Assistant Professor of Anatomy*; B.S. General Sciences, Seattle University; M.S., Cellular Biology & Anatomy, Medical College of WI; M.D., Medical College of Wisconsin

**Lorrie Penfield, M.D.**, *Assistant Professor of Internal Medicine*; B.S., Cornell University; M.A., Teaching, Cornell University; M.D., Upstate Medical Center (SUNY Health Sciences Center at Syracuse)

**Munir Syed, M.D.,** M. Phil., *Assistant Professor of Pathology*; M.Phil. Microbiology, University of the Punjab, Lahore, Pakistan; M.B.B.S (M.D.), Medicine & Surgery, Khyber Medical College, University of Peshawar, Pakistan

**Hashim Elmshiti, Ph.D.,** *Assistant Professor of Pharmacology*; D.D.S., Dentistry, Garyounis University- Benghazi, Libya; M.S., Anatomy & Embryology, Garyounis University- Benghazi, Libya; M.S., Anatomy, The Ohio State University; Ph.D., Anatomy, The Ohio State University

**Varum Soti, Ph. D.,** *Assistant Professor of Pharmacology*; Bachelor of Pharmacy (B.Pharm.), FTM, Moradabad, UP, Uttar Pradesh Technical University; Master of Pharmacy (M.Pharm.) in Pharmacology, JSS College of Pharmacy, Ooty, JSS University, Mysore, KA, India; Doctor of Philosophy (Ph.D.) in Pharmaceutical Sciences (Molecular Medicine and Pharmacogenomics), Nova Southeastern University