



SCHOOL OF PHARMACY

ACADEMIC CATALOG AND STUDENT HANDBOOK

2021-2022



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2021-2022 Academic Calendar Florida Pathway - Bradenton

May 10, 2021	Academic Year Begins – P4*
July 19, 2021	Academic Year Begins – P2*
August 2, 2021 August 2 – August 13, 2021	Academic Year Begins – P1 Orientation – P1, Class of 2024
August 16, 2021	Academic Year Begins – P3
September 6, 2021	Labor Day (No Classes)
September 24, 2021	Didactic Courses End – P2
September 27, 2021	IPPE Rotations Start – P2
November 24-26, 2021	Thanksgiving Break
November 29, 2021	Classes Resume
December 17, 2021	Semester Ends – All classes
January 3, 2022	Spring Semester Begins – P3
January 10, 2022	Spring Semester Begins – P1, P2
January 17, 2022	Martin Luther King, Jr. Day (No Classes)
March 10-14, 2022	Spring Break (APhA Annual Meeting)
March 15, 2022	Classes Resume
April 29, 2022	Semester Ends – P3
May 13, 2022	Semester Ends – P1, P2, P4
June 5, 2022	Commencement – Class 2022

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

**APPE for the Class of 2022 will begin on May 10, 2021.

Bradenton – Florida Pathway 2021-2022 Academic Calendar

Experiential Education Academic Calendar

Class of 2022 (P4) – APPE Rotations

Class of 2024 (P2) – IPPE Rotations

P2 IPPE Rotation Dates:

September 27 – October 22, 2021

October 25 – November 19, 2021

November 22 – December 17, 2021

P2: IPPE #1

P2: IPPE #2

P2: IPPE #3

Rotation / Breaks	Start Date	End Date
Rotation 1	May 10, 2021	June 18, 2021
Rotation 2	June 21, 2021	July 30, 2021
Rotation 3	August 2, 2021	September 10, 2021
Rotation 4	September 13, 2021	October 22, 2021
Rotation 5	October 25, 2021	December 3, 2021
Winter Break	December 6, 2021	December 31, 2021
Rotation 6	January 3, 2022	February 11, 2022
Rotation 7	February 14, 2022	March 25, 2022
Rotation 8	March 28, 2022	May 6, 2022

2021-2022 Academic Calendar Accelerated Pathway – Erie

July 26, 2021	Orientation for the Class of 2024
August 2	First Day of Classes (P1 and P2 Students); Fall Term Begins
September 6	Labor Day (No Classes)
October 11-15	Examination Period (P1 & P2)
October 15	Fall Term Ends
October 16-24	Mid-Semester Break (P1 & P2)
October 25	Classes Resume (P1 & P2); Winter Term Begins
November 25-26	Thanksgiving (No Classes)
December 18, 2021 – January 2, 2022	Holiday Break (All Years) January
3, 2021	Classes Resume (All Years)
January 17	Martin Luther King, Jr. Day – No Classes
January 18-21	Examination Period (P1 & P2)
January 21	Semester Ends (P1 & P2); Winter Term Ends
January 22 – January 30	Semester Break
January 31	Second Semester Begins (P1 & P2) Spring Term Begins
April 8	Classes End
April 11-15	Examination Period (P1 & P2)
April 15	Spring Term Ends
April 16 – May 1	Mid-Semester Break (P1 & P2)
May 2	Classes Resume (P2); Summer Term Begins
May 6	Academic Year Ends (P3)
May 2 - July 22	IPPE Rotations (P1)

May 29	Commencement – Class of 2022
May 30	Memorial Day (No Classes)
July 4	Independence Day (No Classes)
July 11-15	Examination Period (P2)
July 15	Semester Ends (P2); Summer Term Ends
July 22	Semester Ends (P1)

3rd Year Students

Fall/Winter Semester

August 2 – September 10, 2021	First APPE Rotation
September 13 – October 22, 2021	Second APPE Rotation
October 25 – December 3, 2021	Third APPE Rotation/1 st Semester Ends
December 6, 2021 - January 2, 2022	Break

Spring/Summer Semester

January 3 – February 11, 2022	Fourth APPE Rotation/2 nd Semester Begins
February 14 – March 25, 2022	Fifth APPE Rotation
March 28 – May 6, 2022	Sixth APPE Rotation
May 23 – 27, 2022	Commencement Activities/Board Review
May 29, 2022	Commencement – Class of 2022
May 30, 2022	Memorial Day (No Classes)

*As students are expected to earn a total of 240 hours during each rotation block, any LECOM holiday time-off requested must be accounted for (no > total of 50 hrs/week) at the discretion of the preceptor/site.

2021-2022 Academic Calendar

Distance Education Pathway – Erie

June 21, 2021	Academic Year Begins – P4*
July 19, 2021	Academic Year Begins – P2*
August 2, 2021 August 2 – August 13, 2021	Academic Year Begins – P1 Orientation – P1, Class of 2025
August 16, 2021	Academic Year Begins – P3
September 6, 2021	Labor Day (No Classes)
September 24, 2021	Didactic Courses End – P2
September 27, 2021	IPPE Rotations Start – P2
November 24-26, 2021	Thanksgiving Break
November 29, 2021	Classes Resume
December 17, 2021	Semester Ends – All classes
January 3, 2022	Spring Semester Begins – P3
January 10, 2022	Spring Semester Begins – P1, P2
January 17, 2022	Martin Luther King, Jr. Day (No Classes)
April 29, 2022	Didactic semester Ends – P3
May 6, 2022	APPE's Ends – P4
May 9, 2022	Start Extended learning sessions – P3 [†]
May 13, 2022	Didactic semester Ends – P1, P2 End extended learning session – P3
May 23, 2022	Start Extended learning sessions – P1 & P2 [†]
June 3, 2022	End extended learning session – P2
June 5, 2022	Commencement – Class 2022

June 10, 2022

End extended learning session – P1

Experiential Education Academic Calendar

Class of 2022 (P4) – APPE Rotations

Class of 2024 (P2) – IPPE Rotations

P2 IPPE Rotation Dates:

September 27 – October 22, 2021

October 25 – November 19, 2021

November 22 – December 17, 2021

P2: IPPE #1

P2: IPPE #2

P2: IPPE #3

P4 APPE Rotation Dates:

Rotation / Breaks	Start Date	End Date
Rotation 1	June 21, 2021	July 3, 2021
Rotation 2	August 2, 2021	September 10, 2021
Rotation 3	September 13, 2021	October 22, 2021
Rotation 4	October 25, 2021	December 3, 2021
Winter Break	December 6, 2021	December 31, 2021
Rotation 5	January 3, 2022	February 11, 2022
Rotation 6	February 14, 2022	March 25, 2022
Rotation 7	March 28, 2022	May 6, 2022

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

† Location to be determined

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 the Lake Erie College of Osteopathic Medicine School of Pharmacy and LECOM's other academic programs. The Academic Catalog and Student Handbook contains information about academic standards, grading, class attendance, tuition and fees, refund policy, student promotion, retention, graduation, academic freedom, students' rights and responsibilities, the filing of grievances and appeals, along with other information about LECOM and pertinent to the student body. Separate reference guides are provided for the College of Medicine, School of Dental Medicine and School of Health Services Administration and Graduate School of Biomedical Sciences.

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 for Pharmacists contained herein.

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

1.2 POLICY AND STATEMENT OF NONDISCRIMINATION

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

LECOM seeks to admit qualified students and hire qualified employees for the creation of a diverse body of thought and interest within its community of scholars. Our definition of diversity includes race/ethnicity, religion, sexual orientation, and more, but is certainly not limited to those

considerations. The candidate's background in the sciences, future career intentions, unique abilities, personality, and general accomplishments also are carefully reviewed in seeking to have a diverse student body. For instance, a student who has demonstrated unique talents and skills in research, or who has a unique life mission in public health service, brings to our student body another important measure of diversity.

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

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

1.3 MISSION STATEMENT

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

1.4 HISTORY OF LECOM

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.

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.

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.

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

The vision of LECOM continued in 2009, with the extension of LECOM Erie to the campus of the private liberal arts institution of Seton Hill University in Greensburg, Pennsylvania. LECOM at Seton Hill added an additional 104 medical students to the first-year class, and now, it has more than 400 students in total enrollment each year. LECOM at Seton Hill graduated its first class in 2013.

In July 2012, the LECOM School of Dental Medicine welcomed students in Bradenton, establishing yet a new era in the betterment of health care education. The first class of dental students, who graduated in 2016, completed their fourth year of study at community-based dental outreach offices in DeFuniak Springs, Florida and in Erie, Pennsylvania. These sites were chosen, in part, because of the enduring LECOM commitment to provide care where it is most needed. Likewise, LECOM saw an opportunity to expand its reach into the Southern Tier of New York State, a traditionally medically underserved region. In the fall of 2018, the AOA granted approval for an additional location at Elmira, New York, on the campus of Elmira College. LECOM at Elmira welcomed its first class of 120 students in July 2020.

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 was one of the first -online-distance education programs in the nation for pursuing the Doctor of Pharmacy degree. LECOM also created the LECOM School of Health Services Administration. The Master in Health Services Administration (MHSA) program began “teaching the business of healthcare” and matriculating students at the Bradenton Campus in January 2014 with 11 students in its inaugural cohort. Today the LECOM School of Health Services Administration also offers, a Masters in Biomedical Ethics, a Masters in Public Health and a Doctor of Healthcare Administration. Meanwhile the LECOM Graduate School of Biomedical Sciences, established to provide educational and research opportunities to students in a variety of different career paths, includes a Masters of Science in Biomedical Science, a Master of Medical Science, a Doctoral Program in Anatomy Education, and a Doctoral Program in Medical Microbiology Education. In January 2021, LECOM added a Master of Science in Nursing – Clinical Nurse Leader program to its offerings.

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.

Also in 2014, LECOM incorporated LifeWorks Erie - now known as the LECOM Center for Health and Aging - into its family of health and educational services. This affiliation 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.

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

LECOM continued its commitment to serving the residents of northwestern Pennsylvania in 2019 and 2020, bolstering its outreach into rural communities with the addition of the Corry Rural Health Clinic and the Union City Rural Health Clinic. Senior services expanded as well with LECOM at Village Square, a 110-bed skilled nursing facility located in the heart of Erie, and the unveiling of a fourth independent living facility, Parkside at Corry. LECOM has continued to strengthen its position as the regional leader in behavioral health care, opening the LECOM Institute for Behavioral Health in and creating an affiliation with the Achievement Center of LECOM Health.

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. 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.)
Doctor of Health Services Administration (D.H.A.)
Doctor of Pharmacy Education (Ph.D.)
Doctorate of Medical Education (Ph.D.)
Master of Science in Medical Education (M.S. Med. Ed.)
Master of Science in Biomedical Science (M.S. in Biomedical Science)
Masters in Health Services Administration (M.H.S.A.)
Master of Medical Science (M.M.S.)
Master of Science Biomedical Ethics (M.S.B.E.)
Masters in Public Health (M.P.H.)

1.7 ACCREDITATION AND LICENSURE

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

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

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

LECOM students interested in: (1) making complaints related to the accreditation standards and procedures, or (2) making complaints regarding the use of these accreditation standards and procedures during an Accreditation Council for Pharmacy Education site visit should make these complaints in writing to the Dean of the School of Pharmacy, who will maintain records of the receipt, adjudication and resolution of such complaints. Complaints may also be sent to the following web sites: csinfo@acpe-accredit.org (regarding a professional degree program) or ceinfo@acpe-accredit.org (regarding a continuing education provider).

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

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

1.8 WRITTEN AGREEMENTS

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

1.9 EARLY ACCEPTANCE PROGRAM

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

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

Applications to the EAP are done 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 must still require the student to apply through PharmCas and secure a seat for matriculation at the College, as long as they meet the program's final entrance requirements. No additional interview will be required.

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

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

1.10 INTERNATIONAL STUDENTS

The following policy has been established for international candidates (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 (54 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/pharmacy 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).

2. SCHOOL OF PHARMACY

2.1 HISTORY OF THE SCHOOL OF PHARMACY

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

In 2005, a Task Force was formed to expand the LECOM School of Pharmacy to Bradenton, Florida. The inaugural class of 85 students began in the fall of 2007 utilizing a four-year program curriculum. In 2014, a Distance Education Pathway was added with an inaugural class of 24 students. Today LECOM is one of the most applied to Schools of Pharmacy in the country.

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

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

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

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

- Establish and maintain a professional relationship with patients;
- Collect, organize, record and maintain patient-specific medical information;
- Evaluate patient-specific medical information and develop with the patient a drug therapy plan;

- Assure that the patient has all supplies, information and knowledge necessary to carry out the drug therapy plan; and
- Review, monitor and modify the drug therapy plan as necessary and appropriate in concert with the patient and the patient's other health care providers.

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

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

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

2.1.2 Admissions Requirements – School of Pharmacy

Applicants shall meet these minimum requirements:

- A. Complete 54 semester hours of pre-professional course requirements from an accredited college or university in the United States before July 1, prior to matriculation. LECOM School of Pharmacy will not accept College Level Examination Credits (CLEP) for prerequisite courses. Advanced placement credits

will be accepted for pre-requisite coursework with a score of 3 or higher. International Baccalaureate (IB) credits earned at an approved IB high school will be accepted for prerequisite coursework with a score of 4 or higher.

- B. The LECOM School of Pharmacy does not require a specific overall minimum GPA, however, it is highly preferred that students carry a 2.7 or higher GPA throughout their pre-professional coursework:

- English: 6 semester hours
- Biology (w/lab): 8 semester hours
- General Chemistry (w/lab): 8 semester hours
- Organic Chemistry (w/lab): 8 semester hours (4 semester hours of Biochemistry can substitute for Organic II)
- Physics/Physical Chemistry: 3 semester hours
- Calculus: 3 semester hours
- Statistics: 3 semester hours
- Economics (macroeconomics, microeconomics or general): 3 semester hours
- Introduction to Psychology, Sociology or Anthropology: 3 semester hours
- General Education Electives: 9 semester hours

Total required hours: 54

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

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

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

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

2.1.3 Application Procedure for the School of Pharmacy

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

2.1.3.1 PharmCAS Application

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

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

2.1.4 Admissions Information

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

2.1.5 Transfer Policy

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

Students requesting to transfer into LECOM must provide the following:

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

G. Official copy of all PCAT scores if taken.

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.

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

2.1.5.1 SOP Transfer Between Pathways

Applicants requesting to transfer into the School of Pharmacy must be in good standing in their first or second year at an accredited pharmacy school. Transfer from the Accelerated Pathway to the DE Pathway or the Florida pathway is not permitted. Transfers into the DE pathway will be considered on a case by case basis only, and if the request is received prior to March 1 of the calendar year in which the transfer will occur (e.g. March 1, 2020 for Summer 2020). Any student requesting transfer must meet with the Director of the Distance Education Pathway to learn more about the program before requesting a transfer. Students must also meet with the Associate Dean of the Florida Pathway to request a letter of support for the transfer prior to requesting a transfer.

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

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

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

2.1.7 Tuition and Fees - School of Pharmacy – 2020-2021

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

Matriculation Fee

Nonrefundable fee (payable upon submission of application for admission) **\$500**

Bradenton Tuition P1 (FL Resident) \$26,300

Bradenton Tuition P1 (Out-of-State Resident) \$29,890

Bradenton Tuition P2/P3/P4 (FL Resident) \$25,920

Bradenton Tuition P2/P3/P4 (Out-of-State Resident) \$29,455

Erie Tuition P1 (All Students) \$29,705

Erie Tuition P2 (All Students) \$29,270

Erie Tuition P3 (All Students) \$28,990

Distance Education Program P1 \$28,600

Distance Education Program P2 \$28,180

Distance Education Program P3/P4 \$27,910

Curriculum Fee \$350

Book Fee \$100

Technology Fee (non-DE) \$325

Technology Fee for Distance Education \$1,300*

Graduation Fee \$300

Student Government Fee \$50

Disability Insurance (Mandatory) Age Dependent

Health Insurance (Mandatory Unless Covered) \$4,178

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

2.1.7.1 Additional Fees for the School of Pharmacy

Late Payment Fee (per week) \$50

Breakage Fee <i>(Loss or damage to College property and equipment is charged to the student(s) responsible).</i>	Cost of replacement
Transcript Fee	\$10
Student Identification/Key Card – Replacement	\$25
Remediation Exam Fee	\$100
Remediation Course Fee	\$500

2.1.8 The Curriculum

The delivery of learning may change to an online curriculum due to the pandemic, weather related event or similar act beyond the scope of either the student or the institution.

Introduction

For the Classes of 2024 (Accelerated Pathway) and 2025 (Florida and Distance Education Pathways), a new curriculum is being implemented that will utilize both longitudinal and modular courses designed to address these six pillars:

1. Demonstrating patient-centered professionalism
2. Achieving mastery of the curriculum
3. Displaying clinical problem-solving skills
4. Applying the Pharmacist's Patient Care Process (PPCP) with integration with the principles of osteopathic medicine
5. Performing with excellence on external measures of knowledge (PCOA, NAPLEX and MPJE)
6. Obtaining professional appointment as a Doctor of Pharmacy, ideally before commencement

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

Domain 1 – Foundational Knowledge

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

Domain 2 – Essentials for Practice and Care

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

Domain 3 - Approach to Practice and Care

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

Domain 4 – Personal and Professional Development

- **Self-aware:** Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- **Leaders:** Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- **Innovators:** Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

- **Professionals:** Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

2.1.8.1 Curricular Program of the Accelerated Pathway

Pharmacy Year 1 – First Semester (Fall Term)

Course Title	Credits	Course Number
Biostatistics	1	BST 1001 PH1 E
Pharmacy, Drugs, and Healthcare	3	PHG 1001 PH1 E
Pharmacy Calculations	2	PCC 1003 PH1 E
Immunology	1.5	IMM 1001PH1 E
Pharmaceutics I	2	PCC 1008 PH1 E
Biochemistry I	2	BCH 1003 PH1 E
Applied Patient Care I	1	APC 1001 PH1 E
<i>Term Credits Total</i>	<i>12.5</i>	

Pharmacy Year 1 – First Semester (Winter Term)

Course Title	Credits	Course Number
Biochemistry II	1.5	BCH 1007 PH1 E
Effective Communication in Pharmacy Practice	1.5	COM 1002 PH1 E
Microbiology	2.5	MCB 1002 PH1 E
Research Methods and Epidemiology	2	RES 1001 PH1 E
Pharmaceutics II	2	PCC 1009 PH1 E
Anatomy and Physiology I with Lab	2.5	PHY 1009 PH1 E
Applied Patient Care II	1	APC 1002 PH1 E
<i>Term Credits Total</i>	<i>13</i>	

Pharmacy Year 1 – Second Semester (Spring Term)

Course Title	Credits	Course Number
Biochemistry III	1.5	BCH 1008 PH1 E
Sterile Dosage Forms with Lab	1	FRM 1002 PH1 E
Pharmacotherapeutics I w/Principles of Pharmacology	2.5	PHT 1001 PH1 E
Anatomy & Physiology II with Lab	2.5	PHY 1012 PH1 E
Basic Pharmacokinetics	2.5	PCC 1010 PH1 E
Applied Patient Care III	2	APC 1003 PH1 E
<i>Term Credits Total</i>	<i>12</i>	

Pharmacy Year 1 – Second Semester (Summer Term)

Course Title	Credits	Course Number
IPPE Community	4	PHR 1001-PH1-E
IPPE Institutional	4	PHR 1002 PH1 E
<i>Term Credits Total</i>	<i>8</i>	

<i>TOTAL CREDITS PHARMACY YEAR 1</i>	<i>45.5</i>
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Pharmacy Year 2 – First Semester (Fall Term)

Course Title	Credits	Course Number
Complementary and Alternative Medicine	2	AME 1001 PH2 E
Clinical Pharmacokinetics	2	PCK 1001 PH2 E
Pharmacology/Medicinal Chemistry I	2.5	PHC 1006 PH2 E
Pharmacotherapeutics II	4.5	PHT 1002 PH2 E
Pharmacotherapeutics II Lab	0.5	PHT 1012 PH2 E
Professional Elective	2	
<i>Term Credits Total</i>	<i>13.5</i>	

Pharmacy Year 2 – First Semester (Winter Term)

Course Title	Credits	Course Number
Clinical Laboratory & Physical Assessment	1.5	CLP 1001 PH2 E
Pharmacology/Medicinal Chemistry II	3	PHC 1007 PH2 E
Pharmacotherapeutics III	4.5	PHT 1003 PH2 E
Pharmacotherapeutics III Lab	0.5	PHT 1013 PH2 E
Pharmacy Practice Management	2	ADM 1005 PH2 E
Drug Literature Evaluation	1.5	DGI 1004 PH2 E
<i>Term Credits Total</i>	<i>13</i>	

Pharmacy Year 2 – Second Semester (Spring Term)

Course Title	Credits	Course Number
Patient Safety & Medication Related Errors	1.5	PHE 1020 PH2 E
Pharmacology/Medicinal Chemistry III	3.5	PHC 1008 PH2 E
Pharmacotherapeutics IV	4.5	PHT 1004 PH2 E
Pharmacotherapeutics IV Lab	0.5	PHT 1014 PH2 E
Pharmacy Law	2	LAW 1003 PH2 E
Pharmacy Practice Essentials II	0.5	PPE 1002 PH2 E
Professional Elective	2	
<i>Term Credits Total</i>	<i>14.5</i>	

Pharmacy Year 2 – Second Semester (Summer Term)

Course Title	Credits	Course Number
PharmD Seminar	2	PHE 1071 PH2 E
Pharmacogenomics	2	PHG 1001 PH2 E
Pharmacotherapeutics V	4.5	PHT 1005 PH2 E
Pharmacotherapeutics V Lab	0.5	PHT 1015 PH2 E
Professional Elective	2	
<i>Term Credits Total</i>	<i>11</i>	

<i>TOTAL CREDITS PHARMACY YEAR 2</i>	<i>52</i>
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Pharmacy Year 3

Course Title	Credits	Course Number
APPE Advanced Community	6	PHR 1005 PH3 E

APPE Advanced Institutional	6	PHR 1017 PH3 E
APPE Inpatient Acute Care Medicine	6	PHR 1018 PH3 E
APPE Ambulatory Care	6	PHR 1007 PH3 E
APPE Elective I	6	PHR 1014 PH3 E
APPE Elective II	6	PHR 1015 PH3 E

Pharmacy Year 3 – First Semester (Fall)

Course Title	Credits	Course Number
Pharmacy Practice Essentials III	1	PPE 1001 PH3 E

Pharmacy Year 3 – Second Semester (Spring)

Course Title	Credits	Course Number
Pharmacy Practice Essentials IV	1	PPE 1002 PH3 E

<i>TOTAL CREDITS PHARMACY YEAR 3</i>	<i>38</i>
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<i>Accelerated Pathway Total Credits</i>	<i>135.5</i>
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Course Descriptions of the Accelerated Pathway

BST 1001 PH1 E - Biostatistics – 1 Total Credit Hour

This course will review biostatistics as it relates to interpreting the literature. Topics will include measurement and descriptive analysis (including variables, measures of central tendency, organizing and visualizing data), interpretation and basic concepts (including z-distributions, the central limit theorem, statistical inference, hypothesis testing, statistical and clinical significance), bivariate analysis (including t-tests, ANOVA, chi-square, alternative testing approaches, correlation), simple and multiple linear regression, logistic regression and survival analysis and sample size considerations and power analysis. Risk calculation and calculations of sensitivity/specificity/negative and positive predictive value will also be covered.

DGI 1004 PH2 E – Drug Literature Evaluation – 1.5 Credit Hours

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

PHS 1003 PH1 E - Pharmacy, Drugs and Healthcare – 3 Credit Hours

This course will introduce students to the pharmacy profession and how it fits within the U.S. health care delivery system. It will provide an overview of the basic structures and operations of the US

health care delivery system including its historical origins, and the technical, economic, political, and social forces that impact it. Students will learn how the profession of pharmacy evolved in the health care delivery system and will understand the history of the profession, pharmaceutical care concepts including ethics, and areas of practice for pharmacists. Students will begin learning information about the most commonly prescribed medications.

PCC 1008 PH1 E – Pharmaceutics I – 2 Credit Hours

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

MCB 1002 PH1 E – Microbiology – 2.5 Credit Hours

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

PCC 1003 PH1 E – Pharmacy Calculations – 2 Credit Hours

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

BCH 1003 PH1 E – Biochemistry I – 2 Credit Hours

BCH 1007 PH1 E – Biochemistry II – 1.5 Credit Hours

BCH 1008 PH1 E – Biochemistry III – 1.5 Credit Hours

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

COM 1002 PH1 E – Effective Communication in Pharmacy Practice – 1.5 Credit Hours

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

IMM 1001 PH1 E – Immunology – 1.5 Credit Hours

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

PCC 1009 PH1 E – Pharmaceutics II – 2 Credit Hours

This course will cover fundamental drug-delivery principles that are applied in the design, development, and manufacturing of safe, effective, and stable pharmaceutical dosage forms and finished drug products. Specific topics/concepts will focus on the physical, chemical and biological

principles essential for understanding basic pharmaceuticals, pharmaceutical dosage forms, drug delivery systems, and their clinical performance. In addition, students will learn about drug product development and relevant issues involved in the preparation of various dosage forms and novel drug delivery systems. Students will study on how the development of dosage forms progresses from the initial design phase to a product on the shelf. For a drug to advance beyond the design phase strict policies and regulations established by the U.S. Food and Drug Administration (FDA) review panel and other requirements must be satisfied. Students will be exposed to the most relevant of these criteria, with a special focus on Good Manufacturing Practices (GMP) and Good Compounding Practices (GCP).

PHY 1009 PH1 E – Anatomy and Physiology I with Lab – 2.5 Credit Hours

PHY 1012 PH1 E – Anatomy and Physiology II with Lab – 2.5 Credit Hours

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

PCC 1010 PH1 E – Basic Pharmacokinetics – 2.5 Credit Hours

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

RES 1001 PH2 E – Research Methods & Epidemiology – 2 Credit Hours

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

FRM 1002 PH1 E – Sterile Dosage Forms with Lab – 1 Credit Hour

This course introduces the organization and administration of an admixture program and admixture techniques utilizing sterile products and aseptic technique. Based on the national standards put forth in USP<797>, the students will learn safe and proper utilization of parenteral products, as well as parenteral drug compatibility and stability literature, is also considered. The laboratory sessions give the students hands on experience in the skills required for preparing sterile products.

PPE 1002 PH2 E - Pharmacy Practice Essentials (PPE) II – 0.5 Credit Hours

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

PPE 1003 PH2 E - PH4- Pharmacy Practice Essentials (PPE) III – 1 Credit Hour

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

PPE1004 PH2 E - PH4- Pharmacy Practice Essentials (PPE) IV – 1 Credit Hour

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

PHR 1001 PH1 E - IPPE Community – 4 Credit Hours

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

PHR 1002 PH1 E – IPPE Institutional – 4 Credit Hours

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

AME 1001 PH2 E – Complementary and Alternative Medicine – 2 Credit Hours

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

PCK 1001 PH2 E – Clinical Pharmacokinetics – 2 Credit Hours

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

PHT 1001 PH1 E - Pharmacotherapeutics I with Principles of Pharmacology – 2.5 Credit Hours

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

PHT 1002 PH2 E – Pharmacotherapeutics II – 4.5 Credit Hours

PHT 1003 PH2 E – Pharmacotherapeutics III – 4.5 Credit Hours

PHT 1004 PH2 E – Pharmacotherapeutics IV – 4.5 Credit Hours

PHT 1005 PH2 E – Pharmacotherapeutics V – 4.5 Credit Hours

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

PHT 1012 PH2 E – Pharmacotherapeutics II Lab – 0.5 Credit Hours

PHT 1013 PH2 E – Pharmacotherapeutics III Lab – 0.5 Credit Hours

PHT 1014 PH2 E – Pharmacotherapeutics IV Lab – 0.5 Credit Hours

PHT 1015 PH2 E – Pharmacotherapeutics V Lab – 0.5 Credit Hours

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

CLP 1001 PH2 E – Clinical Laboratory & Physical Assessment – 1.5 Credit Hours

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

ADM 1005 PH2 E – Pharmacy Practice Management – 2 Credit Hours

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

PHE 1020 PH2 E – Patient Safety & Medication Related Errors – 1.5 Credit Hours

The main objective of this course is to expose pharmacy students to a background that will allow reliable translation of the science of preventable medication errors into clinical practice. Upon completion of this course, students will have the basic knowledge to understand the science of errors and basis of safe practices. The students will also be expected to gain competency in their analytical

skills that are necessary to perform system analyses of adverse events, design simple processes, build and participate in multidisciplinary teams, and implement practices that promote patient safety.

PHC 1006 PH2 E – Pharmacology/Medicinal Chemistry I – 2.5 Credit Hours

PHC 1007 PH2 E – Pharmacology/Medicinal Chemistry II – 3 Credit Hours

PHC 1008 PH2 E – Pharmacology/Medicinal Chemistry III – 3.5 Credit Hours

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

LAW 1003 PH2 E – Pharmacy Law – 2 Credit Hours

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

PHE 1071 PH2 E - PharmD Seminar – 2 Credit Hours

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

PHG 1001 PH2 E – Pharmacogenomics – 2 Credit Hours

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

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

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

APC 1003 PH1 E - Applied Patient Care III – 2 Credit Hour

The longitudinal Applied Patient Care course is an application-based practice course that represents horizontal and vertical integration of pharmaceutical, social and administrative sciences and clinical pharmacy coursework at LECOM School of Pharmacy. Students will begin to develop skills needed to provide patient centered care and solve drug-related problems.

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

Under the supervision of the pharmacy preceptor, the student will provide direct patient-centered

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

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

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

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

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

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

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

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

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

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

Elective Courses for the Three-Year Pathway

PHE 1029 – Geriatric Pharmacy Practice – 2 Credit Hours

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

PHE 1032 – Antimicrobial Stewardship – 2 Credit Hours

This course will explore what Antimicrobial Stewardship is, why it is such an important topic in modern medicine, what makes pharmacists an essential piece of the team, and how to properly develop and implement a successful program.

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

This course will focus on the development of biologically derived therapeutics - such as vaccines, therapeutic proteins, recombinant DNA, and monoclonal antibodies - and their approval process by the U.S. Food and Drug Administration (FDA). Specific topics will cover modern bioengineering techniques that are utilized in the production of biotherapeutics, their preclinical and clinical evaluation protocols, and manufacturing arrangements. In addition, students will be exposed to quality assurance issues and related regulatory topics associated with successfully bringing biologics to the pharmaceutical market, including current good manufacturing practice regulations, to assure the quality of marketed biopharmaceutical products.

PHE 1090: Perinatal Care Elective Course – 2 Credit Hours

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

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

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

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

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

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

This course is designed to enhance the students' application of pharmacotherapeutic knowledge to patient specific scenarios. Students will work in groups and be assigned a facilitator for each session. The use of communication and drug information skills will be stressed in this course as the

students work collaboratively within their groups to collect and analyze patient information, access treatment guidelines and medical literature, formulate and initiate patient-specific treatment plans and perform patient education. The opportunity to sharpen these skills will better prepare students for their APPE rotations.

PHE-1016 - Drug Interactions – 2 Credit Hours

This course covers pharmacokinetic and pharmacodynamic drug-drug interactions. This course will integrate the knowledge learned in previous courses, such as pharmacology, medicinal chemistry and pharmacotherapeutics. Students will be required to develop systematic approaches for analyzing and assessing different drug-drug interactions. The course will be organized for open discussion of clinically relevant drug-drug interactions as described in current literature. Students will have the opportunity to discuss clinically relevant drug-drug interactions, discuss patient specific drug-drug interactions and utilize drug information sources to determine the importance of specific drug interactions.

PHE 1061 – Ownership in Pharmacy – 2 Credit Hours

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

PHE 1006 – Advanced Compounding – 2 Credit Hours

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

PHE 1044 – Independent Research I Elective–2 Credit Hours

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

PHE 1066 – Independent Research II Elective–2 Credit Hours

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

PHE 1084 – Independent Research III Elective–2 Credit Hours

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

PHE 1068 – Empathy and Patient Care – 2 Credit Hours

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

PHE 1058 – Pharmacy Leadership and Management – 2 Credit Hours

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

PHE1077 – Medicine Knowledge in Games Elective – 2 Credit Hours

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

PHE 1089 – Quality Improvement in Healthcare – 2 Credit Hours

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

PHE 1093 – Presentation Skills Elective – 2 Credit Hours

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

PHE 1092 – Managed Care Pharmacy Elective – 2 Credit Hours

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

PHE 1038 – Toxicology Elective – 2 Credit Hours

This course will provide an analysis of important concepts of toxicology, including various cellular mechanisms associated with toxic responses. Emphasis will be laid on the toxic effects of clinically

relevant drugs and chemicals. Agents which are capable of causing massive harm to human lives will also be discussed.

PHE 1096 – Functional Pharmacy – 2 Credit Hours

Functional medicine is a systems-based approach to correcting underlying causes of chronic disease. This course will introduce functional medicine and its tenets and how this may be applied to pharmacy, resulting in “functional pharmacy.” The student will learn about complementary approaches backed by science that aid in combatting chronic disease. The focus will be on areas that pharmacists are well positioned to assist patients. We will also look at nutrition, diets, and alternative revenue streams (such as supplements) for pharmacies.

PHE 1094 – Pediatric Pharmacotherapy Elective – 2 Credit Hours

This course is designed to enhance the students’ knowledge of pediatric topics. Emphasis will be placed on development of a clinical understanding of disease processes, the role of pharmacological interventions in patient-specific and/or population-based disease management plans, and the development of appropriate therapeutic plans for this population.

PHE 1100 – Healthcare and the Media – 2 Credit Hours

This class is designed to have students explore scenarios where products are being promoted to consumers with what seem to be ‘exaggerated and unsupported claims’ and will provide students with an opportunity to compare fact to fiction. The format of the class will be primarily Team-Based Learning. Students will be divided into teams and given assignments. An example of an assignment is to first evaluate a specific news report, magazine article, advertisement, or combination of all (if the messages were the same), determine the message being conveyed, and compare the accuracy/validity of the story with what the literature tells us. The second part of the assignment is to create a ‘talking points’ document. This is the message we as healthcare providers would share with patients and customers who might be interested in using the product being promoted. It should include key talking points about why certain claims (if any) are accurate and why others are not. It should also list alternatives that have been validated through sound science. Each group will present their assigned topics on their assigned days and should be prepared to respond to questions from other students and the professor/faculty member. Emphasis will be placed on literature evaluation skills (both scientific and lay), communication skills (for healthcare providers and at the consumer level) and working in a group setting.

PHE 1101 – History of Pharmacy Elective – 2 Credit Hours

Travel through time in the story of how the profession of pharmacy has developed into the health care field of today. Students will study different eras of time and the healing modalities common from Middle Ages to present and reflect on each era. They will also choose one modern event or discovery that had an impact and create a project to share it with the class. Finally, based on past events and current trends, students will predict what the future of pharmacy may hold.

PHE 1102 – Specialty Pharmacy – 2 Credit Hours

Specialty pharmacy is one the largest growing fields of pharmacy, with a variety of practice models and perspectives. Today, specialty drugs make up about 40% of overall drug spend, and it is estimated that it will account for over 50% in the next few years. Topics for the Specialty Pharmacy elective include discussing the top disease states encountered in specialty pharmacy (e.g.,

inflammatory conditions, MS, HIV, oncology), important accreditations required (e.g., URAC, ACHC), storage and handling of the drugs (including shipping), and the high-touch clinical care model required to help ensure appropriate use, improve clinical outcomes, and manage drug spending.

PHE 1103 – Fundamentals of Managed Care – 2 Credit Hours

The purpose of this course is to understand the fundamental concepts in managed care pharmacy and the relation to the healthcare system. Students will learn about various traditional pharmacy roles (utilization management, MTM, clinical policy development, formulary and P&T, etc) and non-traditional roles (population health, sales, compliance, contracting, quality, vendor management, ambulatory care, etc.). The course will also discuss pathways to a job in managed care, residency options, advancement opportunities, salary and benefits, and networking skills.

2.1.8.2 Curricular Program of the Florida Pathway

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

Pharmacy Year 1 – Fall Semester

Course Title	Credits	Course Number
Biochemistry I	2	BCH 1003 PH1 B
Pharmacy, Drugs, and Health Care	4	PCC 1023 PH1 B
Pharmacy Calculations	2	PCC 1001 PH1 B
Pharmaceutics I	3	PCC 1008 PH1 B
Anatomy and Physiology I	2	ANT 1010 PH1 B
Applied Patient Care I	1	APC 1001 PH1 B
Biostatistics	1	BST 1001 PH1 B
<i>Semester Credits Total</i>	<i>15</i>	

Pharmacy Year 1 – Spring Semester

Course Title	Credits	Course Number
Biochemistry II	2	BCH 1007 PH1 B
Microbiology	4	MCB 1001 PH1 B
Pharmaceutics II	3	PCC 1019 PH1 B
Anatomy and Physiology II	2	ANT 1011 PH1 B
Pharmacy Law	2	LAW 1003 PH1 B
Pharmacist Provided Care I	2	PCC 1012 PH1 B
Effective Communications	1	COM 1003 PH1 B
Applied Patient Care II	1	APC 1002 PH1 B
<i>Semester Credits Total</i>	<i>17</i>	

<i>TOTAL CREDITS PHARMACY YEAR 1</i>	<i>32</i>
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Pharmacy Year 2 – Fall Semester

Course Title	Credits	Course Number
IPPE Community	4	PHR 1001 PH2 B
IPPE Institutional	4	PHR 1002 PH2 B
Basic Pharmacokinetics	3	PCK 1002 PH2 B
Research Meth. & Pharmacoepidemiology	2	RES 1001 PH2 B
Pharmacist Provided Care II	1	PCC 1022 PH2 B
PS2 Pharmacy Elective I	2	PHE 1002 PH2 B
<i>Semester Credits Total</i>	<i>16</i>	

Pharmacy Year 2 – Spring Semester

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

<i>TOTAL CREDITS PHARMACY YEAR 2</i>	<i>30.5</i>
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Pharmacy Year 3 – Fall Semester

Course Title	Credits	Course Number
Pharmacotherapeutics II	4	PHT 1007 PH3 B
Pharmacotherapeutics Recitation II	1	PHT 1017 PH3 B
Pharmacology/Medicinal Chemistry II	4	PHC 1007 PH3 B
Clinical Pharmacokinetics	2	PCK 1001 PH3 B
Management and Patient Safety	3	MPS 1001 PH3 B
Pharm.D. Seminar I	1	PHE 1022 PH3 B
<i>Semester Credits Total</i>	<i>15</i>	

Pharmacy Year 3 – Spring Semester

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

<i>TOTAL CREDITS PHARMACY YEAR 3</i>	<i>32.5</i>
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Pharmacy Year 4

Course Title	Credits	Course Number
APPE Advanced Community	6	PHR 1005 PH4 B
APPE Advanced Institutional	6	PHR 1017 PH4 B
APPE Inpatient Acute Care Medicine	6	PHR 1018 PH4 B
APPE Ambulatory Care	6	PHR 1007 PH4 B
APPE Elective I	6	PHR 1014 PH4 B
APPE Elective II	6	PHR 1015 PH4 B
APPE Elective III (OPTIONAL)	6	PHR 1016 PH4 B

Pharmacy Year 4 – Fall

Course Title	Credits	Course Number
Pharmacy Practice Essentials III	1	PPE 1003 PH4 B

Pharmacy Year 4 – Spring

Course Title	Credits	Course Number
Pharmacy Practice Essentials IV	1	PPE 1004 PH4 B

<i>MINIMUM TOTAL CREDITS PHARMACY YEAR 4</i>	38
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<i>Florida Pathway Minimum Total Credits</i>	133
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Course Descriptions for the Four-Year Pathway

PCC 1023 PH1 B – Pharmacy, Drugs, and Healthcare – 4 Credit Hours

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

BCH 1003 PH1 B – Biochemistry I – 2 Credit Hours

BCH 1007 PH1 B – Biochemistry II – 2 Credit Hours These courses provide the molecular basis for important physiological processes and disease states and the biological molecules that are the targets of drugs. This course will focus on two broad areas: (1) modern concepts of protein structure and function; and (2) traditional intermediary metabolism, emphasizing relationships to disease states such as diabetes and hyperlipidemia. This course, and the companion microbiology course in the spring semester, will provide the pharmacy student the basic scientific insight into how drug targets are chosen and developed, and the mechanism by which they alleviate a disease.

PCC 1008 PH1 B – Pharmaceutics I – 3Credit Hours***PCC 1019 PH1 B – Pharmaceutics II – 3 Credit Hours***

Pharmaceutics is concerned with the scientific and technological aspects of the design and manufacture of dosage forms. The Pharmaceutics course series is designed with a systematic approach to establish a comprehensive understanding of the fundamental physicochemical principles applicable to rational dosage form design. The course series delves into fundamental drug-delivery principles that are applied in the safe and effective dosage form design and development, extemporaneous compounding, and manufacturing of safe, effective, and stable pharmaceutical dosage forms as relevant to drug approval processes. Additionally, the course series introduce and integrate best practices for compounding of sterile and non-sterile dosage forms as described by the United States Pharmacopeia in Chapters <795> and <797>. Through this course series, the students will also be exposed to more advanced and specialized pharmaceuticals, including sterile dosage forms, modified release dosage forms, radiopharmaceuticals, novel dosage forms, and biologic drug products.

MCB 1003 PH1 B – Microbiology – 4 Credit Hours

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

PCC 1001 PH1 B – Pharmaceutical Calculations – 2 Credit Hours

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

ANT 1010 PH1 B – Anatomy and Physiology I – 2 Credit Hours***ANT 1011 PH1 B – Anatomy and Physiology II – 2 Credit Hours***

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

PCC 1012 PH1 B – Pharmacist Provided Care I – 2 Credit Hours

PCC 1022 PH2 B – Pharmacist Provided Care II – 1 Credit Hour These courses are designed to provide students with appropriate information and experiences to acquire the necessary skills to become an effective health care practitioner. The courses will engage the students in active learning

to enhance their self-care medication knowledge. They also will develop the students' ability to document patient encounters by writing appropriate patient care plans. The courses will heighten the team concept as well as develop professionalism and communication skills.

LAW 1003 PH1 B – Pharmacy Law – 2 Credit Hours

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

BST 1001 PH1 B – Biostatistics – 1 Credit Hour

This course will review biostatistics as it relates to interpreting the literature. Topics will include measurement and descriptive analysis (including variables, measures of central tendency, organizing and visualizing data), interpretation and basic concepts (including z-distributions, the central limit theorem, statistical inference, hypothesis testing, statistical and clinical significance), bivariate analysis (including t-tests, ANOVA, chi-square, alternative testing approaches, correlation), simple and multiple linear regression, logistic regression and survival analysis and sample size considerations and power analysis. Risk calculation and calculations of sensitivity/specificity/negative and positive predictive value will also be covered.

COM 1003 PH1 B – Effective Communications – 1 Credit Hour

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

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

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

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

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

PCK 1002 PH2 B Basic Pharmacokinetics – 3 Credit Hours

This course will cover the theoretical and practical topics of biopharmaceutics and pharmacokinetics as a necessary foundation for competency in the future clinical pharmacokinetics course. The course will provide the student with an understanding of conceptual and mathematical treatment of ADME

processes (Absorption, Distribution, Metabolism and Excretion) in a classroom and, perhaps, in a small group learning environment.

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

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

PHC 1006 PH2 B – Pharmacology/Medicinal Chemistry I – 4 Credit Hours

PHC 1007 PH3 B – Pharmacology/Medicinal Chemistry II – 4 Credit Hours

PHC 1008 PH3 B – Pharmacology/Medicinal Chemistry III – 4 Credit Hours

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

CLP 1001 PH2 B – Clinical Skills – 2 Credit Hours

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

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

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

PHT 1001 PH2 B – Pharmacotherapeutics I – 3 Credit Hours

PHT 1007 PH3 B – Pharmacotherapeutics II – 4 Credit Hours

PHT 1008 PH3 B – Pharmacotherapeutics III – 5 Credit Hours

These three courses will cover pathophysiology and therapeutics of each organ system. Course work will cover the following therapeutic topics: dermatology, respiratory and cardiovascular ailments, degenerating diseases, genital-urologic diseases, endocrinology/gastrointestinal diseases, critical

care, infectious diseases, neurology, psychiatry, oncology, and women's health. The courses of Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from medicinal chemistry coupled with the pharmacology of the drugs involved in the corresponding organ system and to the pathophysiology and therapeutic principles in clinical practice. This will enable the students to relate the knowledge from both basic sciences and clinical sciences.

PHT 1016 PH2 B – Pharmacotherapeutics Recitation I – 1 Credit Hour

PHT 1017 PH3 B – Pharmacotherapeutics Recitation II – 1 Credit Hour

PHT 1018 PH3 B – Pharmacotherapeutics Recitation III – 1 Credit Hour

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

PHG 1001 PH3 B – Pharmacogenomics – 2 Credit Hours

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

PCK 1001 PH3 B – Clinical Pharmacokinetics – 2 Credit Hours

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

PHE 1022 PH3 B – PharmD Seminar I – 1 Credit Hour

PHE 1023 PH3 B – PharmD Seminar II – 1 Credit Hour

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

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

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

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

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

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

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

The longitudinal Applied Patient Care course is an application-based practice course that represents horizontal and vertical integration of pharmaceutical, social and administrative sciences and clinical pharmacy coursework at LECOM School of Pharmacy. Students will begin to develop skills needed to provide patient centered care and solve drug-related problems.

PHR 1017 PH4 B – APPE Advanced Institutional – 6 Credit Hours

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

PHR 1018 PH4 B – APPE Inpatient Acute Care Medicine – 6 Credit Hours

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

PHR 1005 PH4 B – APPE Advanced Community – 6 Credit Hours

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

PHR 1007 PH4 B– APPE Ambulatory Care – 6 Credit Hours

These rotations are designed to offer the student the opportunity to experience firsthand the functions and responsibilities of a pharmacist in the Ambulatory Care setting (patients being treated at home or at facilities but not admitted for inpatient services). Under the supervision of the preceptor, students will apply the knowledge of pharmacology, pharmaceuticals, drug information, counseling

skills, critical thinking, pathophysiology, and therapeutics to the care of patients (all ages), as well as share their knowledge with health care team members. The student will interact with all members of the health care team to provide patient-centered care and include a focus on continuity of care.

PHR 1014 PH4 B – APPE Elective I – 6 Credit Hours

PHR 1015 PH4 B – APPE Elective II – 6 Credit Hours

PHR 1016 PH4 B – APPE Elective III – 6 Credit Hours (OPTIONAL)

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

PPE 1001 PH2 B - Pharmacy Practice Essentials (PPE) I – 0.5 Credit Hours

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

PPE 1002 PH3 B - Pharmacy Practice Essentials (PPE) II – 0.5 Credit Hours

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

PPE 1003 PH4 B - Pharmacy Practice Essentials (PPE) III – 1 Credit Hour

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

PPE1004 PH4 B - Pharmacy Practice Essentials (PPE) IV – 1 Credit Hour

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

Elective Courses for the Florida Pathway

PHE 1025 - Leadership in Pharmacy - 2 Credit Hours

Students will work together to explore opportunities for leadership within the pharmacy profession related to professional organizations, advocacy, advanced training, and other avenues. Students will

examine their own interests and strengths to begin developing independent learning goals for application during formal education and into their professional lives. The course will consist of journal readings, guest speakers, lectures, and discussion forums, and assessment techniques such as quizzes, writing assignments, projects, and class participation.

PHE 1027 - Death and Dying - 2 Credit Hours

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

PHE 1032 – Antimicrobial Stewardship – 2 Credit Hours

This course will explore what Antimicrobial Stewardship is, why it is such an important topic in modern medicine, what makes pharmacists an essential piece of the team, and how to properly develop and implement a successful program.

PHE 1044 - Research Independent Study - 2 Credit Hours

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

PHE 1007 – Advanced Pharmaceutical Compounding - 2 Credit Hours

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

PHE 1038 – Clinical Toxicology – 2 Credit Hours

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

PHE 1034 – Drug Discovery and Development – 2 Credit Hours

This elective course for pharmacy students will review the process of new drug discovery and

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

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

PHE 1036 – Drugs of Abuse – 2 Credit Hours

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

PHE 1046 – Health Disparities – 2 Credit Hours

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

PHE 1067 – Foundations in Personal Finance – 2 Credit Hours

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

PHE 1076 -- Wellness and Nutrition – 2 Credit Hours

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

PHE 1094 – Pediatric Pharmacotherapy Elective – 2 Credit Hours

This course is designed to enhance the students' knowledge of pediatric topics. Emphasis will be placed on development of a clinical understanding of disease processes, the role of pharmacological interventions in patient-specific and/or population-based disease management plans, and the development of appropriate therapeutic plans for this population.

PHE 1075 -- Spanish for Pharmacists – 2 Credit Hours

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

PHE 1041 – Basic Drug Information Knowledge – 2 Credit Hours

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

PHE 1082 – Vaccines and Immunizations – 2 Credit Hours

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

PHE 1083 – Exploration of Clinical Pharmacy – 2 Credit Hours

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

PHE 1088 – Current Trends in Biotherapeutics – 2 Credit Hours

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

PHE 1064 - A Brief History of Pharmacology – 2 Credit Hours

In this course, students will gain an appreciation of how modern pharmacology has evolved over the period of thousands of years, starting from cultural practices involving the use of medicinal plants and other natural products in different parts of the world. The course will begin with an overview of the Ayurvedic medicine of India, Chinese traditional medicine, as well as similar use of medicinal plants and herbs in ancient Egypt, Greece, and South America. Pharmacological evidence supporting such use will be presented whenever available. The latter part of the course will then highlight key discoveries that not only gave us drugs that are still in use today but also formally established pharmacology as a new scientific discipline in universities around the world.

PHE 1096 – Functional Pharmacy – 2 Credit Hours

Functional medicine is a systems-based approach to correcting underlying causes of chronic disease. This course will introduce functional medicine and its tenets and how this may be applied to pharmacy, resulting in “functional pharmacy.” The student will learn about complementary approaches backed by science that aid in combatting chronic disease. The focus will be on areas that pharmacists are well positioned to assist patients. We will also look at nutrition, diets, and alternative revenue streams (such as supplements) for pharmacies.

PHE 1100 – Healthcare and the Media – 2 Credit Hours

This class is designed to have students explore scenarios where products are being promoted to consumers with what seem to be ‘exaggerated and unsupported claims’ and will provide students with an opportunity to compare fact to fiction. The format of the class will be primarily Team-Based Learning. Students will be divided into teams and given assignments. An example of an assignment is to first evaluate a specific news report, magazine article, advertisement, or combination of all (if the messages were the same), determine the message being conveyed, and compare the accuracy/validity of the story with what the literature tells us. The second part of the assignment is to create a ‘talking points’ document. This is the message we as healthcare providers would share with patients and customers who might be interested in using the product being promoted. It should include key talking points about why certain claims (if any) are accurate and why others are not. It should also list alternatives that have been validated through sound science. Each group will present their assigned topics on their assigned days and should be prepared to respond to questions from other students and the professor/faculty member. Emphasis will be placed on literature evaluation skills (both scientific and lay), communication skills (for healthcare providers and at the consumer level), and working in a group setting.

PHE 1101 – History of Pharmacy Elective – 2 Credit Hours

Travel through time in the story of how the profession of pharmacy has developed into the health care field of today. Students will study different eras of time and the healing modalities common from Middle Ages to present and reflect on each era. They will also choose one modern event or discovery that had an impact and create a project to share it with the class. Finally, based on past events and current trends, students will predict what the future of pharmacy may hold.

PHE 1102 – Specialty Pharmacy – 2 Credit Hours

Specialty pharmacy is one the largest growing fields of pharmacy, with a variety of practice models and perspectives. Today, specialty drugs make up about 40% of overall drug spend, and it is estimated that it will account for over 50% in the next few years. Topics for the Specialty Pharmacy

elective include discussing the top disease states encountered in specialty pharmacy (e.g., inflammatory conditions, MS, HIV, oncology), important accreditations required (e.g, URAC, ACHC), storage and handling of the drugs (including shipping), and the high-touch clinical care model required to help ensure appropriate use, improve clinical outcomes, and manage drug spending.

PHE 1103 – Fundamentals of Managed Care – 2 Credit Hours

The purpose of this course is to understand the fundamental concepts in managed care pharmacy and the relation to the healthcare system. Students will learn about various traditional pharmacy roles (utilization management, MTM, clinical policy development, formulary and P&T, etc.) and non-traditional roles (population health, sales, compliance, contracting, quality, vendor management, ambulatory care, etc.). The course will also discuss pathways to a job in managed care, residency options, advancement opportunities, salary and benefits, and networking skills.

2.1.1.3 Curricular Program of the Distance Education Pathway

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

Pharmacy Year 1 – Fall

Course Title	Credits	Course Number
Biochemistry I	2	BCH 1003 PH1 E DE
Pharmacy, Drugs, and Health Care	4	PCC 1023 PH1 E DE
Pharmacy Calculations	2	PCC 1001 PH1 E DE
Pharmaceutics I	3	PCC 1008 PH1 E DE
Physiology and Anatomy I	2	ANT 1010 PH1 E DE
Applied Patient Care I	1	APC 1001 PH1 E DE
Biostatistics	1	BST 1001 PH1 E DE
<i>Semester Credits Total</i>	<i>15</i>	

Pharmacy Year 1 – Spring

Course Title	Credits	Course Number
Biochemistry II	2	BCH 1007 PH1 E DE
Microbiology and Immunology	4	MCB 1003 PH1 E DE
Pharmaceutics II	3	PCC 1009 PH1 E DE
Anatomy and Physiology II	2	ANT 1011 PH1 E DE
Pharmacy Law	2	LAW 1003 PH1 E DE
Pharmacist Provided Care I	2	PCC 1012 PH1 E DE
Effective Communications	1	COM 1003 PH1 E DE
Applied Patient Care II	1	APC 1002 PH1 E DE
<i>Semester Credits Total</i>	<i>17</i>	

TOTAL CREDITS PHARMACY YEAR 1**32****Pharmacy Year 2 – Fall**

Course Title	Credits	Course Number
Basic Pharmacokinetics	3	PCK 1002 PH2 E DE
Research Methods and Pharmacoepidemiology	2	RES 1001 PH2 E DE
Pharmacist Provided Care II	1	PCC 1022 PH2 E DE
PS2 Pharmacy Elective I	2	PHE 1002 PH2 E DE
IPPE Community	4	PHR 1001 PH2 E DE
IPPE Institutional	4	PHR 1002 PH2 E DE
<i>Semester Credits Total</i>	16	

Pharmacy Year 2 – Spring

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

TOTAL CREDITS PHARMACY YEAR 2**30.5****Pharmacy Year 3 – Fall**

Course Title	Credits	Course Number
Pharmacology/Medicinal Chemistry II	4	PHC 1007 PH3 E DE
Clinical Pharmacokinetics	2	PCK 1001 PH3 E DE
Pharmacotherapeutics II	4	PHT 1007 PH3 E DE
Pharmacotherapeutics Recitation II	1	PHT 1017 PH3 E DE
PharmD Seminar I	1	PHE 1022 PH3 E DE
Management and Patient Safety	3	MPS 1001 PH3 E DE
<i>Semester Credits Total</i>	15	

Pharmacy Year 3 – Spring

Course Title	Credits	Course Number
Pharmacology/Medicinal Chemistry III	4	PHC 1008 PH3 E DE
Pharmacotherapeutics III	5	PHT 1008 PH3 E DE
Pharmacotherapeutics III Recitation	1	PHT 1018 PH3 E DE
Pharmacogenomics	2	PHG 1001 PH3 E DE
PharmD Seminar II	1	PHE 1023 PH3 E DE
Pharmacoeconomics and Outcomes Assessment	2	RES 1002 PH3 E DE
PS3 Pharmacy Elective I	2	PHE 1004 PH3 E DE
Pharmacy Practice Essentials II	0.5	PPE 1002 PH 3 E DE
<i>Semester Credits Total</i>	17.5	

<i>TOTAL CREDITS PHARMACY YEAR 3</i>	<i>32.5</i>
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Pharmacy Year 4

Course Title	Credits	Course Number
APPE Advanced Community	6	PHR 1005 PH4 E DE
APPE Advanced Institutional	6	PHR 1017 PH4 E DE
APPE Inpatient Acute Care Medicine	6	PHR 1018 PH4 E DE
APPE Ambulatory Care	6	PHR 1007 PH4 E DE
APPE Elective I	6	PHR 1014 PH4 E DE
APPE Elective II	6	PHR 1015 PH4 E DE
APPE Elective III (OPTIONAL)	6	PHR 1016 PH4 E DE

Pharmacy Year 4 – Fall

Course Title	Credits	Course Number
Pharmacy Practice Essentials III	1	PPE 1003 PH4 E DE

Pharmacy Year 4 – Spring

Course Title	Credits	Course Number
Pharmacy Practice Essentials IV	1	PPE 1004 PH4 E DE

<i>MINIMUM TOTAL CREDITS PHARMACY YEAR 4</i>	<i>38</i>
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<i>Distance Education Pathway Minimum Total Credits</i>	<i>133</i>
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Course Descriptions for the Distance Education Pathway

PCC 1023 PH1 E DE – Pharmacy, Drugs, and Healthcare – 4 Credit Hours

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

BCH 1003PH1 E DE – Biochemistry I – 2 Credit Hours

BCH 1007 PH1 E DE – Biochemistry II – 2 Credit Hours

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

mechanism by which they alleviate a disease.

PCC 1008 PH1 E DE – Pharmaceutics I– 3 Credit Hours

PCC 1009 PH1 E DE – Pharmaceutics II – 3 Credit Hours

Pharmaceutics is concerned with the scientific and technological aspects of the design and manufacture of dosage forms. The Pharmaceutics course series is designed with a systematic approach to establish a comprehensive understanding of the fundamental physicochemical principles applicable to rational dosage form design. The course series delves into fundamental drug-delivery principles that are applied in the safe and effective dosage form design and development, extemporaneous compounding, and manufacturing of safe, effective, and stable pharmaceutical dosage forms as relevant to drug approval processes. Additionally, the course series introduce and integrate best practices for compounding of sterile and non-sterile dosage forms as described by the United States Pharmacopeia in Chapters <795> and <797>. Through this course series, the students will also be exposed to more advanced and specialized pharmaceuticals, including sterile dosage forms, modified release dosage forms, radiopharmaceuticals, novel dosage forms, and biologic drug products.

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

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

PCC 1001 PH1 E DE – Pharmaceutical Calculations – 2 Credit Hours

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

ANT 1010 PH 1 E DE – Anatomy and Physiology I – 2 Credit Hours

ANT 1011 PH 1 E DE – Anatomy and Physiology II – 2 Credit Hours

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

PCC 1012 PH1 E DE – Pharmacist Provided Care I – 2 Credit Hours

PCC 1022 PH2 E DE – Pharmacist Provided Care II – 1 Credit Hour

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

LAW 1003 PH1 E DE – Pharmacy Law – 2 Credit Hours

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

BST 1001 PH1 E DE – Biostatistics – 1 Credit Hour

This course will review biostatistics as it relates to interpreting the literature. Topics will include measurement and descriptive analysis (including variables, measures of central tendency, organizing and visualizing data), interpretation and basic concepts (including z-distributions, the central limit theorem, statistical inference, hypothesis testing, statistical and clinical significance), bivariate analysis (including t-tests, ANOVA, chi-square, alternative testing approaches, correlation), simple and multiple linear regression, logistic regression and survival analysis and sample size considerations and power analysis. Risk calculation and calculations of sensitivity/specificity/negative and positive predictive value will also be covered.

COM 1003 PH1 E DE – Effective Communications – 1 Credit Hour

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

PHR 1001 PH2 E DE – Introductory Pharmacy Practice Experience (IPPE) – Community – 4 Credit Hours

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

PHR 1002 PH2 E DE – Introductory Pharmacy Practice Experience (IPPE) – Institutional – 4 Credit Hours

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

PCK 1002 PH2 E DE Basic Pharmacokinetics – 3 Credit Hours

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

PHC 1006 PH2 E DE – Pharmacology/Medicinal Chemistry I – 4 Credit Hours

PHC 1007 PH3 E DE – Pharmacology/Medicinal Chemistry II – 4 Credit Hours

PHC 1008 PH3 E DE – Pharmacology/Medicinal Chemistry III – 4 Credit Hours

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

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

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

PCK 1001 PH2 E DE – Clinical Pharmacokinetics – 2 Credit Hours

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

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

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

PHT 1001 PH2 E DE – Pharmacotherapeutics I – 3 Credit Hours

PHT 1007 PH3 E DE – Pharmacotherapeutics II – 4 Credit Hours

PHT 1008 PH3 E DE – Pharmacotherapeutics III – 5 Credit Hours

These three courses will cover pathophysiology and therapeutics of each organ system. Course work will cover the following therapeutic topics: dermatology, respiratory and cardiovascular ailments, degenerating diseases, genital-urollogic diseases, endocrinology/gastrointestinal diseases, critical care, infectious diseases, neurology, psychiatry, oncology, and women's health. The courses

of Pharmacotherapeutics will be taught in a sequential and integrative manner to tie in the knowledge and concepts from medicinal chemistry coupled with the pharmacology of the drugs involved in the corresponding organ system and to the pathophysiology and therapeutic principles in clinical practice. This will enable the students to relate the knowledge from both basic sciences and clinical sciences.

PHT 1016 PH2 E DE – Pharmacotherapeutics Recitation I – 1 Credit Hour

PHT 1017 E PH3 DE – Pharmacotherapeutics Recitation II – 1 Credit Hour

PHT 1018 PH3 E DE – Pharmacotherapeutics Recitation III – 1 Credit Hour

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

PHG 1001 PH3 E DE – Pharmacogenomics – 2 Credit Hours

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

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

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

The longitudinal Applied Patient Care course is an application-based practice course that represents horizontal and vertical integration of pharmaceutical, social and administrative sciences and clinical pharmacy coursework at LECOM School of Pharmacy. Students will begin to develop skills needed to provide patient centered care and solve drug-related problems.

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

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

PHE 1022 PH3 E DE – PharmD Seminar I – 1 Credit Hour

PHE 1023 PH3 E DE – PharmD Seminar II – 1 Credit Hour

This is a required two-course series. Students are expected to research a therapeutic or controversial medical topic which will be presented as an individual oral journal club presentation. Students will

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

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

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

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

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

PHR 1005 PH4 E DE - APPE Advanced Community – 6 Credit Hours

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

PHR 1017 PH4 E DE - APPE Advanced Institutional – 6 Credit Hours

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

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

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

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

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

PHR 1014 PH4 E DE – APPE Elective I – 6 Credit Hours

PHR 1015 PH4 E DE – APPE Elective II – 6 Credit Hours

PHR 1016 PH4 E DE – APPE Elective III – 6 Credit Hours (OPTIONAL)

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

PPE 1001 PH2 E DE – Pharmacy Practice Essentials (PPE) I – 0.5 Credit Hours This course is the first step in a four-course series designed to assure the student is ready for their Advanced Pharmacy Practice Experience (APPE) Rotations and Pharmacy Practice after graduation. This course, PPE I, will evaluate the student's learning success strategies including the use of SMART goals (Specific, Measurable, Achievable, Realistic, and Time-bound). In addition, the course will evaluate the student's progress through low stakes assessment of the PCOA 1 results, APPE reflection, professionalism, and ethics.

PPE 1002 PH 3 E DE – Pharmacy Practice Essentials (PPE) II – 0.5 Credit Hours

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

PPE 1003 PH4 E DE – Pharmacy Practice Essentials (PPE) III – 1 Credit Hour

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

PPE 1004 PH4 E DE – Pharmacy Practice Essentials (PPE) IV – 1 Credit Hour

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

Elective Courses for the Four-Year Distance Education Pathway

PHE 1032 – Antimicrobial Stewardship – 2 Credit Hours

This course will explore what Antimicrobial Stewardship is, why it is such an important topic in modern medicine, what makes pharmacists an essential piece of the team, and how to properly develop and implement a successful program.

PHE 1025 - Leadership in Pharmacy - 2 Credit Hours

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

PHE 1027 - Death and Dying - 2 Credit Hours

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

PHE 1044 - Research Independent Study - 2 Credit Hours

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

PHE 1038 – Clinical Toxicology – 2 Credit Hours

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

PHE 1034 – Drug Discovery and Development – 2 Credits

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

This course will introduce the students to the different aspects of research and development that are involved in the discovery and preclinical development of therapeutic agents. Furthermore, the

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

PHE 1036 – Drugs of Abuse – 2 Credit Hours

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

PHE 1067 – Foundations in Personal Finance – 2 Credit Hours

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

PHE 1094 – Pediatric Pharmacotherapy Elective – 2 Credit Hours

This course is designed to enhance the students' knowledge of pediatric topics. Emphasis will be placed on development of a clinical understanding of disease processes, the role of pharmacological interventions in patient-specific and/or population-based disease management plans, and the development of appropriate therapeutic plans for this population.

PHE 1075 -- Spanish for Pharmacists – 2 Credit Hours

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

PHE 1041 – Basic Drug Information Knowledge – 2 Credit Hours

This elective is intended for those students interested in improving their knowledge of the top 300 drugs. Using Brainshark technology, students will take quizzes to study these drugs, becoming more familiar with brand/generic names, dosage forms, indications, adverse drug events,

contraindications, drug interactions, warnings, patient counseling tips, dosing, and any other unique traits.

PHE 1082 – Vaccines and Immunizations – 2 Credit Hours

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

PHE 1083 – Exploration of Clinical Pharmacy – 2 Credit Hours

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

PHE 1064 - A Brief History of Pharmacology – 2 Credit Hours

In this course, students will gain an appreciation of how modern pharmacology has evolved over the period of thousands of years, starting from cultural practices involving the use of medicinal plants and other natural products in different parts of the world. The course will begin with an overview of the Ayurvedic medicine of India, Chinese traditional medicine, as well as similar use of medicinal plants and herbs in ancient Egypt, Greece, and South America. Pharmacological evidence supporting such use will be presented whenever available. The latter part of the course will then highlight key discoveries that not only gave us drugs that are still in use today but also formally established pharmacology as a new scientific discipline in universities around the world.

PHE 1096 – Functional Pharmacy – 2 Credit Hours

Functional medicine is a systems-based approach to correcting underlying causes of chronic disease. This course will introduce functional medicine and its tenets and how this may be applied to pharmacy, resulting in “functional pharmacy.” The student will learn about complementary approaches backed by science that aid in combatting chronic disease. The focus will be on areas that pharmacists are well positioned to assist patients. We will also look at nutrition, diets, and alternative revenue streams (such as supplements) for pharmacies.

PHE 1100 – Healthcare and the Media – 2 Credit Hours

This class is designed to have students explore scenarios where products are being promoted to consumers with what seem to be ‘exaggerated and unsupported claims’ and will provide students with an opportunity to compare fact to fiction. The format of the class will be primarily Team-Based Learning. Students will be divided into teams and given assignments. An example of an assignment is to first evaluate a specific news report, magazine article, advertisement, or combination of all (if the messages were the same), determine the message being conveyed, and compare the accuracy/validity of the story with what the literature tells us. The second part of the assignment is to create a ‘talking points’ document. This is the message we as healthcare providers would share with patients and customers who might be interested in using the product being promoted. It should include key talking points about why certain claims (if any) are accurate and why others are not. It should also list alternatives that have been validated through sound science. Each group will present their assigned topics on their assigned days and should be prepared to respond to questions from other students and the professor/faculty member. Emphasis will be placed on literature evaluation

skills (both scientific and lay), communication skills (for healthcare providers and at the consumer level), and working in a group setting.

PHE 1101 – History of Pharmacy Elective – 2 Credit Hours

Travel through time in the story of how the profession of pharmacy has developed into the health care field of today. Students will study different eras of time and the healing modalities common from Middle Ages to present and reflect on each era. They will also choose one modern event or discovery that had an impact and create a project to share it with the class. Finally, based on past events and current trends, students will predict what the future of pharmacy may hold.

PHE 1102 – Specialty Pharmacy – 2 Credit Hours

Specialty pharmacy is one the largest growing fields of pharmacy, with a variety of practice models and perspectives. Today, specialty drugs make up about 40% of overall drug spend, and it is estimated that it will account for over 50% in the next few years. Topics for the Specialty Pharmacy elective include discussing the top disease states encountered in specialty pharmacy (e.g., inflammatory conditions, MS, HIV, oncology), important accreditations required (e.g., URAC, ACHC), storage and handling of the drugs (including shipping), and the high-touch clinical care model required to help ensure appropriate use, improve clinical outcomes, and manage drug spending.

PHE 1103 – Fundamentals of Managed Care – 2 Credit Hours

The purpose of this course is to understand the fundamental concepts in managed care pharmacy and the relation to the healthcare system. Students will learn about various traditional pharmacy roles (utilization management, MTM, clinical policy development, formulary, and P&T, etc.) and non-traditional roles (population health, sales, compliance, contracting, quality, vendor management, ambulatory care, etc.). The course will also discuss pathways to a job in managed care, residency options, advancement opportunities, salary and benefits, and networking skills.

2.1.9 Pharmacy Post-Baccalaureate Program and Pre-PharmD Enrichment

The Pharmacy Post-Baccalaureate pathway (Post-Bacc) is for students with Bachelor's degrees, while the Pre-PharmD Enrichment Program (PEP) is for students without a degree. These two programs run parallel to one another in terms of curriculum and timeline. The goal of these two programs is to prepare students for professional school by strengthening their academics and professionalism.

The PEP and Post-Bacc pathway courses do not serve as replacements for the pre-requisites of the Pharm.D. degree program. All students must have completed the School of Pharmacy pre-requisites before matriculating into either the PEP or Post-Bacc pathway.

Upon successful completion of the one-year curriculum, the student will receive a certificate acknowledging completion of all coursework. Letters of recommendation to prospective

professional programs will be forwarded on behalf of Post-Bacc/PEP students as requested.

All materials and letters of recommendation submitted to PharmCAS, provided that the applicant has applied to the Erie School of Pharmacy, will be transferred into the Post Bac application. Students are guaranteed an interview for a seat in the LECOM PharmD program provided they achieve a 3.0 GPA and meet requirements for professionalism.

2.1.10 Pre-Pharm D and Pharmacy Post Baccalaureate Curriculum

All coursework within the Pharmacy Post Baccalaureate Pathway and Pre-PharmD Enrichment Program (PEP) curriculum is presented at the Bayfront campus in Erie, PA by LECOM faculty.

The programs are two-semester, non-degree granting courses of study designed to enhance the science background of participating students. Classes are held daily Monday through Friday for two 15-week periods. Classes are not held on designated holidays, and other holidays or occasions as so identified.

Students will earn 15 credit hours per semester based on the standard calculation of 14 hours of instruction per each credit hour. Post Baccalaureate and PEP students must adhere to all policies and regulations of LECOM.

Biological Sciences I and II: The course explores the basics and molecular basis for important physiological processes supporting a healthy state. Disease states will also be examined with a slight emphasis on specific biological molecules that are specific targets of drug action. This course will augment the understanding of how drugs are rationally designed based on their interactions with specific biological molecules which affect the function of targeted metabolic pathways.

Advanced Chemistry I and II: Chemistry is the cornerstone science in pharmacy and as such we will review the basic and organic chemistry principles relevant to the understanding of drug action, drug-drug interactions, toxic metabolites, pharmacodynamics, and pharmacokinetic phenomena. We will also touch on some basic principles of medicinal chemistry.

Pharmaceutical Sciences I and II: This course series is designed to prepare the pharmacy student for the application of mathematical concepts required in the practice of pharmacy. Such concepts include proportions, graphing, solving equations, manipulating units, understanding the “Area under the Curve”, logarithms, exponential functions, basic statistics, and some basic refresher calculus.

Anatomy and Physiology: This course will give an overview of basic physiological concepts focusing on cellular physiology, electrophysiology, and muscle function. An applicable

pharmaceutical application of the physiological concepts will be applied. A majority of the course will be administered on-line via the portal as a distance education course. There will be four one-hour sessions for the students in which relevant clinical cases will be used to review key concepts

Critical Thinking: This course provides students with the tools, resources and thought processes to critically and objectively read and review literature relevant to the practice of Pharmacy. In addition, students will be introduced to medical terminology which will aid in the comprehension of lecture material as well as medical and pharmacy-specific literature Pharmacy Practice: This course will present topics of utility in understanding the nature of the pharmacy profession. Several highly successful professional pharmacists, and one MD, will present topics that have characterized a subset of their distinctive contributions to the field of pharmacy and will present the student with an example of the kind of activities that, in some cases affect all pharmacists (“Empathy & Patient Care”), yet in some cases represent one of the unique and powerful career choices that exist in this profession (“The Role of the Pharmacist in Oncology Treatment”).

Pharmacology: Core Pharmacology is an introductory series of lectures designed to orient pharmacy 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, elimination, and pharmacodynamics. Pharmacotherapeutics are included throughout to complement subsequent presentations. The second portion of the course focuses on drugs of the autonomic nervous system, central nervous system, chemotherapeutic agents for infections and cancer, and various other pharmaceutical agents for specific therapeutic applications. Concepts and principles, which are important for the rational evaluation and utilization of drugs, are introduced for application in future clinical scenarios.

The remainder of the curriculum is allocated to examinations, directed study, oral presentations and other related modalities of instruction and assessment as appropriate.

2.1.1.1. Pre-PharmD Enrichment Program Tuition and Fees

Tuition	\$14,640
Student Health Insurance (mandatory)	\$2,785
Room (Rent, utilities)	\$7,440

Board (Food)	\$4,000
Books/Supplies	\$2,200
Transportation	\$1,395
Other	\$2,560
Ave. Loan Fees	\$80
Total	\$34,931

“Other” includes allowances for auto insurance, renter’s insurance, internet connection, and miscellaneous personal expenses.

Books and Supplies includes an allowance for the required laptop computer.

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

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

2.1.11 RN to PharmD. Bridge Program

The RN to PharmD Bridge program is a pathway developed by the LECOM School of Pharmacy specifically for Registered Nurses interested in expanding their knowledge and employment

opportunities in the field of pharmacy.

As pharmacy moves towards more direct patient-centered care, LECOM recognizes the need for more students with clinical experience. Nurses have always been the experts in patient-centered care in all practice settings. With this program, nurses can parlay their direct care experience into the pharmacy profession, leading to improved healthcare outcomes for all future patients.

Focused on basic sciences and other pre-requisite subject areas necessary for ensuring success in pharmacy school, the RN to PharmD Bridge program is offered in a distance education format. Students in this program can continue practicing while preparing for pharmacy school.

2.1.1.2. RN to PharmD. Entrance Requirements

Successful applicants to the RN to PharmD Bridge program will:

Be a Registered Nurse and have earned their undergraduate coursework from a regionally accredited U.S. institution.

- Must have at least two years of licensed practice experience
- Submit two letters of recommendation – one must be from a pharmacist
- Complete an online application on our LECOM Portal
- Submit official transcripts to the School of Pharmacy office of admissions

2.1.1.3. RN to PharmD Curriculum

Pharmaceutical Sciences I and II - (6 credit hours)

This course is designed primarily to prepare the pharmacy student for the application of mathematical concepts required in the practice of pharmacy. Concepts covered in this course include fractions, proportions, exponential notation, percent, dimensional analysis, conversion factors and solving linear equations. Problem solving skills will also be developed. Students will be required to perform dosage calculations based on individual patient needs and characteristics as well as computations required for accurate preparation of solid and liquid dosage forms and injectable medications. Chemical and physical principles will be presented with the appropriate mathematical principles to prepare students for the study of pharmaceutical calculations, pharmaceutics and pharmacokinetics in the Pharm.D. program.

Organic Chemistry for Pharmacy (3 credit hours)

Chemistry is the cornerstone science in pharmacy and as such we will review the basic and organic chemistry principles relevant to the understanding of drug action, drug-drug interactions, toxic metabolites, pharmacodynamics, and pharmacokinetic phenomena. The course will also touch on some basic principles of medicinal chemistry.

Pharmacology - (3 credit hours)

Core Pharmacology is an introductory series of lectures designed to orient pharmacy 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, elimination, and pharmacodynamics. The second portion of the course focuses on drugs of the autonomic nervous system, central nervous system, chemotherapeutic agents for infections and cancer, and various other pharmaceutical agents for specific therapeutic applications.

Medicinal Chemistry - (3 credit hours)

Concepts and principles, which are important for the rational evaluation and utilization of drugs, are introduced for application in future clinical scenarios. This course runs parallel with the Pharmacology course in terms of drugs classes and therapeutic application. Medicinal Chemistry will focus on the chemistry and structure of drugs and the relationship of chemical structure to actions of medications.

Pharmacy Practice - (1 credit hour)

This course will present topics of utility in understanding the nature of the pharmacy profession. The history of pharmacy practice, pharmaceutical care as well as the Pharmacist Patient Care Process will be covered. Students will study the various types of pharmacy practice and clinical settings.

Pharmacy Calculations - (3 Credit hours)

This course will serve as an introduction to the mathematics involved in pharmaceutical calculations for various dosage forms. Students will be introduced to, and practice dosage calculations based on individual patient needs and characteristics as well as computations required for accurate preparation of solid and liquid dosage forms, injectable medications, isotonic solutions and extemporaneously compounded prescription products.

Pharmacoeconomics - (1 credit hour)

This course introduced students to the main concepts of pharmacoeconomic principles and terminology used in pharmacy practice and managed care settings. Students will use cost-benefit, cost-effectiveness, cost-minimization, cost-of-illness, and cost-utility analyses to compare pharmaceutical products and treatment strategies.

Capstone I - (2 credit hours)

This course will provide students with the resources and background necessary to analytically read and review the literature that is highly relevant to the practice of pharmacy. In addition, students will be introduced to pharmaceutical, medical terminology, and biostatistics which will aid in the comprehension of lecture material and scientific literature alike. This course is the first in a series

of two and will lay the foundation for the analysis and research to be done in the following semester.

Capstone II - (2 credit hours)

This course is the second in a series that will assess the student's ability to assimilate the coursework in pharmacy practice and Pharmacoeconomics. Students will complete a final project based on case analysis and literature review related to clinical pharmacy practice. Individual presentations of student projects will also be a requirement of this course.

2.1.1.4. RN to PharmD Cost of Education

Tuition/Fees	\$14,940
Student Health Insurance	\$2,785
Room (Rent, utilities)	\$7,440
Board (Food)	\$4,000
Books/Supplies	\$2,200
Transportation	\$1,395
Other	\$2,560
Ave. Loan Fees	\$80
Total	\$35,399

“Other” includes allowances for auto insurance, renter's insurance, internet connection, and miscellaneous personal expenses.

Books and Supplies includes an allowance for the required laptop computer.

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

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

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

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

- The ASP Committee is comprised of the Director of Academic Standing and Promotion, Pathway Dean/Director, the Dean of the School of Pharmacy, Directors of Experiential Education, and elected full-time Pharmaceutical Science and Pharmacy Practice faculty members. The students enrolled in the Distance Education Pathway will be considered by the ASP committee of the Erie campus. Meetings may be conducted live, by video conference, or by phone conference. Recording of meetings is not permitted.
- Each semester, the ASP Committee shall periodically review the academic achievements and performance of all students. The names and grades of students in academic difficulty shall be made available to the ASP Committee by Course Coordinators with additional input from the Associate Dean/Pathway Director.
- The ASP has the authority to call any student before it who has shown academic or behavioral problems. Students are referred to the Committee for consideration from:
 - Any of the academic deans;
 - Director of Student Affairs; or
 - Faculty members.
- Students may be referred to the Committee for:
 - Honor code violations including any allegations of cheating or academic dishonesty;
 - Non-honor code violations including issues of professionalism, failure to meet financial obligations to the School or behavioral issues either on campus or during clinical rotations; or
 - Failure to progress academically or academic failure.
- Student names are submitted to the Chairman of the ASP and placed on the agenda for the next regularly scheduled meeting. If the matter is urgent, a special meeting of the Committee is called. Prior to the meeting, the Committee is provided with any written records, academic records, advisor input, attendance records, etc. prior to meeting with the student.
- Students meet with the Committee and are informed of the reason for their appearance. They are given an opportunity to address the Committee and allowed to submit any supporting documentation. The Committee members are given an opportunity to question the student.
- After students have left the meeting and the Committee has considered the written records in front of it, the members confer and then vote on recommendations to be submitted to the Dean.
- The Chairman of the Committee prepares and submits the Committee's recommendations to the appropriate dean, who may accept, reject or modify the recommendations.

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

2.1.13 Final Grade Appeals

Cause for Final Grade Appeals

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

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

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

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

- Disagreement with the course or systems requirements established by the professor, course coordinator or director of Experiential Education.
- Disagreement with the grading standards established by the professor, course coordinator or director of Experiential Education.
- Disagreement with the judgment of the Professor, course coordinator or director of Experiential Education, in applying his/her grading standards so long as he/she has made a reasonable effort in good faith to be fair and consistent in exercising that judgment. Good faith on the professor’s part shall be presumed unless the student can offer convincing arguments to the contrary.
- The student’s desire or “need” for a particular grade, while compelling to the individual on a personal level, shall not be considered “good cause” for purposes of appeal.
- Students repeating any academic year are ineligible for grade appeals.
- Scoring less than 70% on a remediation

Step 1: Faculty/Student Conference

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

Didactic Courses:

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

member of the school to sit in on the conference.

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

Experiential Rotations:

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

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

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

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

Step 3: Appeal to the Dean

- If the student is not satisfied with the finding of the ASP Committee, he or she may submit the appeal to the dean within three (3) calendar days after the decision has been made. For the appeal to be considered, all the necessary documentation, including written arguments, must be filed with the

dean within seven (7) business day after notice of appeal is given.

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

2.1.14 Satisfactory Academic Progress Policy

A student is making satisfactory academic progress if the grade received for each course, system, module, or rotation is 70% (C) or greater. Any grade below a 70% (C) must be successfully remediated as described in Section 2.1.13 prior to the student advancing to the next academic year. Any incompletes must also be resolved and removed from the record prior to progression to the next year, except in courses in the master's Programs.

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

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

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

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

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

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

If a student fails to achieve satisfactory academic progress while on “Financial Aid Warning” status, he/she **will not** be eligible for financial aid until all requirements for satisfactory academic progress have been achieved. A student may reestablish eligibility to receive assistance under the Title IV, HEA programs by coming into compliance with the rule that all courses, systems, modules, or rotations are passed. See Section 2.1.13, Remediation. See Section 4.1.6, Satisfactory Academic Progress Standard for Financial Aid Recipients.

Exceptions to this policy will be made on an individual basis when permitted by law. This policy applies to all students regardless of whether they receive Title IV funding (Federal Direct Loans).

2.1.15 Promotion

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

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

2.1.16 Academic Probation

- A. Academic probation is defined as a period during which a student’s academic progress will be closely monitored by the ASP Committee and the Dean. The Dean will specify the probationary period.

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

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

attitude toward peers and associates, regularly scheduled meetings with faculty advisors, and personal appearance appropriate to the circumstances.

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

- B. When a student is placed on probation, the dean or his designee will notify the student in writing of the reasons for probation. A copy of this letter will be distributed to the Director for the ASP Committee and the student's faculty advisor. The Committee will ascertain when the terms of the probation have been satisfied and recommend to the appropriate dean that probation can be rescinded. A copy of this letter will be placed in the student's permanent file if the probation is labeled "Disciplinary" as opposed to "Conduct."
- C. A student on probation may not serve as an officer of an official club or organization and shall not engage in time consuming extracurricular activities.
- D. Students on probation must meet with his or her faculty advisor at least every two weeks.
- E. The student will remain on probation until the following minimally acceptable standards are met and approval of the dean is obtained:
 - When the specified terms have been remediated according to the following remediation section.
 - When the specified terms of probation for ethical, professional, or personal conduct are met.
 - Students in their final year are subject to ASP Committee review prior to removal from probation.
- F. Academic probation should be regarded as a serious matter and is official notice to the student that the quality of the student's performance during the probationary period must improve in order to remain eligible to continue enrollment. Any student who fails to improve his/her performance in the areas identified by the ASP Committee during the probationary period may continue on probation, be asked to withdraw or be dismissed from LECOM.

2.1.17 Remediation

2.1.17.1 Policy Statement

Remediation is a *privilege*, which may be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of resources available to him or her. There is no right to remediation. All decisions on remediation rest solely with Administration. All remediations will occur at the end of the semester for an exam and the end of the academic year for a course. All remedial examinations must be taken when scheduled by the ASP Committee.

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

2.1.17.2 Procedures for the School of Pharmacy

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

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

A. Didactic Courses:

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

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

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

B. Experiential Rotations:

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

C. Remediation Information

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

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

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

Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances. The decision will be made by the Dean, based upon the

recommendations of the ASP Committee. The ASP Committee will base its recommendations on the student's academic record and consideration after consultation with the Preceptor, Course Coordinator as well as the student involved when appropriate.

D. Remediation Expenses:

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

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

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

2.1.18 Dismissal

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

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

- A. Receiving a grade of (F), defined as below 70% in a remediated course or remediated experiential rotation for the School of Pharmacy.
- B. Receiving a grade of (F) in more than one core clinical or experiential rotations or more than two total clinical/experiential rotations in an academic year. Core rotations include the following: Advanced Institutional, Acute Care, Advanced Community, and Ambulatory Care.
- C. Unsatisfactory professional and personal behavior, including but not limited to the following:
 - Attendance
 - Cooperation with instructors
 - Interaction with fellow students, associates, LECOM or clinical site personnel
 - Approach to and interaction with patients
 - Personal appearance not in compliance with the LECOM dress code.
- D. Failure to demonstrate continued academic and professional growth and achievement.

- E. Conviction of a felony or a crime involving moral turpitude. (Student must notify LECOM of any arrests or charges.
- F. In the Accelerated Pathway (Erie): Four original course failures during the first academic year; Five original course failures during the second academic year.
- G. In the Florida Pathway, (Bradenton) and the Distance Education Pathway:
Three original course failures in any academic year.
- H. The need to participate in more than two remediation courses or rotations in the same academic year.

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

3 ACADEMIC POLICIES AND PROCEDURES

3.1 HEALTH AND TECHNICAL STANDARDS

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

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

Observation

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

Communication

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

Motor

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

Interpretative, conceptual, integrative and quantitative abilities

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

Behavioral and Social Attributes

1. Students must demonstrate the maturity and emotional stability and stamina required for full use of their intellectual abilities.
2. They must accept responsibility for learning, exercising sound judgment, and promptly completing all responsibilities attendant to the care of patients.
3. Students must understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession.
4. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals.
5. They must, at all times, demonstrate the emotional stability to be able to exercise sound judgment, and carry out prompt completion of all of the responsibility's attendant to the care of their patients in a sensitive and effective manner.
6. Students must be able to adapt to changing environments, display flexibility and professional responsibility to their patients, and to learn to function in challenging environments.
7. Students must be able to tolerate physically, mentally, and emotionally taxing workloads.
8. Students must have the capability of performing all required duties without creating a threat to the safety of patients or colleagues.

9. Students must be able to abstain from any type of fraternization or sexual activities with patients or their families.
10. Students must be willing to submit to drug testing and to abstain always from any use of illegal drugs, improper use of prescribed medications or intemperate use of alcohol. Applicants with a history of drug or alcohol abuse are unlikely to be admitted to the program.

3.1.1 Implementation of Health and Technical Standards

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

3.2 SPECIAL ENVIRONMENTS

3.2.1 Introduction

Medical and pharmacy education occurs in a special environment in which all students must participate 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 to accomplish the educational requirements established for each program. Failure to participate in required academic classes will result in consideration for dismissal from LECOM.

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

3.2.2 Students Who Believe They Are Sensitive to Chemicals

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

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

- at the earliest possible opportunity.
 - If the student wishes to reduce exposure to the chemicals in question, this may be accomplished by wearing extra clothing and gloves. Students should also consider wearing an appropriate mask.
- B. The student will be given three (3) working days in which to decide 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 decided in writing to the Director of Student Affairs, any further absence from courses will be counted against his/her attendance record, which could result in consideration for dismissal from LECOM.

3.2.3 The Pregnant Student

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

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

- Transfer into another course;
- Obtain, at her own expense, appropriate clothing to reduce her exposure to the potentially harmful chemicals or an appropriate filter mask;
- Take a Leave of Absence from school and resume coursework the following year after the birth of the baby; (refer to section 3.12)
- Drop the course and, at her own expense, take an approved course at another institution during the subsequent summer session. This option would have to be approved at the end of the academic year in question pending review of the student's overall record by the appropriate dean.

3.3 VETERANS EDUCATION

LECOM is an approved institution for the training of students eligible for veterans' benefits. LECOM will consider veteran status in a positive fashion in making decisions regarding admission. The Office of Financial Aid VA-certified official provides personal support and current information on assistance available to the veteran. In accordance with Title 38 US Code 3679 subsection (e), LECOM adopts the following additional provisions for any students using U.S. Department of

Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. LECOM will not:

- ☐ Prevent the student's enrollment;
- ☐ Assess a late penalty fee to the student;
- ☐ Require the student to secure alternative or additional funding;
- ☐ Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.
- ☐ However, to qualify for this provision, students may be required to:
- ☐ Produce the VA Certificate of Eligibility (COE) by the first day of class;
- ☐ Provide a written request to be certified;
- ☐ Provide additional information needed to properly certify the enrollment as described in other institutional policies.

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

3.4 REGISTRATION

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

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

Should LECOM learn that a prospective student has failed a drug or alcohol test subsequent to accepting the student or if the student is involved in a drug or alcohol related incident subsequent to acceptance, LECOM reserves the right to rescind the acceptance or to condition acceptance on the student's entrance into an alcohol or drug treatment program. Attendance at orientation is mandatory for first year students. Matriculation is subject to satisfactory completion of all academic requirements, including completion of the Immunization Status Report and immunity to all diseases as outlined in the report, and payment of tuition, fees and other charges to LECOM. Background checks and drug screen must be completed within 30 days of matriculation.

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

3.5 ACADEMIC ADVISEMENT

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

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

The School of Pharmacy uses Student Care Plans to help ensure that students achieve required results in the curriculum. Each student is expected to have a Student Care Plan, to discuss that Plan with their advisor at each meeting, and to follow the recommendations set forth by the plan.

3.6 GRADING AND CREDIT HOURS

Educational opportunities available at LECOM are designated as courses. A course is a free-standing unit and may either be longitudinal (throughout a term or semester) or modular (contained within a portion of a term or semester). An experiential rotation occurs either between the end of the first year's didactic curriculum and the beginning of the second year's didactic curriculum (IPPE) or during the senior year (APPE).

At the end of each course or rotation, a grade for each student will be submitted to the registrar. LECOM uses letter grades. A four-value point will be given indicating:

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

WP - Withdrawal/pass	0
WF - Withdrawal/fail	0
Cert - Certification	0

Only in exceptional circumstances and only with the approval of the Academic Standing and Professionalism (ASP) Committee, can curving/adjustments in overall class grades be made. Bonus/extra credit points will not exceed 5% of the total points of a course or rotation. Each course will contain the grading policies for the course. Calculation of grades for rotations is described in the *School of Pharmacy Rotation Manual*. Grades midway between two grade points will be rounded up to the next higher integer.

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

A rotation is a specific period of instruction in an area of pharmacy practice where the student learns from a blended methodology the fundamentals and nuances of practice area from the mentoring pharmacist (or preceptor).

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

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

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

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

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

3.7 TIMING OF AND ATTENDANCE AT EXAMINATIONS

Students must be on time for examinations. Examinations will not be given after the scheduled time or, at the discretion of the Course Director, after the first student has completed the examination and left the room. If a student is not seated in his/her assigned seat at the designated start time of an examination, the student may or may not be permitted to take the examination. If no other student

has yet completed the exam and left the exam room at the time of the student's arrival, the student may be permitted to take the exam; however, the student may receive a grade deduction of up to 5% on the examination following a review of circumstances leading to late arrival.

Individual Course Directors will establish rules for tardiness in their syllabi. If a student misses an examination due to an **excused** absence, the student will be permitted to take a make-up examination whose timing is at the discretion of the Course Director. For excused absences due to illness, a written statement from the attending physician is required before the student will be allowed to take the examination. If the absence is unexcused, the student may be allowed to take an examination. Approval must be obtained from the Chairperson of the ASP Committee and appropriate dean or pathway lead. The highest grade that can be earned for an examination after an unexcused absence is 70%.

3.8 EXAMINATION DECORUM

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

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

Any student who engages in dishonest acts during an examination is subject to immediate dismissal from the examination. In such instances, the student will receive a score of zero for the examination. Incidences of dishonesty will be referred to the ASP Committee for investigation. All students in the School of Pharmacy are expected to have privacy screens for their computers and are expected to use them at all times during exams.

3.9 INTERRUPTIONS DURING AN EXAMINATION

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

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

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

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

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

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

3.10 COUNSELING AFTER FAILED EXAMINATIONS

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

3.11 LEAVE OF ABSENCE

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

- The student must complete a *Request for a Leave of Absence Form* (Appendix D) after consultation with the student’s advisor and the appropriate Dean or pathway lead. Part B of the Request for Leave of Absence Form requires the student to receive financial aid counseling by the LECOM Office of Financial Aid and complete a *Leave of Absence Form for Financial Aid* (Appendix E).
- The completed *Request for Leave of Absence Form* (Appendix D), completed *Leave of Absence Form for Financial Aid* (Appendix E), letter explaining the reason for the request, and documentation appropriate to the reason (for example, a letter which includes a diagnosis from the attending physician for a medical reason) are all to be provided to the appropriate pathway lead.
- Requests for a medical Leave of Absence must be accompanied by letter from a physician (DO/MD) that includes a diagnosis supporting the request. A physician’s clearance is also required to return from a medical leave of absence.

- The request will be reviewed by a pathway lead and an official letter will be sent to the student indicating whether or not the leave of absence has been approved. If the leave of absence is approved the letter will include the frequency of required interim contact by the student with LECOM during the absence and will designate the LECOM official who the student is to contact.
- If the leave of absence is approved by the Dean, copies of the *Request for Leave of Absence Form* and the official letter from the Dean will be provided to the Director of Student Affairs, the Office of Financial Aid, the ASP Committee of the student's program and the Bursar.

If the leave is approved, tuition charged will be in accordance with LECOM's refund policy. During the leave, the student will be required to contact a designated LECOM representative at intervals specified in the approval letter. Any request for an extension of a student's leave of absence must be made in writing to, and must be approved by, the appropriate Dean.

Students who are on an approved Leave of Absence for sixty (60) days or more, must meet with the Chairperson of the ASP Committee of the Student's program two weeks prior to being reinstated in their program of study. Students may be required to provide documentation of ability to return to the program depending on the circumstances of their leave of absence. Students on medical leaves of absence may be required to provide a medical release from their treating physician prior to their return to class. To return to school, students must provide an up-to-date immunization record, a current background check, and evidence of ability to pay if so directed by the Director of Student Affairs or the appropriate pathway lead.

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

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

3.11.1 Mandatory Leave of Absence

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

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where current medical knowledge and/or the best available objective evidence indicates that a student poses a significant risk to the health or safety of others, or where a student poses an actual risk to their own safety not based on mere speculation, stereotypes, or generalizations about individuals with disabilities, and the student does not want to take a leave voluntarily, the Dean of the student's particular College or School has the authority to place the student on a mandatory leave of absence. Before placing a student with a disability on a mandatory leave of absence, LECOM will do an

individualized assessment to determine if there are reasonable accommodations that would permit the student to continue to participate in the educational program without taking a leave of absence. Such decision may be appealed in writing to the President.

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

3.12 WITHDRAWAL POLICY

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

LECOM reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation.

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

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

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

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

3.13 ACADEMIC FREEDOM

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

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

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

3.14 REQUIREMENTS FOR GRADUATION

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

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

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

3.15 COMMENCEMENT

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

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

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

All academic hooding will be conducted by appropriate faculty and/or Deans. “Guest” hooding will not be permitted.

3.16 Online Learning Regulations

Student Location Policy

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

Students participating in a LECOM education program **must** be in a U.S. state, the District of Columbia, Puerto Rico, or the U.S. Virgin Islands. Moreover, students are required to notify LECOM if there is a change to their location while taking LECOM courses. “Location” is not the same as

permanent or legal address. It may not be where they have a lease and most of their belongings. It is where they are located while taking classes.

4 INSTITUTIONAL SERVICES

4.1 FINANCIAL AID/FINANCIAL SERVICES

4.1.1 Purpose of LECOM's Financial Aid Program

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

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

LECOM uses the information submitted on the *Free Application for Federal Student Aid* (FAFSA) to determine eligibility for the various loan and scholarship programs available to students. Students applying for federal financial aid are required to complete the FAFSA annually online at <https://studentaid.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; the Bradenton Office of Financial Aid at (941) 756-0690 or email BradentonFinAid@lecom.edu; or the LECOM at Seton Hill Office of Financial Aid at (724) 552-2867 or email kazzarello@lecom.edu. LECOM 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.

4.1.2 Financial Aid Code of Conduct

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

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

4.1.3 Financial Aid Application Procedure

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

4.1.4 Student Financial Assistance and Tuition and Fees Payment

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

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

4.1.5 Application for Additional Loan Funding

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

4.1.6 Satisfactory Academic Progress Standard for Financial Aid Recipients

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

4.1.7 Leave of Absence for Financial Aid Recipients

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

The LECOM policy is compliant with the federal regulations governing financial aid.

4.1.8 State Residency Status

State residency status is determined per state law at the time of original application and that status is

maintained for all years of attendance.

4.1.9 Terms of Payment

The Course and Fee Statement (billing statement) will be posted to the LECOM Portal approximately 30 days prior to the start of each semester. Course and Fee Statements will not be mailed to the student current address on record. *To view the Course and Fee statement, log on to the Portal and go to the Bursar's Office tab.* There will be an option to view and print the Course and Fee Statement.

The first semester bill will include half of the annual tuition, all fees, and the disability and health insurance premiums, if applicable, less any matriculation payments. Dental, Pharmacy, and first- and second-year Erie Medical students will also have virtual text book fees applied to their bill. The second semester bill will include the second semester tuition, and if applicable, the second semester health insurance premium and any necessary adjustments.

First year students must have tuition and fee charges paid in full two weeks prior to the start of their first semester at LECOM. For continuing students and new students admitted late, payment is due one week prior to the first day of each semester. Tuition and fees are due one week prior to the start of the second semester for all students.

LECOM does not accept credit card payments for payments of tuition and fees. Any check that is returned by the bank for non-sufficient funds will be assessed a \$25.00 service fee.

4.1.10 Late Payment Fee

Tuition and fee charges must be paid by the due dates of each semester. All students who have applied for loans to meet their financial obligations must show proof of pending loans that are enough 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.

4.1.11 Tuition Refund Policy

A student, who cancels, withdraws for personal or medical reasons, is suspended, or is dismissed, will receive a refund of tuition and fees within thirty days of any of the foregoing in accordance with the following schedule: 100 percent during the first week 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.

4.1.12 Veterans Benefit Tuition Refund Policy

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

4.1.13 Treatment of Title IV Funds When a Student Withdraws

The law specifies how LECOM must determine the amount of Title IV program assistance that a student earns if a student has withdrawn, dropped out or is dismissed from the school. The Title IV programs that are covered by this law that the student received while at LECOM include Federal Direct Subsidized, Unsubsidized, and PLUS Loans. This financial aid is posted to the student's account at the start of each period and the student will earn funds as the student completes the period. If a student withdraws during the payment period or period of enrollment, the amount of Title IV program assistance that was earned up to the point of withdrawal is determined by a specific formula. If a student received (or the school received on the student's behalf) less assistance than the amount that was earned, the student may be able to receive those additional funds. If the student received more assistance than what was earned, the excess funds must be returned by the school.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if a student completed 30% of the payment period or period of enrollment, the student earns 30% of the assistance that was originally scheduled to be disbursed. Once the student has completed more than 60% of the payment period or period of enrollment, the student earns all the assistance that was scheduled to be disbursed for that period.

If a student did not receive all of the funds that were earned, a student may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the school must receive the student's permission before it can disburse them. A student may choose to decline some or all of the loan funds so that the student does not incur additional debt. The school may automatically use all or a portion of the post-withdrawal disbursement for all other school charges. If a student does not give permission, the student will be offered the funds.

There may be Title IV funds that a student was scheduled to receive that cannot be disbursed to the student once the student withdraws because of other eligibility requirements.

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

- Institutional charges multiplied by the unearned percentage of the funds, or;
- The entire amount of excess funds.

The school must return this amount even if it did not keep this amount of the Title IV program funds.

If the school is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that the student must return, the student must repay in accordance with the terms of the promissory note.

Questions about Title IV program funds can be made to 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.gov>.

4.2 INFORMATION/TECHNOLOGY POLICIES

4.2.1 General Guidelines

LECOM provides electronic communication devices, equipment, and technology, including, but not limited to, telephones, e-mail 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 conduct of business for LECOM.

At all times, all electronic devices and all data stored thereon remain 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 4 or e-mail issupport@lecom.edu.

For problems accessing course materials contact the appropriate course coordinator.

4.2.2 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 include, but are not limited to:

- 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 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 4 or e-mail issupport@lecom.edu.

4.2.3 Internet Usage Policy

Individuals given Internet access via LECOM computers are expected to use the Internet to enhance the performance of their work and study responsibilities. No one shall place school material (copyrighted software, internal correspondence, confidential materials, etc.) on any publicly accessible Internet site without permission. The Internet does not guarantee the privacy and confidentiality of information. Sensitive material transferred over the Internet (including FTP and 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 include, but are not limited to:

- 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 the determination about whether specific uses are consistent with acceptable use policies.

4.2.4 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.

4.2.5 LECOM Photography Procedures

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

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

Individuals in the photographs must meet LECOM dress code standards. (*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.

4.2.6 Copyright Materials

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

4.3 LEARNING RESOURCE CENTER

4.3.1 General Library Information

The LECOM Learning Resource Center (LRC) is committed to providing students and faculty with access to 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.

4.3.2 Conduct in the Library and Designated Study/Breakout Rooms

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

4.3.3 Circulation Procedures

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

4.3.4 Online Public Access Catalog

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

4.3.5 Fines and Fees

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

The borrower is responsible for all late fees and replacement costs. Fines must be paid when material is returned. Failure to pay any fine will result in suspension of borrowing privileges until the account is cleared. Abuse of this or any of the rules of this section will result in termination of LRC privileges and/or disciplinary action.

4.3.6 Reserve Collection

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

4.3.7 Photocopiers

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

4.3.8 LRC Computers and Printers

The computers in the LRC provide access to the LRC electronic resources. Network printers are available to print database search results. Laser printers use Papercut, an account-based system and are designated for students to print class notes and personal documents. Word processing is also available on the computers.

4.3.9 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.

4.3.10 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.

The Learning Resource Center also offers Board Review materials online and interactive anatomy programs.

4.3.11 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.

4.4 CAMPUS SECURITY AND SAFETY

4.4.1 Campus Facilities

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

The 911 emergency system serves the area. At LECOM at Seton Hill, Seton Hill University Police patrol the campus. LECOM at Elmira has its own Security Office and has contracted Security Guards for the main LECOM building. LECOM students would contact Elmira College Security only when they are on the Elmira College Campus.

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

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

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

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 though increased awareness, behavior guided by reason, and by taking

precautionary steps to avoid situations that lead to the possible occurrence of crime.

4.4.2 LECOM Police and Security Office

The LECOM Police and Security Service Unit 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 LECOM Police and Security Service Unit ensures that the community and facilities remain secure through professional, proactive, and quality prevention, suppression, and investigation of criminal activity or unsafe physical, operational, or environmental conditions on the campuses and properties under the control of LECOM. Campus security is provided twenty-four hours a day, seven days a week.

At LECOM Erie, Service Unit includes both sworn Campus Police Officers and Security Officers; LECOM Police and Security patrol Erie facilities. At LECOM at Elmira and 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. LECOM at Elmira and LECOM Bradenton Security officers are uniformed.

LECOM Security Officers and LECOM contracted Security Officers are not police officers. They perform the duties of and are empowered by LECOM to enforce policies established by the institution. In addition, they staff the Security 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.

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
And School of Health Services Administration
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 9-1-1 from a LECOM phone
Dial 9-1-1 from a non-LECOM phone

LECOM at Elmira in Elmira, New York
LECOM at Elmira Security Office
Located within Main Entrance
(607) 442-3510
Cell (607) 857-7550

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

4.4.3 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 Offices. 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.

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.

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

4.4.4 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 and the LECOM at Elmira 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.

4.4.5 Student Responsibility for Safety and Security

4.4.5.1 Introduction

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

- Report any safety or security concerns to the LECOM Department of Security or the University police at Seton Hill University and campus security 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.

4.4.5.2 Campus Crime Prevention Program

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

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

4.4.5.3 Reporting Crime

Any person who is the victim of a crime, including but not limited to domestic violence, dating violence, sexual assault, or stalking, either on or off campus, is encouraged, but not mandated, to report the incident to the appropriate law enforcement agency. Every member of the LECOM community is encouraged to report a crime promptly if the victim wants a report to be made or is unable to make a report. Moreover, the LECOM Department of Security 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. The LECOM Department of Security 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, the LECOM Department of 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, the LECOM Department of Security at LECOM at Elmira and the Elmira college

security for Elmira College.

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

4.4.5.4 FIRE DRILL POLICY

When the Fire Alarm sounds, students should react immediately to ensure safety.

- ☐ Never ignore or assume the alarm is false or is a test
- ☐ Everyone must evacuate the building by way of the safest and closest exit
- ☐ Never use an elevator to evacuate during a fire alarm activation
- ☐ Once outside the building, move to the area designated for assembly. If unsure, look for faculty/staff holding identifying banners
- ☐ Do not obstruct access to the building by fire fighters and fire trucks
- ☐ Do not attempt to leave the area. Vehicles will not be permitted to leave the parking areas once the alarm is sounded.
- ☐ Once outside, do not reenter the building until told to do so by Security

Fire Alarm Evacuation Drills

Fire Alarm Evacuation Drills are scheduled early in the fall semester to acquaint all students with the process of evacuating the building and finding the gathering area. A map indicating evacuation gathering areas is shown in Appendix XX. Maps are located throughout the building showing the closest evacuation route. Additional drills may occur throughout the year.

Evacuation is MANDATORY for all occupants during all fire alarm activations. Students who refuse to leave the building will be subject to disciplinary action. Any student who is found in the building after evacuation will be subject to disciplinary action

When the fire alarm sounds, students must leave the building immediately. Never assume the alarm is false or is a drill.

4.4.6 Drugs, Alcohol and Weapons Policy

4.4.6.1 Introduction

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

The illegal use of controlled substances can seriously injure the health of students or staff, by adversely impairing the performance of their responsibilities; endangering the safety and well-being of LECOM community members; jeopardizing LECOM property or that of its members or visitors; or adversely affecting its educational mission. To provide for the safety of the members of the

community and its property, LECOM has set the following minimum standards of conduct for all members of the community and for those seeking admission to LECOM.

4.4.6.2 Weapons Policy

The use, possession, or carrying in any manner or conveyance of firearms, hand billies, 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 or Elmira College is strictly forbidden. The only exception is for authorized law enforcement officers. The commission of a serious crime is grounds for immediate discharge from LECOM.

4.4.6.3 Drug-Free Campus

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

- Alcoholic beverages may not be served or consumed on any LECOM campus. In addition, the illegal use or abuse of legal drugs will not be tolerated.
- While on LECOM premises and while conducting business-related activities off LECOM premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs.
- No student shall possess, use, manufacture, produce, sell, exchange, or otherwise distribute any drug prohibited by federal or state law at LECOM.
- No student shall possess, consume, furnish, manufacture, sell, exchange, or otherwise distribute any alcoholic beverage except as permitted by state law and LECOM.
- Students found by school application process, security background checks, self-disclosure or other means to have a history of use, possession, transportation or any other interactions with illicit substances and/or alcohol or that otherwise comes to the attention of law enforcement will be referred to the PHP/SARPh at Erie or LECOM at Seton Hill and the Florida PRN or Centerstone in Bradenton, possibly for a psychiatric evaluation. 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.
- Any student who is subject to the terms of an agreement with or recommendations from the

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

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

4.4.6.4 Substance Abuse Educational Programming

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

4.4.7 Sexual Assault and Other Sexual Misconduct Prevention Program and Procedures

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

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

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

LECOM provides mandatory educational programs to promote awareness and prevention of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, and stalking each

year at orientation and other times during the academic year. LECOM will also direct students to community resources such as counseling and victim support services and to law enforcement organizations as needed.

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

LECOM Title IX Coordinator and Deputy Coordinators

Institutional Title IX Coordinator

Aaron E. Susmarski, J.D.

Institutional Director of Human Resources

(814) 860-5101

asusmarski@lecom.edu

LECOM Erie

Dr. Melanie Dunbar, Deputy Coordinator

Director of Behavioral Health

(814) 866-8160

mdunbar@lecom.edu

Dr. Nancy Carty, Deputy Coordinator

Assistant Dean of Preclinical Education

(814) 866-8418

ncarty@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. Julie J. Wilkinson, Deputy Coordinator

Professor of Pharmacy Practice

(941) 782-5678

jwilkinson@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

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.

- 5 Contact the local police, LECOM Department of Police and Security Office, and/or the Seton Hill University Police Department, the LECOM at Elmira Department of Police and Security Office or Elmira College Campus security 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 the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence*. This can be found in Appendix J.**
- 6 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.
- 7 You may need to get an immediate medical examination and treatment.
- 8 The examination will determine if you need treatment for injuries or sexually transmitted diseases or pregnancy.
- 9 The examination will also result in the collection of evidence that can be used to identify and convict your attacker.
- 10 You can seek medical attention on your own instead of in conjunction with a report to the police.
- 11 The hospital will treat you and collect the necessary evidence.
- 12 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.
- 13 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.
- 14 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.

4.4.8 Suicide Intervention Policy

Any LECOM student who engages in suicidal behaviors and/or verbalizations must be evaluated by a LECOM approved psychiatrist, psychiatric resident, or psychologist. An individualized assessment will be made as to whether the student can continue with or resume their coursework, clinical rotation, or practice experience as described in Section 2.2.21, Mandatory Leave of Absence.

Any LECOM student, regardless of campus or school, is required to report, take-action or intervene, if safe to do so, when another individual is at potential risk of suicidal behavior. Failure to do so may result in disciplinary action. The scope of this policy includes any LECOM program, building, grounds, vehicle, rental space, affiliated hospital or location of official LECOM function.

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

4.4.9 Violence and/or Threats of Violence Policy

There is a zero-tolerance policy for violence or threats of violence directed toward any student or employee at LECOM. Violence or threats of violence are punishable by expulsion and criminal prosecution when and where appropriate.

Violence according to this policy will include physical altercation, overt threats or covert threats of physical violence, intimidation or emotional abuse. All statements, comments, and gestures related to violent behavior will be dealt with as a serious violation of this policy.

Any student who intentionally and/or knowingly fails to identify or report a violent or potentially violent situation is subject to an Honor Code violation as described in the section, “Student Disciplinary Procedures.”

4.4.9.1 Hate Crimes are Strictly Forbidden by LECOM

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

4.4.10 Dangerous Person Policy

Any LECOM student engaging in coursework or participating in clinical rotations or practice experiences shall not threaten to, attempt to, or actually perpetuate violence, abusive physical acts, or 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, knowingly exposing others to dangerous pathogens and retaliating against any individual who, in good faith, reports a violation of this or any policy.

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

4.4.11 Visitors

Only matriculated students, staff, faculty, and invited and escorted guests are permitted in LECOM buildings. LECOM students and employees are required to show their LECOM issued ID badge for entrance to LECOM buildings 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
LECOM at Elmira: (607) 795-8158

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.

4.4.11.1 Visitor Policy for Minors

- Without Administrative approval, NO juveniles OR juvenile family members of the Faculty, Students, or Staff will be allowed in Academic Areas of the Campus.
- All juveniles on LECOM premises visiting for recruitment purposes must have permission from the Provost, Dean, or Vice President's office (depending on campus) and must be accompanied by a parent or guardian.
- A juvenile is defined as a person under the age of 18.

4.5 REGISTRAR/EDUCATIONAL RECORDS

4.5.1 Office of the Registrar

The Office of the Registrar is the keeper of the educational record for all students. Among the services provided are release of academic transcripts, confirmation of enrollment, recording and dispersal of student grades, change of name and address, maintenance of additional student directory information, enrollment verification, production of letters of good standing, and release of diplomas. In addition, the office also oversees Electronic Residency Application Service (ERAS) and physician licensing verification.

4.5.1.1 Transcripts

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

The student's authorization and written signature is required to release a transcript. In order to request an official transcript, the Transcript Request Form must be completed and submitted to the registrar's office or through the LECOM Portal. There is a \$10.00 fee for each transcript and the transcript must be mailed directly to the recipient. Payment can be mailed 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.

4.5.1.2 Grade Reports

Grades are sent out to students by U.S. Mail within 30 days of the end of the semester. Enrolled students will receive a grade report after grades have been posted at the conclusion of each semester. Grade report forms cannot be faxed or emailed.

4.5.1.3 Change of Address/Change of Name

The Lake Erie College of Osteopathic Medicine ("LECOM") requires proof that the student's name has been legally changed in order to change the name on the student's official college records such as Financial Aid documents, payroll, billing records, medical records, Federal Immigration

documents, tax forms, student loans, and checks and direct deposit files issued by Accounts Payable.

In order to request a name change, the student must complete the Name or Gender Designation Change Request Form (see Appendix H) AND present documentation that one's name has been legally changed. The types of documentation that constitute proof of legal name change are listed below. The student must present the original legal document or a certified (i.e. notarized) copy with the original notary seal to the Office of the Registrar. Faxes cannot be accepted. Original documents will be copied for the file and returned to the student.

SUBMIT ONE of the documents listed below:

- Court Order: Original court order signed by the presiding judge and bearing the county filing stamp;
- Marriage Certificate: Original or copy with original notarized seal, of marriage license with county or parish filing stamp;
- Divorce Decree: Original or copy with original notarized seal of divorce decree that includes a specific decree granting restoration of the maiden or other name, signed by the judge and bearing the county filing stamp;
- Certificate of Naturalization: Original or copy with original notarized seal.

AND

- Two Government Issued Documents (Original or notarized copy of passport, driver's license or birth certificate etc., AND Social Security Card) reflecting your new name.

NOTE: the college requests this information to protect the confidentiality of student records, i.e., to confirm the identity of the person requesting the legal name change and that the request is legitimate.

Person requesting the change will also be asked to indicate a salutation/prefix (e.g., Mr., Ms., etc.) on the form.

Important note for those who are applying for financial aid:

The applicant's name on the FAFSA must match the name associated with the applicant's Social Security number. After obtaining a legal name change, student will need to file Form SS-5 with the Social Security Administration to change the name on the Social Security card to obtain financial aid.

Important note for international students:

International students' names must appear on college records exactly as they appear on the passport issued by the home country. The U.S. entry visa may not be used as documentation for a name change.

Important note for degree candidates before graduation:

Requests for name changes for degree candidates must be submitted to the Office of the Registrar no later than three weeks after the graduation application deadline. Students requesting name changes after this date are not guaranteed that the change will be reflected in the commencement program.

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.

In order to change gender designation in the official academic record, the Office of the Registrar requests the following documentation:

- ☐ **Government Issued Document** (original or notarized copy of passport, driver's license, birth certificate etc.) reflecting the new gender designation.

The fee for name-change or gender change in official academic records is \$500.00, payable in advance.

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.

4.5.1.4 Class Rank

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

There are instances 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.

4.5.1.5 Diplomas

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

Students who are off schedule will have their diplomas ordered once all requirements are completed. The official date on the diploma will be the last day of the month in which all graduation requirements are completed. Unless other arrangements are made, late graduates' diplomas will be mailed to the address that is on file with the Office of the Registrar.

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 per diploma ordered.

4.5.2 Family Educational Rights and Privacy Act

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

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

- A. Eligible students have the right to inspect and review the student's education records maintained by the school within 45 days of any request. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records 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.

4.5.3 Educational Records Policy

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

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

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

Directory Information: Includes the following information relating to a student: student's name, address (permanent and present), telephone number, date and place of birth, undergraduate/graduate institution(s) attended, class level, marital status, home state, dates of attendance, degrees and awards received, most recent photograph, and other similar information. This information may be published unless a student files an objection with Student Affairs.

Educational Records: Records, files, documents or other materials that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

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

4.5.4 Educational Records

LECOM will maintain the following types of educational records:

- Personal data identifying each student enrolled, including full legal name, address, race, date and place of birth, marital status, name of spouse, name of parent or guardian;
- Description of student academic status including grade level completed, grades, standardized test scores, and clinical evaluation of work competency and achievement;
- Scores on standardized professional examination boards;
- Records of extracurricular activities;
- Health data;
- Systematically gathered academic, clinical and counseling ratings and observations; and
- Reports of disciplinary and criminal proceedings provided the reports contain only factual-information and not subjective information.

4.5.5 Annual Notification

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

4.5.6 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.

4.5.7 Right of LECOM to Refuse Access

LECOM reserves the right to refuse a student's request to inspect and review the following records:

- Letters and statements of recommendation for which the student has waived his or her right to access, including but not limited to Medical Student Performance Evaluations (formerly referred to as Dean's Letters).
- Records connected with an application to attend LECOM, as such were obtained prior to the student attending LECOM; or
- Those records which are excluded from the FERPA definition of Educational Records.

4.5.8 Record of Requests for Disclosure

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

4.5.9 Disclosure of Directory Information

LECOM may disclose personally identifiable information from the educational records of a student who is attending at the institution if that information is considered "directory information." Any student may refuse the release of any such information by serving written notice to that effect to the registrar within 30 days after the commencement of any academic year.

LECOM reserves the right to disclose directory information from the educational records of an individual who is no longer in attendance at LECOM without following any of the procedures described above.

4.5.10 Correction of Educational Records

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

- Students must submit their request in writing to Student Affairs to amend a record. In doing so, the student should identify the part of the record he or she wants to be changed and specify why he or she believes that it is inaccurate, misleading, or in violation of his or her privacy rights.
- LECOM may comply with the request or it may decide not to comply. If it does not comply, LECOM will notify the student of the decision and will advise him or her of the right to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
- Upon request, LECOM will arrange for a hearing and notify the student, reasonably in advance, of the date, place and time of the hearing.
- The hearing will be conducted by a hearing officer who is a disinterested party, 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.

4.5.11 FERPA Breach Policy

Individuals who handle any element of the academic records of LECOM students should take all possible means to maintain the confidentiality of those records. Avoid sending academic records via email. When it is 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. 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.

4.5.12 Placement in Employment

Information on the placement in employment and the types of employment secured by graduates of LECOM are available upon request through the Office of Planning, Institutional Assessment and Accreditation and the Office of Student Affairs.

5 STUDENT LIFE

5.5 STUDENT AFFAIRS

5.5.1 Mission Statement of the Office of Student Affairs

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

5.5.2 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 (DBH).

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 through email, phone, or the Portal.

Students have the opportunity to explore adjustment issues, find ways of gaining greater self-awareness, and develop better decision-making, problem-solving, and interpersonal skills with the LECOM Director of Behavioral Health, a licensed psychologist, serving as a Consultant. Students are also encouraged to consult with the Campus DBH if they are experiencing anxiety, relationship problems, loneliness, depression, alcohol and/or substance abuse, and personal matters (i.e., in-depth issues), as well as for test anxiety, general academic stress, and concerns related to school adjustment.

It is important to note that when students consult with the Director of Behavioral Health, as well as all other LECOM employees, they are not acting as the student's individual physician, psychologist, counselor, or therapist. As such there should be no expectation of confidentiality or privacy 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 has access to the services of various off-campus licensed professionals to refer students to for short or long-term counseling or treatment. The Director of Behavioral Health may make referrals for counseling or treatment as needed to external professionals in the community which may be confidential.

Students consulting with external licensed professionals may be asked to sign an Authorization for Release/Receipt of Information forms allowing for communication and sharing of appropriate

information between such specialists and LECOM. Giving this permission is voluntary but advisable, as it is intended to allow the Director of Behavioral Health to monitor services, and thereby facilitating academic progress and treatment compliance through coordination of supports. Providing the authorization for the release/receipt of information is mandatory in situations involving violation of LECOM zero tolerance policies such as drug and alcohol use or abuse or anti-harassment policies. It is also mandatory when students are referred to independent qualified examiners/evaluators for alcohol and drug screens, to Physicians' Health Programs (PHP), Committee for Physicians Health (CPH) for the State of New York, the Florida PRN service or other state entities as necessary. Payment for an initial visit to an independent qualified examiner/evaluator may be made by LECOM, upon special consideration, when referrals are either highly advised or required by LECOM policy.

Documentation of consultation services with the DBH are generally kept confidential and are stored in secure files and separate from a student's permanent academic record. Certain matters, such as grades, are kept confidential. However, as appropriate, general communications with faculty members, even on topics of a personal nature, may be shared with other faculty members or members of the administration.

All LECOM campuses participate in an Institutional Behavioral Intervention Team (BIT) which reviews incidents of behavior of individuals who pose a potential risk to the student, employees and/or the institution. Any student whose conduct violates LECOM policies in a material way may be reviewed by the BIT, 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. **** Authorization for the release/receipt of information related to such evaluations and treatment is required to obtain the written documentation necessary to assure compliance and progress of the student in treatment, as well as to assure the safety and wellbeing of all of LECOM. Permission for reciprocal release of information between LECOM and other specialists will likely also be required.

LECOM reserves the right to require a student submit a drug and alcohol screen at any time.

On-campus Support:

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

Contacting On-Campus Support

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

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

Family Services of Chemung (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

5.5.3 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 at 200 West Grandview Blvd. or the Plaza 38 Medical Center located at 2010 W. 38th Street 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”. These services include:

- Forbes Family Medicine-PCMH
2550 Mosside Boulevard, Suite 500, Monroeville, PA.
412-457-1100
- Milstein Medical Group
1123 Woodward Drive, Greensburg, PA
724-837-9070

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 without a personal physician in the area, LECOM at Elmira has entered into an agreement with Arnot*Health* to provide “Student Health Services” in numerous accessible locations Elmira. They include:

- Arnot*Health*
555 St Joseph’s Boulevard, Elmira, NY 14905
607-737-4100
- AMS Eastside Primary Care
200 Madison Avenue, #2B, Elmira, NY 14901
607-732-1310
- AMS IMAST Internal Medicine
200 Madison Avenue, 3rd Floor, Elmira, NY 14901
607-734-1581
- AMS OB/GYN (Women’s Health Center)
600 Fitch Street, #102, Elmira, NY 14095
607-734-6544

Any LECOM at Elmira student who has an urgent or acute matter can seek care at any of the following locations:

- Arnot Ogden Medical Center
600 Roe Avenue, Elmira, NY 14905
607-737-4194
- St Joseph’s Hospital
555 St Joseph’s Boulevard, Elmira, NY 14901
607-337-7806
- AMS – Horseheads Walk-In Care
100 John Roemmelt Drive, Horseheads, NY 14845
607-737-4499.

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.

At LECOM, we prioritize student health. Students must be healthy in order to be successful in the curriculum and to give their best to each patient. Students requiring diagnostic and preventative health services are advised to try to seek those appointments outside of the normal curriculum if at all possible. It is recognized that therapeutic health services are often unpredictable and interruptions in the curriculum are unavoidable in these circumstances. Whether you are seeking a diagnostic, preventative or therapeutic health service, if it is during a scheduled class period or an exam, you must follow the procedures to request an excused absence as outlined in 4.2.1 of the student handbook. In the case of emergencies, we understand that this is not always possible. We ask that in those cases where prior excused absences are not possible, that you inform the proper personnel as soon as you are able. If you are missing an examination or required laboratory, please also provide documentation regarding the nature of the emergency and the steps taken as soon as you are able to the appropriate personnel as outlined in 4.2.1. Medical appointments planned in advance that require an absence from class require the student to fill out a “Student Request Form For Excused Absence” in advance of the planned absence.

Physical health services can be contacted at the locations listed or the student, of course, can seek out any local provider of their choosing.

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

5.5.4 Protocol for Managing Students in Distress

LECOM utilizes an Emergency Paging Response System to provide immediate response in the event of an emergency involving any individual on campus. 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.

5.5.5 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.

5.5.6 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

LECOM Bradenton

Mr. Ronald Shively
Director of Student Affairs
5000 Lakewood Ranch Boulevard
Bradenton Florida 34211-4909
(941) 782-5930
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

5.5.7 Bookstore

The LECOM Bookstore at the Erie campus building and the LECOM Bradenton, LECOM at Elmira, and LECOM at Seton Hill, is online only. The required textbooks not on vital source as well as reference and review books are available for purchase. 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 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.

5.5.8 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.

Students are expected to maintain living accommodations near campus (less than 30 mins travel) to increase academic success by limiting the time lost to travel and to be close in instances when academic schedules undergo unforeseen updates or changes.

5.5.9 Student Telephone Emergency Message System

Should an emergency 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 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.

5.5.10 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.

5.5.11 Required Equipment

A. Laptop Computer

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

B. Recommendations

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

C. Scientific Calculators

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

D. Medical Equipment

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

5.5.12 Student Activities

5.5.12.1 Grade Requirements for Participation

Students must have at least a 3.0 grade point average, no course failures, and be passing all currently enrolled courses to:

- Serve as an officer in SGA
- Serve as an officer of a LECOM club or organization
- Serve on a LECOM committee, or
- Attend any off-campus conference/meeting
- Participate in research

Students wishing to attend off campus meetings or conferences must submit requests for approval (Appendix D) (normally *at least* thirty days in advance of the travel date, circumstances permitting); be approved in advance; and be excused from any classes that will be missed. Travel arrangements can only be made by the student *after* receiving the approval to travel. To receive housing, food or transportation support from LECOM, students must be willing to assist in LECOM activities, if any, at the event. All rules relating to student conduct are in force when students attend any such meetings or conferences. No travel requests will be granted where a student is failing a course. No international travel will be permitted.

5.5.12.2 LECOM Student Government

The Student Government is the official voice for all students. The organizations are open to all students and welcome proposals and participation from the entire student body. The responsibilities of Student Government include collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body, promoting osteopathic medicine, supporting club and class activities and working to improve the quality of life for all students at LECOM. The Office of Student Affairs serves as the liaison between the administration and Student Government.

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

LECOM Bradenton

- Student Government Association
- American College of Clinical Pharmacy (ACCP)
- American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP)
- Christian Pharmacists Fellowship International (CPFI)
- College of Psychiatric and Neurological Pharmacists (CPNP)
- Florida Society of Health System Pharmacists (FSHP)
- Herbal Medicine Club
- Kappa Epsilon Professional Pharmacy Fraternity
- Kappa Psi Pharmaceutical Fraternity
- Phi Lambda Sigma – National Pharmacy Leadership Society
- Rho Chi—International Honor Society
- Student National Pharmaceutical Association (SNPhA)
- LECOM School of Pharmacy Ambassador Program

5.5.12.4 School Committees

LECOM encourages student representations on committees. Students may recommend a list of candidates from their class to serve on committees with final approval from the appropriate dean. Students must be in good academic standing in order to serve on committees or participate in club or organization activities.

5.5.12.5 Recognition of Student Organizations

The first step in obtaining recognition for a new student organization is the submission of a petition to the Student Government Association (SGA). The petition must include the goals of the organization, the proposed charter, the name of the faculty advisor, a list of club officers and a list of charter members. The petition to form a new club or organization must be signed by the prospective officers and the faculty advisor of the new organization. Once the petition has been approved by the SGA, it must be submitted to the Director of Student Affairs for administrative review, who will forward the petition to the appropriate dean for final approval. The approved status of an organization is valid for one year, renewable on an annual basis. Administrative approval is important because only officially approved organizations and groups can use LECOM facilities, be listed in LECOM publications and be eligible for institutional support. Membership in a LECOM organization may include an application, GPA minimum, essay, service hours or dues. Pledging must be limited to what is required by the national fraternal organization. Hazing is never permitted.

5.5.12.6 Student Organization Stationery and Use of LECOM Logos

Student clubs or organizations requesting the use of the LECOM logo, seal or facsimile thereof for correspondence or other purposes must have approval from the Director of Student Affairs and the Director of Communication and Marketing. The request to use the College/School logo or seal, or facsimile must be submitted in writing to the Director of Student Affairs, the Director of Communications and Marketing and the Dean of the LECOM School of Pharmacy.

5.5.12.7 Student Sponsored Events

Any event conducted by a student club or organization recognized by LECOM is considered a student-sponsored event. Events of this nature require the approval of the Office of Student Affairs and requests must be submitted in writing to the Office of Student Affairs. All off-campus events sponsored by a LECOM club or organization are subject to the same approval process and must receive approval prior to the event or activity and prior to contacting any off-campus facility or organization to schedule or host the event. Requests should include a statement of purpose and the facilities required for the event. Event scheduling forms requiring the use of institutional facilities are available through the Office of Student Affairs. ***Alcoholic beverages are prohibited at any LECOM sponsored student club or organization off-campus event or activity.*** No student organization may promote any gambling activities. Raffles may be conducted with permission.

5.5.12.8 LECOM Video Bulletin Board

Students or student organizations wishing to post an announcement or notice on the LECOM Video Bulletin Board must first receive approval from the Office of Student Affairs. LECOM reserves the

absolute right to reject or edit any submitted announcement or notice intended for posting on the Video Bulletin Board.

5.6 STUDENT CONDUCT

5.6.1 Attendance, Tardiness and Absences

As professionals, students are expected to adhere to the attendance policy with diligence. As such, attendance is required at all scheduled instructional periods and will be taken regularly. Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered during the periods. Unexcused absences will be viewed as violations of the Standards of Academic and Social Conduct and may result in disciplinary action by the ASP Committee including, but not limited to, grade reduction, loss of remedial privileges, and removal from any leadership position with any student club, organization, or student government office. In extreme cases, absenteeism or tardiness may result in dismissal. For School of Pharmacy Distance Education pathway students, physical attendance will be required for all synchronous activities and live summer sessions, as well as White Coat Ceremony, experiential education and commencement.

Students from the School of Pharmacy Distance Education pathway who are required to meet with committees or members of administration or faculty may do so via telephone or video conference where deemed acceptable. In some circumstances, it may be necessary for the student to come to campus.

Excused absences for illness or requests for a personal leave may be granted by the appropriate dean. It is recognized that there may be isolated instances when an individual must be absent; however, the student who misses a class is not excused from the subject materials presented during the lecture or laboratory period. The student may be required to make-up the missed educational session(s) during off-hours. Makeup laboratories may not be feasible. Students in rotations must abide by the Experiential Education Handbook.

In order for an absence to be considered excused for medical reasons, notice must be received by LECOM prior to the missed class or activity, and a note must be submitted from the primary care physician upon the student's return to class. Any medical notes that are provided must be written on the day of the illness (not afterward) and must be appropriate to the diagnosis responsible for the absence. Students in IPPE and APPE rotations must abide by the additional requirements contained in the Experiential Education Handbook.

Students may receive excused absences to attend LECOM-related activities or national meetings of student clubs and organizations. No absences will be excused without approval from the Chairperson of the ASP Committee or the appropriate dean. Any request for an excused absence must be submitted, in writing, to the Chairperson of the ASP Committee at least 10 days prior to the anticipated absence. No travel arrangements may be made without completing a Travel Request Form (Appendix C) and receiving approval. For the School of Pharmacy Distance Education pathway, students should contact the Pathway Lead.

Excused absences may be for qualifying reasons including:

- Medical necessity: illness of the student or member of the immediate family. For an absence to be considered excused for medical reasons, a note must be submitted from the examining physician upon the student's return to class.
- Death in family: death of immediate family member, significant other, or close relative. Documentation may be required.
- Special circumstances/other: circumstances outside of the above situations (vehicle accidents, etc.).
- Attendance at certain LECOM-related activities such as conferences.

In cases of unplanned absence or lateness, the student must notify the appropriate administrative assistant as soon as possible prior to the missed class/activity. In addition, if the student will miss an exam, it is the student's responsibility to notify the professor via phone and email when it is first noted that an absence will be necessary. For students in the School of Pharmacy Distance Education Pathway, notification may be done electronically.

For unplanned absences to be considered excused, students must obtain an **"Excused Absence Student Request Form."** This form must be completed and submitted to the Director of ASP. Students should do this in person and are responsible for obtaining any make-up materials within 3 school days.

Requests for preplanned absences may be granted by the Director of ASP. Students must obtain an **"Excused Absence Student Request Form."** This form must be filled out by the student and be submitted to the Director of ASP. Students should do this in person and have it completed at least ten days prior to the anticipated absence. Students must be in good standing with a grade point average of 3.0 in order to be granted an excused absence for school-related activities. The ASP Director must verify the grade point average with the registrar. **No travel arrangements should be made prior to approval being granted.**

Students must be in good academic standing with a minimum grade point average of 3.0 and no failures in preclinical coursework or clinical rotations in order to be granted an excused absence to attend organizational meetings, interviews or any extra-curricular activity. No travel arrangements should be made prior to approval being granted.

Promptness is another trait professional health care practitioners must display. Additionally, tardiness in class both disturbs the professor and the entire student body and is thus markedly inconsiderate and rude. Repeated violations will be considered improper professional behavior and may result in disciplinary action and notation in communications from the Dean's Office.

5.6.2 Code of Student Conduct and Discipline

The Code of Student Conduct and Discipline consists of the Student Honor Code and the Standards of Academic and Social Conduct contained in this handbook. The Code of Student Conduct and Discipline is **not** a contract and serves only as guidance for the fulfillment of fundamentally fair process procedures. The Board of Trustees and its designees have the authority and may modify or

change the Code of Student Conduct and Discipline at any time. **Each student is expected to be knowledgeable about all published policies, rules, and regulations of LECOM.** LECOM will hold each student responsible for compliance with these and all other policies, rules and regulations. The student is responsible for obtaining published materials to update the items in this Code. **Additionally, students are also expected to comply with all federal, state, and local laws.** Students may be sanctioned for conduct off-campus, which is likely to have an adverse effect on LECOM or the educational process. In addition, LECOM may modify procedures contained in this document at any time in order to effect justice.

Note that the procedure to be followed in the event of an allegation of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence, and stalking is in the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* attached as Appendix J and not in Section 5.2 (Student Conduct) of this handbook.

5.6.2.1 Purpose of the Student Code

LECOM's primary concern is the student. LECOM attempts to provide for all students an environment that is conducive to academic endeavor, social growth and individual self-discipline. Enrolled students at LECOM are bound by the rules, regulations and guidelines governing student behavior. The student is responsible for being aware of this information. In addition, all students are expected to obey all federal, state and local laws and are expected to familiarize themselves with the requirements of such laws. Any student who violates any provision of those laws is subject to disciplinary action, including expulsion, notwithstanding any action taken by civil authorities on account of the violation.

5.6.2.2 Student Honor Code

In keeping with the obligations of integrity, honesty, responsibility, and personal honor, which are integral to practice of pharmacy, LECOM, its Board of Trustees, faculty, staff and students promulgate this Honor Code to uphold these important values.

No student at LECOM shall participate by any means in actions of dishonesty, cheating, plagiarizing, stealing, or lying to any College official, as described in the "Code of Student Conduct and Discipline." All students subject to this code have an obligation to report suspected violations. All reports of suspected violations must be made in writing to the Chairperson of the ASP Committee within seven (7) working days of the alleged offense. Any student who has knowledge (other than unsubstantiated rumor), or is a witness to any violation or possible violation, and who knowingly fails to report such is also in violation of this Honor Code and is subject to disciplinary sanctions. Any student found to report another student intentionally and maliciously for the mere purpose of harassment will be subject to disciplinary sanctions as set forth herein. Faculty and staff who witness violations of the Honor Code shall also report them in writing or electronically to the Chairperson of the ASP Committee within seven (7) working days.

All students must respect and follow the rules on copyrights. Unauthorized use of or distribution of copyrighted materials, including, but not limited to peer-to-peer file sharing is a violation of federal

law that can subject students to fines or imprisonment and would be considered an honor code violation, which can result in expulsion, etc.

5.6.2.3 Adjudication of Honor Code Violations

In matters involving the allegations of student Honor Code violations, the ASP Committee will be the Committee of review. The Committee will review each report as an independent case and, where applicable, will utilize the “Code of Student Conduct and Discipline” as its guideline in deliberations.

The Committee has the authority to formulate sanctions for any substantial findings of Honor Code violations. In all affairs the Committee shall proceed as expeditiously and thoroughly as possible. When a violation is reported, students, faculty, and staff with potential information concerning the alleged violation may be called before the Committee to give oral or written statements regarding their knowledge pertinent to the investigation. The student who has been accused of an Honor Code violation and a representative (non-attorney) from the institution who is involved in the matter have the right to appear before the Committee.

Upon concluding its investigation, the Committee shall make a finding as to whether a violation has occurred, or whether the investigation is inconclusive. If it is decided that a violation has occurred, a sanction shall be formulated. Examples of possible sanctions are described below in Section 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 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 Dean to the President within seven (7) working days of the notification of the Dean’s decision. The decision of the President shall be final. The President will only hear arguments and evidence presented below.

The standard of proof to be used for all alleged violations of the Student Code (Honor Code and Non-Honor Code) is preponderance of the evidence. **If it is found that it is more likely than not that the student violated the Code, a finding of an infraction will be made.**

All Committee members shall keep any matter brought before them in absolute confidence. Individuals with official access to this confidential information are limited to the Committee members and individuals with official reasons to have knowledge of the case. In accordance with the Family Educational Rights and Privacy Act, the individual against whom an allegation is made shall have access to his or her records. Anyone found to have violated this confidentiality provision shall be subject to discipline through established disciplinary procedures.

To the extent possible, the identity of individuals who report violations or make statements to the

Committee will be protected and kept confidential. This confidentiality applies to students, faculty, and staff alike. These individuals must realize, however, that they may have to appear before another member of the LECOM Administration if the matter is not resolved at the Committee level.

5.6.2.4 Functioning of the Student Code

Infractions of the student code for which students are subject to discipline are normally categorized depending on whether they are Honor Code offenses. Student Honor Code infractions consist of actions of dishonesty, cheating, plagiarizing, stealing or lying to any College official. Examples of these types of infractions are listed in Examples of Honor Code Infractions. Non-Honor Code infractions represent actions of misconduct which do not result in or contribute to violations of the Honor Code infractions. Examples of these types of infractions are listed below.

5.6.2.5 Examples of Honor Code Infractions

- A. Cheating on academic work, for example:
- Copying, giving the appearance of copying, or attempting to copy, from another student's test or other academic work.
 - Possessing, bringing into the exam environment, or using, during a test, material not authorized by the person giving the test.
 - Collaborating, without authority, with another person during an examination or in preparing academic work offered for credit.
 - Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or in part, the contents of an un-administered test.
 - Substituting for another student, or permitting another student to substitute for oneself, to take a test.
 - Obtaining an un-administered test or information about an un-administered test.
 - Obtaining an administered secure examination, which has been designated for viewing only.
 - Failure to abide by the rules of administration of external examinations;
 - Misrepresentations in connection with the taking of standardized examinations or on other material matters; or
 - Using another person's password or identity in any LECOM related matters.
- B. Plagiarism or the appropriation of an author's work and the unacknowledged incorporation of that work in one's own written work offered for credit or for publication.
- C. Forgery, alteration, destruction, or misuse of LECOM documents, medical records, prescriptions, or physician's excuses.
- D. Dishonesty concerning academic and non-academic issues, such as dishonesty regarding insurance coverage or otherwise knowingly furnishing false information to a LECOM official.

- E. Attempted or actual theft of property of LECOM or of a member of the LECOM community or of a campus visitor.
- F. Tampering with the election of any LECOM recognized student organization.
- G. Theft, unauthorized access or other abuse of computer/IT.
- H. Unauthorized possession, duplication or use of keys to any LECOM premises, or unauthorized entry, or use of LECOM premises.
- I. Any violation of HIPAA, including placing HIPAA protected information on personal electronic devices or transmitting such information to home e mail addresses.
- J. Failing to report any alcohol or drug related arrest or citation; or any other arrests/ citations for violation of federal, state or local laws (not including minor traffic offences) within five business days of the occurrence.
- K. Being enrolled in a school other than LECOM; or
- L. Conspiring, planning, or attempting to achieve any of the above acts.

5.6.2.6 Examples of Non-Honor Code Infractions

- A. Nonprofessional behavior during class, laboratory, clinical rotation, etc., including, but not limited to the following:
 - Non-sex based harassment and hazing;
 - Inappropriate dress or appearance;
 - Not appearing for patient appointments;
 - Being intoxicated;
 - Illegal use, possession or sale of any quantity, whether usable or not, of any narcotic drug or controlled substance or being under the influence of any said narcotic, drug or controlled substance;
 - Violation of any course director's rules;
 - Wearing ear phones in class; or
 - Use of profane or threatening language.
- B. Violation of LECOM policies or regulations, which have been published and are readily available to the students.
- C. Fighting, horseplay, 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.
- 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.

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

5.6.3 Penalties

5.6.3.1 Interim Disciplinary Action

The Office of Student Affairs, the Chairman of the ASP Committee, or the Dean of the School may take immediate interim disciplinary action, including suspension, pending a hearing against a student for violation of a rule or regulation of LECOM, when in LECOM's judgment the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process. In such cases, the Office of Student Affairs or Chair of the ASP Committee, will, if possible, meet with the student prior to suspension, discuss the reasons for the interim suspension and allow the student to explain their reasons for not being dismissed or suspended pending a full hearing if such a hearing is requested by the student. In all cases referred to the Office of Student Affairs, whether or not interim action is taken, the student will meet, when possible, with the Office of Student Affairs and discuss the case.

5.6.3.2 Behavioral Penalties

After a student is charged with an infraction, the matter will be taken up by the ASP Committee. The ASP Committee may impose one or more of the following behavioral penalties upon individuals, groups or organizations. Penalties for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are also civil or criminal violations. Whenever disciplinary actions lead to the student leaving LECOM, grades will be assigned in accordance with the LECOM grading policy.

- A. Admonition: This consists of a verbal or written warning. Admonitions will not become a part of the student's longitudinal record and may not be reviewed or appealed by the student. Admonitions and all of the following penalties may contain a directive that the student be evaluated or submit to treatment for any perceived psychological issues.
- B. Ineligibility for election and/or removal from student office or organizational office for specified period.
- C. Withholding of official transcript, barring re-admission to LECOM, and/or preventing a student from enrolling for a specified period.
- 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 ASP.

5.6.4 Student Disciplinary Procedures

A. Authority for Initiation of Disciplinary Action

Under the direction of the President, the Dean of Academic Affairs, the Dean of the Pharmacy School, the Assistant Dean for Academic Affairs, the Directors of Student Affairs, Course Directors, and/or other staff members, or certain committees to whom this responsibility has been delegated, have the authority to administer disciplinary procedures. Disciplinary action will, in general, originate in the Office of Student Affairs, except those cases which by their nature, or because of

state statute, require initial action by another individual, department or committee, such as:

- **Code violations:** Honor Code violations shall first be considered by the ASP Committee in accordance with the procedures stated in the Student Honor Code. Should either party appeal the decision of the Honor Code Committee, the appeal should follow the established procedures stated herein.
- **Financial Matters:** In matters involving a violation of a financial obligation to LECOM, including issuance of a check without sufficient funds, the department in which the funds are owed may assign penalties such as late fees, service charges, fines, loss of money-related privileges, blocked from re-enrollment, etc. If the student believes the penalties to have been applied prejudicially or in an arbitrary or capricious manner, or where the penalties are the result of an alleged error on the part of LECOM, the student may have the matter reviewed by the appropriate department, then the procedures set out in this code are to be followed.

Upon failure of the student to meet financial obligations within time limits set by the state statutes, the appropriate department may recommend the student's withdrawal from LECOM. Financial withdrawal is not a disciplinary measure but may require nullification of the institution/student relationship in the event of unpaid financial obligations. The student's withdrawal will be processed by the appropriate dean after LECOM has complied with the state statutory requirements for notification. After the debt has been paid and all administrative procedures have been met, the student may request, within a set time period, reinstatement or re-enrollment.

B. Disciplinary Procedures 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 ASP.
- After preliminary investigation of alleged misconduct by the hearing officer, the student will be read the charges, and the procedures will be explained. The student will be given copies of the Code of Student Conduct, and disciplinary procedures and the charges. The student may also be informed of the names of any witnesses and a summary of their testimony. The student will be given an opportunity to present 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 ASP. 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 ASP Committee. If the student accepts the recommended penalty, it becomes final. The

student must sign a statement indicating understanding of the penalty and shall automatically waive all further rights to procedure for disciplinary review. If the student chooses to have the matter heard by the ASP, the hearing officer shall forward all materials to the ASP chairperson.

C. *Procedure for Review by the ASP 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 conference with the Office of Student Affairs;
- Circumstances which merit review; and
- Signature and date.

D. *Authority of the Committee*

- The Committee will have authority to summon witnesses. Refusal to obey the summons may subject the student to disciplinary action upon the recommendation of the Committee.
- The Committee will have authority to review disciplinary matters, which have been properly brought before the Committee. Upon completion of its hearing, the Committee will have the authority to issue, modify, reject or uphold the disciplinary penalties, if appropriate.
- All members of the Committee will be cautioned of the confidentiality of the Committee's entire function and instructed not to discuss the case with anyone other than authorized persons.
- 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:*

- As soon as practical after the receipt of a request for hearing, request from the complainant

or the member of administration directly involved in the matter to submit a written statement of his or her position;

- 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;
- 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;
- 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;
- Preside over the hearing before the Committee and assure compliance with appropriate procedures to assure due process. Hearing procedures may be modified by the Chair if in his/her judgment such deviation is necessary to effect justice; and;
- Send a written statement to the student and the appropriate dean within a reasonable time - normally five (5) working days after the completion of the hearing - stating any decision or recommendation of the Committee and disciplinary penalties, if any.

F. Procedure for Further Appeals

- **Appeals to a Dean** - - Within three (3) working days after the decision has been received, either or both parties may give notice of appeal to the Dean of the School of Pharmacy. The decision will be reviewed upon the basis of the written transcript/minutes of the hearing and/or documents filed and produced at the hearing and/or any witnesses the dean wishes to call. The Dean may request both parties to submit oral or written arguments to support their positions. For the appeal to be considered, all the necessary documentation to be filed by the appealing party, including written arguments when appropriate must be filed with the dean within seven (7) working days after notice of appeal is given. The Dean may approve, reject, or modify the decision in question or may require that the original hearing be re-opened for the presentation of additional evidence and reconsideration of the decision.
- **Appeals to the President** -- Either or both parties may then give written notice of appeal to the President within seven (7) working days after the decision has been rendered by the Dean and received by the party seeking appeal. The President shall decide solely on the record as it exists and/or, at the President's sole discretion, individuals may be summoned to give oral or written statements. The President may approve, reject or modify the decision of the dean or may send the case back to the Committee for further consideration. All decisions by the President concerning the matters of student disciplinary appeal are

final. NOTE: There are no appeals to the President from the Post Baccalaureate Program, Pharmacy Enrichment Program or RN to Pharm.D. Bridge Program.

5.6.4.1 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 on the educational process or to patient care activities; or
- The presence of the student is potentially harmful to faculty, staff, other students, or patients or would affect adversely the delivery of patient care.

Academic work including examinations or other evaluations will not be scored or graded during any period of enrollment while under appeal of a dismissal action. The Office of the Registrar will hold all grade reports and transcripts during the appeal process pending resolution of the appeal.

5.6.5 Procedure for Student Grievance/Appeal

A student seeking to resolve any problem or complaint, other than a sanction for academic or non-academic misconduct, as provided for by the Honor Code and/or Student Code of Conduct and Discipline, should first seek solution through the following administrative channels, entering at the appropriate level and proceeding in the order stated: the Director of Student Affairs, Course Instructor or Preceptor or Course Coordinator, the appropriate pathway dean or the ASP Committee. The student seeking to resolve a problem or complaint must initiate such action in writing within seven (7) working days from the occurrence of the matter in question. Review of a student problem or complaint at each of the applicable administrative steps will be carried out as expediently as possible. In general, an appeal at a given administrative step should take no more than seven (7) working days.

If a party to the dispute is not satisfied with the decision given, an appeal to the next administrative step may be made. Continuation of the appeal must be made, in writing, within three (3) working days of the decision given. In like manner, the appeal may continue to the Dean of Academic Affairs. The decision made by the Dean of Academic Affairs is final. He/she shall notify the student of his/her decision in writing. It is expected that documentation will be kept at each step of the appeals process to ensure that appropriate procedures have been followed.

School student complaints related to Accreditation Council for Pharmacy Education (ACPE) standards should be sent in writing to the Director of Student Promotion and Retention within seven (7) calendar days of the occurrence or discovery of the occurrence in question. He/She will meet with the student to review the complaint. If further review of the complaint is warranted, the Director

of Student Promotion and Retention will notify the Dean and initiate an investigation of the complaint as expediently as possible. In general, the review should take no more than seven (7) calendar days. He/She will forward a written report of the review to the student and to the Dean. The Director of Student Promotion and Retention and the student will again meet to attempt to resolve the complaint. If the student is not satisfied, he/she may appeal to the Dean in writing within three (3) calendar days. The decision of the Dean is final. He/She shall notify the student of his/her decision in writing. Documentation of student complaints related to ACPE standards will be filed in the Office of the Dean and will be available to ACPE on-site evaluation teams.

5.6.6 Protocol for Input on Matters of Student Concern

LECOM defines a complaint as a signed written dated letter against a LECOM college, school or the Institution which is related to tuition and fee policies, accreditation standards, and policies / procedures.

A 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 policies, one of two approaches shall be taken:

- The program may submit a report and documentation within thirty (30) days following the investigation demonstrating the way 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 policies, the Provost may request additional documentation that appropriately satisfies the compliance of the program with the Standards or adherence to accreditation policies and/or Institutional policies. The program and the party filing the complaint should be notified when the program has satisfactorily resolved the matter.

5.6.7 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

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

SARA FAQs about complaints: 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)

5.6.8 Legal Limitations on Practice of Pharmacy

It is a violation of the law and contrary to the policy of LECOM for any unlicensed person to attempt to engage in the professional practice of health care. Students, therefore, are cautioned to confine such activities to duly licensed and supervised teaching clinics.

5.7 CAMPUS POLICIES AND REGULATIONS

5.7.1 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.

5.7.2 Marijuana Usage Policy

LECOM is committed to maintaining a workforce that is free from illegal drug use, including marijuana. Marijuana is illegal under Federal Law and continues to be categorized as a controlled substance under Schedule I of the Controlled Substances Act (CSA.) Even though some states have legalized the use of marijuana for medicinal and recreational purposes, marijuana, marijuana extracts and tetrahydrocannabinols (THC) are illegal for human use under Federal law. LECOM employees are not permitted to use marijuana on or off duty under the provisions of our drug free workplace policy.

5.7.3 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 and participating in any LECOM educational experience including while participating in virtual learning experience, on a clinical experience, or on rotation.

Students must be professionally dressed for all examinations, classes, laboratory classes or workshops. 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 always worn.

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 always trimmed. 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 unless the mask is for a specific and approved health reason.***

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.

LECOM will follow guidelines set by the CDC and the Commonwealth of Pennsylvania during any health emergencies and/or global pandemics. The wearing of personal protective equipment (PPE), including masks, may be required at LECOM facilities and functions. LECOM may require PPE for students based on local health emergencies and health emergencies within the student population.

5.7.4 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. LECOM reserves the right to request a need picture ID if a student's appearance has dramatically changed.

Prior to matriculation, accepted students are issued a unique username and password linked to them via the I.D. number. After matriculation, the username and password are used to identify the student for all internal College processes and for access to Web services, including course content and online exams.

Distance Education students present identification at registration and sign-in at on-campus sites but are not issued badges unless living in geographic proximity with intent to use campus facilities.

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 always worn and visible on campus and at all clinical sites. The ID card must be used each time a student enters or leaves a building or other secured area. Students must individually swipe their ID card each time they enter or exit a secured area. It is extremely important that each student swipe-out when leaving. If a student fails to swipe-out when leaving, he or she will not be able to re-enter.

If a student ID card is lost or stolen, the student is required to immediately inform the Security Office.

There is a \$25.00 fee to replace a lost or damaged ID card. If a student withdraws, transfers, or is dismissed from LECOM, he or she must return his or her student ID card to the Security Office on the last day in attendance.

Students granted access to LECOM information technologies are responsible for adherence to all appropriate policies and procedures and commit to the following:

- Student User Accounts are granted to support the instructional process, facilitate communications in academic endeavors and promote information sharing on projects and class assignments. They are not to be used for any other purpose. Security of assigned username and password are the responsibility of the individual student.
- Students are responsible for their own data and accounts and shall not share passwords and account access with any other person. It is the student's responsibility to protect their account from unauthorized use by changing passwords periodically and using passwords that are not easily duplicated. LECOM is not responsible for lost data or work.

5.7.5 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 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 or facility where he/she is training.*

5.7.6 Mandatory Student Health Insurance Policy

Participation in a Point-of-Service student health insurance plan available through Highmark Blue Cross and Blue Shield Community Blue is mandatory for all LECOM students. Students must maintain the Highmark Blue Cross and Blue Shield health insurance throughout the program of study. All students are required to purchase this plan, with the following exceptions:

- Students covered by a parental health insurance plan.
- Students covered by a spouse's health insurance plan.

Waiver consideration may be granted on a case-by-case basis for students in the military who are enrolled in TriCare, and students with dependent children who are covered by Medicaid. *Individual insurance plans (other than the LECOM Student Health Plan) are prohibited.*

Students who have been granted a waiver for any reason, must update the waiver information on the LECOM Portal twice a year, June 1 and December 1 and provide a current Proof of Coverage letter from their insurer.

Current information must include:

- Name, address and customer service number of insurer
- Name of policy holder, and their relationship to student
- Policy and group number and effective date of coverage.

Misrepresentation of coverage will be deemed an honor code violation.

5.7.7 Locker Assignment Policy

Lockers are available to all pre-clinical students. Locker assignments will be made at the beginning of each academic year. All lockers must be cleaned out by the last day of classes for each academic year. Student lockers are not available for use during the summer months. Lockers will be made available to the School of Pharmacy Distance Education students during the summer sessions at the Bradenton Campus.

At no time does the LECOM relinquish control of lockers or any other part of the school building or property. School officials reserve the right to and will randomly search all school property at any time without specific cause. These searches may be done without student/employee consent. These searches may encompass all items stored in lockers or in any other area of school property. In addition, school officials have the right to search student and employee automobiles on school property. Searches may include, but are not limited to, utilization of a certified police drug detection dog, metal detection devices, or any other device deemed useful in protecting the health and welfare of the school population /employee's and visitors. Any contraband found will be seized.

If a student withdraws, transfers, or is dismissed from LECOM, he or she must clean out their locker and notify the Office of Security by the last day of attendance. ***Lockers are subject to inspection without notice upon reasonable cause.***

5.7.8 Policy Statement on Intolerance

LECOM is committed to creating an educational environment, which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others. As a medical educational institution, LECOM has a mandate to address problems of a society deeply ingrained with bias and prejudice. Toward that end - and through the Office of Student Affairs – LECOM provides opportunities for educational programs and activities to create an environment in which the diversity and understanding of other cultures is valued.

5.7.9 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 based on having asserted a good faith complaint pursuant to this policy. Following the investigation, LECOM will take the appropriate measures as soon as possible to redress the harms done. All LECOM supervisory personnel have an affirmative responsibility to report, discourage and eliminate conduct inconsistent with this policy.

5.7.10 Food and Beverage Directives

Food and beverages are not permitted in lecture halls, laboratories, classrooms, break-out rooms, study rooms, locker rooms, or the Learning Resources Centers at any time.

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.

5.7.11 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.

5.7.12 Recycling

LECOM supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on all of us actively participating. All are encouraged to make a commitment to recycle and be a part of this solution.

LECOM encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources. By recycling, LECOM is helping to solve trash disposal and control problems as well as following local regulations. If you have any questions or new ideas and suggestions for the recycling program, contact the Safety Committee.

5.7.13 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.

5.7.14 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.

6 APPENDICES

APPENDIX A - EMERGENCY NUMBERS

In Emergencies

9-1-1

Police Non-Emergencies

LECOM Police and Security at the Erie Campus
(814) 866-8415

LECOM at Seton Hill/Seton Hill Campus Police
Office: (724) 830-4999

LECOM at Elmira Security
Office: (607) 857-7550 Ext. 3510

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

Elmira, NY

Elmira College Campus Safety
Dial x1777 from Elmira College phones
Dial (607) 735-1777 from non-Elmira College phones

Elmira Police Department
(607) 735-8600

NY State Police
585-398-4100

Crime Victim and Other Counseling Services

Erie, Pennsylvania Resources

Crime Victim Center of Erie County
24 hour hotline: (814) 455-9414

Safe Harbor Mental Health
24 hour Crisis Center: (814) 456-2014
Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)
24 hour crisis hotline: (814) 454-8161

Millcreek Community Hospital Behavioral Health
(814) 868-8714

Stairways Behavioral Health
(888) 453-5806

Physicians Health Program (PHP Pennsylvania)
(866) 747-2255 or (717) 558-7819

Bradenton, Florida Resources

Bradenton - Hope Family Services, Inc.
(941) 747-7790

Rape Crisis Hotline - Bradenton
(941) 708-6059

Safe Place and Rape Crisis Center - Sarasota
24 hour hotline: (941) 365-1976

Centerstone Crisis Center

(941) 782-4600

Bayside Center for Behavioral Health
Sarasota Memorial Hospital
24 hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota
24 hour Crisis Stabilization Unit: (941) 364-9355
Assessments: (941) 552-1950

Greensburg, Pennsylvania Resources

Rape Crisis Center (Pittsburgh Action against Rape)
24 hour helpline: (866) 363-7273
(412) 431-5665

Westmoreland Mental Health Crisis Intervention Hotline
24 hour hotline: (800) 836-6010

Center for Victims of Violence and Crime
24 hour hotline: (866) 644-2882

Elmira, NY resources

Family Services of Chemung County
(607) 737-5369

National Suicide Prevention Lifeline
(800) 273-8255

New York State Domestic Violence Hotline
(800) 942-6906

Sexual Assault Resource Center
(888) 810-0093

Veterans Crisis Line
(800) 273-8255 and press 1

APPENDIX B - SOCIAL NETWORKING POLICY

Introduction

Social networking is becoming increasingly popular in businesses and with the general public and is a useful tool for the communications and marketing department. While social networking can be useful, if improperly used, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the school's reputation.

Definition of Social Networking

As used in this policy, "social networking" means communicating with others over the Internet for social purposes. Typically, this interaction occurs on sites such as Facebook, Twitter, Instagram, LinkedIn, YouTube, or blogs, but can also occur on "media sites" that are offered by television networks, newspapers, and magazines.

Application of Policy

This policy applies to all types of social networking activity (a) using the College's computers, mobile devices, or other technology, and (b) using personal devices when linked to the LECOM's systems. Nevertheless, when engaged in social networking on personal devices that are not linked to the College's systems, students, faculty, and staff should use this policy as a guide. Use of the LECOM'S IT systems for social networking must comply with the LECOM'S IT policy. Use of the handheld devices may be prohibited in some circumstances. In all cases, LECOM-issued technology must be used in accordance with all applicable rules.

Use of LECOM'S Time

Faculty and staff employees who have been approved to manage blogs or participate in social networking sites on LECOM's IT systems for work-related reasons should confirm approval of the site(s) by the Provost. Those faculty and staff members may access the approved site(s) as necessary for the performance of their duties. Personal use of the College's IT systems to access social networking sites is permitted, but should be limited, not interfere with or impact normal business operations, comply with all College policies, not compromise the security or reputation of LECOM, not burden the College with unreasonable incremental costs, and comply with all other provisions of this policy.

Social Networking Site Terms of Use

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

Contact Information

Many networking sites permit users to search for or import contact information from the user's contact list. Due to confidentiality and privacy concerns, users are prohibited from importing or uploading any of LECOM's contacts to any networking sites where the information may be used beyond name recognition software purposes.

Content of Posting

Some social networking sites may provide an appropriate forum to keep current on matters of interest, to make professional connections, and to locate links to other pertinent sources. Users must be careful, however, that their online postings do not adversely impact or create problems for LECOM or its audience. ***Users are personally responsible for all content they post on social networking sites.*** Remember that it is difficult to delete content once posted to a site, so be cautious when writing any posting. If a user has a question about the propriety of any posting, he or she should consult the Provost.

Users must follow these guidelines for all postings:

1. Post only content that you would be comfortable with your colleagues, LECOM's audience, and the general public reading, hearing, or seeing.
2. Do not post anything that would potentially embarrass you or LECOM, or call into question your or LECOM's reputation, including photographs or other images.
3. Do not discuss LECOM's business, unless the Provost authorizes you to do so.
4. Do not leak confidential information.
5. Be careful to identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
6. Obtain approval from LECOM's legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM's employees, students, its broadcasts, its guests, or an inquiry about any other legal matter.
7. Unless previously authorized by the Provost, do not use LECOM's logo or suggest you are writing on behalf of LECOM.
8. Don't use LECOM's network or email lists to influence polls, rankings, or web traffic.
9. Show good judgment when "friending" someone within a social network.
10. Monitor your site regularly and promptly remove any inappropriate content.
11. Obey the law. Refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

Violations of This Policy

Due to the importance of this policy, testation cannot tolerate violations. All students and LECOM personnel, including managers and staff, are subject to sanctions for violations of this policy. Consequences may include such measures as immediate termination of employment, or any other action deemed appropriate by the LECOM under the circumstances.

APPENDIX C - CONSENT TO PHOTOGRAPH



Lake Erie College of Osteopathic Medicine Consent to Photograph

Print Name: _____

I permit the Lake Erie College of Osteopathic Medicine, aka LECOM, to use photographs and/or video taken of me. I understand that these photographs and/or video will be used for the promotion of LECOM. I release LECOM from all liability for the taking and use of the photographs and/or video.

Signature

Date

Witness Signature

Date

Parent must sign for consent for minor under age 18.

APPENDIX D - STUDENT SIGNATURE PAGE FOR TRAVEL REQUESTS

Student Signature Page for Travel Requests

I, _____, have submitted this completed informational sheet to my Dean, _____, Program Director and System Coordinator (if applicable) on _____, and to my SGA President, _____, on _____ for submission to Administration, and have retained a copy for my files.

I understand that I must meet the specified 60-day deadline for submission of the request form in order to be considered for housing. I also understand that housing is a privilege and is not always provided for students travelling to conferences.

I understand that males and females will be housed separately; No exceptions unless married.

I understand that specific rooming assignment requests will not be honored.

I understand that once housing arrangements are made, no room changing will be permitted.

I understand that if I am unhappy with my rooming assignment, I am free to make my own hotel reservation, at my expense.

I understand that if I am NOT requesting travel accommodations, I am still responsible for notifying administration 60 days in advance of my intentions to attend said meeting.

I understand that, should any problem(s) arise during the conference, I will contact the Director of Travel for my campus, Director of Student Affairs, or the specific Associate/Assistant Dean of my program, for assistance.

Signed,

Signature

Date

Please print:

Name

Contact Phone Number:

APPENDIX E - REQUEST FOR LEAVE OF ABSENCE FORM

LECOM REQUEST FOR LEAVE OF ABSENCE FORM

Part A, to be completed by student (please print)

Student's Name _____
Last First Middle Initial

E-Mail _____ Phone Number _____

Current Address _____

LECOM Program _____

Beginning Date of Leave Requested _____ Expected Date of Return _____

Reason Leave Requested (check one):

_____ Medical Leave
_____ Family Leave (i.e. family member health issue, death, etc.)
_____ Other Personal Leave (specify) _____

A leave of absence will not be approved for the purpose of avoiding the consequences of academic failure. A letter must be attached to this form explaining the reason for the request. Additionally, documentation appropriate to the reason must also be attached (for example, for a medical reason a letter, including a diagnosis, from the attending physician). Failure to provide the documentation will result in the denial of the request.

Part B, to be completed by LECOM Financial Aid Department

Student has received the required pre-leave of absence financial aid counseling and a Leave of Absence Form for Financial Aid has been completed.

Financial Aid Counselor's Signature _____ Date _____

Part C, Student Certification and Signature

I certify that I have read and understand the information on this form. It has been explained and I understand the effects that taking a leave of absence will have on my financial aid. Furthermore, I certify that the reason for the requested leave of absence is because of the reason indicated on this form and that all of the information on this form and the accompanying documentation is true and correct.

Student's Signature _____ Date _____

Part D, to be completed by the appropriate Dean (provide this completed Request for Leave of Absence form, the completed Leave of Absence Form for Financial Aid, letter explaining the reason for the request, and documentation to the appropriate Dean after Parts A, B, and C have been completed)

The request for leave of absence has been reviewed and has been

_____ Denied

_____ Approved to begin on _____ and end no later than _____

Dean's Signature _____ Date _____

APPENDIX F - LEAVE OF ABSENCE FORM FOR FINANCIAL AID



LEAVE OF ABSENCE FORM for FINANCIAL AID

This form is for financial aid purposes only and does not represent an approved leave of absence for academic purposes. The purpose of this form is to certify that you are aware of the financial aid implications of a leave of absence.

I, _____, understand that the following applies if I am on a Leave of Absence from the Lake Erie College of Osteopathic Medicine (LECOM) for the dates listed below:

1. While I am on an approved leave of absence, my enrollment status will be reported to my lenders as Leave of Absence.
2. If I am notified by my lender(s) that my loans are in repayment, I will need to contact my lender(s) and request a **hardship forbearance or economic hardship deferment**.
3. While I am on an approved leave of absence, I am not eligible for any additional federal student financial aid and private education loans.
4. Upon my return from leave of absence, any subsequent financial aid disbursements may be delayed until I again meet the standards for satisfactory academic progress towards the completion of my degree.
5. If I do not return from the leave of absence, my loans will go into repayment based on the start date of the leave of absence. This could result in the depletion of some or all of my grace period of my student loan(s).
6. The leave of absence and any additional leaves of absence must not exceed a total of 180 days in any 12-month period pursuant to federal regulations.

Beginning Date of Leave of Absence: _____

Expected Date of Return: _____

Reason for request for Leave of Absence: _____

Student's Signature Date

Reviewed By: _____

APPENDIX G - STUDENT CHANGE OF STATUS FORM

Student ID# _____
Last Name _____ **First Name** _____ **MI** _____

Local Address: _____
Street City State Zip

Forwarding Address: _____
Street City State Zip

Cell Phone Number: _____ **Other Phone Number:** _____

Personal Email: _____

TYPE OF CHANGE (*Check One*)

____ Withdrawal ____ Dismissal ____ Suspension ____ Remediation
____ Off- Schedule ____ Change of Program/Location ____ Leave Of Absence (LOA)

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 (MMS)
____ MS in Public Health	____ Doctor of Health Care Admin.
____ Pharmacy PB/RN-PharmD	____ Ph.D. in Anatomy Education
____ Ph.D. in Microbiology	____ Ph.D in Medical Education
____ Ph.D in Pharmacy Education	____ MSN Clinical Nurse Leader

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

PATHWAY: (If applicable) _____

Reason for Change: _____ **Last Date of Attendance** _____

Student Signature: _____ **Date:** _____

Pathway Director/Dean Signature: _____ **Last Date of Student Attendance** _____

College/School Dean Signature: _____ **Date** _____

COMPLETE AND RETURN THIS FORM TO THE DIRECTOR OF STUDENT AFFAIRS

APPENDIX H - NAME OR GENDER DESIGNATION CHANGE REQUEST FORM

Instructions: Please fill out this form in its entirety and submit along with it the required documentation to the Office of the Registrar. If you are unable to bring original documents to the Office of the Registrar to be viewed, you must submit copies with original notary seals. Faxed copies are not accepted. International students' names must appear on college records exactly as they appear on the passport issued by the student's home country.

For those who are in the process of obtaining financial aid, the applicant's name on the FAFSA **must match** the name associated with the applicant's Social Security number. After obtaining a legal name change, the student will need to file Form SS-5 with the Social Security Administration to change the name on their Social Security card if they wish to obtain financial aid.

Name Change: Are you requesting to change your legal name on your official academic records with required documentation attached including diploma)? (Please circle Yes *or* No)

Student ID #: _____

Former Legal Name: _____
Last Name First Name Middle Name

New Legal Name: _____
Last Name First Name Middle Name

In order to change your legal name in your official academic record, the Office of the Registrar requests the following documentation:

- ☐ **Government Issued Document** (Original or notarized copy of passport, driver's license, birth certificate etc.) reflecting new name.
- ☐ **Licensing Body Approval Document** (Original or notarized copy of Licensing Bureau or other appropriate entity in the state where you practice reflecting the name change) (If Applicable)

As well as ONE of the documents listed below:

- ☐ **Court order:** Original court order signed by the presiding judge and bearing the county filing stamp.
- ☐ **Marriage Certificate:** Original or copy with original notarized seal, of marriage license with county or parish filing stamp.
- ☐ **Divorce Decree:** Original or copy with original notarized seal of divorce decree that includes a specific decree granting restoration of the maiden or other name, signed by the judge and bearing the co. filing stamp.
- ☐ **Certificate of Naturalization:** Original or copy with original notarized seal.

Gender Designation: Are you requesting to change your gender designation on your official academic records with required documentation attached? (Please circle Yes *or* No)

In order to change your gender designation please provide:

- ☐ **Government Issued Document** (original or notarized copy of passport, driver's license, birth certificate etc.) reflecting the new gender designation.
- ☐

Fee: Please mail a \$500.00 cashiers or certified check made payable to LECOM

Student Name: _____ Student Signature: _____

Student's ID: _____ Date: _____

APPENDIX I - OATH OF A PHARMACIST

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association. Students are expected to follow the principles of moral, ethical and legal conduct as stated in the Oath throughout their enrollment at the College and into their careers as pharmacists.

“I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”

APPENDIX J - PLEDGE OF PROFESSIONALISM

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between society and myself as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life, and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I, as a student of pharmacy, should:

A. **DEVELOP** a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

B. **FOSTER** professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

C. **SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession.

D. **INCORPORATE** into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

E. **MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional School community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

APPENDIX K - CODE OF ETHICS FOR PHARMACISTS

PREAMBLE

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

1. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

2. A pharmacist promotes the good of every patient in a caring, compassionate and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

3. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

4. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

5. A pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices and technologies become available and as health information advances.

6. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

7. A pharmacist serves individual, community and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a

pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

8. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Adopted by the membership of the American Pharmacists Association, October 27, 1994

APPENDIX L - POLICY STATEMENT ON TITLE IX COMPLIANCE AND AFFIRMATION OF THE PROHIBITION OF SEXUAL HARASSMENT, MISCONDUCT OR VIOLENCE

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE

Policy Statement on Title IX Compliance

And

Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence

I. SUMMARY

Title IX of the Education Amendments of 1972 (“Title IX”), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Additionally, state law prohibits such conduct.

Lake Erie College of Osteopathic Medicine (LECOM) forbids discrimination and harassment on the basis of sex and any form of sexual misconduct in all of its education programs and activities, as well as its employment practices. Likewise LECOM forbids retaliation against anyone who seeks to avail themselves of their rights under Title IX and state law or participates in a related investigation.

The term “sexual misconduct” is a broad term used to refer to all the prohibited sexual violence and sexual harassment behaviors under this policy. As used in this policy, sexual misconduct may also encompass criminal conduct under state and/or federal law. Additionally, sexual misconduct under this policy may result in civil and/or administrative legal consequences.

Disclaimer: This policy contains certain provisions, including, but not limited to, the New York Students’ Bill of Rights and Pennsylvania and New York Alcohol and Drug Use Amnesty that are applicable only to students enrolled in programs or residing in certain states. In the interest of completeness and clarity, we combine all of these policies here.

II. DEFINITIONS

Actual knowledge:

Notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator, a Deputy Title IX Coordinator, or any official who has the authority to institute corrective measures. Actual notice is not imputation of knowledge based solely on vicarious liability or constructive notice.

Advisor:

The parties may select an advisor of their choice who may be, but isn’t required to be, an attorney. The advisor may provide support to a party. In a hearing, cross-examination must be done by an advisor, and not by a party. For a hearing, if a party does not have an advisor present, LECOM must provide one without fee to the party. The advisor provided by LECOM to conduct cross-

examination at a hearing (if the party does not have an advisor of choice) does not have to be an attorney even if the other party has hired an attorney as their advisor of choice. Advisors conducting cross-examination that are not professionals (attorneys or experienced advocates) must at least be adults capable of understanding the purpose and scope of cross-examination. The parties' advisors do not have to be of equal competency.

Any opportunity provided by LECOM to have an advisor of choice present during any phase of the Title IX process must be given to both parties. LECOM may limit the extent that an advisor may participate in the proceedings, but the restrictions must apply equally to both parties. The choice of advisor will not be limited with the exception of decorum issues explained in the *Hearings* section below.

Complainant:

An individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Consent:

- Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
- Consent may be initially given but withdrawn at any time.
- Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
- When consent is withdrawn or can no longer be given, sexual activity must stop.

Dating Violence:

Violence committed by a person

- who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - The length of the relationship
 - The type of relationship
 - The frequency of interaction between the persons involved in the relationship

Domestic Violence:

The term “domestic violence” includes felony or misdemeanor crimes of violence committed by

- a current or former spouse or intimate partner of the victim; or
- a person with whom the victim shares a child in common; or

- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; or
- a person similarly situated to a spouse of the victim; or
- any other person against an adult or youth victim who is protected from that person's acts under applicable domestic or family violence laws.

Education Program or Activity:

Includes locations, events, or circumstances over which LECOM exercised substantial control over both the Respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by LECOM. Factors to consider include whether LECOM funded, promoted, or sponsored the event or circumstance where the alleged harassment occurred.

Program or activity includes LECOM's computer and internet networks, digital platforms, and computer hardware or software owned or operated by or used in LECOM operations.

Incapacitation:

Incapacitation is a condition that prevents a person from having the capacity to give consent. It may be due to the use of drugs or alcohol, when a person is asleep or unconscious, or because of an intellectual or other disability.

Intimidation:

Intimidation means to make fearful or to put into fear. Generally, proof of actual fear is not required in order to establish intimidation. It may be inferred from conduct, words, or circumstances reasonably calculated to produce fear.

Parties:

This term refers to the Complainant and the Respondent collectively.

Remedies:

Where a determination of responsibility for sexual harassment has been made against the Respondent following a grievance process, remedies may be provided to the Complainant. Remedies are designed to restore or preserve equal access to LECOM's education program or activity. Remedies provided may include the same individualized services given as "supportive measures" (see definition below), however remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.

Reporter:

A person reporting alleged conduct prohibited by this policy. The Reporter may be the Complainant or any other person.

Respondent:

An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Assault:

Any type of sexual contact or behavior that occurs without the explicit consent of the recipient. It includes both non-consensual sexual contact and intercourse.

Sexual Exploitation:

Taking sexual advantage of another person or violating the sexual privacy of another when consent is not present. This includes, but is not limited to, the following actions (including when they are done via electronic means, methods or devices):

- Sexual voyeurism or permitting others to witness or observe the sexual or intimate activity of another person without that person's consent;
- Indecent exposure or inducing others to expose themselves when consent is not present;
- Recording or distributing information, images or recordings of any person engaged in sexual or intimate activity in a private space without that person's consent.
- Prostituting another individual;
- Knowingly exposing another individual to a sexually transmitted disease or virus without that individual's knowledge; and
- Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

Sexual Harassment:

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) A LECOM employee conditioning the provision of a LECOM aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to LECOM's education program or activity; or
- (3) "Sexual assault," "dating violence," "domestic violence," or "stalking."

Stalking:

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to

- fear for his or her safety or the safety of others; or
- suffer substantial emotional distress.

A course of conduct is when a person engages in two or more acts that include, but are not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveys, threatens, or communicates to or about a person in a prohibited way, or interferes with a person's property.

Stalking includes the concept of cyberstalking, in which electronic media such as the Internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used to pursue, harass, or to make unwelcome contact with another person in an unsolicited fashion.

Supportive Measures:

Non-disciplinary, non-punitive individualized service offered as appropriate and reasonably available without fee to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint is filed. Supportive measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party. The measures are designed to protect the safety of all parties or the educational environment or to deter sexual harassment. They may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Witness:

A person who has knowledge related to specific aspects of a case and may have reported such aspects to the institution.

III. POLICY

A. Title IX, VAWA and Nondiscrimination Statement

LECOM prohibits any form of discrimination and harassment on the basis of sex, race, color, age, religion, national or ethnic origin, sexual orientation, gender identity or expression, pregnancy, marital or family status, medical condition, genetic information, veteran status, or disability in any decision regarding admissions, employment, or participation in a LECOM program or activity in accordance with the letter and spirit of federal, state, and local non-discrimination and equal opportunity laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, The Age Discrimination in Employment Act, The Americans with Disabilities Act and ADA Amendments Act, The Equal Pay Act, any applicable local nondiscrimination ordinance and the Pennsylvania Human Relations Act.

LECOM also complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act, as amended by the Violence Against Women Act (VAWA). Title IX prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. VAWA imposes additional duties on universities and colleges to investigate and respond to reports of sexual assault, stalking, and dating or domestic violence, and to publish policies and procedures related to the way these reports are handled. LECOM has designated the Title IX Coordinator, with assistance of the Deputy Title IX Coordinators, to coordinate LECOM's compliance with Title IX and VAWA and to respond to reports of violations. LECOM has directed the Title IX Coordinator to coordinate LECOM's compliance with the Clery reporting related VAWA requirements. LECOM will promptly and equitably respond to all reports of sexual misconduct in order to eliminate the misconduct, prevent its recurrence, and redress its effects on any individual or the community.

B. Scope of Policy

This policy applies to conduct prohibited by Title IX and its related regulations. There is no time limit for reporting allegations of sexual misconduct, however, LECOM strongly encourages the prompt reporting of sexual misconduct to allow LECOM to respond promptly and effectively. If the

reported Respondent is not a member of the LECOM community or is no longer associated with LECOM at the time of the report or at the time a resolution process is initiated, LECOM may be unable to conduct an investigation or take disciplinary action.

Please see the *Reporting Sexual Misconduct* section below to make a report of misconduct, discrimination and/or harassment, or to file a complaint.

C. Statement on Privacy and Confidentiality

LECOM will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, any Complainant, any individual reported to be the perpetrator of sex discrimination, any Respondent, and any witness except as permitted by the FERPA statute or otherwise required by law or to carry out the conduct of any Title IX investigation, hearing, or judicial proceeding.

LECOM is committed to protecting the privacy of all individuals involved in a report of sexual misconduct. Every effort will be made to protect the privacy interests of all individuals involved. Privacy, confidentiality and privilege have distinct meanings under this policy.

Privacy generally means that information related to a report of sexual misconduct will only be shared with a limited circle of individuals, including individuals who “need to know” in order to assist in the review, investigation, or resolution of the report or to deliver resources or support services. While not bound by confidentiality or privilege, these individuals will be discreet and respect the privacy of all individuals involved in the process. All participants in an investigation of sexual misconduct, including advisors and witnesses, will be informed that privacy helps enhance the integrity of the investigation and protect the privacy interests of the parties and will be asked to keep any information learned in an investigation meeting or hearing confidential, to the extent consistent with applicable law.

Certain individuals are designated as having confidentiality. For reports made to employees designated with having confidentiality, LECOM will respect the reporting party’s expectations of privacy to the extent permissible by law while still ensuring compliance with other reporting obligations. For example, complaints involving minors are subject to mandatory reporting requirements.

Individuals designated as having confidentiality are required to report the nature, date, time and general location of an incident to the Title IX Coordinator. Confidential resources will not share other information with the Title IX Coordinator or any other employee of LECOM without the express permission of the disclosing party. Confidential resources can provide information about LECOM and off-campus resources, support services and other options. As noted above, because of the confidential nature of these resources, disclosing information to or seeking advice from a confidential resource does not constitute a report or complaint to LECOM and will not result in a response or intervention by LECOM. A person consulting with a confidential resource may later decide to make a report to LECOM and/or law enforcement.

Communication with certain individuals may be privileged by operation of law and reports made to these individuals will not be shared with the LECOM Title IX Coordinator or law enforcement

except in very limited situations, such as when failure to disclose the information would result in imminent danger to the individual or to others or as otherwise required by law. There are no LECOM employees, including the Directors of Behavioral Health, who provide officially sanctioned confidential counseling at LECOM.

LECOM will generally respect a Complainant's choice whether to report an incident to local law enforcement or initiate LECOM's sexual misconduct resolution process, unless LECOM determines that there is an overriding interest with respect to the safety or welfare of the LECOM community. Where a report involves suspected abuse of a child (an individual under the age of 18 at the time of the incident(s) as reported), all LECOM employees and volunteers are required to notify LECOM police and the appropriate state authority (in Pennsylvania - ChildLine of the Pennsylvania Department of Human Services; in Florida - the Abuse Hotline of the Florida Department of Children and Families; in New York - Keeping Children Safe of the Administration for Children's Services). All other members of the LECOM community are strongly encouraged to report suspected child abuse to law enforcement and the appropriate state authority.

When a Complainant desires to initiate a grievance process started with the signing of a formal complaint, the Complainant cannot remain anonymous or prevent the Complainant's identity from being disclosed to the Respondent.

All LECOM proceedings are conducted in compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA), the Clery Act, Title IX of the Education Amendments of 1972 ("Title IX"), Violence Against Women Act (VAWA), state and local law, and LECOM policy. No information will be released from such proceedings, except as required or permitted by law and LECOM policy.

LECOM may share non-identifying information about reports received in aggregate form, including data about outcomes and sanctions.

D. Prohibited Conduct

LECOM prohibits the following forms of conduct:

- Sexual assault including sexual penetration without consent, sexual contact without consent and statutory sexual assault
- Sexual harassment
- Sexual exploitation
- Intimate-partner violence, including dating violence and domestic violence
- Stalking
- Retaliation

This prohibited conduct can affect all genders, gender identities and sexual orientations. Some of these prohibited forms of conduct may also be crimes under state or federal law.

E. Alcohol and Drug Use Amnesty

The health and safety of every student at LECOM is of utmost importance. LECOM recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating

violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. LECOM strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to LECOM officials or law enforcement will not be subject to disciplinary action under LECOM's code of conduct for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

LECOM may request the individual attend an approved alcohol or drug education program and without assessing any charges for such program. This amnesty provision also applies to student groups making a report of sexual misconduct. Amnesty does not preclude or prevent action by police or other legal authorities pursuant to relevant state or federal criminal statutes. Referral to PHP/CPH/SARPh/PRN/Centerstone may be made. Such a referral is not a disciplinary action but rather is a referral for the health of the referred individual and to ensure that they are safely able to practice their profession following graduation.

F. Prohibition of False Accusations

Deliberately false and/or malicious accusations of sexual misconduct, relationship violence, stalking or other conduct prohibited by this policy, as opposed to complaints which, even if erroneous, are made in good faith, are serious and will subject the perpetrator of those accusations to appropriate disciplinary action. Good faith means that a report is made based on fact or reasonable beliefs and not solely on personal animus against the person accused.

G. General Considerations about the Title IX Grievance Process

- Complainants and Respondents must be treated equally.
- The Respondent will be presumed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- Remedies must be designed to restore or preserve equal access to LECOM's education program or activity.
- The remedies may include the same individualized "supportive measures," but remedies need not be non-disciplinary or non-punitive and need not avoid burdening the Respondent.
- There must be an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence.
- Credibility determinations may not be based on a person's status as a Complainant, Respondent, or Witness.
- The Title IX Coordinator, investigator, decision-maker, or other designated person to facilitate an informal resolution process may not have a conflict of interest or bias for or against Complainants or Respondents generally or specifically to individual Complainants or Respondents.

IV. REPORTING SEXUAL MISCONDUCT

A. Reporting Options

Any individual, including a third party, may make a report concerning sexual misconduct. Complainants and third parties are encouraged to report sexual misconduct as soon as possible to allow LECOM to respond promptly and effectively.

A person who has experienced sexual misconduct under this policy, or a person who witnesses sexual misconduct under this policy, has the right to simultaneously file a complaint with LECOM and to pursue a criminal complaint with law enforcement. Victims and witnesses of sexual misconduct have the right to be assisted by LECOM in notifying law enforcement authorities of sexual misconduct or they can decline to notify such authorities. LECOM may, however, have a statutory reporting obligation when it becomes aware of certain factual allegations. Parties may also have options to file civil actions in court or with administrative agencies.

LECOM has designated the Title IX Coordinator to oversee complaints of sexual misconduct at LECOM. An individual who has experienced sexual misconduct has the right to choose whether to report the incident to LECOM's Title IX Coordinator/designee or a Deputy Title IX Coordinator. These officials are trained to work with individuals who report sexual misconduct and have knowledge about resources and services, both on and off campus, including the availability of supportive measures.

LECOM Title IX Coordinator and Deputy Coordinators

Institutional Title IX Coordinator

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

LECOM Erie

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

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

LECOM Bradenton (including DeFuniak Springs)

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

Dr. Julie J. Wilkinson, Deputy Coordinator
Professor of Pharmacy Practice

(941) 782-5678
jwilkinson@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

Please Note: The Title IX Coordinator and Deputy Coordinators are not confidential sources of support. While they will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. See the list below of outside services which may provide confidential counseling.

Please Also Note: Making a report is different from filing a complaint. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator/designee. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; and/or (3) the filing of a formal complaint. See *Process After Report of Sexual Misconduct* section below for subsequent steps.

B. Electronic and Anonymous Reporting

You may also file a complaint about sexual misconduct using the appropriate links below. While anonymous complaints are accepted, LECOM's ability to address misconduct reported anonymously is significantly limited.

Individuals may use this link on the LECOM portal to electronically file a report of sexual misconduct with LECOM by clicking here: <https://appweb.stopitsolutions.com/login>

Please use the following Access Code to login: **ONELECOM**

An immediate auto-response email with information about resources and options will be sent in response to reports filed electronically.

C. Criminal Reporting Options

LECOM police are employees of LECOM and obligated to promptly report incidents of sexual misconduct that also constitute criminal conduct of which they become aware during the scope of their employment to the Title IX Coordinator, regardless of whether the individual who is making the report chooses to pursue criminal charges.

A Complainant may seek resolution through LECOM's Title IX process. A Complainant may also seek to initiate a criminal complaint, independent of or parallel with any resolution process of

LECOM. LECOM's policy, definitions, and burden of proof may differ from state criminal law. Neither law enforcement's decision whether to prosecute, nor the outcome of any criminal prosecution, is determinative of whether sexual misconduct has occurred under this policy. In cases where there is a simultaneous law enforcement investigation, there may be circumstances when LECOM may need to temporarily delay its investigation while law enforcement gathers evidence. However, LECOM will generally proceed with its investigation and resolution of a complaint even during the time of a pending law enforcement investigation.

Local Law Enforcement

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

Erie, Pennsylvania

Erie Police Department
(814) 870-1125

Millcreek Police Department
(814) 833-7777

Pennsylvania State Police Department
(814) 898-1641

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

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

Bradenton, Florida

Manatee County Sheriff
(941) 747-3011

Bradenton Police Department
(941) 932-9300

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

LECOM Security Office for School of Dental Medicine Building
Located inside the south entrance
4800 Lakewood Ranch Boulevard

Bradenton, Florida 34211
(941) 405-1520

DeFuniak Springs, Florida
Walton County Sheriff
(850) 892-8111

DeFuniak Springs Police Department
(850) 892-8513

Security Office for LECOM DeFuniak Springs Dental Offices
Located inside the main entrance
101 LECOM Way
DeFuniak Springs, Florida 32435
(850) 951-0200

LECOM at Seton Hill in Greensburg, Pennsylvania
Greensburg, Pennsylvania Police Department
(724) 834-3800

Pennsylvania State Police
(724) 832-3288

Seton Hill University (SHU) Police Department
Room 115 Administrative Annex
One Seton Hill Drive
Greensburg, PA 15601
Dial (724) 244-2192 for the officer on patrol (cell phone)

LECOM at Elmira in Elmira, New York
Elmira Police Department
(607) 735-8600

Chemung County Sheriff
(607) 737-2987, ext. 104

New York State Police
(607) 739-8797

LECOM Security Office
Located inside the main entrance
250 West Clinton Street
Elmira, NY 14901
(607) 442-3510

D. External Reporting Options

A person may also file a complaint with the U.S. Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> or calling 1-800-421-3481 or emailing OCR.Philadelphia@ed.gov.

A person may also file a complaint with the Pennsylvania Human Relations Commission by calling 717-787-9780 for the Harrisburg Regional Office; 412-565-5395 for the Pittsburgh Regional Office; or 215-560-2496 for the Philadelphia Regional Office or visiting <https://www.phrc.pa.gov/Pages/default.aspx>.

Employees may also file a charge with the Equal Employment Opportunity Commission regarding an alleged violation of Title VII by calling 1-800-669-4000 or visiting <https://www.eeoc.gov/employees/howtofile.cfm>.

E. Assessment and Timely Warnings

The Title IX Coordinator or designee, in consultation with a Title IX assessment team and others (as necessary), will conduct an initial assessment of the conduct, the reporting party's desired course of action, and the necessity for any interim measures or services to protect the safety of the Complainant or the community. The goal is to eliminate any hostile environment. If a report of misconduct discloses a serious or immediate threat to the campus community, LECOM will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the Complainant.

V. PROCESS AFTER REPORT OF SEXUAL MISCONDUCT

A. Title IX Outreach

Upon receipt of a report of sexual misconduct, the Title IX Coordinator or designee will provide resources and support information by contacting the potential Complainant and offering an initial meeting between the reporting party and the Title IX Coordinator or designee. The initial meeting is optional and the reporting party may decline. The purpose of the initial meeting is for the Title IX Coordinator or designee to gain a basic understanding of the nature and circumstances of the report and provide information about resources, supportive measures, and resolution options to the reporting party.

B. Interim and Supportive Measures

The Title IX Coordinator or a Deputy Title IX Coordinator will promptly contact the Complainant to discuss supportive measures and how they are available with or without the filing of a formal complaint, consider the Complainant's wishes with respect to supportive measures, and explain to the Complainant the process for filing a formal complaint. The Respondent and other affected parties may also be provided supportive measures. These measures may be to protect, assist, and/or to forestall retaliation. LECOM may also take interim measures to protect the LECOM community at large. See the definition of "supportive measures" in the *Definitions* section.

LECOM's primary goal is to ensure that the parties and the LECOM community are safe. Regardless of whether a Complainant chooses to pursue disciplinary action, LECOM will take interim measures to protect those involved and ensure that all safety, emotional, and physical well-being concerns are met.

Reasonable interim measures to protect the safety of the parties will be determined on a case-by-case basis. In making the determination, LECOM will consider, at a minimum, the parties' expressed need, the severity or pervasiveness of the allegations, the continuing effects, the likelihood that the parties will come into contact with each other through daily activities, and whether any legal steps have been taken to protect either party.

Student Supportive Measures:

Some examples of supportive measures LECOM may provide to students include modifying class schedules, workplace schedules, and/or extracurricular activities; assisting in obtaining counseling and academic support services; student financial aid guidance; offering extra time to complete a course if possible; providing escort services on campus from the campus police; and initiating a no contact order. Also see the *Emergency Removal of the Respondent* section.

Staff Supportive Measures:

Some examples of supportive measures LECOM may provide to a staff member include modifying work schedule, workplace department or location, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the employee; initiating a no-contact order; and issuing a *persona non grata* order to prevent a person from coming on campus.

Faculty Supportive Measures:

Some examples of supportive measures LECOM may provide to a faculty member include modifying teaching schedule, workplace schedule, extracurricular schedule, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the faculty member; initiating a no-contact order; and issuing a *persona non grata* order to prevent a person from coming on campus.

C. Formal Complaint

A formal complaint is a document filed by a Complainant alleging sexual harassment against a Respondent and requesting that LECOM investigate the allegation of sexual harassment. A formal complaint may be filed with the Title IX Coordinator or a Deputy Title IX Coordinator in person, by mail, by electronic mail, or using an available online reporting system. A formal complaint filed by a Complainant must have the Complainant's physical or digital signature or otherwise indicate that the Complainant is the person filing the formal complaint.

There is no specific form required to file a formal complaint. Moreover, there is no requirement that the formal complaint include a detailed statement of facts or the name of the Respondent if that is not known.

In addition to a Complainant, there are circumstances when the Title IX Coordinator may sign a formal complaint. Other third parties cannot. A Title IX Coordinator may sign a formal complaint in the absence of one signed by a Complainant in order to protect the educational community. In deciding whether to sign a formal complaint, the Title IX Coordinator may consider a variety of factors, including a pattern of alleged misconduct by a particular Respondent; allegations of the use of violence and/or the use of weapons; or similar factors. The Title IX Coordinator may sign

a formal complaint only after the Title IX Coordinator has contacted the Complainant (the person alleged to have been victimized by sexual harassment) to discuss the availability of supportive measures, considered the Complainant's wishes with respect to supportive measures, and explained to the Complainant the process for filing a formal complaint.

When the Title IX Coordinator decides to sign a formal complaint that originated with an anonymous complaint, the written notice of the allegations must be sent to both parties and include the identity of the parties, if known.

The signing of a formal complaint by the Title IX Coordinator does not place the Title IX Coordinator in a position adverse to the Respondent. When the Title IX Coordinator initiates an investigation based on allegations of which the Title IX Coordinator has been made aware, the Title IX Coordinator is not prevented from being free from bias or conflict of interest with respect to any party.

An investigation and grievance process cannot proceed pursuant to this Title IX policy in the absence of a signed formal complaint. If the Complainant's identity is unknown, the grievance process may proceed if the Title IX Coordinator determines it is necessary to sign a formal complaint. In that case, the written notice of the allegations would not include the Complainant's identity as it is unknown.

A Complainant's formal complaint must be investigated even if the Complainant does not know the Respondent's identity because an investigation may reveal the Respondent's identity. Once a Respondent's identity is known, LECOM will send written notice to both parties.

Formal complaints against more than one Respondent or by more than one Complainant may be consolidated if they arise out of the same facts or circumstances. In that instance, there may be a combined grievance process. A consolidation of formal complaints may include counter-complaints by one party against the other party.

D. Emergency Removal of the Respondent

LECOM is permitted to remove a Respondent from its education program or activity on an emergency basis if LECOM undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In that instance, LECOM will provide the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

E. Dismissal After Filing of a Formal Complaint

The Title IX grievance process described in this policy applies only to alleged sexual harassment that occurred in a LECOM education program or activity against a person in the United States. The terms "sexual harassment" and "education program or activity" are defined above in the *Definitions* section.

Formal Title IX complaints must be dismissed if the alleged conduct:

- was not "sexual harassment" as defined; or

- did not occur in a LECOM education program or activity as defined; or
- was not perpetuated against a person in the United States (i.e. in another country and not in the United States)

Formal Title IX complaints may be dismissed (or it may be decided that the Title IX process continue) if at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein
- The Respondent is no longer enrolled at or employed by LECOM
- Specific circumstances prevent LECOM from gathering enough evidence to reach a determination as to the formal complaint or the allegations therein

Upon a dismissal of a formal complaint, written notice of the dismissal and reasons therefor will be sent to the parties simultaneously. In the event that LECOM dismisses the Title IX formal complaint, LECOM may proceed using the non-Title IX code of conduct violation process.

F. Notice After Filing of a Formal Complaint

When a formal complaint is received (whether signed by the Complainant or the Title IX Coordinator), written notice must be sent to the known parties that includes:

- Notice of the grievance process including any informal resolution process
- Notice of the allegations of potential sexual harassment including sufficient details, if known at the time (identities of the parties involved in the incident; conduct allegedly constituting sexual harassment; date and location of the alleged incident(s))
- A statement that the Respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process
- A statement that the parties may have an advisor of their choice who may be, but is not required to be, an attorney
- A statement that the parties may inspect and review the evidence as permitted by this policy and law after the investigation
- A statement that knowingly making false statements or knowingly submitting false information during the Title IX grievance process violates LECOM's code of conduct.

Known parties will be provided notice of additional allegations being investigated not included in the initial notice.

VI. SEXUAL MISCONDUCT GRIEVANCE AND RESOLUTION PROCESS

A. Informal Resolution

Only after a formal complaint has been filed, the parties may decide to participate in an informal resolution process, however such participation may not be required. LECOM may facilitate an informal resolution process at any time prior to reaching a determination regarding responsibility. Informal resolution processes do not involve a full investigation and adjudication and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

At any time prior to agreeing to a resolution, any party may withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. The parties must

provide voluntary written consent for an informal resolution process to proceed. In that event, the parties must be provided written notice disclosing the allegations and the requirements of the informal resolution process. No informal resolution process is available regarding allegations that an employee sexually harassed a student.

B. Participant Roles

The roles of complainant, respondent, parties, witness, and advisor are defined above in the *Definitions* section. All participants have the responsibility to be truthful with the information they share at all stages of the process. Any individual who knowingly or intentionally provides false information in any stage of the process may be subject to discipline. This provision does not apply to a good faith report that is not substantiated or proven by a preponderance of the evidence.

The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s). The Title IX Coordinator may serve as the investigator.

C. Conflict of Interest

Parties have the opportunity to raise the issue to the Title IX Coordinator of a potential conflict of interest within two (2) days of being advised of the identity of the investigator(s) or decision-maker(s) and others on the resolution team, including appeals. No investigator, decision-maker, or others on the resolution team, including appeals, will make findings or determinations in a case in which they have a conflict of interest. The Title IX Coordinator or designee will determine whether a conflict of interest exists.

D. Burden of Proof

The burden of proof refers to who has the responsibility of showing a violation has occurred. It is always the responsibility of LECOM to satisfy the burden of proof. The Respondent does not have the burden to prove that a violation did not occur. Respondents may decide not to share their side of the story or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from LECOM and does not indicate responsibility. Additionally, there will not be an adverse inference against a Respondent for the Respondent's refusal to participate in an investigation or hearing, nor will Respondent's refusal to participate result in increased sanctions if the Respondent is found responsible for the accusations.

E. Standard of Proof

LECOM uses the preponderance of the evidence standard in investigations and adjudications of complaints alleging sexual misconduct and any related violations. This means that it is determined whether it is more likely than not that a violation of the policy occurred.

F. Timeline for Resolution

LECOM will resolve all cases in a reasonably prompt manner with the goal of conducting grievance processes fairly in a way that reaches reliable outcomes. The timeline may vary based on the circumstances of the case, including breaks in the academic calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Reasonable delays may be made for good cause. Good cause for short-term delays includes, but is not limited to, absence of the parties and/or witnesses due to reasonable causes, concurrent law enforcement activity, transportation needs for parties and/or witnesses, technology issues to troubleshoot to facilitate a live hearing, the need for language assistance or accommodation of disabilities, and the need to provide an advisor for a hearing.

While LECOM will attempt to accommodate the schedules of parties and witnesses throughout the grievance process in order to provide parties with a meaningful opportunity to exercise their rights under this policy, a grievance process can proceed to conclusion even in the absence of a party or witness.

G. Retaliation Prohibited

LECOM does not tolerate retaliation and will pursue actions against those who take retaliatory measures against reporters, witnesses, or parties. Neither LECOM nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing.

Retaliation includes intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment if the purpose is to interfere with any right or privilege secured by Title IX.

Complaints alleging retaliation may be filed according to the Title IX grievance procedures for sex discrimination. An individual may be charged with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding, however a determination regarding responsibility is not sufficient alone to conclude that a party made a materially false statement in bad faith.

H. Investigation Process of a Formal Complaint

If it is appropriate and the parties choose and complete an informal resolution process there may be no formal investigation. If necessary, a full investigation will be promptly engaged. Such investigations will include interviews with the Complainant, Respondent, and relevant witnesses. In conducting the investigation, the manager of the investigation/resolution process may be assisted by other individuals, including special consultants engaged for the particular investigation. A thorough review of pertinent physical and documentary evidence will also occur. The evidence may include photographs, videos, electronic messages (including emails and text messages), social media postings, and any other relevant resources. The parties should be most scrupulous in preserving all evidence.

The parties are not granted the right to depose parties or witnesses, nor to invoke a court system's subpoena powers to compel parties or witnesses to appear at hearings.

About the investigation process:

- A Complainant is not required to participate in the Title IX process or to provide any information to the Title IX Coordinator.
- LECOM may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity and were made and maintained in connection with the provision of treatment to the party unless the party provides voluntary written consent to do so for a grievance process.
- Both parties must be given an equal opportunity to present fact and expert witnesses and other inculpatory and exculpatory evidence.
- Neither party should be restricted in the ability to discuss the allegations under investigation or to gather and present relevant evidence.
- Both parties must have the same opportunities, if any, to have others present during any meeting or grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- LECOM may establish restrictions regarding the extent to which the parties' advisors may participate in the proceedings; such restrictions shall apply equally to both parties.
- Both parties must be given written notice of all hearings, investigative interviews, or other meetings at which they are invited or expected to attend with sufficient time to prepare. Notice must include the date, time, location, participants, and purpose.
- Both parties must be provided with an equal opportunity to inspect and review any evidence obtained in the investigation of the allegations raised in a formal complaint, including evidence LECOM does not intend to rely on in reaching a determination regarding responsibility. Such evidence includes inculpatory and exculpatory evidence. It includes evidence obtained from a party or other source.
- Non-participating Complainants must also be given the opportunity to inspect, review, and respond to the evidence.
- Prior to completion of the investigative report, both parties must be sent (including their advisor, if any), the evidence subject to inspection and review in an electronic format or a hard copy and given at least ten days to submit a written response. The investigator must consider such written responses prior to completion of the investigative report. This evidence must be available at any hearing so that it may be referred to or used for cross-examination.
- LECOM may impose on the parties and each party's advisor restrictions or require a non-disclosure agreement (NDA) not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process, as long as doing so does not violate Title IX regulations or other applicable laws.

About the investigation report:

After the investigation and the parties have been given an opportunity to submit a response to the evidence they were able to inspect and review, the investigator will create an investigative report that summarizes the relevant evidence. The report must be sent at least ten days prior to a hearing or other time of determination regarding responsibility to each party and each party's advisor, if any. The report must be sent in an electronic format or a hard copy for their review and written response.

All evidence summarized in the investigative report must be relevant. Evidence is relevant if it is probative of any material fact concerning the allegations, with exceptions. The investigator may redact from the investigative report information that is not relevant and also information protected by a legally recognized privilege, or treatment records for which there is no written consent to use. The investigative report may include facts and interview statements.

The investigator may include recommended findings or conclusions in the investigative report, however the decision-maker is under an independent obligation to objectively evaluate relevant evidence and cannot simply defer to the recommendations made by the investigator in the investigative report.

A single investigative report may be made in the context of a grievance process that involves multiple Complainants, multiple Respondents, or both.

I. Hearings

Formal complaints not dismissed or resolved by informal resolution will proceed to a live hearing. Elements of the live hearing follow.

- Hearings are held live, however at the request of either party, the live hearing may occur with the parties located in separate rooms with technology enabling the decision maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
- Parties' advisors may represent parties during the entire live hearing.
- Parties must inform LECOM at least seven (7) days prior to a hearing whether the party intends to bring an advisor of choice to the hearing. If the party does not intend to bring an advisor of choice, LECOM will appoint an advisor for that party for the hearing.
- If a party appears at a hearing without an advisor and LECOM did not have the seven day advance notice to appoint an advisor for the party, the hearing will stop and may be rescheduled if necessary to permit LECOM to assign an advisor to that party to conduct cross-examination.
- Parties and advisors must participate respectfully and non-abusively during a hearing; this includes not yelling at the other party or others in the hearing. If a party's advisor refuses to act in a respectful and non-abusive manner, LECOM may require the party to use a different advisor.
- LECOM may permit the parties' advisors to make brief opening or closing statements.
- LECOM may make an opening or closing statement.
- LECOM may present evidence to the decision-maker which may be used by the decision-maker in reaching a determination regarding responsibility.
- The decision-maker has the right and responsibility to ask questions and elicit information from parties and witnesses on the decision-maker's own initiative to aid the decision-maker in obtaining relevant evidence both inculpatory and exculpatory, and the parties also have an equal right to present evidence in front of the decision-maker so the decision-maker has the benefit of perceiving each party's unique perspective about the evidence.
- At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses relevant and follow-up questions, including to challenge

credibility. Cross-examination must be conducted directly, orally, and in real time by the party's advisor, but never by a party personally.

- Only relevant cross-examination and other questions may be asked of a party or witness. Before a question is answered by a party or witness, the decision-maker(s) must first determine whether the question is relevant and explain decisions to exclude a question as not relevant.
 - In determining what evidence is relevant, a layperson's determination that a question is not relevant is made by applying logic and common sense, but not against a backdrop of legal expertise.
 - At a hearing, a decision-maker may find that a question is irrelevant because it is not probative of any material fact concerning the allegations.
 - Where evidence is duplicative of other evidence, the decision-maker may deem the evidence not relevant.
 - Information that is not relevant includes information protected by a legally recognized privilege and any party's medical, psychological, and similar records unless the party has given voluntary written consent.
 - Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless such evidence is offered to prove that someone other than the Respondent committed the alleged conduct or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
 - Relevant evidence will not be excluded solely because such relevant evidence may be unduly prejudicial, concern prior bad acts, or constitute character evidence.
 - Written questions may not be submitted for the purpose of ascertaining relevance prior to or during a hearing.
 - The advisors may discuss the relevance determination with the decision-maker during the hearing, however there will be no challenging the relevance determination after receiving the decision-maker's explanation during the hearing.
- Parties and witnesses may not waive a question.
- The decision-maker(s) cannot draw an inference about responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- Where a grievance process is initiated because the Title IX Coordinator, and not the Complainant, signed the formal complaint, the Complainant who did not wish to initiate a grievance process remains under no obligation to then participate in the grievance process.
- LECOM will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review. LECOM is not obligated to send the parties a copy of the recording or transcript.
- The decision-maker(s) must issue a written determination regarding responsibility using the standard of evidence adopted, preponderance of the evidence.
 - The decision-maker must objectively evaluate all relevant evidence, both inculpatory and exculpatory, and independently reach a determination regarding responsibility without giving deference to the investigative report.

- Admissible, relevant evidence must be evaluated for weight or credibility by the decision-maker.
- Credibility determinations are not based solely on observing demeanor, but also are based on other factors (e.g., specific details, inherent plausibility, internal consistency, corroborative evidence).
- The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility is a matter to be decided by the decision-maker after having the opportunity to ask questions of parties and witnesses and observing how parties and witnesses answer the questions posed by the other party.

Possible remedies and disciplinary sanctions:

Upon a finding that the Respondent was responsible for the alleged actions constituting prohibited activities under this policy, the potential penalties range from remedies similar to supportive measures to probation, suspension, and dismissal from LECOM.

J. Decision-Maker's Written Determination

The written determination must include:

- Identification of the allegations potentially constituting sexual harassment
- A description of the procedural steps taken from the receipt of the formal complaint through the determination. Include notifications to the parties, interviews with the parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
- Findings of fact supporting the determination. The decision-maker must lay out the evidentiary basis for conclusions reached in the case.
 - There is no requirement that the written determination address evaluation of contradictory facts, exculpatory evidence, "all evidence" presented at a hearing, or how credibility assessments were reached.
- Conclusions regarding the application of LECOM's code of conduct to the facts
- A statement with the determination regarding responsibility for each allegation and the rationale for each such determination
- Disciplinary sanctions to be imposed on the Respondent
- Whether remedies designed to restore or preserve equal access to LECOM's education program or activity will be provided to the Complainant, however the nature of the remedies provided to the Complainant should not appear in the written determination. Remedies which do not directly affect the Respondent must not be disclosed to the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies.
- Procedures and permissible bases for the Complainant and Respondent to appeal

The written determination must be provided to the parties simultaneously. The determination regarding responsibility is final either on the date that the written determination of the result of an appeal is provided to the parties, if an appeal is filed, or on the date when an appeal would no longer be considered timely.

If it is determined that a violation of the Title IX policy did not occur, but the reported behavior would violate a different LECOM policy such as the student code of conduct, the case may be referred for resolution as appropriate.

K. Right to Appeal

Both parties may appeal from a determination regarding responsibility and from a dismissal of a formal complaint or any allegations therein on these bases:

- Procedural irregularity that affected the outcome of the matter
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter

The other party will be notified in writing when a party files an appeal and will be provided the appeal document. The other party may file a written statement in response to the appeal within seven (7) business days of the date the appealing party's appeal was provided.

An appeal must be filed with the Title IX Coordinator within seven (7) business days of the date of the decision-maker's written determination. The appeal must include an explanation of the basis of the appeal. The Title IX Coordinator will forward the appeal, the decision-maker's written determination, and all other materials from the investigation and hearing to the President of LECOM for a final decision.

The President will review the materials provided using a preponderance of the evidence standard and will issue in a reasonably timely manner an Appeal Outcome Letter detailing the final decision and the rationale for the result, which may affirm, reverse or modify the determination of the decision-maker. The decision of the President is final. The written appeal decision will be simultaneously provided to both parties.

VII. RIGHTS AND RESPONSIBILITIES

- A. Reports and complaints have different meanings. An individual has a right to make a report of sexual misconduct to LECOM, which may be accompanied by request for supportive measures. An individual also has a right to make a complaint of sexual misconduct, which is a request to initiate LECOM's informal resolution process or a formal disciplinary process, which includes an investigation and may proceed to a formal hearing.
- B. Prior to the conclusion of a sexual misconduct investigation, the reporting party may request to withdraw the complaint by contacting the Title IX Coordinator or designee in writing. He or she will determine whether to close the case or conclude the investigation without the Complainant's continued participation.
- C. An individual also has the right to report sexual misconduct to law enforcement, separate and apart from any report or complaint made to LECOM.
- D. At the time a report is made, the reporting party does not have to decide whether to file a complaint or make a report of sexual misconduct to law enforcement.

- E. An affected party has the right to request supportive measures from LECOM, which may include interim contact restrictions.
- F. The reporting party has the right to seek medical treatment to address physical and mental health and to preserve evidence.
- G. A report may become a formal complaint, either initiated by the Complainant or the Title IX Coordinator. To file a formal complaint, please contact the Title IX Coordinator/designee.

VIII. CRIME VICTIM AND OTHER COUNSELING SERVICES

Erie, Pennsylvania Resources

Crime Victim Center of Erie County

24 hour hotline: (814) 455-9414

Safe Harbor Mental Health

24 hour Crisis Center: (814) 456-2014

Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)

24 hour crisis hotline: (814) 454-8161

Main number: (814) 455-1774

Millcreek Community Hospital

Main hospital number: (814) 864-4031, ask for Behavioral Health

Stairways Behavioral Health

(888) 453-5806

Physicians Health Programs (PHP; Pennsylvania)

(866) 747-2255 or (717) 558-7819

Secundum Artem Reaching Pharmacists with help (SARPh)

(800) 892-4484 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

Elmira, New York Resources

Family Services of Chemung County

(607) 733-5696

Chemung County Crisis Program

(607) 737-5369

New York State Domestic Violence Hotline

(800) 942-6906

Sexual Assault Resource Center

(888) 810-0093

Committee for Physicians Health (New York)

(518) 436-4723

New York Students' Bill of Rights **

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the Respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or Respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

** Applicable to students enrolled at LECOM at Elmira.

APPENDIX M - 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.

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Joan L. Moore, D.O.

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

Mr. Richard P. Olinger

Ms. Nancy Peaden

Mr. Dennis M. Styn

Mr. Thomas J. Wedzik

APPENDIX N - LECOM ERIE: COLLEGE OF OSTEOPATHIC MEDICINE AND SCHOOL OF PHARMACY -

ADMINISTRATION, FACULTY AND STAFF

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Silvia M. Ferretti, D.O.

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Professor 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

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Vice President of Fiscal Affairs/CFO

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Director of Behavioral Health

Helen R. McKenzie

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Director of Student Affairs

David P. Fried, Ph.D.
Director of Student Affairs, Emeritus

Colleen Pamula
College Receptionist

Office of Financial Aid

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Financial Aid Director

Elise Lee
Assistant Director of Financial Aid

MacKenzie Link
Financial Aid Counselor

Office of Admissions

Lisa Kalivoda
Director of Admissions /Career Counseling

Kayla Johnson
Medicine Admissions Coordinator

Madelyn Pike
Admissions Counselor

Jordan Koper, M.S.
Pharmacy Admissions Coordinator

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Institutional Registrar

Morgan Rospierski
Assistant Registrar

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Institutional Director, LECOM Learning Resource Centers

Andrew R. Krol, M.L.I.S
Assistant Director, LECOM Learning Resource Center
LECOM Erie

Deb Servey M.L.S.
Health Science Librarian

Dexter Honeycutt, Jr., M.L.I.S.
Health Science Librarian

Susan Mason, M.L.I.S
Health Science Librarian

Andrew Koval M.S.L.S.
Health Science Librarian
LECOM at Seton Hill

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Marcie Head
Purchasing Assistant

Cindy Ingaldi
Purchasing and Bookstore Assistant

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Institutional Director Information Technology
And Data Security Officer

Edward C. Johns
Director of Telecommunications

Justin Jarrett
Institutional 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
Director of Enterprise Services

Alex Borisov
Enterprise Support Technician

James Stearns
Clinical Network and Digital Signage Technician

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IT Service Manager/Facility Coordinator
LECOM at Seton Hill

Andre Torres

Software Developer and Data Analyst

Jesi Bartlett

Student Information Systems Coordinator

Mark Badaracco

Senior Software Engineer and Data Analyst

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Jennifer M. Cass

Payroll Clerk / Staff Accountant

Tiffany Neely

Bursar

Amy Majczyk

Staff Accountant

Kelly Murray

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Acting Institutional Director of
Communications and Marketing

Stephanie Bruce

Senior Communications and Marketing Specialist

MSGR. David A. Rubino Ph.D.

Institutional Director of External Affairs

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Brian J. King

Director of Building Operations

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Associate Director of Human Resources

Wendy L. Grafius
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Recruitment Specialist

Allison Wakley, M.S.Ed.
Human Resource Generalist and

Christopher Workman, SHRM-CP
Human Resource Generalist

Robert Wood, SPHR
Human Resource and Payroll Coordinator

Stephen M. Fetzner, J.D.
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Earl Cook
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Harry E. Whipple, III
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Chad Carrier
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Dupree DeBoe
Food Service Manager

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