



# **GRADUATE SCHOOL OF BIOMEDICAL SCIENCES**

## **ACADEMIC CATALOG AND STUDENT HANDBOOK**

**2023-2024**



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**LECOM**  
**Graduate School of Biomedical Sciences**  
**2023 – 2024 Academic Calendar**

Academic Year Begins –	July 31, 2023
Labor Day (No Classes)	September 4, 2023
Thanksgiving Break (No Classes)	November 22 - 24, 2023
Classes Resume	November 27, 2023
Semester Ends	December 15, 2023
Second Semester Begins	January 3, 2024
MLK Day (No Classes)	January 15, 2024
Semester End Date	May 10, 2024
Commencement	May 26, 2024

**2024 – 2025, 2025 – 2026, 2026 – 2027 Academic Calendars**

<b>Calendar Events</b>	<b>2024 – 25</b>	<b>2025 – 26</b>	<b>2026 – 27</b>
Academic Year Begins	August 5	August 4	August 3
Labor Day – No Classes	Sept. 2	Sept. 1	Sept. 7
Thanksgiving Break - No Classes	Nov. 27-29	Nov. 26-28	Nov. 25-27
Classes Resume	Dec. 2	Dec. 1	Nov. 30
Semester Ends	Dec. 20	Dec. 19	Dec. 18
Second Semester Begins	Jan. 6	Jan. 5	Jan. 4
MLK Day (No Classes)	Jan. 20	Jan. 19	Jan. 18
Semester End Date – 2 <sup>nd</sup> Year	May 16	May 15	May 14
Commencement	June 1	May 31	May 30

# 1. GENERAL INFORMATION

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

This publication is a reference guide for students in all programs offered by LECOM's Graduate School of Biomedical Science, leading to the degrees granted by the School. The Academic Catalog and Student Handbook contains information about academic standards, grading, class attendance, tuition and fees, refund policy, student promotion, retention, graduation, academic freedom, students' rights and responsibilities, the filing of grievances and appeals, along with other information about LECOM and pertinent to the student body. Separate reference guides are provided for the School of Pharmacy, School of Dental Medicine, School of Podiatric Medicine, Graduate School of Biomedical Sciences, School of Health Services Administration, and the Masters of Medical Sciences in Bradenton. In addition, there is a Clinical Clerkship Manual that covers additional topics pertinent to the clinical years and clinical curriculum.

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

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

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

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

## 1.2. INSTITUTIONAL MISSION STATEMENT OF THE LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE AND VALUES

### **Institutional Mission Statement**

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

**Institutional Values** indicate how we desire to behave with one another and how we regard our professional community. With its holistic focus on creating an effective learning environment, the LECOM administration, faculty and student body work together to achieve the following:

1. **Quality in Osteopathic Medical Education**  
continuous improvement of performance that meets or exceeds administrative, faculty and student expectations.
2. **Acceptance of Accountability**  
affirmative response to and action on duties and responsibilities given.
3. **Cooperative Relationship**  
a joint effort and a caring commitment to achieve common goals.
4. **Trust, Honesty, and Integrity**  
adherence to values; truthfulness, worthy of confidence.
5. **Collegiality**  
the spirit of working together for the common good.
6. **Commitment to the Whole**  
an allegiance to a positive course of action for the good of the whole.
7. **Respect for Different Perspectives**  
reverence for and dignified treatment of each individual.
8. **Diversity**  
distinction with identity.
9. **Proactive Organization**  
persistence, preservice and leadership to achieve a vision and strategic goals.

### **1.3. HISTORY OF LECOM**

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

As the 20th Century drew to a close, those in governance of Millcreek Community Hospital (MCH) in Erie, Pennsylvania, were faced with a problematic decision. In an era during which it was becoming increasingly difficult to attract new physicians to the calling, this small community hospital sought to maintain its position of leadership within the field of health care. The dilemma was dissected by the group of visionaries at MCH who, through their astute prescience and vigilant observations, made a decision to open a new school of medicine.

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

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

In March 1989, the Board of Trustees assembled an Osteopathic Medical School Task Force that began to explore the feasibility of founding a new osteopathic medical school. The Lake Erie College of Osteopathic Medicine (LECOM) was established as the 16th college of osteopathic medicine in the nation with its receipt of a Commonwealth of Pennsylvania Charter in December 1992. The Charter Class began on August 9, 1993 at a new campus on West Grandview Boulevard in Erie, Pennsylvania.

With the graduation of the LECOM inaugural class on May 24, 1997, the College received full accreditation from the American Osteopathic Association. Since that time, LECOM has granted the Doctor of Osteopathic Medicine (DO) Degree to more than 8,200 graduates.

For almost three decades, the Lake Erie College of Osteopathic Medicine has realized its foundational promise under the skillful and steady direction of its President and CEO, John M. Ferretti, D.O., who has established, expanded, and advanced the LECOM mission.

Dr. Ferretti is a Board Certified Internist who was among the College founders and who is a nationally recognized leader in osteopathic medicine. Dr. Ferretti's visionary leadership of the whole of the Institution has ushered in an era of national prominence and unprecedented growth.

In 2000, within a period of only eight years after its founding, LECOM experienced an intensity of rapid growth as a small group of first-year medical students arrived as pioneers in a new Learning Pathway. LECOM would be the first of its kind to introduce an effectively innovative approach to medical education, Problem-Based Learning (PBL). By working in small groups through a paradigm of self-directed study, PBL students are tasked to think clinically and to solve problems in the same way in which a physician diagnoses a patient.

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

A continually growing medical and wellness campus also stretches along Peach Street in Erie as the College and community engage in the whole-body wellness paradigm that has become LECOM Health, the only health system in the United States with an Osteopathic Academic Health Center. The College, Millcreek Community Hospital, and Medical Associates of Erie - the clinical practice network of physician offices located in Erie County - form the core of this highly innovative medical education and patient care system.

True to the College mission, to provide primary health care to Northwestern Pennsylvania, LECOM achieved another milestone with the addition of its School of Pharmacy. The Commonwealth of

Pennsylvania approved the LECOM School of Pharmacy in May of 2001 with its unique three-year, accelerated curriculum. Classes began in September of 2002, and LECOM held its first pharmacy school graduation in June of 2005. Following that commencement, the LECOM School of Pharmacy received full accreditation from the Accreditation Council for Pharmacy Education. Since that time, LECOM has granted the Doctor of Pharmacy (PharmD) degree to more than 3,300 graduates.

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

in 2011.

In keeping with its proven tradition of leading the field in medical education, LECOM initiated the Masters of Science in Medical Education Degree Program at the Erie campus in 2005. This postgraduate course became the first distance education program at LECOM and it trains physicians to become teachers and leaders in the clinical education of future physicians. In addition to filling the need for teaching physicians, LECOM recognized the need for professors who could teach anatomy, one of the vital basic sciences required in medical education, so the College introduced a Doctor of Philosophy (Ph.D.) in Anatomy Education.

To further the education of potential medical, pharmacy, and dental school recruits, the College also offers the Masters of Science in Biomedical Sciences Degree, a Masters in Medical Science Degree, and the Health Sciences Post Baccalaureate Certificate.

Seeking to quickly and effectively fill the need for more physicians, LECOM added two accelerated programs in the medical college: the Primary Care Scholars Pathway (in 2007), and the Accelerated Physicians Assistant Pathway (in 2011). These Programs allow qualified students to complete the Doctor of Osteopathic Medicine Degree in just three years.

The vision of LECOM continued in 2009, with the extension of LECOM Erie to the campus of the private liberal arts institution of Seton Hill University in Greensburg, Pennsylvania. LECOM at Seton Hill added an additional 104 medical students to the first-year class, and now, it has an ever increasing medical school enrollment.

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

Ever vigilant to marking innovative trends in education, LECOM added two distance education pathways in 2014. The School of Pharmacy Distance Education Pathway is one of only four online-distance education programs in the nation for pursuing the Doctor of Pharmacy Degree. The online classes for the Masters in Health Services Administration have provided the highly sought after opportunity for professionals aspiring to take leadership roles in the administration of hospitals, clinical practices, and in other healthcare facilities. Realizing that healthcare professionals are encountering cultural and social attitudes, values, and beliefs that may differ from their own personal perceptions, LECOM developed an online degree for the Master in Science in Biomedical Ethics Degree. This Program fills the need for healthcare workers and administrators who are better prepared to recognize and effectively handle the ethical complexities and dilemmas woven into modern medical practice.

Augmenting the noteworthy educational advancements, LECOM has been ever cognizant of its role in community enrichment, service, and the promulgation of health for all. With the 2009 opening of the John M. and Silvia Ferretti Medical Fitness and Wellness Center, the College founded a medically integrated wellness center that not only serves the fitness and medical education needs of LECOM students and employees of LECOM Health, but one that also offers to the populace of Erie County an opportunity to pursue a better quality of life through prevention and wellness.

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

In 2015, as LECOM wholly recast the very paradigm in comprehensive patient-centered health care, the LECOM Institute for Successful Aging opened the 144-bed LECOM Senior Living Center adjacent to Millcreek Community Hospital. The welcoming and homelike environment, coupled with a skilled nursing facility, is the next generation of innovative, compassionate, and comprehensive health care designed specifically for older adults.

Ever aware of changing community needs, LECOM recognized the disproportionately growing senior population in Erie County by adding a multifaceted component to its health care programs for older adults. As part of the LECOM commitment to wellness for this growing age group, LECOM purchased Parkside Senior Living Communities consisting of three independent living and personal care apartment complexes, located in Erie, North East, and Millcreek. And added two additional long-term care facilities, LECOM at Village Square and LECOM Nursing and Rehabilitation Center.

The prodigious undertaking further solidifies LECOM as the seminal provider of a healthful and proactive amalgam of comprehensive services that afford older adults independent decision-making options throughout each part of the continuum of care.

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

Thus, the Lake Erie College of Osteopathic Medicine met the new year of 2016 with multiple acquisitions, including Corry Memorial Hospital, LECOM Nursing and Rehabilitation Center, and the Visiting Nurse Association of Erie County. Growth continued in 2017, as LECOM Health (joined by Allegheny Health Network) became a partner with Warren General Hospital in Warren, Pennsylvania.

In January of 2014, the College began its Graduate School of Biomedical Sciences with the Master of Science in Medical Education (MSMed Ed), the Master of Science in Biomedical Sciences (MSBS), the Master of Medical Science (MMS), the Doctoral Program in Medical Education, the Doctoral Program in Anatomy Education, the Doctoral Program in Medical Microbiology Education, the Doctoral Program in Pharmacy Education, and the Master of Science in Nursing – Clinical Nurse Leader (MSN-CNL) programs. The Graduate School of Biomedical Sciences was established to provide educational and research opportunities for students in a variety of different career paths.

In September of 2018, LECOM announced the formation of the LECOM School of Health Services Administration (SHSA). The school teaches the business of healthcare as it prepares future leaders to meet the evolving need for competent and well-trained administrators and providers.

The SHSA program offers the Doctor of Healthcare Administration (DHA), Master in Health Services Administration (MHSA), Master of Science in Medical Cannabinoid Therapeutics (MS MCT), Master of Science in Biomedical Ethics (MSBE), and Masters in PublicHealth (MPH). The LECOM SHSA programs provide students with indispensable knowledge, leadership, and communication skills required to plan, direct, and coordinate medical and health service organizations such as hospitals, health care facilities, public health care organizations, pharmacies, private practice groups, and senior living centers. The knowledge gained from these programs is vital to the understanding, planning, and implementation of sound fiscal policy, strategic planning, industry compliance, ethics, and responsible governance.

The beginning of all promising enterprises, undertakings, or accomplishments begins with an idea. With that idea usually follows a set of circumstances, which, in retrospect, appear to have forecast a prophetic outcome.

On July 15, 2019, the New York State Board of Regents approved the LECOM request to operate its Doctor of Osteopathic Medicine Program in Elmira, New York. With this approval, LECOM welcomed 120 first-year medical students to its newest campus, LECOM at Elmira, in July of 2020.

An expansive, 49,000 square foot state-of-the-art academic building now houses LECOM on the Elmira

College campus in Elmira, New York, where LECOM scholars are now trained in the medical excellence that defines a LECOM education.

The leadership at LECOM has held fast to the tenet that the great use of life must be spent for something that will outlast it. Every LECOM endeavor has spoken to that noble end, and in every mission, enduring service and unyielding exceptionalism has been at its heart.

In August of 2019, officials with Corry Memorial Hospital (CMH), an affiliate of LECOM Health, celebrated the Grand Opening of the Corry Medical Arts Building. The state-of-the-art facility is now the home of the Corry Rural Health Clinic as well as offices for primary care and specialty physicians. Residents of Corry, Pennsylvania now have access to expanded healthcare options allowing them to receive high-quality care in their own region. The clinic offers a broad spectrum of services, including family medicine, geriatrics, internal medicine, podiatry, urology, endocrinology, orthopedic surgery, OB-GYN, general surgery, and gastroenterology.

In September of 2019, LECOM Health opened an outpatient pharmacy on Peach Street and it acquired Colonial Family Pharmacy. As of November of 2020, both pharmacies were branded as Colonial Family Pharmacy. LECOM Health has extended its ever stalwart commitment to the Erie region by offering pharmacy services at two convenient Erie locations. Colonial Family Pharmacy offers outpatient pharmacy services in the small-town, personalized, and friendly manner that customers have come to expect from community pharmacies. Recommendations for the correct over-the-counter products for specific needs or conditions - including smoking cessation, pain management, diabetes, and high blood pressure - are backed by the knowledge and training that is the hallmark of the LECOM imprimatur.

In January of 2020, LECOM Health consolidated many of its mental health services. With the opening of the LECOM Institute for Behavioral Health, outpatient psychiatric care and medication management became readily accessible from a team of ten psychiatrists, as well as from expert counselors and compassionate support staff. An established leader in behavioral health care, LECOM Health began providing the needed services at Millcreek Community Hospital in 2001.

Already the fourth largest provider of behavioral health services in Pennsylvania, continuing enhancement and development of behavioral health services has been an ongoing theme at LECOM.

The LECOM Institute for Behavioral Health offers 101 psychiatric and inpatient detox beds at MCH; and recently, it has added a new, 10-bed residential psychiatric health facility for children and adolescents designed to assist youngsters between the ages of seven and seventeen who are navigating emotional difficulties.

Further augmenting the wide range of behavioral healthcare offerings at the Institute, the newly affiliated Achievement Center of LECOM Health provides quality therapeutic services to children and families throughout the region. Achievement Center programs are designed to meet the unique needs of children and adolescents who are experiencing emotional, social, physical, or behavioral challenges.

Furthering its enduring pledge to the healthful improvement of underserved areas, LECOM opened the Union City Rural Health Clinic in June of 2020.

LECOM Health opened its newest senior residential facility in November of 2020. Parkside at Corry features 39 spacious and beautifully designed apartment homes. Boasting a wide range of amenities and services, Parkside at Corry promotes an independent and healthful senior lifestyle.

Early in 2021, LECOM combined the resources of LECOM Health and Corry Counseling Services to further expand behavioral healthcare options, particularly in rural and underserved locales. For more than four decades, Corry Counseling Services has assisted children and adults with mental and developmental disabilities throughout Erie, Warren, and Crawford Counties; now, as part of LECOM Health, the mission expands and strengthens.

In July 2021, LECOM purchased the former Porreco Campus from Edinboro University of Pennsylvania. The newly named LECOM Education Center sits on the 28-acre property on West 38th Street, about seven miles outside of Erie. The new facility will be used for small group study for the medical schools Problem Based Learning and Directed Study programs.

Now, in its 30th year, LECOM has established an unassailable reputation as a leader in medical education and patient care, with its graduates highly sought after in the fields of medicine, pharmacy, and dentistry. LECOM also has set the standard for affordable education in a private medical college setting where graduates achieve outstanding board scores and journey forward to make a difference in the field of health care.

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

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

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

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

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

#### **1.4. STATEMENT OF NONDISCRIMINATION**

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

LECOM seeks to admit qualified students and hire qualified employees for the creation of a diverse body of thought and interest within its community of scholars. Our definition of diversity includes race/ethnicity, religion, gender or sex to include sexual orientation, gender identification, and gender expression, national origin, ancestry, ethnicity citizenship, age, genetic characteristics, disability, or any other characteristic, but is certainly not limited to those considerations. The candidate's background in the sciences, future career intentions, unique abilities, personality, and general accomplishments also are carefully reviewed in seeking to have a diverse student body. For instance, a student who has demonstrated unique talents and skills in research, or who has a unique life mission in public health



service, brings to our student body another important measure of diversity.

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

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

#### **1.4.1. STATEMENT ON INTOLERANCE**

LECOM is committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others. Toward that end LECOM provides opportunities for educational programs and activities to create an inclusive environment.

### **1.5. OFFICE OF DIVERSITY, EQUITY, AND INCLUSION**

LECOM's initiative to support this educational undertaking is through the Office of Diversity, Equity, and Inclusion. Teresa Hunter-Pettersen M.D., M.P.A., M.S., Associate Professor of Medical Education, is the Institutional Director of Diversity, Equity, and Inclusion. Through Dr. Pettersen's efforts, LECOM has established the following Mission, Vision, Purpose, and Value Statements:

#### **DEI Mission Statement**

The mission of the Lake Erie College of Osteopathic Medicine is to prepare students to become osteopathic physicians, pharmacy practitioners, and dentists' podiatrists, nurses, educators, and members of the health service vocations 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.

#### **DEI Vision Statement**

The vision statement of Lake Erie College of Osteopathic Medicine's (LECOM) is to celebrate the oneness of humanity, to foster meaningful discourse in an educational environment that supports a humble posture of learning that is systematic across all Institutional Programs; steep in mutual respect and trust for the diverse community we represent in promoting our mission to education and community service.

#### **DEI Purpose Statement**

LECOM's institutional educational policies acknowledge the value of a diverse and vibrant community. LECOM strives to continue to increase its visibility to broaden diversity and inclusivity of its student body, administration, and faculty representation. LECOM's academic community invests in attainment of an education as well as training consistent with its vision.

## **DEI Value Statement**

LECOM's institutional educational policies acknowledge the value of a diverse and vibrant community. LECOM strives to continue to increase its visibility to broaden diversity and inclusivity of its student body, administration, and faculty representation. LECOM's academic community invests in attainment of an education, as well as training consistent with its vision.

## **Provisions for the Highest Quality Educational Experience**

As a doctor's professional practice institution, LECOM is committed to providing the highest quality educational experience, and continually seeks to improve our pedagogical practices and curricular offerings. Students at LECOM bring with them differing backgrounds and perspectives which are to support, to encourage and to engage in the educational learning environment, which leads to deeper understanding, excellence, and innovation from members of the health professions team. Central to LECOM's approach is the pedagogical strategy of classroom discussion, used to broaden and enhance student thinking. These discussions rely on the differing viewpoints, perspectives, and insights that a diverse group of students and faculty bring to the dynamics of adapting a humble posture of learning environments.

## **Preparations for Graduates aimed at Careers in a Diverse Society**

In a multicultural, demographic society, representative of the United States means that LECOM graduates will most likely meet, work with, and serve a vast array of people from diverse backgrounds to whom familiarity and knowledge is not known from their own multicultural background. Even if the differences between our graduates and the patients and colleagues they will serve are not visible, the realities of our diverse society mean our graduates will certainly meet a wide variety of viewpoints and opinions. The best way to prepare LECOM students to succeed in an increasingly diverse society is to expose our students in meaningful ways to a process-oriented learning approach that adjusts for meeting and addressing health equity needs in the patient-centered environment.

## **Diversity, Equity, and Inclusion – The ADDRESSING Model**

Responsive to the expressed needs of students being trained in the health professions along with best practices in diversity, equity, and inclusion work across higher education, LECOM has adopted the ADDRESSING Model of Cultural Competency as described by Pamela A. Hays, Ph.D. Dr. Hays' work is a resource that better recognizes and understands cultural influences as a multidimensional amalgamation representative of age, developmental and acquired disabilities, religion, ethnicity, socioeconomic status, sexual orientation, indigenous heritage, national origin, and gender. The ADDRESSING Model focuses on the unique characteristics of an individual based on intersectionality of the multiple facets that influence an individual life experience. This framework orients the learner about how to become cognizant of realities that underrepresented communities experience such as: living in poverty, living with ethical boundaries while trying to ascertain health services and resources in a complex system in urban and rural communities across the United States. Students will focus on interpersonal communication skills focused on learning about diverse cultures through experience with members of diverse groups as it relates to the development of culture-specific relationship skill building. Students will focus on developing interpersonal and communication skills as it relates [to working effectively with people of diverse ages, ethnic cultures, religions, disabilities, gender identities, nationalities, and classes]<sup>1</sup> as to ensure the development of an appropriate professional relationship and rapport.

Students that LECOM attracts and trains to be leaders in the health professions are an integral and important part of the contributions the Institution supports towards education and healthcare. LECOM strives to meet the demand for strong leadership and innovation with skillful, compassionate practice in the health profession.

## **1.6. LECOM CAMPUSES AND FACILITIES**

### Erie, Pennsylvania Campus

LECOM Main Building  
1858 West Grandview Blvd.  
Erie, PA 16509

LECOM West Building  
2000 West Grandview Blvd.  
Erie, PA 16509

LECOM Bayfront Building  
1 LECOM Place  
Erie, PA 16505

LECOM Education Center (LEC)  
2951 W. 38<sup>th</sup> Street  
Erie, PA 16509

John M. & Silvia Ferretti Medical Fitness & Wellness Center  
5401 Peach Street  
Erie, PA 16509

### Greensburg, Pennsylvania Campus

LECOM at Seton Hill Campus  
Lynch Hall  
20 Seton Hill Dr.  
Greensburg, PA 15601

### Elmira, New York Campus

LECOM Elmira Building  
1 LECOM Place  
Elmira, NY 14901

### Bradenton, Florida Campus

College of Medicine and School of Pharmacy Building  
4800 Lakewood Ranch Blvd.  
Bradenton, FL 34211

School of Dental Medicine and School of Health Services Administration Building  
5000 Lakewood Ranch Blvd.  
Bradenton, FL 34211

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

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

The spa-quality fitness center occupies the first two floors of the three-story building with three

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

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

## **1.7. DEGREES AND CERTIFICATES AWARDED BY LECOM**

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

Doctor of Osteopathic Medicine (D.O.)  
Doctor of Dental Medicine (D.M.D.)  
Doctor of Pharmacy (Pharm.D.)  
Doctor of Healthcare Administration (D.H.A.)  
Doctor of Philosophy in Anatomy Education (Ph.D.)  
Doctor of Philosophy in Medical Education (Ph.D.)  
Doctor of Philosophy in Microbiology Education (Ph.D.)  
Doctor of Philosophy in Pharmacy Education (Ph.D.)  
Masters in Health Services Administration (M.H.S.A.)  
Masters in Public Health (M.P.H.)  
Master of Medical Science (M.M.S.)  
Master of Science in Biomedical Ethics (M.S.B.E.)  
Master of Science in Biomedical Science (M.S. in Biomedical Science)  
Master of Science in Medical Cannabinoid Therapeutics (M.S..MCT)  
Master of Science in Medical Education (M.S. Med. Ed.)  
Master of Science in Nursing – Clinical Nurse Leader (M.S.N. – C.N.L.)  
Post Baccalaureate Certificate – Pharmacy Enrichment  
Post Associate Certificate – Pre-Pharm.D. Enrichment  
Post Associate Certificate – R.N. to Pharm.D. Bridge

## **1.8. NOTIFICATION OF PROFESSIONAL LICENSURE**

LECOM professional programs, Osteopathic Medicine, Pharmacy, Dentistry, and Podiatric Medicine all meet the school education requirements for licensure in all states in the United States. Attainment of the D.O., Pharm.D., D.M.D., and D.P.M. degree is one component of the state licensure process.

LECOM medical students are eligible to sit for the Comprehensive Osteopathic Medical Licensing Examination (COMLEX) Level 1, Level 2-CE, and Level 2-PE (suspended indefinitely); and LECOM graduates are eligible to sit for the COMLEX Level 3 examination. All components of COMLEX must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements, including requirements for successful completion of graduate medical education (i.e., residency training). Specific requirements for obtaining licensure as an osteopathic physician in the state where a license will be sought should be obtained from that state's licensing board.

LECOM pharmacy graduates are eligible to sit for the North American Pharmacists Licensure

Examination (NAPLEX) and the subsequent Multistate Pharmacy Jurisprudence Exam (MPJE). All components of the licensing examination must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements. Specific requirements for obtaining licensure as a pharmacist in the state where license will be sought should be obtained from the state's licensing board.

LECOM dental students and graduates are eligible to sit for the Integrated National Board Dental Examination (INBDE) and American Board of Dental Examiners (ADEX) examinations. All components of licensure examinations must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements, including requirements for successful completion of graduate dental education (i.e., residency training). Specific requirements for obtaining licensure as an osteopathic physician in the state where a license will be sought should be obtained from that state's licensing board.

LECOM podiatric medical students and graduates are eligible to sit for the American Podiatric medical Licensing Examinations (APMLE) Level I, II, and II CSPE; and LECOM graduates are eligible to sit for the APMLE Level III examination. All components APMLE must be successfully passed to obtain licensure in the United States. Individual states may have additional requirements, including requirements for successful completion of graduate podiatric medical education (i.e., residency training). Specific requirements for obtaining licensure as an osteopathic physician in the state where a license will be sought should be obtained from that state's licensing board.

## **1.9. ACCREDITATION, LICENSURE AND STUDENT COMPLAINTS**

### **1.9.1. ACCREDITATION**

#### Institutional Accreditation

LECOM is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission is recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

1007 North Orange Street  
4<sup>th</sup> Floor, MB #166  
Wilmington, DE 19801  
(267) 284-5011.

#### College of Medicine Accreditation

LECOM College of Medicine is accredited by the American Osteopathic Association (AOA), Commission on Osteopathic College Accreditation (COCA).

142 E. Ontario Street  
Chicago, IL 6611-2864  
(312) 202-8000

#### School of Pharmacy Accreditation

LECOM School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE) Board of Directors.

190 South LaSalle Street, Suite 3000  
Chicago, IL 6603-3446  
(312) 664-3575

#### School of Dental Medicine Accreditation

LECOM School of Dental Medicine is accredited by the Commission on Dental Accreditation (CODA) and has been granted accreditation status of, “approval without reporting requirements.” The Commission is a specialized accrediting body recognized by the United States Department of Education.

211 East Chicago Avenue  
Chicago, IL 6611  
(312) 440-4653

#### School of Podiatric Medicine

LECOM School of Podiatric Medicine is accredited by the Council on Podiatric Medical Education (CPME) and has been granted “candidacy status,” on October 24, 2022. The Commission is a specialized accrediting body recognized by the United States Department of Education.

9312 Old Georgetown Road  
Bethesda, MD 20814  
(301) 581-9200

### **1.9.2. STATE LICENSURE**

#### State of Pennsylvania Licensure

The Lake Erie College of Osteopathic Medicine is licensed by the Department of Education of the Commonwealth of Pennsylvania.

Bureau of Postsecondary and Adult Education

Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126  
(717) 783-6788

#### State of New York Licensure

LECOM at Elmira is under the general supervision of the New York State Board of Regents.

NY State Department of Education  
89 Washington Avenue, Board of Regents, Room 110 EB  
Albany, New York 12234  
(518) 474-5889

#### State of Florida Licensure

All LECOM programs located at the Bradenton, Florida campus are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding the institution can be obtained by contacting:

Commission for Independent Education  
325 West Gains Street, Suite 1414  
Tallahassee, FL 32399  
(888) 224-6684

#### National Council for State Authorization Reciprocity Agreements (SARA)

LECOM participates in the SARA as a voluntary, regional approach to state oversight of postsecondary distance education. As a SARA-approved institution, LECOM is authorized to offer online courses in each state that is part of the agreement without having to get approval from each state individually.

WCET/SAN provides individual state contact information which is available at this link:

<https://wcetsan.wiche.edu/resources/student-complaint-information-state-and-agency>

Map of SARA states: <http://nc-sara.org/sara-states-institutions>

Students may review the institution's final accreditation and licensing documents upon request.

Requests should be made to Student Affairs.

### **1.9.3. STUDENT COMPLAINTS TO STATE LICENSING AGENCIES AND ACCREDITORS**

If a student enrolled at a LECOM campus does not receive satisfaction from a complaint filed with LECOM pursuant to the LECOM delineated process for filing a complaint, the student may contact the state department of education in the state where the student is enrolled.

In **Pennsylvania**, students may contact the following to obtain a complaint form and submit it to:

Bureau of Postsecondary and Adult Education

Pennsylvania Department of Education

333 Market Street, 12th Floor

Harrisburg, PA 17126-0333

Phone: (717) 783-8228

Fax: (717) 772-3622

Email: RA-pls@pa.gov (for submission of form or questions)

Or see the following link for the process and form.

<https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/Students-Complaints.aspx>

In **Florida**, students may send by letter or e-mail the following information:

1. Name of Student (or Complainant)
2. Complainant Address
3. Phone Number
4. Name of Institution
5. Location of the Institution (City)
6. Dates of Attendance
7. A full description of the problem and any other documentation that will support your claim such as enrollment agreements, correspondence, etc.

Send Letter To:

Commission for Independent Education

325 W. Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

Or E-mail: [cieinfo@fldoe.org](mailto:cieinfo@fldoe.org)

Or Fax: 850-245-3238

In **New York**, students may send by letter or e-mail the following information:

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

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

All State Contacts for Student Complaints:

WCET/SAN provides individual state contact information which is available at this link:

<https://wcetsan.wiche.edu/resources/student-complaint-information-state-and-agency>

SARA complaint process: <https://nc-sara.org/sara-student-complaints>

SARA FAQs about complaints: <https://nc-sara.org/content/sara-and-students>

Pennsylvania SARA information:

[https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-\(SARA\).aspx](https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx)

Students interested in: (1) making complaints related to the accreditation standards and procedures, or (2) making complaints regarding the use of these accreditation standards and procedures during an accreditation site visit should make these complaints in writing to the Provost, Dean of Academic Affairs, Dean of the School of Pharmacy or Dean of the School of Dental Medicine, who will maintain records of the receipt, adjudication, and resolution of such complaints.

LECOM students may contact LECOM's accreditor, the Middle States Commission on Higher Education (MSCHE) directly regarding an institution's compliance with the Commission's standards for accreditation, requirements of affiliation, and policies and procedures outside of a scheduled accreditation review. Additional information is available by email at [complaints@msche.org](mailto:complaints@msche.org) or via the commissions website: [Complaints and Third Party Comments - Middle States Commission on Higher Education \(msche.org\)](https://www.msche.org/complaints-and-third-party-comments)

**College of Medicine** students may also contact the AOA directly. The American Osteopathic Association (AOA) Commission on Osteopathic College Accreditation (COCA) Department of Accreditation may be contacted by mailing 142 East Ontario Street, Chicago, IL, 60611, by phone at (312) 202-8124, and by e-mail at [predoc@osteopathic.org](mailto:predoc@osteopathic.org).

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

**School of Pharmacy** students may also be sent to the following web sites: [csinfo@acpe-accredit.org](mailto:csinfo@acpe-accredit.org) (regarding a professional degree program) or [ceinfo@acpe-accredit.org](mailto:ceinfo@acpe-accredit.org) (regarding a continuing education provider).

**School of Dental Medicine** may also contact CODA directory. A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 E. Chicago Avenue, Chicago, IL 60611 or by calling 1-800-621-8099 extension 4653. Additional information on filing complaints can be found at <https://coda.ada.org/en/policies-and-guidelines/file-a-complaint>

**School of Podiatric Medicine** may also contact Council on Podiatric Medical Education (CPME) directly by contacting the CPME at 9312 Old Georgetown Road, Bethesda, MD 20814 and by email at [CPMEstaff@cpme.org](mailto:CPMEstaff@cpme.org) Additional information on filing complaints can be found at <https://www.cpme.org/files/CPME%20925%20October%202018%20final.pdf>



## **1.10. DISCLAIMER**

The Lake Erie College of Osteopathic Medicine (LECOM) reserves the right to make changes in course offerings, curricula, academic policies, tuition and fee schedules and other rules and regulations affecting students to correct errors, omissions, inconsistencies, and changes required by regulatory, accrediting and/or other governing bodies as necessary. Date of effectiveness and interpretation of said rules, regulations and policies are within the sole discretion of LECOM. These changes will apply to students who are enrolled at the time of the changes as well as those who will become enrolled in the future. LECOM is not responsible for and disclaims any misrepresentations of its requirements or provisions that might arise because of errors in the preparation of the Academic Catalog.

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

## **1.11. WRITTEN AGREEMENTS**

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

## **2. ACADEMIC PROGRAMS FOR THE GRADUATE SCHOOL OF BIOMEDICAL SCIENCES**

### **GENERAL INFORMATION**

The Graduate School of Biomedical Sciences was established to provide educational and research opportunities for students in a variety of different career paths. Degrees offered include Master of Medical Science, Master of Science in Biomedical Science, Master of Science in Medical Education, Masters of Science in Nursing – Clinical Nurse Leader, Doctor of Anatomy Education, Doctor of Medical Microbiology Education and Doctor of Pharmacy Education. The Master of Medical Science program is offered at both the Erie and Bradenton campuses and provides coursework integrating basic and clinical sciences. The Master of Science in Biomedical Science program is offered at the Erie campus to current medical students and provides a structured curriculum to medical students interested in a career as a physician-researcher. The Master of Science in Medical Education is an online program and provides a structured curriculum to produce graduates as education specialists. The doctoral programs in Anatomy, Medical Microbiology and Pharmacy Education are offered at the Erie campus and provide opportunities for students to become subject-matter experts in Anatomy, Medical Microbiology and Pharmacy education and receive formal training in educational practice and conduct an original educational-based dissertation project.

### **GSBS MASTERS PROGRAMS**

#### **2.1. MASTER OF MEDICAL SCIENCES (MMS)**

##### **2.1.1. INTRODUCTION**

LECOM offers unique educational programs intended to increase opportunities and options in science for college graduates. The Master of Medical Sciences offers a rigorous curriculum integrating basic and clinical sciences.

##### **PROGRAM EDUCATIONAL GOALS**

The MMS programs are founded on the following goals and objectives:

##### **Goal 1 – Educational Excellence**

- A. To attract highly qualified applicants with the knowledge and skills to complete a rigorous MS level program.
- B. To provide students with educational and support resources to be successful in the program.

##### **Goal 2 – Increase Student’s Medical Science and Research Knowledge**

- A. To provide students with a challenging and rigorous curriculum of basic biomedical science.
- B. To introduce students to basic biomedical research principles and practices.
- C. To provide practical experience through critical thinking, problem solving and application of research principles.
- D. To guide students in the use of evidence-based medicine to optimize appropriate decision-making abilities by emphasizing study design, data analysis and reporting.

##### **Goal 3 – Medical Science Centered Curriculum**

- A. To prepare graduates with a well-rounded foundation in basic medical sciences
- B. To provide a curriculum aimed at developing critical thinking, decision making, and problem-solving skills, which prepares the graduate with a basic medical science foundation.

## Goal 4 – Professionalism Excellence

- A. To provide the student with the fundamental knowledge base of the attributes of professionalism.
- B. To encourage the student to embrace the tenants of professionalism, ethics and humanism.

### 2.1.2. ADMISSIONS

To be considered for acceptance into the MMS program for the 2023-2024 academic year, applicants must submit an online application, a \$50 application fee and at least one letter of recommendation to LECOM prior to July 1, 2023. The requirements and additional recommendations for admission are as follows:

- A. Possess a bachelor's degree from an U.S. accredited U.S. or Canadian college or university;
- B. Complete at least eight semester hours (with a “C” or better in each class) in each of the following: general biology, general chemistry, organic chemistry, and four semester hours of general physics with labs;
- C. Earn a cumulative grade point average of 2.7 on a four-point scale; and
- D. The MCAT, for those interested in the College of Medicine track, and the DAT for those who are interested in the School of Dental Medicine, are not required for entry to the Masters program. A minimum MCAT score of 497 is required to be eligible to be considered by the College of Medicine following successful completion of the MMS program. Test results must be within three years of the application year. A minimum DAT score of 17 is required for consideration for the School of Dental Medicine with a 17 or higher in each subsection.
- E. For those interested in the medicine track only, applicants may submit ACT or SAT scores in order for an Academic Index Score (AIS) to be calculated in place of the MCAT.

Prospective students must submit a nonrefundable deposit of \$50, to the Office of Admissions at least two weeks prior to the start of classes. The \$50 deposit is applied to the tuition charges upon matriculation.

It should be noted that many criteria, in addition to academic credentials, play a role in the admissions process to professional schools. While the MMS program does provide an opportunity for the student to demonstrate their academic capability, it does not assure admission to any professional school. As such, successful completion of the Master of Medical Science does not guarantee admission to a program at LECOM or any other program.

The MMS program has a rolling admission process with matriculation in August. Based on the cumulative nature of the curriculum, students may only begin the program in August.

### 2.1.3. TUITION AND FEES

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

Matriculation Fee		\$50
Nonrefundable fee (payment credited to the tuition fee upon matriculation)		
Tuition	(All students)	\$21,930
Technology Fee		\$300

Health Insurance (Mandatory Unless Approved for Waiver)	\$3,854
Disability Insurance (Mandatory- variable, age dependent)	\$500

## 2.1.4. CURRICULUM

An MMS Curriculum is offered at both the Erie and Bradenton campuses. This catalog covers the program at the main campus at Erie, Pennsylvania. The MMS program is designed to enhance the science background of participating students. Classes are held daily Monday through Friday. Classes are not held on designated holidays, and other holidays or occasions as so identified. Students in the MMS program must adhere to all policies and regulations of LECOM.

The Erie campus MMS curriculum is provided.

### ERIE CAMPUS MMS CURRICULUM

Abbr.	Number	Course Title	Credit Hours
Erie Masters of Medical Sciences (MMS) Fall Semester			
MMS	1006	Cell Biology	2.0
MMS	1035	Biochemistry	3.0
MMS	1016	Physiology	5.0
MMS	1090	Histology	1.0
MMS	1060	Microbiology	3.0
MMS	1008	Critical Thinking	1.0
MMS	1018	Clinical Integration I	4.0
Total Semester Hours			19
Erie Masters of Medical Sciences (MMS) Spring Semester			
MMS	1085	Medical Genetics	1.0
MMS	1050	Anatomy	5.0
MMS	1091	Immunology	1.0
MMS	1065	Pathology	4.0
MMS	1070	Pharmacology	3.0
MMS	1115	Embryology	1.0
MMS	1097	Clinical Integration II	4.0
Total Semester Hours			19
Total Program Hours			38

The LECOM MMS program incorporates courses covering basic biomedical science. The program encompasses a total of 38 weeks of academic study as follows:

- August – December (19 weeks)
- January – May (19 weeks)

Upon successful completion of the one-year curriculum, the student will receive the MMS degree acknowledging successful completion of all coursework. Letters of recommendation to prospective professional programs will be forwarded on behalf of MMS students as requested.

## **2.1.5. COURSE DESCRIPTIONS**

### **MMS 1006 Fundamentals of Cell Biology – Credit Hours 2.0**

In this course, students will learn about various aspects of eukaryotic cell biology, including organelle and membrane structure and function, the role of proteins as enzymes, utilization and generation of energy by the cell, cell cycle and cell death and the application of molecular genetics in medicine. Students will also be introduced to specialized cells and their functions as well as histological identification of specialized tissues and cells. Lectures include application of the learning objectives through presentation and discussion of cellular related diseases and disorders.

### **MMS 1008 Critical Thinking – Credit Hour 1.0**

This course provides students with the tools, resources, and thought processes to critically and objectively read and review medically relevant literature. Students will be introduced to medical terminology and biostatistics which will aid in the comprehension of lecture material as well as medical literature. Students will be introduced to professional self-reflection and evaluation as an assessment tool.

### **MMS 1016 Physiology – Credit Hours 5.0**

Physiology is the study of normal cellular and body functions. This course is designed to give students an introduction into medical physiology, to better prepare foundations in the basic sciences. The principles learned in this course will be used in subsequent courses such as pathology and pharmacology. We will discuss principles and mechanisms of function that have broad application throughout all areas of medical practice. Pathophysiological conditions and other challenges to normal structure-function relationships will also be discussed.

### **MMS 1018 Clinical Integration – Credit Hours 4.0**

In this course students will review information from the Fall semester courses: Biochemistry, Cell Biology, Microbiology, Histology and Physiology. They will apply their basic science knowledge to clinical case presentations. Students will utilize the required textbooks to read and learn information pertinent to the case. Students will develop a differential diagnosis, identify key symptoms associated with specific diseases, and describe the mechanisms involved in the disease processes.

### **MMS 1035 Biochemistry – Credit Hours 3.0**

The overall goal of the MMS Biochemistry Course is to provide the student with a basic understanding of the chemical and molecular processes that underlie the cellular and physiological functions of the human body. The course will emphasize the underlying molecular basis of medical physiology in the normal and pathological states. The course will provide students with a broad base of knowledge and vocabulary that will help facilitate their future education in biomedicine.

### **MMS 1050 Anatomy – Credit Hours 5.0**

Clinical Human Gross Anatomy is a lecture/discussion-based course where lecture and directed study experiences provide material necessary for successful sequential discovery of human anatomical structure. The knowledge gained from this experience will lead the student to a fine appreciation of the human body and interrelation of its parts. Clinical correlations are included in reading assignments, during lectures and in the Clinical Supplement, to familiarize the student with clinical situations he or she may encounter in medical practice. Additionally, directed study histology objectives are provided to permit more in-depth study of select regions. Lectures provide a framework for study; each anatomical region is “built” through a series of logically organized lectures, capped by a forum session where students synthesize and review clinically relevant anatomy. Lectures are intended to introduce the general organization of a region. Often, clinical correlations will be included as early exposure to the

most common anatomically related injuries/diseases.

### **MMS 1060 Microbiology – Credit Hours 3.0**

Microbiology is designed to introduce the student to core concepts in infectious disease and provide the student with knowledge of the organisms responsible. The structure, function, and genetics of bacterial and viral organisms and their relationships to pathogenicity will be discussed. Students will be introduced to the groups of pathogenic organisms including bacteria, fungi, and parasites. Particular emphasis will be placed on the bacterial agents associated with the infectious diseases most commonly seen by the osteopathic primary care physician.

The virulence mechanisms, laboratory identification, and clinical diseases of organisms will be covered during this course. The laboratory component will introduce students to aseptic techniques and proper handling and disposal of hazardous materials. The laboratory component is designed to complement and build on the didactic component of the course. Students will work in groups to complete a series of case-based questions by performing and/or interpreting Gram stains, biochemical tests, growth of organisms on differential and selective media, hemolytic patterns on blood agar, etc.

### **MMS 1065 Pathology – Credit Hours 4.0**

Pathology is primarily a lecture-based course where students will learn the basic morphological, physiological, and biochemical alterations that occur in cells and tissue in injury and disease. Pathology is inherently clinical and requires previous mastery of histology, physiology, and cell biology.

### **MMS 1070 Pharmacology – Credit Hours 3.0**

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

### **MMS 1085 Medical Genetics – Credit Hour 1.0**

The course consists of 4 four-hour-sessions divided as follows:

#### **Mendelian Genetics & Chromosomes**

1. Definitions of genetics and genetic concepts; segregation and independent assortment; Mendelian inheritance; probability; dominant and recessive disorders; relationship between phenotype and genotype; pedigree analysis, X-linked disorders and mitochondrial disorders.
2. Genetic Variation, Population Genetics, and Common Genetic Disorders including Inborn Errors of Metabolism
3. DNA Methods, Cytogenetics and Chromosomal Disorders, trisomies, monosomies; non-Mendelian inheritance, microdeletion and imprinting.
4. Multifactorial Inheritance and Cancer Genetics, Nature vs. Nurture; threshold model of multifactorial inheritance; concordant/discordant traits; diabetes, hypertension; tumor suppressor genes, oncogenes, P53, RB, NF-1

### **MMS 1090 Histology – Credit Hour 1.0**

This introductory course in human Histology serves to introduce the student to the structure and function of cells and the organization of cells into basic tissues. Emphasis is placed on the structural specialization, function, and interaction of cells in forming the four basic tissues, and the study of the structural arrangements of these basic tissues in organs. Virtual laboratory sessions in this course focus on organization and identification of tissues; histology modules in the spring anatomy course will focus on structure and function of organ systems.

### **MMS 1091 Immunology – Credit Hour 1.0**

The course consists of 16 lecture hours and 2 workshops. The course will introduce the basic principles of the immune system as an adaptive system that changes as it responds to environmental factors. The theoretical background for these principles and the cells involved in the immune response, including the innate and adaptive immune defenses are presented. Immune system deficiencies and other clinical applications are examined.

### **MMS 1097 Clinical Integration II – Credit Hour 4.0**

In this course students will review information from the Spring semester courses: Immunology, Genetics, Pathology, Embryology, Anatomy and Pharmacology. They will apply their basic science knowledge to a clinical case presentation. Students will utilize the required textbooks to read and learn information pertinent to the case. Students will develop a differential diagnosis, identify key symptoms associated with specific diseases, and describe the mechanisms involved in the disease processes.

### **MMS 1115 Embryology – Credit Hour 1.0**

Embryology is the study of developmental anatomy, beginning with development of the gametes and fertilization through the time of birth. Your study of human embryology is divided into coverage of early development and development of organ systems. Lectures on development of organs systems will be coordinated with the Gross Anatomy course.

## **2.1.6. SUPPLEMENTAL POLICIES**

### **2.1.6.1. ACADEMIC ADVISEMENT**

Students are assigned a faculty advisor upon matriculation. Designated faculty of the medical school will serve as academic advisors for medical and dental MMS students. Dental MMS students will be assigned an advisor from the Department of Anatomy.

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 from the Director of the MMS Program.

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. Students should meet with their faculty advisor at least twice the first term and once the second term, as well as after each poor performance on an exam.

### **2.1.6.2. SEATING AND ATTENDANCE RECORD**

Students will have assigned seats, the arrangement of which is based alphabetically by last name. Assigned seating serves two main purposes: aids instructors in learning student names and provides accurate attendance records for all students. Attendance is taken according to these parameters:

- Students must be in their assigned seats by the time class is scheduled to start (according to the official US time, available at [www.time.gov](http://www.time.gov)), regardless of whether the instructor begins lecturing

before or after that time. If an assigned seat is empty when class starts, the student will be marked absent.

- If a student is late to class unexcused, s/he must notify the MMS Administrative Assistant during class hours to be marked tardy instead of absent.
- If the Administrative Assistant is not available, tardy students should inform the instructor during break or at the end of class of their name and present their student ID card for verification. Otherwise, the student is considered absent.
- If a student leaves and does not return before the class ends, it is considered an absence.

Absences and tardiness may be excused with proper documentation. Attendance is documented, used to assess professionalism, and will be reflected in reference letters.

### **2.1.6.3. FOOD AND BEVERAGE DIRECTIVES**

Refer to the corresponding section in the Student Handbook. Additional emphasis: Food and drink (water bottles or other containers of liquids) are NOT permitted in the lecture hall.

### **2.1.6.4. EXAMINATION DECORUM**

**Exams are secure documents.** Any perceived or real attempt to compromise the exam (such as transcribing or photographing any part of it) is considered unethical behavior.

Students must be on time for examinations. Students late for an exam (late is defined as not being seated in front of an exam when the exam begins):

- If no student has completed the examination and left the testing room – the student will be permitted to take the exam (with NO extra time) and will start with a 10% grade deduction in each course covered on the exam. **\*Late arrivals allowed to test will be held to the original time allotted for the exam regardless of the timing in Examsoft.\***
- If a student has completed the exam and left the testing room – the late student will NOT be permitted to take the exam and will receive a “0” for each subject on the exam.

**Make-up Exam Policy.** If a student misses an examination due to an excused absence, the student will be permitted to take a make-up examination whose timing is at the discretion of the Course Director. For excused absences due to illness, a written statement from the attending physician (must be a non-family member) is required before the student will be allowed to take the examination. We reserve the right to change the content and format of the exam.

An **unexcused** absence for an examination will result in the student receiving a grade of 0% for that exam and a referral to the Dean.

**Prior to a test, familiarize yourself with examination and attendance policies.** Review the syllabi of the courses covered for special instructions/policies. All exams will require just you, in dress code, your ID badge and your laptop.

- All **extraneous items (phones, study aids, etc.) must be left outside of the building.** Exceptions: **Coats, book bags, and purses** may be brought with you but must be left outside of the examination room on the provided tables and coat racks.
- Electronic devices are prohibited unless indicated otherwise. No calculators are permitted as one is available in Exemplify.



### 2.1.6.5. EXAMSOFT TESTING POLICIES

- Students must arrive 15 minutes prior to the scheduled start of any exam/quiz with a working computer and the appropriate power cord.
- Students must have the test downloaded to their computer the night before the exam. If difficulties are encountered while downloading the exam or other computer problems arise, the student must email the MMS Administrative Assistant prior to the close of the download window. Failure to comply will result in a 10% score reduction on each course covered on the exam/quiz.
- Please sit in your assigned seat.
- Wait QUIETLY for any instructions and the signal to begin the exam.
- Student ID number: MUST be used to login into your exam!
- Should computer issues arise that are out of the student's control and prevent completion of the ExamSoft exam notify the proctor immediately.
- No questions will be answered pertaining to the content of the test. Interpretation of the test item and case scenario are part of the test.
- The examination must be submitted/uploaded electronically before the student leaves the testing room. If the student encounters issues uploading, please notify a proctor.
- Students must turn in their "scrap/note" paper as they exit the exam. Additional pieces of scrap paper may be available, after surrender of the original page (i.e. students may possess only 1 scrap page at a time).
- Question challenges or comments must be written in the comments section available on Exemplify. Indicate "Challenge:" followed by your reasoning for a challenge to be considered. Question challenges will not be considered after the exam. The comments section is reserved for question challenges for the faculty to review. Students must refrain from using this section as "notes".
- Students must show the proctor the confirmation (green) screen verifying they have uploaded the exam as they exit the exam room.
- Leaving the room: One student per gender will be permitted to use the restroom at one time. The use of the restroom during an examination does not extend allotted testing time. Students are permitted to use the restroom after 30 minutes of examination time has elapsed and before 30 minutes remain in the scheduled testing period. If you need to use the restroom, obtain permission from the proctor and before leaving, make sure to "Hide exam" through the "actions" tab at the top of your exam. Flip your note sheet over or place under your computer. Sign out on the designated restroom sign out sheet. Students may be escorted by a proctor to the bathroom. Do not discuss the exam with anyone while an exam is in progress.
- No extra time will be granted for failure to comply with the above mentioned items.
- Exams and quizzes that are administered in the classroom setting require the presence of the student. Taking an in-class exam or quiz at a location other than in the assigned classroom is an honor code violation and the student will be subject to SPG committee actions up to and including dismissal. Any student that furnishes an exam security code to another student for any purpose is also subject to dismissal.
- It is your responsibility to keep track of the time remaining. The proctor may assist by offering notifications as time is running out.

- Do not congregate in areas adjacent to the lecture hall after completing your exam.
- Deviation from the items above may result in a 0% for the examination.

PLEASE NOTE: Since you are being told upfront NOT to possess cell phones, smart watches, calculators with data storage or other electronic devices during the examination, doing so will indicate you are trying to compromise the exam's integrity and result in a "0" for that exam. Due to special circumstances, students may take exams remotely. They will be proctored via zoom and are required to follow zoom testing policies.

#### **2.1.6.6. TEST QUESTION CHALLENGES AND GRADING**

All challenges MUST be made on the day of the exam in the comments section available on Exemplify. No extra time will be permitted for students to log challenges. Question challenges raised beyond this time WILL NOT be considered.

Faculty will view student challenges, evaluate performance on all questions statistically for discrimination and class performance and if necessary, adjust the exam accordingly. This is to ensure all counted questions are fair and reliable measures of knowledge. Questions may be designated as bonus, and questions that are deemed statistically unreliable may be dropped from the exam, at the final discretion of the course director. Examples of questions that will be dropped are those which are poorly worded, have no correct answer, or multiple correct answers. Students are notified of which questions were dropped at the instructor's discretion.

Exam grades are released only after the faculty has made final decisions regarding these potential key changes. Students will be notified of their grades within 2 regular class days after the exam.

#### **2.1.7. MMS REMEDIATION POLICY**

Goal: to offer a student the opportunity to remediate failed course(s) in order to complete the MMS degree.

Students will be allowed the opportunity to remediate up to three failed courses in the MMS program. Failure of a fourth course will result in dismissal from the MMS program without opportunity for remediation.

1. If a student fails a course (grade below 70% after the final examination), they will be permitted to take a remediation exam before the start of the next session or semester. Please note that students must earn a score of 70% or better to earn a passing score on a course remediation exam. If the student passes the remediation exam, their grade will be 70% C in the course. Even though a course is remediated, the original course failure still counts towards the total number of failed courses. For example, if a student fails a course in the fall semester and then successfully remediates this course, they are only permitted to remediate two courses in the spring semester. Dates of completion are as follows:
  - Fall – Remediation exam on or before January 3, 2023
  - Spring – Remediation exam on or before May 22, 2023
  - The dates for remediation are at the final discretion of the Dean of Graduate School of Biomedical Science.
2. If a student fails a remediation exam, they will receive an F for the course. If a student fails the remediation exam for a Fall semester course, they will be dismissed from the program. If the student fails a remediation exam for the Spring semester course, they will not be granted a degree and will be dismissed from the program. Students are not permitted to retake the MMS program.

## **2.2. MASTER OF SCIENCE IN BIOMEDICAL SCIENCES (MSBS)**

### **INTRODUCTION**

The MSBS program is available only to current first year medical students at the Erie Campus concurrent with the DO curriculum. The MSBS program is centered on original research and aims to develop students into physician-researchers.

LECOM offers a research-focused curriculum concurrent with the DO program for students who desire a strong research background and/or are interested in a career as a physician-researcher. The MSBS program is a graduate level program for medical students that serves as a structured research experience. Through coursework, research design, laboratory experience and a comprehensive research project, the MSBS program will produce graduates qualified for clinical medicine able to develop independent research programs.

### **PROGRAM EDUCATIONAL GOALS**

The MSBS programs are founded on the following goals and objectives:

**Goal I** - Acquire the knowledge, skills, and attitudes of physician researcher.

Objectives:

- A. Build on basic science and clinical course work taken in the COM and use this knowledge base to read, understand and interpret medical literature.

**Goal II** - Develop basic biomedical presentation and research skills.

Objectives:

- A. Complete coursework in Research Techniques and Application of Biostatistics;
- B. Develop verbal and graphic presentation skills;
- C. Develop a research proposal; and
- D. Complete a research project and thesis.

### **2.2.1. ADMISSIONS REQUIREMENTS**

Applicants to the LECOM MSBS program must complete an application and submit one letter of recommendation from a full-time LECOM faculty member. Applicants must meet the following minimum requirements:

1. Be a current OMS1 student at the Erie Campus in good academic standing.
2. Have an overall GPA of 3.4 at the completion of the OMS1 year with no failures in any course, module or system
3. Be in good standing with no disciplinary issues

Highly qualified applicants will be interviewed by LECOM Research faculty prior to acceptance in the program.

### **2.2.2. TUITION AND FEES**

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

Matriculation Fee			\$50
Nonrefundable fee (payment credited to the tuition fee upon matriculation)			
Tuition	Year 1	(All students)	\$14,850
	Year 2	(All students)	\$7,700
	Year 3	(All students)	\$2,750

### 2.2.3. CURRICULUM

The MSBS program will comprise two overlapping phases:

Phase 1 – Mastery of Research Skills [summer between OMS1 and OMS2]: During this phase students will take courses in Research Techniques, Application of Biostatistics and Journal Club and complete CITI training. These courses will foster the skills necessary to develop a hypothesis-based research plan and the attitudes required for ethical involvement in biomedical research. Students will also be exposed to the research of various faculty members in order to select a Research Advisor.

Phase 2 – Development and completion of a Thesis Project [completed during OMS4 year]: During this phase, students (in collaboration with their Research Advisor) will develop a hypothesis-driven research project, conduct experiments, analyze data and defend their research in an open defense. This phase will include Research, Data Club and Thesis courses.

Course Sequence and Credit Hours for the GSBS Master of Science in Biomedical Science (MSBS)

Abbr.	Number	Course Title	Credit Hours
<b>Master of Science in Biomedical Sciences (MSBS) Summer 1 (between OMS1 and OMS2)</b>			
MBS	1511	Research Techniques	1.0
MBS	1501	Application of Biostatistics	1.0
MBS	1502	Journal Club I	1.0
MBS	1503	Research I (June)	5.0
MBS	1504	Research II (July)	5.0
Total Semester Hours			13.0
<b>Master of Science in Biomedical Sciences (MSBS) Fall Semester OMS2</b>			
MBS	1515	Journal Club II	1.0
MBS	1516	Research III	5.0
MBS	1517	Qualifying Exam/Proposal	3.0
			9.0
<b>Master of Science in Biomedical Sciences (MSBS) Spring Semester OMS2</b>			
MBS	1518	Research IV	5.0
Total Semester Hours			5.0
<b>Master of Science in Biomedical Sciences (MSBS) Summer Semester OMS3</b>			
MBS	1520	Journal Club III	1.0
MBS	1522	Research V	5.0
Total Semester Hours			6.0
<b>Master of Science in Biomedical Sciences (MSBS) Fall Semester OMS3</b>			
MBS	1524	Journal Club IV	1.0
MBS	1526	Research VI	2.0

Abbr.	Number	Course Title	Credit Hours
Total Semester Hours			3.0
<b>Master of Science in Biomedical Sciences (MSBS) Spring Semester OMS3</b>			
MBS	1528	Data Club	1.0
MBS	1530	Research VII	3.0
Total Semester Hours			4
<b>Master of Science in Biomedical Sciences (MSBS) Summer Semester OMS4</b>			
MBS	1532	Journal Club V	1.0
MBS	1535	Thesis Writing	3.0
Total Semester Hours			4
<b>Master of Science in Biomedical Sciences (MSBS) Fall Semester OMS4</b>			
MBS	1537	Thesis Defense *	2.0
Total Semester Hours			2.0
Total Program Hours			49

**\* Defense of the Thesis:**

When the RA of the student's Thesis committee is satisfied with the written Thesis document and determines the thesis is ready for the Final Defense, the RA will distribute the document to the Committee members. The student must be in good academic standing to submit their Thesis to the Committee. The following guidelines must be followed for the defense:

1. The Thesis defense will occur no sooner than 3 weeks after the Committee receives the final document.
2. It is the responsibility of the MSBS student to coordinate a defense time and date with the Committee Members and to reserve a lecture hall (open defense) and conference room (closed defense).
3. The Defense will include an:
  - a. Open, public defense (~60 minutes, with up to 30 minutes for questions)
  - b. Closed, defense with only the Committee (no time limit)
4. The Defense will consist of the MSBS student presenting their thesis using Powerpoint. Use of additional formats must be approved by the RA. The student is responsible for bringing their presentation to the Defense, loading it on the computers and making sure it can be projected in lecture hall and conference room.
5. It is the responsibility of the Committee members to be as flexible as possible when scheduling the defense. Further, it is the responsibility of the Committee members to come to the defense prepared, having read the Thesis. Issues or concerns may be brought forth to the MSBS student and RA on or before the defense. No comments, suggestions or alterations will be accepted from the Committee by the RA once the closed defense has concluded.
6. It is the responsibility of the RA to guide the MSBS student in their preparation for the public defense. The RA will serve as moderator for questions and discussion during both the open, public defense and the closed defense.
7. Once all questions and concerns have been addressed in the closed session, the MSBS student will be asked to leave the conference room. The Committee will then vote to pass/fail the student. Only the following outcomes are permitted:
  - a. Pass (no revisions required)
  - b. Pass with revisions (revisions to dissertation document)
  - c. Fail and re-defend at a later date (major flaws in writing and presentation of data and its analysis, and/or interpretation) - Committee members that submit this vote must submit, to the Dean of Graduate Studies, a detailed explanation stating why the student must re-

- defend and direct the student to specific aspects in their dissertations that need to be addressed.
- d. Fail with no possible re-defense (major flaws in study design) - Committee members that submit this vote must submit, to the Dean of Graduate Studies, a detailed explanation stating why the student failed and why the dissertation cannot be re-defended. This letter should make specific reference to the signed and approved proposal.
8. Votes of Pass/Fail must be unanimous.
  9. The MSBS student will then be invited back into the conference room and informed of the outcome of the vote.
  10. The student must obtain signatures on a printed version of the thesis signature page from all committee members for the final thesis. This form must be submitted to the Administrative Assistant for the Graduate School and will designate final approval of the thesis project.

## **2.2.4. COURSE DESCRIPTIONS**

### **MBS 1501 – Application of Biostatistics – Credit Hour 1.0**

The application of biostatistics course extends content covered in Biostatistics course covered in the College of Medicine. Students will learn basic and advance statistical analysis, experimental design, interpretation of data and data presentation. This course emphasizes practical experience – students will utilize large data sets and GraphPad Prism to design, compare, interpret and graph results. These skills are prerequisites for Journal Club, Data Club and Research courses.

### **MBS 1502, 1516, 1520, 1524, 1532 – Journal Club I-V – Credit Hour 1.0 each**

The Journal Club course allows for analysis and discussion of recently published papers related to the students research focus to facilitate the development of critical thinking, interpretation, and presentation skills. As the presenter, students prepare a PowerPoint and discuss the selected paper with the Anatomy Department. As an audience member, students are expected to read and critically analyze articles. A summary and associated questions for the presenter are submitted prior to attending the respective presentation. Students also present a research update to demonstrate their research to their Research Mentor.

### **MBS 1503, 1504, 1516, 1518, 1522, 1526, 1530 – Research I-VII - Credit Hour 2.0 – 5.0**

The Research course sequence begins with students developing research aims, with assistance from their Research Mentor and Committee. The sequence continues with design and execution of experiments, data collection, statistical analysis and data presentation. The research sequence consistent predominantly of time in the research lab, running experiments and collecting data.

### **MBS 1511 – Research Techniques – Credit Hour 1.0**

The research techniques course exposes the students to essential and contemporary basic science laboratory techniques necessary to complete their Thesis research. The techniques covered in this course will be presented by faculty experts. Students will learn theory, rationale, design, troubleshooting and interpretation of results. Additionally, students will gain hands on, practical experience in select techniques. Students will be expected to use the content covered in this course in design of their thesis project.

### **MBS 1528 Data Club – Credit Hour 1.0**

The Journal Club sequence is a prerequisite for this course. In this course, students will work with their Research Mentor and Committee to present their research aims, rationale, background, research methods, data and interpretation.

### **MBS 1535 Thesis Writing – Credit Hour 3.0**

#### **Prerequisite courses MBS 1530 Research VII and MBS 1528 Data Club**

The Thesis writing course provides students dedicated time to write their thesis document. This course is under the supervision of their Research Mentor and Research Committee. Students will draft and revise their Background, Rationale, Materials and Methods, Results, and Discussion. Students will also construct publication quality figures.

### **MBS 1537 Thesis Defense – Credit Hour 2.0**

#### **Prerequisite Courses MBS 1535 Thesis Writing and MBS 1528 Data Club**

The Thesis Defense course is the final course requirement for the MSBS program. During this course students will finalize their Thesis document, submit this to their Research Committee according to the guidelines set forth in the Graduate School Handbook. Students will then present and defend their research to the Research Committee. The Research Committee will provide feedback and suggestions to the students for final submission of their Thesis to the Graduate School.

## **2.2.5. SUPPLEMENTAL POLICIES**

### **2.2.5.1. ADDITIONAL REQUIREMENTS AND DEADLINES:**

It is the student's responsibility to:

1. Identify a Research Advisor (RA) by June 1 of Year 1. It is the RA's responsibility to guide the student in design and development of their research project and proposal.
2. Assemble a Thesis Committee including the RA and at least additional 2 full-time LECOM faculty involved in research by June 15 of Year 1. Composition of the Thesis Committee is at the final discretion of the RA. Committee Members who are not LECOM faculty can only be added with approval of the RA. Committee members must agree to serve in this role and their accepting the role of Committee Member must be documented by signing the Committee Approval Form.
3. Arrange a meeting by the end of the fall semester of their OMS2 year to present their Thesis Proposal to the Committee.
  - a. Incorporate feedback from the Thesis Committee and if deemed necessary by the Committee, submit a revised proposal.
  - b. Approval of thesis aims will be confirmed by the committee signing the Proposal Approval form
  - c. When the Committee approves the student's proposal, the Committee will sign the Proposal Approval Form and the proposal will become the student's final thesis aims. Additional Aims or avenues for data collection cannot be added after thesis aims are approved.
4. Arrange at least 1 committee meeting per semester to update the committee on progress on the thesis project. Each meeting will be documented by the Committee Meeting Form. This form is to be signed by the RA and members of the thesis committee and submitted to the Administrative Assistant for the Graduate School of Biomedical Science. Submission of this form will indicate satisfactory academic progress.
5. Submit all signed forms (Committee Approval Form, Proposal Approval Form, Committee Meeting Form) to the Administrative Assistant for the Graduate School within 10 business days of the associated meeting.
6. Coordinate their time and/or rotations during their OMS3 year to complete their research requirements. This may include using one or both electives OMS3 year and using the vacation slot for research.

#### **2.2.5.2. FAILING AN ACADEMIC COURSE:**

1. There is no remediation of a failed course in the MSBS program. If a student fails an academic course, the student will retake the same course at its next offering and will be charged tuition for the repeated course.
2. An exception to this policy is given for the Proposal. Students who fail the proposal presentation will be permitted to re-do the proposal presentation as early as 1 week from the failure.

#### **2.2.5.3. MISSING DEADLINES (NON-RESEARCH OR THESIS COURSES):**

1. Deadline extensions may be granted for extenuating circumstances (illness, data loss from computer damage, etc). It is the student's responsibility to submit the required deadline extension forms to the office of Graduate Studies.
2. Failure to submit assignments by the assigned deadline will result in the deduction of 10% points from the initial point value of the assignment per day submitted past the deadline.

#### **2.2.5.4. PLAGIARISM:**

1. Acts of plagiarism, falsification of data, manipulation of data or knowingly misrepresenting data in any way represents scientific misconduct will result in a grade of 0 for the assignment, referral to the SPG committee and possible dismissal from the program.
2. Plagiarism is defined as using someone else's ideas, findings or hypotheses as your own. Plagiarism will be taken seriously and faculty maintain the right to submit thesis documents for plagiarism screening. Students found to have committed an act of plagiarism will fail the course and be referred to the SPG committee. An offense of plagiarism may result in dismissal from the MSBS program.

#### **Integrity:**

Students are expected to conduct themselves in conformity with the highest standards of academic honesty and integrity. Acts of plagiarism, cheating, falsification of submitted work or making your work available to other students will not be tolerated. All MSBS students are required to create and submit their own work. Copying any work from other students or sources is an act of cheating. Students violating such standards will be reported to the Dean and the Graduate School Student Promotion and Graduation (SPG) committee according to policies and standards in the LECOM Student Handbook.

### **2.3. MASTER OF SCIENCE IN MEDICAL EDUCATION (MSMED)**

#### **INTRODUCTION**

The MSMEd program prepares a new generation of healthcare professionals to have a unique skillset of a scholarly educator-leader. This program is for health care practitioners and faculty in healthcare professions who desire careers or professional advancement in academic medicine and academic leadership and fits the needs of formalized and credentialed faculty professional development. LECOM seeks to inspire and prepare physicians, pharmacists, dentists, and other professionals who, as education specialists, possess the knowledge, skills, and behaviors necessary to create and forge education innovation.

The curriculum is based upon three goals essential to the development of scholarly educator-leaders and future educational specialists. The Program goals and objectives include:

#### **PROGRAM EDUCATIONAL GOALS**

The MSMEd programs are founded on the following goals and objectives:

#### **Goal 1 – To develop expertise in educational practice. Students will:**



- A. Apply learning theory, instructional design & cognition, and other aspects of educational psychology to health professions education issues.
- B. Apply Kern model of Curriculum Development.
- C. Develop effective skills in lecturing, presentation and mentoring/precepting.
- D. Develop knowledge and skill in feedback, assessment, and evaluation.

**Goal 2 – To develop expertise in educational research and scholarship methodology. Students will:**

- A. Design educational research projects.
- B. Develop knowledge and skills in educational research methods.
- C. Apply statistical methods to educational data.

**Goal 3 – To develop expertise in academic administration and leadership. Students will:**

- A. Develop knowledge, skills, and behaviors in leadership.
- B. Apply administrative techniques of various roles in health care education.
- C. Design and lead faculty development programs in various health care roles.

### **2.3.1. ADMISSIONS REQUIREMENTS**

Applicants shall meet these minimum requirements:

1. Applicants will have completed a baccalaureate degree from an accredited college or university by the time of enrollment or be currently enrolled in the Lake Erie College of Osteopathic Medicine (LECOM) College of Medicine (COM), School of Pharmacy (SOP) or School of Dental Medicine (SDM).
2. Applicants must submit one letter of recommendation from professional associates familiar with the applicant's work and credentials.
3. Applicants enrolled in LECOM's COM, SOP or SDM may enroll in the MSMEd program. To apply, LECOM students must have a minimum grade point average (GPA) of 3.0, a letter of recommendation from the Dean, Pre-clinical or Clinical Assistant/Associate Dean or a Program/Pathway Director of their school.
4. Applicants must submit an updated CV.

### **2.3.2. TUITION AND FEES**

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

Matriculation Fee		\$50
Nonrefundable fee (payment credited to the tuition fee upon matriculation)		
Tuition	(All students)	\$19,710
Technology Fee	Per Year	\$300

### 2.3.3. CURRICULUM

The MSMEd program's goals and objectives are achieved through 32-credit hours of distance education curricula consisting of twelve courses organized into three curricular components.

1. The first curricular component is the Core Education Knowledge, which covers the pedagogical content knowledge underpinning the practice of medical education and academic leadership, and includes four courses, each worth 3.5 credits: *Educational Psychology for Medical Educators*, *Clinical Teaching Skills*, *Educational Leadership*, and *Administrative Skills*.
2. The second curricular component is composed of the Educational Skills practicum courses that hone the skills of master educators, such as educational research, lecturing, and evaluation. It includes four courses, each worth 2.5 credits: *Educational Research & Scholarship*, *Educational Statistics*, *Effective Lecturing Skills*, and *Educational Assessment & Evaluation*.
3. The third curricular component is the curriculum thesis courses that train students in the six-step process of curriculum development, implementation, and evaluation through four stepwise courses, each worth 2.0 credits: *Curriculum Needs & Rationale*, *Curriculum Goals & Objectives*, *Curriculum Strategies & Assessment*, and *Curriculum Implementation & Evaluation*. The curriculum timeline consists of students taking two courses each trimester over a two-year period. The curriculum timeline and course descriptions are provided.

Course Sequence and Credit Hours for the Master of Science in Medical Education (MSMEd)

Abbr.	Number	Course Title	Credit Hours
Master of Science in Medical Education (MSMEd) Spring Year 1			
MAS	1535	Educational Psychology for Medical Educators	3.5
MAS	1530	Educational Research Methods	2.5
		Total Semester Hours	6.0
Master of Science in Medical Education (MSMEd) Summer Year 1			
MAS	1541	Educational Scholarship I: Needs & Rationale	2.0
MAS	1502	Clinical Teaching Skills	3.5
		Total Semester Hours	5.5
Master of Science in Medical Education (MSMEd) Fall Year 1			
MAS	1542	Educational Scholarship II: Goals & Objectives	2.0
MAS	1532	Educational Statistics	2.5
		Total Semester Hours	4.5
Master of Science in Medical Education (MSMEd) Spring Year 2			
MAS	1516	Effective Lecturing Skills	2.5
MAS	1504	Educational Leadership	3.5
		Total Semester Hours	6.0
Master of Science in Medical Education (MSMEd) Summer Year 2			
MAS	1543	Educational Scholarship III: Strategies & Assessments	2.0
MAS	1515	Educational Assessment & Evaluation	2.5
		Total Semester Hours	4.5
Master of Science in Medical Education (MSMEd) Fall Year 2			
MAS	1544	Educational Scholarship IV: Implementation & Evaluation	2.0
MAS	1503	Administrative Skills	3.5
		Total Semester Hours	5.5
		Total Program Hours	32

Evaluation of student learning is accomplished through assessment of student writing activities,

including article integrations, written comprehensive final exams, and forum postings, a master's thesis project, and a live capstone conference. The PRIME Conference in Medical Education is a live, face-to-face event occurring at the LECOM Erie Campus, held near the end of the final semester. All students are required to attend, participate and pass this event, which provides hands-on workshops and practice settings to experience and apply concepts, skills, and behaviors learned in the Program to real-life educational scenarios. This program is distinguished from other masters-level medical or health professions education programs by an emphasis on curriculum development and scholarship, culminating in a Curriculum Thesis Project. The minimum passing score on all MSME assignments is 80%.

#### **2.3.3.1. ACCELERATED MSME PATHWAY**

The accelerated pathway for the MSME degree is a one-year tract where coursework is doubled up. Students take four courses per trimester instead of two courses, thus cutting the time to complete the degree in half. This accelerated pathway is intended for those students who are not employed full time and thus have the time to devote to the program as a full-time graduate student. This allows the enrolled student to graduate with the degree in one year instead of two years. All degree requirements & courses described above are the same in the accelerated pathway.

#### **2.3.4. COURSE DESCRIPTIONS**

##### **MAS 1502 – Clinical Teaching Skills – Credit Hours 3.5**

Clinical teaching provides the knowledge to apply the foundational "Principles of Medical Education" to the clinical setting. The course will explore and develop methods to efficiently teach the adult learner under the (time and administrative) constraints of an academic and clinical setting. It is comprised of seven units, beginning with a discussion of Variation in Medical Education, as the fundamental goal of medical education is to reduce variation in medical quality and thereby improve patient care. It then proceeds through six more units on Competency-based Education, Multicultural Education in Clinical Teaching, Teaching Humanism & Empathy, Educating Patients & Families, Mentoring & Precepting, and Learning & Teaching Styles.

##### **MAS 1503 – Administrative Skills – Credit Hours 3.5**

In this course, you will explore various skills necessary to become effective academic or clinical administrators in colleges of medicine, hospitals, and/or even in your own practice. This course will include topics such as strategic planning, compliance, team management, and ethical considerations for healthcare administrators. The course material is delivered through guided readings and independent investigations. You are expected to apply these various skills in academic and professional situations and to reflect on the critical role of administrators in guaranteeing quality healthcare for all patients. Throughout the course of study, you will practice preparation, organization, management, and delivery of material in a distance education setting. This program of study will lead to a better understanding of administrative skills that support development of master academic or clinical administrators.

##### **MAS 1504 – Educational Leadership – Credit Hours 3.5**

The students will explore various styles of leadership through guided readings, facilitated discussions and independent investigations as well as the application of these various styles upon academic and personal situations. Throughout the course of study, the participants will gain a better understanding of accountability, responsibility, and communication associated with various leadership and management styles and how they apply within medicine and education and to themselves. This program of study will lead to a better understanding of the personal qualities present in great leaders and how to apply

leadership strategies to organizational leadership.

### **MAS 1515 – Educational Assessment & Evaluation – Credit Hours 2.5**

Students will explore various principles of educational measurement, assessment, and evaluation through selected article readings, podcasts, facilitated discussions, and independent learning activities. Throughout the course, students will apply this knowledge to varied medical education environments across the spectrum of pre-doctoral education, graduate medical education, and continuing medical education. Students will learn how to design effective instruments to measure the obtainment of learning outcomes (rubrics, essay exams, multiple choice tests), interpret quality in assessment measures (e.g., reliability and validity), and learn the skills of effective feedback and evaluation. **Students will apply the knowledge and skills learned in this course to concurrently design assessment and evaluation instruments for their thesis project in MAS 1543 Educational Scholarship III: Strategies & Assessments.**

### **MAS 1516 – Effective Lecturing Skills – Credit Hours 2.5**

This course involves a study of effective lecturing undertaken from the perspective of using four component skills that engage learners – effective opening, use of questioning or enticement of interest on the topic, reinforcement, and effective closure. Students will produce an electronic lecture. The lecture will be peer-reviewed by classmates, who will provide feedback for revising the lecture. Students will incorporate feedback to submit a final version of the lecture.

### **MAS 1530 – Educational Research Methods – Credit Hours 2.5**

This course is intended to enable students to develop the practical skills of conducting educational research and to use that scholarship for their own professional development in becoming an educational specialist or scholar. This intent is achieved through small group discussions and active learning of selected journal articles, text readings, PowerPoints, and podcasts, which are available on Canvas. Each student engages in active learning through the preparation, discussion, critique, and design an education innovation project. Scholarly writing activities in the form of article integrations, scholarly writing, and essay exams are designed to assess whether students can apply the course content for the betterment of educational practice in the health professions. This course assumes no previous background in research and will focus on validated research into educational scholarship rather than opinions and unsubstantiated claims.

### **MAS 1532 – Educational Statistics – Credit Hours 2.5**

This course will enable students to use statistical methods and applications for the analysis of problems and data encountered in educational research. Topics include sampling, sample size estimation, assignment of data into types of variables, descriptive statistics, probability, confidence intervals, hypothesis testing, and power. Statistical tests are taught according to the associated study design and include Chi-square, Fisher exact, Z-test, T-tests, ANOVA, ANOVA Post-hoc, Correlation, Simple Linear and Multiple Regression, and associated non-parametric equivalents. Applications of these tests include analysis of data sets and evaluation of studies published in the literature. Students will be required to watch the narrated Power Point Presentations, read the linked articles, and answer the quiz questions in each module before submitting their completed homework sets on the Coursework Submission page.

### **MAS 1535 – Educational Psychology for Medical Educators – Credit Hours 3.5**

The intent of this course is the application of educational psychology to the study of development, learning, motivation, instruction, assessment, and related issues that influence the interaction of teaching and learning specific to medical and health professions education. Educational psychology is both a data-driven and a theory-driven discipline. Students will rethink their ideas of development, teaching,

and learning and the interactions among them for the purposes of driving the design of effective instruction. This course contains broad topics because the potential applications of educational psychology to the learning process in medical education are immense.

#### **MAS 1541 – Educational Scholarship I: Needs & Rationale – Credit Hours 2.0**

The intent of this course is to begin the process of educational development through curriculum design and the scholarship of educational research. This course teaches the language of educational advancement through curriculum development and evidence-based education. In this course students will grapple with concepts of need (why is this curriculum necessary or why is it necessary to research that educational intervention) and rationale (why is this approach being chosen at this time, in this setting, for these learners). Students will develop an understanding of how, at the professional education level, curriculum design and educational research are the tools that are most effective in driving quality medical education. This course sets the stage for the two-year long educational development project.

#### **MAS 1542 – Educational Scholarship II: Goals & Objectives – Credit Hours 2.0**

This course is the second step in the process of educational development through curriculum design and the scholarship of educational research. This course allows for further development of established outcomes for your curriculum or educational research project. These outcomes drive the development of learning and align with the assessment of your project. This course focuses on two specific activities: 1) studying the process of writing goals and objectives and comparing them to the aims and objectives of educational research and, 2) applying this process to your Master's thesis project.

#### **MAS 1543 – Educational Scholarship III: Strategies & Assessments – Credit Hours 2.0**

This course is a continuation of the Educational Scholarship Thesis Project Series that has been developing over the past two semesters. At this point in time the student should have completed Educational Scholarship Thesis Project I and II prior to matriculating in this course. In this course students will develop teaching and assessment strategies and evaluation instruments. Throughout the course it is expected that students will see to improve their own educational scholarship projects by thoroughly evaluating theirs as well as their peers proposed projects including but not limited to developing educational strategies, and “fully usable” teaching samples.

#### **MAS 1544 – Educational Scholarship IV: Implementation & Evaluation – Credit Hours 2.0**

The LECOM Master of Science in Medical Education is carefully designed to maximize student learning to ensure successful obtainment of program goals. The curriculum design consists of three educational themes: Core Teaching Foundations, Educational Skills Practicum, and Educational Scholarship Thesis Development. Through these three educational themes, learners prepare the mastery of medical education. This course, MAS 1544-Implementation & Evaluation, is within the Educational Scholarship Thesis Development theme and is the fourth and final course in this sequence. Implementation & Evaluation builds upon Needs & Rationale (MAS 1541), Goals & Objectives (MAS 1542) and Strategies & Assessments (MAS 1543).

### **2.4. MASTER OF SCIENCE IN NURSING – CLINICAL NURSE LEADER (MSN-CNL)**

#### **INTRODUCTION**

The LECOM Master of Science in Nursing - Clinical Nurse Leader (MSN-CNL) program is comprised of 16 courses separated by distinct domains that build upon the foundations of nursing practice, including: current trends and issues in health care systems and nursing services; clinical performance improvement that focuses on quality and care outcomes; and the delivery of a highly responsive, effective, efficient, and cost-conscious health care services. LECOM's MSN- CNL prepares practicing registered nurses to tackle the complexities of healthcare delivery systems through the achievement of

the curricular and competencies expectations for the clinical nurse leader.

The MSN-CNL curriculum builds upon the undergraduate concepts of nursing practice; advancing the knowledge, skills, and attitude required to address the needs of the individual, group, community, population, or the nation involving the principles and roles of advanced practice nursing; advanced concepts in clinical nursing practice; and focused learning on health care system finance and management, informatics, quality and safety, law and ethics, performance improvement and clinical outcomes, and research and evidence-based practice.

### **PROGRAM MISSION, VISION, AND OUTCOMES**

As LECOM has grown and developed from its inception in 1988, it has been strategic in the creation of programs and campuses/locations. All programs are designed to be reflective of the institutional mission. The mission of the MSN-CNL program is as follows:

*The mission of the LECOM Master of Science in Nursing-Clinical Nurse Leader Program is to prepare professional registered nurses for successful careers in executive nurse leadership. The clinically-focused program aims to foster new knowledge in nursing science, connect research to practice, and produce nurse leaders who can manage complex healthcare systems and exemplify ethical patient care and advocacy for all persons.*

The mission of the MSN-CNL program is supported by the following vision statement:

*The LECOM Master of Science in Nursing – Clinical Nurse Leadership program is committed to providing a well-rounded academic and clinical education in nursing leadership. The program is designed for licensed professional nurses who serve in leadership and administrative positions in complex healthcare systems through sound judgement, ethical behavior, accountability, and engagement of a strong healthcare team. The program addresses the critical need to improve the quality of patient care through a collaborative, interdisciplinary approach accompanied by evidence-based healthcare policies and directives.*

### **PROGRAM OUTCOMES**

The MSN-CNL program is grounded in a set of program outcomes that reflect the missions of the institution and the program.

Upon the completion of the MSN-CNL program, a graduate will be able to:

1. Integrate the acquisition of new knowledge into nursing practice and policy development in ways that promote best practice, quality improvement, and safe patient care.
2. Implement innovative initiatives for the Clinical Nurse Leader role that emphasize patient needs and advocacy and a multicultural approach to care.
3. Design improvements in healthcare outcomes and organizational processes based on needs analysis and data-driven findings.
4. Use scientific findings from the work of nursing scholars, as well as those from medical, psychology, sociology, and public health, to enhance the continual improvement of nursing practice and leadership across diverse settings and populations.
5. Apply evidence-based nursing frameworks to building and leading collaborative, interprofessional care teams.

6. Navigate care services across healthcare systems utilizing cultural humility and an appreciation of diverse populations.
7. Develop appropriate professional development opportunities for nurses.

### 2.4.1. ADMISSIONS

The following admissions requirements will apply to prospective MSN-CNL students:

- Applicants will have completed a baccalaureate degree in nursing (BSN) from an accredited college or university by the time of enrollment.
- Applicant will have a current, active, unencumbered registered nurse license in the state in which they practice.
- Applicants who have an overall cumulative GPA of 3.0 or higher, including a science cumulative GPA of 3.5 or higher, will be considered and the GRE will be waived.
- **FOR THE 2023 COHORT ONLY: Applicants with an overall and science cumulative score of 2.7 or higher will be considered and the GRE waived.**
- Applicants with a cumulative science GPA between 3.0-3.5 OR overall cumulative GPA between 2.7-3.0 will be considered if the candidate has scored at least a 4.0 on the Analytical Writing measure of the GRE General Test.
- All course pre-requisites are required from undergraduate nursing program or equivalent study major (pre-med, biology) and **must have earned 3.0 in each course:**
  - Physical assessment course with growth and human development component
  - Anatomy and Physiology (in scientific discipline)
  - Pathophysiology (in scientific discipline)
  - Pharmacology for nurses
  - Statistics course for undergraduates
  - Research design and scientific writing
- Applicants are required to submit two professional letters of recommendation from supervisors who are familiar with your clinical practice and one academic letter of recommendation from a professor in the applicant's undergraduate study.
- Applicants must be a U.S. citizen or permanent resident of the United States and possess a government issued identification, such as a Driver's license, passport, U. S. Military ID, etc. \*

*\*Please see next section for ID requirements for international students holding F-1 visa status*

### Requirements for Graduates from Nursing Schools outside the United States and its Territories:

- International graduates must apply for course-by-course degree equivalency from the National Association of Credentials Evaluation Service ([www.naces.org](http://www.naces.org)). The evaluating

agency must send their evaluation directly to LECOM's Admissions. A certified true copy must be submitted by the applicant.

- Credit for advanced standing will not be given for any work completed in foreign graduate schools. All students must apply for first year status.
- Foreign trained applicants interested in enrolling in the MSN-CNL program must have passed the GRE (Graduate Record Examination) with a minimum score of 160 in verbal reasoning, 150 in quantitative reasoning, and 4 in the analytical writing.
- If the applicant graduated from an undergraduate nursing curriculum and the instruction in nursing was not conducted in English, a translation of your transcript of records and credentials must be secured from an agency affiliated with the National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)).
- If English is not your native language; or if English is not the basis of the undergraduate degree in nursing curriculum and instruction as reflected in the official transcript of records, you are required to pass the Test of English as a Foreign Language with a minimum of B (20 points in reading; 20 points in speaking; 20 points in listening; and 20 points in writing).
- 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).
- Applicants must provide a current copy of one of the following official government issued photo ID to verify their identity: State issued driver's license, US passport or US military ID.

***All applicants are required to submit completed application and all required documentation to Student Affairs no later than June 1, 2023.***

### **Admissions Policies and Procedures**

The MSN-CNL program has one cohort start date each year for full time students. Applications must be submitted in a timely manner to provide the admissions committee time to review and verify; the application review may take up to 4 weeks for processing.

Individuals interested in applying to the MSN-CNL program are strongly encouraged to apply no later than May 1, 2023, for the full-time Plan of Study.

For further information about LECOM Master of Nursing Clinical Nurse Leader Program, should contact the Program Director, Dr. Octavia Flanagan, PhD, at the LECOM Elmira campus at 1-607-442-3505.

Accepted students who are found to have provided false written or oral information or falsified/modified documents to LECOM are subject to the rescission of an offer of acceptance or expulsion. Should LECOM learn that a prospective student has failed a drug or alcohol test after accepting the student or if the student is involved in a drug or alcohol related incident subsequent to acceptance, LECOM reserves the right to rescind the acceptance or to condition acceptance on the student's entrance into an alcohol or drug treatment program.



#### **2.4.1.1. INTERNATIONAL STUDENTS**

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

International students applying for admission to LECOM must meet all general admissions requirements as stated in our admissions policy.

- A minimum of two (2) years undergraduate training (60 semester hours of credit) must be completed at a United States institution of higher education prior to consideration for admission to LECOM. Proficiency in the English language, both written and spoken is required.
- All coursework taken at foreign institutions must be evaluated by World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10011, (212) 966-6311, or Josef Silny & Associates, Inc., International Education Consultants, P.O. Box 248233, Coral Gables, FL, 33124, (305) 666-0233.
- Credit for advanced standing will not be given for any work completed in foreign graduate or medical schools. All students must apply for first-year status.
- International students must have permanent residency status (Alien Registration Card) to be eligible to receive any type of financial assistance through the College loan programs.
- International students not having their permanent residency status must provide written proof of ability to finance their medical education for the length of the program of study prior to being granted admission.
- International students must meet all the requirements and comply with all the regulations for temporary visas or residency status in accordance with the U.S. Immigration and Naturalization Service (INS) regulations governing retention and reporting information by the Student and Exchange Visitor Information System (SEVIS).

#### **2.4.2. HEALTH AND TECHNICAL STANDARDS**

All candidates must meet the health and technical standards requisite for admission and participation in the educational programs of LECOM. Because the MSN-CNL degree signifies that the holder is a professional prepared for entry into the practice of clinical nurse leadership, 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 the MSN-CNL degree must be able to demonstrate intellectual-conceptual, integrative, and quantitative abilities; possess skills in observation, communication, and motor functions; and display mature behavioral and social attributes. Technological compensation can be made for some disabilities in some of these areas, but a candidate must be able to perform in a reasonably independent manner without a trained intermediary. (The use of a trained intermediary implies that the candidate's judgment or senses may have to be mediated by someone else's powers of selection and observation.) LECOM will make reasonable accommodations for other qualified students as required by law.

##### **Observation**

The candidate must be able to observe demonstrations, laboratory sessions, experiments in the basic sciences, including but not limited to: anatomic, physiologic, pharmacologic and microbiologic

demonstrations involving animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states in a variety of settings, including, clinical skills demonstrations. A candidate should be able to observe patients of all genders accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, somatic sensation and smell. Students must also be able to assess asymmetry, range of motion and tissue texture changes. Thus, it is necessary for students to have adequate visual capabilities to carry out these functions and for proper evaluation and treatment integration of all patients.

### **Communication**

A candidate must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate should be able to communicate effectively and sensitively with patients, peers and faculty.

Communication includes not only speech, but also listening, reading, writing and the use of computers and other devices. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of a health care team.

### **Motor**

MSN-CNL candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic and manipulative maneuvers. The candidate must be able to do basic laboratory tests (urinalysis, CBC, etc.), carry out diagnostic procedures, and read EKG's and radiographs. A candidate must be able to reasonably execute motor movements required to provide general care, emergency treatment to patients of all genders. Examples include cardio-pulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, opening of obstructed airways, and suturing of simple wounds.

All candidates for LECOM degrees require coordination of both gross and fine muscular movements, equilibrium and the functional use of the senses of touch, hearing and vision. All students must be able to actively participate in clinical skills, history and physical examination. This requires standing for long periods of time, palpation, auscultation, percussion and other diagnostic skills. In the history and physical course, the student must also be able to perform functions such as phlebotomy, scrub technique and suturing. Students must be able to endure physically and emotionally taxing workloads. Students must also be able to effectively respond to patient emergencies and to perform physically exerting treatments such as CPR. Finally, students must have the ability to attend school on a regular basis and to get to and meet attendance requirement of all rotation sites.

### **Intellectual, Conceptual, Integrative, and Quantitative Abilities**

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

### **Behavioral and Social**

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

physician and pharmacist. Candidates must demonstrate an empathic and humanistic approach to colleagues and patients.

Candidates must understand the impropriety of and be prepared to abstain from fraternizing or having sexual relationships with patients or their family members. The candidate must be free of psychopathic or sociopathic behaviors which are contrary to professional and ethical standards. Emotional stability of the student is required, along with successful completion of the curriculum, to succeed. If the emotional stability of a student becomes a concern to the administration, an evaluation by a mental health professional may be required. Any of the above behaviors are inconsistent with the standards of LECOM and will result in denial of admission or expulsion from LECOM. In addition, candidates with a history of use of illegal drugs, improper use of prescribed medications or the intemperate use of alcohol will typically not be eligible for admission into the program.

Candidates must be intellectually honest, ethical, law-abiding and without felony convictions. Candidates should have no record of suspensions for academic misconduct or behavior showing disregard for the law or other individuals, other than minor traffic violations. A state or federal criminal background check must be submitted to LECOM at the time of matriculation. Students may be required to undergo additional background checks prior to going on clinical rotations.

### **Ethical and Legal**

A candidate must maintain and display ethical and moral behavior commensurate with the role of a physician. A candidate must be intellectually honest, ethical, law abiding, and without felony convictions. A candidate must acknowledge felony offense(s) or misdemeanor offense(s) occurring prior to matriculation and/or while enrolled at LECOM. Such disclosure is required of all charges and convictions, including expunged.

A candidate should have no record of suspensions for academic misconduct or behavior showing disregard for the law or other individuals. A candidate must acknowledge institutional action(s) occurring prior to matriculation at LECOM. Institutional action(s) include, but are not limited to, Title IX violations.

A candidate must undergo a state or federal criminal background check at the time of matriculation and may be required to undergo additional background checks prior to clinical rotations. Submitting false statements may be grounds for rescinding acceptance.

### **General Health**

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

### **Compliance with Monitoring Program**

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

## **Implementation of LECOM 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.

### **Candidates with Disabilities**

LECOM operates in accord with Section 504 of the 1973 Vocational Rehabilitation Act and American Disabilities Act (PL 101-336) and recognizes that certain disabilities may be accommodated without compromising the standards required by the College or the integrity of the curriculum. Thus, LECOM will make reasonable accommodation(s) for otherwise qualified candidates as required by law.

Technological compensation may be made for disabilities in some areas, but a candidate for the D.O. degree must be able to perform in a reasonably independent manner without a trained intermediary. The use of a trained intermediary implies that a candidate's judgment or senses may have to be mediated by someone else's powers of selection and observation. Following matriculation, a candidate must continuously meet the Health and Technical Standards throughout enrollment at LECOM.

Candidates who have questions about or want to request accommodations and/or services should contact [Disability Services](#).

### **Request for Accommodations**

- A candidate who has not been offered admission to the College of Medicine may disclose a disability and request accommodation during the admission process. This is not required unless the candidate wants to request an accommodation for the admission process.
- While medical students can disclose a disability and request an accommodation at any time during their enrollment, students are encouraged to disclose the need for accommodation(s) as soon as possible. Time for documentation review and arrangement of accommodation(s) is necessary and may take up to four to six weeks. Accommodations are not retroactive.
- A candidate who believes they may be eligible for reasonable accommodation(s) are required to contact [Disability Services](#).

### **Matriculation**

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

Final official transcripts from previously attended colleges and/or universities.

1. Physical examination form
2. Emergency data form
3. Safety report form
4. Criminal background check
5. Signed matriculation agreement.
6. All required immunizations

### **2.4.3. TUITION AND FEES**

Tuition and fees are due and payable by registration unless special arrangements have been made with the Accounting Office. The College reserves the right to change tuition and fees without advance notice

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

Matriculation Fee		\$150
Nonrefundable fee (payment credited to the tuition fee upon matriculation)		
Tuition	Year 1	\$14,700
	Year 2	\$12,900
Technology Fee	Annual	\$300

#### 2.4.4. CURRICULUM

The LECOM Master of Science in Nursing – Clinical Nurse Leader (MSN-CNL) program is comprised of 16 courses for a total of 45 credit hours. The curriculum is divided into three sections which include: Essential Core, Clinical Core, and Specialization Core. Students will complete a Clinical Nurse Leader capstone project that will serve as an applied evidence-based project prior to the completion of the degree program.

All courses must be passed with 80% (B) or greater for all sections of the program to continue forward as a student in good standing, progressing toward graduation.

In addition to the above requirements for graduation, each student is required to complete a Capstone Project, which will include dissemination of findings. Each student will be responsible for submitting an abstract that is accepted by a Professional Nursing Research Organization National Conference and deliver either a poster or podium presentation. Additionally, a manuscript of the Capstone Final Paper must be submitted for publication prior to graduation.

##### Course Numbering

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

Abbr.	Number	Course Title	Credit Hours
<b>Master of Science in Nursing – CLN (MSN-CLN) Fall Year 1</b>			
NRS	5000	Nursing Theory for Clinical Nurse Leaders	3.0
NRS	5010	Economics and Financial Management in Healthcare	3.0
NRS	5015	Law and Ethics in Nursing Practice	3.0
NRS	5050	The Advanced Practice Nursing Role of CNL in Healthcare Leadership and Interprofessional Collaboration	3.0
		<b>Total Semester Hours</b>	<b>12.0</b>
<b>Master of Science in Nursing – CLN (MSN-CLN) Spring Year 1</b>			
NRS	5025	Research Design, Methodology, and Advanced Statistical Analysis	3.0
NRS	5030	Advanced Physiology and Pathophysiology	3.0
NRS	5055	Nursing Leadership and Healthcare Policy Administration	3.0
NRS P	5060	Practice & Clinical Learning Experiences I (Practicum I – 100 clock hours)	2.0
		<b>Total Semester Hours</b>	<b>11.0</b>
<b>Master of Science in Nursing – CLN (MSN-CLN) Fall Year 2</b>			
NRS	5035	Advanced Pharmacology and Pharmacotherapeutics	3.0

Abbr.	Number	Course Title	Credit Hours
NRS	5040	Advanced Physical Health Assessment and Clinical Reasoning	3.0
NRS	5065	Improving Health Outcomes and Health Systems Management	3.0
NRS P	5070	Practice & Clinical Learning Experiences II (Practicum II – 220 clock hours)	2.0
		Total Semester Hours	11.0
Master of Science in Nursing – CLN (MSN-CLN) Spring Year 1			
NRS	5050	The Advanced Practice Nursing Role of CNL in Healthcare Leadership and Interprofessional Collaboration	3.0
NRS	5075	The Role of the CNL in Population Health Management and Community Health Promotion	3.0
NRS	5090	CNL Capstone Project	3.0
NRS P	5080	Practice & Clinical Learning Experiences III (Practicum III – 200 clock hours)	2.0
		Total Semester Hours	11.0
		Total Program Hours	45.0

#### 2.4.5. COURSE DESCRIPTIONS

##### **NRS-5000 Nursing Theory for Clinical Nurse Leaders – Credit Hours 3.0**

The conceptual and theoretical foundations of nursing practice afforded the development of the roles of advanced practice registered nurses (APRNs). This course offers the students learning of the various roles of advanced practice registered nurses, their practice issues and trends, standards, and competencies. A synopsis of translating research into practice with emphasis on implementing evidence-based practice will be explored. Useful tools in advanced clinical decision making; the regulations, certification, prescriptive authority, credentialing, and liability pertaining to the practice of APRNs; and the role of the APRN in interprofessional collaboration are also emphasized.

##### **NRS-5010 Economics and Financial Management in Healthcare– Credit Hours 3.0**

The understanding of health care finance and economics is essential to the role of the Clinical Nurse Leader. This course offers students essential concepts on the impact of finance and economics in the delivery of care, treatment, and services. The course will provide the nurse leader fundamental knowledge of health insurance and reimbursement; managed care and accountable care organizations; principles of budgeting and budgets; and financial analysis for health care service lines.

##### **NRS-5015 Law and Ethics in Nursing Practice – Credit Hours 3.0**

Knowledge of applicable health care law from the administrative and clinical perspectives are essential to nurse leader practice. This course offers two distinct sets of knowledge to secure understanding of law specifically written for nurse leaders. The topics involve advanced practice nursing; malpractice, negligence, and liability; risk management; organizational and workplace compliance and governing laws. The ethical considerations across nursing practice impact the role of the nurse leader. Hence, it is important to build knowledge beyond the ethical principles; rather, skills and resource recognition should be considered when faced with ethical decision- making and dilemma. The course offers the students expanded knowledge on ethical nursing practice by appreciating the skills necessary to address ethical issues, equally important is the development of competence in ethical nursing practice as it relates to quality and safety in nursing practice.

**NRS-5020 Nursing Informatics and Navigating EMR as CNL – Credit Hours 3.0**

The advancement of biomedical and information technology has placed the nurse leader in a unique position to influence the workforce in recognizing the significance of clinical data in the provision of care, treatment, and services, and throughout the continuum of care. This course offers students learning of a myriad of perspectives in achieving organizational and national goals of achieve safe, efficient quality of care through technology. Concepts emphasize patient safety and quality, point-of-care applications, data management, and data analytics; and how the interprofessional team contributes to the health care delivery system. The course will highlight the role of APRNs and registered nurses in addressing the challenges and complexities of health information technology management.

**NRS-5025 Research Design, Methodology and Advanced Statistical Analysis – Credit Hours 3.0**

The evolution of nursing practice continues to address the issues, difficulties, and complexities involved in the care of patients. The need for a focused approach in understanding evidence-based practice at the graduate level is essential to create and cultivate change, specifically in clinical practice. This course builds on fundamental knowledge of research, evidence-based practice, and statistics by providing advanced knowledge on scholarly output in practice scholarship; deeper appreciation of practical steps and tools for inquiring, appraising, and applying evidence into practice; and means to integrate frameworks for implementation science and evidence-based practice. Graduate statistics affords students essential knowledge in analyzing and interpreting data, variables and related data required for considering development, application, and evaluation of evidence through research findings.

**NRS-5030 Advanced Pathophysiology – Credit Hours 3.0**

Advanced pathophysiology builds from the basic understanding of pathological understanding of diseases and conditions. Understanding advanced concepts in pathophysiology strengthens the student's knowledge of diseases during acute and chronic states affecting body organs and systems; and assists student's in linking gained knowledge in clinical decision making and practice.

**NRS-5035 Advanced Pharmacology and Pharmacotherapeutics – Credit Hours 3.0**

Advanced pharmacology and pharmacotherapeutics builds from the foundational knowledge of drugs and solutions from the pre-licensure nursing program. Understanding advanced pharmacology and pharmacotherapeutics concepts elevates the student's knowledge of indications of pharmacological therapies, and their effects in the treatment of diseases and conditions by body systems approach. The student increases his or her understanding of various treatment modalities for acute and chronic disease states.

**NRS-5040 Advanced Physical Health Assessment and Clinical Reasoning – Credit Hours 3.0**

Advanced physical health assessment and clinical reasoning builds upon the knowledge gained in pre-licensure nursing program. It is fundamental to every practicing nurse to perform and demonstrate proficiency in health assessment. Understanding advanced physical health assessment and clinical reasoning elevates the level of knowledge of the learning student that are essential to patient clinical outcomes. Appropriate advanced nursing assessment provides critical clinical data to the health care team in treatment decision making and effective provision of care and related services. Clinical reasoning affords the learning student the ability to interpret clinical data encountered in various health care settings; and contribute to efficient and effective care outcomes.

**NRS-5050 The Advanced Practice Nursing Role of CNL in Healthcare Leadership and Interprofessional Collaboration – Credit Hours 3.0**

The essential knowledge for Clinical Nurse Leaders and Advanced Practice Registered Nurses, this course addresses the foundational concepts for the health care leadership role, and tackles significant issues and trends in practice, particularly the environment and dimensions of care, patient assessment,

and outcomes management. The professional development of a bedside clinical Registered Nurse to a Clinical Nurse leader requires an understanding of processes and systems involved in the delivery of healthcare services with emphasis in nursing care and nursing-sensitive outcomes and domains.

### **NRS-5055 Nursing Leadership and Healthcare Policy Administration – Credit Hours 3.0**

This course explores transformational leadership in nursing and offers learners the knowledge and understanding of power and influence to achieve organizational mission and vision; sustain its existence; and lead change. Nurses making policy for health care change will also be covered in this course. Interprofessional collaboration is emphasized in the course and how the clinical nurse leader utilizes the workforce abilities and organizational resources to elevate organizational state and continuous progress through various designs of models of care.

### **NRS-P5060 – Practice & Clinical Learning Experiences I: Practicum I – Credit Hours 2.0**

\*Practicum for NRS-5055

Clinical Practicum I affords the students the opportunity to learn about a health care organization that provides health services to individuals, groups, or communities. The CNL Capstone Project is proposed. The faculty-student assessment and evaluation of related learning experiences will highlight concepts learned in the MSN-CNL degree program; and apply the knowledge, skills, and aptitude gained in administrative, clinical, or leadership contexts. A reflective, scholarly assignment is submitted at the completion of NRS-P 5060.

### **NRS-5065 Improving Health Outcomes and Health Systems Management – Credit Hours 3.0**

Quality assurance and performance improvement influences patient and organizational outcomes. In the era of significant change in American health care system, it is significant to the Clinical Nurse Leader to be knowledgeable of quality assurance and performance improvement programs and systems. Students gain knowledge of case management, utilization review, and risk management as essential domains of quality assurance and performance improvement programs and systems. The clinical nurse leader explores structures, processes, and outcomes of health care delivery systems; analyze and interpret data; reviews and recommend leading practices; and research on evidence-based guidelines and recommendations.

### **NRS-P5070 – Practice & Clinical Learning Experiences II: Practicum II – Credit Hours 2.0**

\*Practicum for NRS 5065

The Practice and Clinical Learning Experiences II affords the students the opportunity to learn about a health care organization that provides health services to individuals, groups, or communities. The focus of this related learning experiences in this course explores various models, programs, or systems of quality and performance improvement, and patient care outcomes. The faculty-student assessment and evaluation of related learning experiences will highlight concepts learned in the MSN-CNL degree program; and apply the knowledge, skills, and aptitude gained in administrative, clinical, or leadership contexts. A reflective, scholarly assignment on quality assurance and performance improvement is submitted at the completion of NRS-P 5070.

### **NRS-5075 The Role of the CNL in Population Health Management and Community Health Promotion – Credit Hours 3.0**

Epidemiology is essential to the clinical nurse leader practice in promoting health and safety for individuals under his or her leadership and care. Epidemiological approaches and principles related to the occurrence, prevention, surveillance, etiology, and control of health conditions and diseases in defined populations will be covered along with practical applications in evaluating health services and policy implementation. Patient-focused health care management complements the purpose of epidemiology for better health by exploring the multiple elements of person-centered care, and the role



of clinical nurse leader in affording safe and effective care to every individual receiving care, treatment, and services.

### **NRS-P5080 Practice & Clinical Learning Experiences III: Practicum III – Credit Hours 2.0**

\*Practicum for NRS 5075

The Practice and Clinical Learning Experiences I affords the students the opportunity to learn about a health care organization that provides health services to individuals, groups, or communities. The highlight of this related learning experiences is the achievement of clinical nurse leader competencies, and the clinical setting's support of clinical nurse leaders. The faculty-student assessment and evaluation of related learning experiences will highlight concepts learned in the MSN-CNL degree program; and apply the knowledge, skills, and aptitude gained in administrative, clinical, or leadership contexts. A reflective, scholarly assignment is submitted at the completion of NRS-P 5080.

### **NRS 5090 MSN-CNL Capstone Project with Scholarly Dissemination – Credit Hours 3.0**

The CNL Capstone Project demonstrates the culmination of student's academic and experiential learning through a systematic scholarly process involving and integrating project theme assessment, design and development, implementation analysis and data interpretation, and evaluation, utilizing research and evidence-based practice to address a practice challenge.

Students will be required to work with a Capstone Committee, comprised of at least 2 LECOM MSN-CNL faculty members, one of which will chair the committee, and at least one clinical preceptor/mentor from one or more of the three (3) clinical practicum experiences. The student will select his/her Capstone Committee members and chair; student advisees do NOT have to be on the Capstone Committee.

During the first year of full-time studies (S1/S2), the student will complete the following tasks related to the Capstone Project:

Select a topic, research questions, and study design based on a conceptual framework from Nursing Leadership literature.

Select the committee chair, setting up regular meetings during the planning process.

Complete a Capstone Project Proposal, which will be completed by June 1 following the 2<sup>nd</sup> semester of full-time study. The Proposal must be successfully defended to the Capstone Committee and IRB application completed to submit following Proposal Defense.

During the second year of full-time studies (S3/S4), the student will complete the following tasks related to the Capstone Project:

Submit abstract for podium or poster presentation to a National or International Nursing Leadership conference and attend and present prior to graduation.

Obtain IRB approval or exemption and complete Capstone Project, coordinating and collaborating with the clinical mentor on the Project Committee.

Develop the Capstone Project Paper, coordinating with both the Committee Chair and clinical mentor on a regular basis to review manuscript drafts.

Successfully complete the Capstone Project Defense before April 1 in S4 for full-time students to allow time for revisions and submission to the Graduate School for approval and publication.

Before May 1 of S4, for full-time students, a manuscript for publication will be submitted to an appropriate peer-reviewed journal with student as first author, including both mentor and Capstone chair with subsequent authorship. ***Note: Manuscript must be submitted prior to graduation, however graduation is not contingent upon acceptance of the manuscript for publication.***

## **2.4.6. SUPPLEMENTAL POLICES**

### **2.4.6.1. CREDIT HOURS**

MSN-CNL courses are awarded semester credit hours, based on 15 hours of virtual instruction, in both synchronous and asynchronous sessions, per semester.

Students will attend one virtual session of instruction each week for 3 credit hour didactic courses and will be expected to spend between 2-5 hours per week outside of instruction in which the student will devote to preparation for learning experiences, both clinical and didactic, to study course material, or to complete reading or written assignments due at the end of the instructional week.

Formative and summative evaluation in the form of course assignments, scholarly papers, quizzes, and exams will be required for each course, and additional student time outside of the virtual class instruction will be required to study and complete these activities.

All virtual classes, readings, assignments, and other course materials will be available to students through the Virtual Learning Platform, Canvas.

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

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

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately 15 hours for one semester of credit or
2. At least an equivalent amount of work as noted in (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours.

### **2.4.6.2. COHORTS**

There will be one (1) student cohort for enrollment each calendar year, beginning in late July/early August of each year. The distance educational format has been designed for professionals who seek the MSN-CNL degree while continuing to be employed full or part-time in Nursing. Prospective students may apply to begin the full-time cohort each year, with application and accompanying documents and requirements met, no later than June 1 for the first cohort starting in 2023, and May 1 for all subsequent cohorts. All applicants will be required to complete a virtual interview prior to the application deadline, and after initial acceptance, complete an additional interview to discuss areas of research interest for the Capstone Project to consider expert faculty to chair the Capstone Committee.

The Full-Time Plan of Study consists of 4 semesters during the fall and spring, with summer break. Each semester will include between 11 and 12 academic credit hours and the semester will run for 15 weeks, with a winter and summer break of 6-8 weeks. Total clinical practicum hours will be a minimum of 500 clock hours. Capstone Project academic credits start at 3, and depending on progression, may require an additional credit to complete.

### **2.4.6.3. CURRICULUM DELIVERY**

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

Student work for assignments and examinations will be submitted via the Coursework tab located within

the course on the Learning Management System (LMS) Canvas, access to which is limited by unique usernames and passwords assigned at orientation with submission of valid identification. Course directors and instructors will utilize the coursework tab to examine and evaluate student work and assessments. Assessment may include written assignments, presentations, quizzes/exams, and scholarly assignment for each course in the Essential and Specialization Core courses, including the Capstone.

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

Students in each cohort begin matriculation with a several synchronous classes offered in July prior to start of classes each year. During these sessions, students participate in registration and orientation, train on the use of Canvas technology for online course delivery, obtain information on IT support, and begin coursework. Students will have the opportunity to meet with course faculty for the semester during a real-time format during one of the sessions.

During orientation, Student Affairs will assist with matriculation. Students will present valid identification to be assigned unique usernames and passwords. This allows for delivery and distribution of materials and provides confirmation of the student's ability to access on-line curriculum, participate in submission of coursework and assessment tools and effectively seek IT support. The Program utilizes textbooks that are available online and in e-book formats. Additional online resources are utilized as recommended readings. Attendance of synchronous components is mandatory.

#### **2.4.6.5. GRADING**

One of the goals of the MSN-CNL is to create a learning environment that maximizes learning opportunities and fosters lifelong learning. Educational opportunities available in the MSN-CNL program are designed to provide the learner with a variety of experiences including but not limited to online learning with collaborative interactions between faculty and peer students, one- on-one mentor guidance through practice and clinical learning course, and Capstone Project guidance with faculty leaders.

***Capstone completion includes the submission of at least one paper for publication and one Nursing Leadership National Conference to present project proposal (may be poster or podium).***

For matriculates in the MSN-CNL program the reporting of grades by the Registrar will fall under the standard nomenclature utilized for LECOM.

Matriculants in the MSN-CNL program will receive grades in their individual course based on the US 4.0 GPA grading scale (see below). Each course syllabus will contain the grading policies for the course, which will be consistent with the GPA grading scale utilized in all LECOM Graduate Nursing courses. Grades midway between two grade points will be rounded up to the next higher integer. A cumulative grade point average will be calculated and posted on the transcript.

Please note that bonus or extra credit points in a course will not exceed 5% of the total points of the course.

The following letter grades, their equivalents in achievement and grade points per semester hour of credit. A four-value point will be given indicating:

##### **Grade Points**

A	Excellent (Range 90 – 100)	4.0
B	Good (Range 80 – 89)	3.0

C	Satisfactory (Range 70 – 79	2.0
F	Failure (Range of 69 or below)	1.0
AU	Audit	0.0
I	Incomplete	0.0
Pass/Fail	Pass/Fail	0.0
W	Withdrawal	0.0
WP	Withdrawal/Pass	0.0
WF	Withdrawal/Fail	0.0
Cert	Certification	0.0

## GSBS DOCTORAL PROGRAMS

### 2.5. DOCTORAL PROGRAM IN ANATOMY EDUCATION (DAE)

#### INTRODUCTION

LECOM offers a 4-year doctoral-level curriculum in the anatomical sciences. Students will be required to complete lecture, laboratory and online-based courses, teaching practicums and conduct original education-based research in anatomy education. Graduates of this program will be highly knowledgeable and skillful anatomy education specialists well equipped to train the next generation of health care providers.

#### PROGRAM EDUCATION EDUCATIONAL GOALS

The DAE Program is centered on four goals. The student shall:

1. Develop mastery in the knowledge of anatomical sciences.
2. Develop mastery in the skills of educational practice in the anatomical sciences.
3. Develop professional and leadership behaviors of a competent anatomical sciences educator.
4. Develop mastery of principles of educational research.

#### 2.5.1. ADMISSIONS

*See Section 2.9 for eligibility requirements and admissions process to all doctoral programs.*

#### 2.5.2. TUITION AND FEES

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

Matriculation Fee			\$50
Nonrefundable fee (payment credited to the tuition fee upon matriculation)			
Tuition	1 <sup>st</sup> Year	(All students)	\$6,575
	2 <sup>nd</sup> – 4 <sup>th</sup> Years	(All students)	\$0

LECOM provides assistantships of \$10,000 per year for years two through four to students in the program for their roles as teaching assistants in Gross Anatomy and Neuroanatomy labs and for their teaching practicums in the Master of Medical Science program. Additionally, students will have access to funds (\$2,000) during their fourth year for travel to research meetings to present their work.

### 2.5.3. CURRICULUM

All coursework within the DAE Program is presented at LECOM Erie by LECOM faculty. As such, students must be present at the Erie campus for all laboratory activities.

The DAE Program is a 4-year program designed to prepare students to teach anatomy at the undergraduate, graduate, or medical school level and conduct original education-based research. Students will complete coursework covering Anatomy, Medical Education and Teaching Practicum.

The DAE curriculum is as follows:

Abbr.	Number	Course Title	Credit Hours
<b>Doctor of Anatomy Education (DAE) Fall Year 1</b>			
DAE	1001	Clinical Human Gross Anatomy	10.0
DAE	1002	Human Embryology	1.0
DAE	1003	Journal Club I	1.0
MAS	1532	Educational Statistics	2.5
		<b>Total Semester Hours</b>	<b>14.5</b>
<b>Doctor of Anatomy Education (DAE) Spring Year 1</b>			
DAE	1010	Basic Neuroanatomy	5.0
DAE	1011	Histology	4.0
DAE	1012	Journal Club II	1.0
DAE	1013	Physiology	3.0
MAS	1530	Education Research Methods	2.5
		<b>Total Semester Hours</b>	<b>15.5</b>
<b>Doctor of Anatomy Education (DAE) Summer Year 1</b>			
MAS	1535	Educational Psychology for Medical Educators	3.5
MAS	1502	Clinical Teaching Skills	3.5
		<b>Total Semester Hours</b>	<b>7.0</b>
<b>Doctor of Anatomy Education (DAE) Fall Year 2</b>			
DAE	2001	Special Dissection / Advanced Anatomy I	2.0
DAE	2002	Anatomy Teaching (TA) I	7.0
DAE	2003	Research I	3.0
DAE	2013	Journal Club III	1.0
MAS	1541	Educational Scholarship I: Needs Assessment	2.0
		<b>Total Semester Hours</b>	<b>15.0</b>
<b>Doctor of Anatomy Education (DAE) Spring Year 2</b>			
DAE	2010	Special Dissection / Advanced Anatomy II	2.0
DAE	2011	Neuroanatomy Teaching (TA) I	2.5
DAE	2012	Research II	3.0
DAE	2023	Journal Club IV	1.0
MAS	1516	Effective Lecturing Skills	2.5
MAS	1542	Educational Scholarship II: Goals & Objectives	2.0
		<b>Total Semester Hours</b>	<b>13.0</b>

Abbr.	Number	Course Title	Credit Hours
Doctor of Anatomy Education (DAE) Summer Year 2			
MAS	1543	Educational Scholarship III: Strategies & Assessments	2.0
MAS	1515	Education Assessment & Evaluation	2.5
DAE	3001	Research: Proposal	3.0
		Total Semester Hours	7.5
Doctor of Anatomy Education (DAE) Fall Year 3			
DAE	3010	Special Dissection / Advanced Anatomy III	2.0
DAE	3011	Anatomy Teaching (TA) II	7.0
DAE	3012	Dissertation I	4.0
DAE	3013	Journal Club V	1.0
MAS	1503	Administrative Skills	3.5
		Total Semester Hours	17.5
Doctor of Anatomy Education (DAE) Spring Year 3			
DAE	3020	Special Dissection / Advanced Anatomy IV	2.0
DAE	3021	Neuroanatomy Teaching (TA) II	2.5
DAE	3022	Dissertation II	4.0
DAE	3023	Journal Club VI	1.0
DED	3011	Teaching Practicum: Interprofessional Education	1.0
MAS	1544	Educational Scholarship IV: Implementation & Evaluation	2.0
DED	2549	Preparing for the Professoriate	1.0
		Total Semester Hours	13.5
Doctor of Anatomy Education (DAE) Summer Year 3			
DAE	4001	Dissertation III	4.0
DAE	4002	Qualifying Exam [Anatomy & Medical Education]	3.0
		Total Semester Hours	7.0
Doctor of Anatomy Education (DAE) Fall Year 4			
DAE	4010	Special Dissection / Advanced Anatomy V	2.0
DED	3012	Teaching Practicum: MSMedEd Course	3.0
DAE	4011	Teaching Practicum [Histology]	1.0
DAE	4012	Dissertation IV	9.0
DAE	4013	Journal Club VII	1.0
		Total Semester Hours	16.0
Doctor of Anatomy Education (DAE) Spring Year 4			
DAE	4020	Special Dissection / Advanced Anatomy VI	2.0
DAE	4021	Teaching Practicum [Anatomy]	2.0
DAE	4012	Dissertation: Defense	9.0
DAE	4023	Journal Club VIII	1.0
		Total Semester Hours	14.0
		Total Program Hours	140.5

## 2.5.4. COURSE DESCRIPTIONS

### DAE 1001 Clinical Human Gross Anatomy – Credit Hours 10.0

Clinical Human Gross Anatomy involves study of the structure and function of the human body. The course includes lectures and laboratory sessions. The knowledge gained from these experiences lead the student to develop a fine appreciation for not only the structure of the human body, but also the interrelation of its parts. Throughout the course, emphasis is placed on structure-function relationships

and the clinical applications of anatomical knowledge. The course includes a laboratory component with full anatomical dissection.

**DAE 1002 Human Embryology – Credit Hour 1.0**

Embryology is the study of developmental anatomy, beginning with the development of gametes and fertilization through the time of birth. The Human Embryology course consists of an independent 17-hour lecture course. This course exposes the student to a detailed account of early development and development of the organ systems.

**DAE 1003, 1012, 2013, 2023, 3013, 3023, 4013, and 4023 Journal Club I – VIII – Credit Hour 1.0 each**

The Journal Club course allows for analysis and discussion of recently published papers to facilitate the development of critical thinking, interpretation, and presentation skills. As the presenter, students prepare a PowerPoint and discuss the selected paper with the Anatomy Department. As an audience member, students are expected to read and critically analyze articles. A summary and associated questions for the presenter are submitted prior to attending the respective presentation. Students also present a research update to demonstrate their dissertation progress to the Department.

**DAE 1010 Basic Neuroanatomy – Credit Hours 5.0**

The Neuroanatomy course covers the basic structure, function, and dysfunction of the human nervous system. This course utilizes lectures, laboratories, independent study, and case studies to guide students to clinically important topics in neuroanatomy. The course includes content covering external and internal anatomy of the central nervous system, sensory and special sensory systems, motor systems, higher cognitive functions, and stroke syndromes.

**DAE 1011 Histology – Credit Hours 4.0**

Histology introduces the student to the structure and function of cells and the organization of cells into basic tissues. Emphasis is placed on the structural specialization, function, and interaction of cells in forming the four basic tissues, and the study of the structural arrangements of these basic tissues in organs. This course utilizes traditional optical microscopy and slide boxes.

**DAE 1013 Physiology – Credit Hours 3.0**

Physiology presents an integrated approach to the fundamental concepts of systems physiology and overall homeostatic balance. Basic physiological terminology and concepts are introduced, and clinically relevant examples of homeostatic control are presented. An overall understanding of the homeostatic functions of the autonomic nervous system and how physiological cell membranes regulate intercellular communication via ionic (electrical) conduction, as well as the maintenance of the body fluids, is essential to understanding the body as a whole. The cellular functioning of skeletal, cardiac, and smooth muscle is also discussed.

**DAE 2001, 2010, 3010, 3020, 4010 and 4020 Special Dissection/Advanced Anatomy I – VI – Credit Hours 2.0 each**

The Special Dissection/Advanced Anatomy course provides students the opportunity to gain a deeper understanding of selected anatomical topics via independent study and dissection. Students complete a total of six dissections throughout the Doctorate in Anatomy Education program. Students choose selected readings from Anatomy, Histology, Embryology, and Neuroanatomy textbooks to complement the dissection. Findings are presented to the Anatomy Department at the end of the semester.

**DAE 2002 and 3011 Teaching Assistant: Gross Anatomy I and II – Credit Hours 7.0**

The Teaching Assistant course provides students the opportunity to facilitate learning in the Gross

Anatomy Lab. Students create pre-laboratory video introductions using cadaveric specimens designed to improve learning outcomes for medical students. Students attend all medical student laboratory sessions to assist with content comprehension and dissection. In addition, DAE students present specialized topics in the anatomical sciences to faculty.

### **DAE 2003 and 2012 Research I and II – Credit Hours 3.0**

The Research course provides students the opportunity to explore potential educational research topics, methods of data collection and analysis in preparation for their dissertation courses. Students develop a central theme, three research aims, and conduct a literature review to demonstrate the need and rationale for their dissertation topic. In addition, students use statistical software to

### **DAE 2011 and 3021 Teaching Assistant: Neuroanatomy I and II – Credit Hours 2.5 each**

The Teaching Assistant course provides students the opportunity to facilitate learning in Neuroanatomy. Students create pre-laboratory video introductions designed to improve learning outcomes for medical students. Students attend six medical student laboratory sessions to assist students with content comprehension. During lab, students utilize gross brain specimens, myelinated slices, and white board drawings to improve the understanding of neuroanatomical content. In addition, DAE students present specialized topics in the anatomical sciences to faculty.

### **DAE 3012, 3022, 4001, and 4012 Thesis/Dissertation I – IV – Credit Hours 4.0 – 9.0 each**

Thesis courses provide students the opportunity to design research aims, collect and statistically analyze data, and present findings. In addition, students prepare written and oral materials for the academic job search.

### **DAE 3001 Research: Proposal – Credit Hours 3.0**

PhD students will develop a literature review, rationale, hypotheses and proposed aims for their dissertation study. Students will begin with an educational observation to identify an educational problem or issue needing researched or solved. From this observation, students will form a research question, review the literature to refine the research question, and generate researchable hypotheses. An extended literature review will also be conducted to support these steps, including problem identification, needs assessments, and project rationale.

### **DAE 4002 Qualifying Exam – 3.0 Credit Hours**

The Qualifying Exam provides senior students the opportunity to demonstrate expertise in the anatomical sciences (including anatomy, embryology, neuroanatomy, and histology) and medical education. Students are required to demonstrate the breadth and depth of their knowledge through essay-style responses.

### **DAE 4011 – Teaching Practicum: Histology – Credit Hours 1.0**

The Teaching Practicum course allows senior students the opportunity to create and deliver four hours of histology lectures to Master of Medical Science students. Students gain experience writing course objectives and exam items in conjunction with the assigned lecture content.

### **DAE 4012 – Dissertation Defense – 9.0 Credit Hours**

The Dissertation Defense is the culmination of the Doctorate of Anatomy Education Program. Students present a public defense of their dissertation research followed by a private defense with the committee.

### **DAE 4021 – Teaching Practicum: Anatomy– Credit Hours 2.0**

The Teaching Practicum course allows senior students the opportunity to create and deliver nine hours of anatomy and embryology lectures to Master of Medical Science students. Students gain experience



writing course objectives and exam items in conjunction with the assigned lecture content.

***See Doctor of Medical Education Descriptions***

DED 2549 – Preparing for the Professoriate – Credit Hours 1.0

DED 3011 – Teaching Practicum: Interprofessional Education – Credit Hours 1.0

DED 3012 – Teaching Practicum: MSME Course – Credit Hours 3.0

***See MS Med Ed Course Descriptions***

MAS 1502 – Clinical Teaching Skills – Credit Hours 3.5

MAS 1503 – Administrative Skills – Credit Hours 3.5

MAS 1515 – Educational Assessment & Evaluation – Credit Hours 2.5

MAS 1516 – Effective Lecturing Skills – Credit Hours 2.5

MAS 1530 – Educational Research Methods – Credit Hours 2.5

MAS 1532 – Educational Statistics – Credit Hours 2.5

MAS 1535 – Educational Psychology for Medical Educators – Credit Hours 3.5

MAS 1541 – Educational Scholarship I: Needs & Rationale – Credit Hours 2.0

MAS 1542 – Educational Scholarship II: Goals & Objectives – Credit Hours 2.0

MAS 1543 – Educational Scholarship III: Strategies & Assessments – Credit Hours 2.0

MAS 1544 – Educational Scholarship IV: Implementation & Evaluation – Credit Hours 2.0

## **2.6. DOCTORAL PROGRAM IN MEDICAL MICROBIOLOGY EDUCATION (DME)**

### **INTRODUCTION**

A doctoral-level program in medical microbiology education is offered at the LECOM Erie campus, with a curriculum focused on preparation of graduate students for delivery of medical microbiology, immunology, and antimicrobial pharmacology to medical students as well as students in other graduate and undergraduate programs. Students will complete laboratory-based, lecture-based, and online courses and defend a dissertation on innovative teaching techniques in the microbiology curriculum. Graduates will be adept in delivery of medical microbiology utilizing a variety of curricular techniques, making graduates highly skilled and sought after.

### **PROGRAM EDUCATIONAL GOALS**

The DME Program involves four goals, where the student will:

1. Develop mastery in the knowledge of the medical microbiology and immunology sciences.
2. Develop mastery in the skills of medical microbiology and immunology education.
3. Develop positive professional behaviors of a competent medical microbiology and immunology educator.
4. Develop mastery of principles of educational research.

### **2.6.1. ADMISSIONS**

*See Section 2.9 for eligibility requirements and admissions process to all doctoral programs.*

### **2.6.2. TUITION AND FEES**

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

Matriculation Fee

\$50

Nonrefundable fee (payment credited to the tuition fee upon matriculation)

Tuition	1 <sup>st</sup> Year	(All students)	\$6,575
	2 <sup>nd</sup> – 4 <sup>th</sup> Years	(All students)	\$0

### 2.6.3. CURRICULUM

All coursework within the DME Program is presented at LECOM Erie by LECOM faculty.

The DME program will cover lecture and directed study courses, journal club, research, qualifying exams, teaching practicums and a dissertation defense. The first two years consist mainly of course work but culminates with the candidate developing an original innovative research proposal which will form the foundation of their research project. The third year culminates in a qualifying examination and the fourth year culminates in a public oral defense of the student's dissertation project. A year-by-year breakdown of the coursework is provided below.

The DME curriculum is as follows:

Abbr.	Number	Course Title	Credit Hours
<b>Doctor of Medical Microbiology Education (DME) Fall Year 1</b>			
MAS	1530	Educational Research Methods	2.5
MBS	1505	Introduction to Research Techniques	1.0
DAE	1003	Journal Club I	1.0
DME	1001	Medical Microbiology and Immunology	6.0
DME	1002	Principles of Antimicrobial Therapy	2.0
		<b>Total Semester Hours</b>	<b>12.5</b>
<b>Doctor of Medical Microbiology Education (DME) Spring Year 1</b>			
MAS	1532	Educational Statistics	2.5
DAE	1012	Journal Club II	1.0
DME	1003	Innovative Teaching Strategies	4.0
DME	1004	Microbial Pathogenesis	4.0
		<b>Total Semester Hours</b>	<b>11.5</b>
<b>Doctor of Medical Microbiology Education (DME) Summer Year 1</b>			
MAS	1535	Educational Psychology for Medical Education	3.5
MAS	1502	Clinical Teaching Skills	3.5
		<b>Total Semester Hours</b>	<b>7.0</b>
<b>Doctor of Medical Microbiology Education (DME) Fall Year 2</b>			
MAS	1541	Educational Scholarship I: Needs & Rationale	2.0
DAE	2003	Research I	3.0
DAE	2013	Journal Club III	1.0
DME	1005	Advanced Topics in Medical Microbiology I	2.0
DME	1013	Medical Microbiology Teaching I	7.0
DME	1019	Research Applications: Biostatistics	2.0
		<b>Total Semester Hours</b>	<b>15.0</b>
<b>Doctor of Medical Microbiology Education (DME) Spring Year 2</b>			
MAS	1516	Effective Lecturing Skills	2.5
MAS	1542	Educational Scholarship II: Goals & Objectives	2.0
DAE	2023	Journal Club IV	1.0

Abbr.	Number	Course Title	Credit Hours
DME	1006	Advanced Topics in Medical Microbiology II	2.0
DME	1014	Medical Microbiology Teaching II	2.5
DAE	2012	Research II	3.0
		Total Semester Hours	13.0
Doctor of Medical Microbiology Education (DME) Summer Year 2			
MAS	1543	Educational Scholarship III: Strategies & Assessment	2.0
MAS	1515	Education Assessment and Evaluation	2.5
DAE	3001	Research: Proposal	3.0
		Total Semester Hours	7.5
Doctor of Medical Microbiology Education (DME) Fall Year 3			
MAS	1503	Administrative Skills	3.5
DAE	3013	Journal Club V	1.0
DME	1007	Identification and Application for Extramural Funding in Medical Education Research	2.0
DME	1015	Medical Microbiology Teaching III	2.5
DME	2021	Dissertation I	4.0
		Total Semester Hours	17.5
Doctor of Medical Microbiology Education (DME) Spring Year 3			
DED	3011	Teaching Practicum: Interprofessional Education	1.0
MAS	1544	Educational Scholarship IV: Implementation & Evaluation	2.0
DED	2549	Preparing for the Professoriate	1.0
DAE	3023	Journal Club VI	1.0
DME	1010	Faculty Roles and Responsibilities	2.0
DME	1016	Medical Microbiology Teaching II	2.5
DME	1022	Dissertation II	4.0
		Total Semester Hours	13.5
Doctor of Medical Microbiology Education (DME) Summer Year 3			
DME	1023	Dissertation III	4.0
DME	1028	Qualifying Exam [Microbiology & Medical Education]	3.0
DAE	2550	Medical Education Teaching Practicum	3.0
		Total Semester Hours	10.0
Doctor of Medical Microbiology Education (DME) Fall Year 4			
DED	3012	Teaching Practicum: MSMedEd Course	3.0
DME	4020	Teaching Practicum [Microbiology]	1.0
DAE	4013	Journal Club VII	1.0
DME	1009	Advanced Topics in Medical Microbiology	2.0
DME	1024	Dissertation IV	9.0
		Total Semester Hours	16.0
Doctor of Medical Microbiology Education (DME) Spring Year 4			
DAE	4023	Journal Club VIII	1.0
DME	4021	Teaching Practicum [Immunology]	1.0
DME	1010	Advanced Topics in Medical Microbiology	2.0
DME	4012	Dissertation: Defense	9.0
		Total Semester Hours	14.0
		Total Program Hours	

## 2.6.4. COURSE DESCRIPTIONS

### *See Doctorate of Anatomy Education Course Descriptions*

DAE 1003, 1012, 2013, 2023, 3013, 3023, 4013, and 4023 – Journal Club I – VII – Credit Hour 1.0 each

DAE 2003 and 2012 Research I and II – Credit Hours 3.0 each

DAE 3001 Research: Proposal – Credit Hours 3.0

### *See Doctor of Medical Education Descriptions*

DED 2549 – Preparing for the Professoriate – Credit Hours 1.0

DED 3011 – Teaching Practicum: Interprofessional Education – Credit Hours 1.0

DED 3012 – Teaching Practicum: MSMEd Course – Credit Hours 3.0

### **DME 1001 Medical Microbiology and Immunology – Credit Hours 6.0**

Medical Microbiology and Immunology is a graduate level course designed to expose students to core concepts in immunology and infectious disease. Specifically, in the immunology component, students learn the basic concepts of immunology such as the innate and acquired immune systems. The focus of the course is on the immune response to various microbial agents as well as the failures of the immune system such as hypersensitivity, autoimmunity, immunodeficiency and transplantation reactions. In the microbiology component of the course, students will be exposed to various pathogens including bacterial, viral, fungal and parasitic agents. The structure, function, and genetics of these pathogenic organisms and their relationships to pathogenicity will be discussed. Particular emphasis will be placed on virulence mechanisms and laboratory identification features of pathogenic microorganisms. In addition, emerging infectious diseases will be explored through the scientific literature. The course will involve participating in a directed study medical microbiology course and researching an emerging microbiological topic via the literature.

### **DME 1002 Principles of Antimicrobial Therapy – Credit Hours 2.0**

Principles of Antimicrobial Therapy is a graduate level course designed to expose graduate students to the general principles in antimicrobial pharmacology and the effects of these drugs on humans in both normal and infected states. Major classes of antimicrobials, and commonly used drugs, will be covered focusing on the mechanism of action on pathogens, modes of pathogen resistance to antimicrobials, common and serious side effects and drug-drug interactions.

### **DME 1003 Innovative Teaching Strategies in Microbiology – Credit Hours 4.0**

Innovative Teaching Strategies in Microbiology is a graduate level course designed to expose students to various and novel teaching methods in the microbiological sciences across varying curricula. Utilizing the scientific literature, LECOM curricula, and evidence from other medical institutions, the delivery methods of microbiological sciences to medical and graduate students will be discussed and the best practices will be identified. Students will use the information gathered during the course to begin to outline their dissertation project.

### **DME 1004 Microbial Pathogenesis – Credit Hours 4.0**

Microbial Pathogenesis is a graduate level course designed to expose students to in depth analysis and discussion of microbial virulence factors, replication strategies, and immune surveillance evasion techniques. Utilizing the scientific literature, the detailed mechanisms of bacterial virulence factors, including pili, capsules/biofilms, toxins, secretions systems, and quorum sensing, among others, will be discussed. Viral replication patterns and pathogenesis for DNA and RNA viruses, as well as, fungal and parasitic life cycles will be investigated.

### **DME 1005 Advanced Topics in Microbiology I – Microbiology Laboratory Design – Credit Hours 2.0**

Advanced Topics in Microbiology: Microbiology Laboratory Design is a graduate level course designed to expose students to the synthesis, creation, implementation, and evaluation of various types of microbiology laboratories that supplement the medical microbiology curriculum. Both wet labs and virtual labs focusing on different levels of difficulty and topics will be created by the student and then taken and evaluated by the course faculty.

### **DME 1006 Advanced Topics in Microbiology II – Creation and Evaluation of Student Assessment – Credit Hours 2.0**

Advanced Topics in Microbiology: Creation and Evaluation of Student Assessment is a graduate level course designed to expose students to the creation, implementation, and evaluation of various types of assessment activities in medical microbiology for various level of learners.

### **DME 1007 Identification and Application for Extramural Funding in Medical Education Research – Credit Hours 2.0**

Advanced Topics in Microbiology: Identification and Application for Extramural Funding in Medical Education Research is a graduate level course designed to expose students to the identification of extramural funding resources for educational research, how and when to apply for extramural funding, and creation of an extramural grant.

### **DME 1008 Course Design and Implementation – Credit Hours 2.0**

Advanced Topics in Microbiology: Course Design and Implementation is a graduate level course designed to introduce the student to creation of advanced courses in microbiology and/or immunology. Students will design a 300 or 400 level undergraduate course, including a course syllabus, course schedule and outline of topics covered, and course grading scheme.

### **DME 1009 Student Advising – Credit Hours 2.0**

Student advising is one of the pinnacles of teaching and mentoring students in pursuit of medicine. The pre-clinical years of education can be difficult for learners new to the rigors and length of study. This course is designed to prepare DME students to advise students in learning strategies, time management, and navigate through the challenges of a medical program. This is accomplished by a two-pronged approach; discussion of real-world advising situations and possible solutions and outcomes, and assignment of MMS advisees to each DME student who will be monitored by a faculty advisor.

### **DME 1010 Faculty Roles and Responsibilities – Credit Hours 2.0**

The responsibilities of educators are an important part of their day to day and yearly activities. Depending on the level of students being taught the responsibilities will vary. This is true when investigating the responsibilities of educators at the elementary school, high school, undergraduate, and graduate levels. However, as a new educator knowing the responsibilities can be a difficult task to master. This is mainly due to some institutions not clearly stating all the expected responsibilities educators should take on. Students in this course will learn the expectations and responsibilities of educators at the medical school level, including but not limited to Institutional and School governance, faculty reports, annual faculty goals and advancement, service requirements and opportunities, creating a curriculum, among others.

### **DME 1013 Microbiology Teaching (TA) I Microbiology Laboratory Teaching – Credit Hours 7.0**

Microbiology Teaching (TA) I is a graduate level course designed to expose students to leadership in instruction, dissemination, and facilitation of student learning in microbiology laboratories and workshops. The student will coordinate, implement, and act as primary presenter for hands-on

microbiology labs that have been previously designed for Masters in Medical Sciences students, and first and second year medical students. In addition, students will attend didactic sessions in both lecture-based and independent study on advanced clinical microbiological sciences topics, including infectious diseases, immunology, and pharmacology.

**DME 1014 Microbiology Teaching (TA) II Microbiology Laboratory and Small Group Teaching – Credit Hours 2.5**

Microbiology Teaching (TA) II is a graduate level course designed to expose students to leadership in instruction, dissemination, and facilitation of student learning in microbiology laboratories and workshops. The student will coordinate, implement, and act as primary presenter for hands-on microbiology System labs and workshops that have been previously designed for Masters in Medical Sciences students, and first and second year medical students. Students will direct small group sessions for first year medical students requiring academic enhancement in the medical microbiological sciences. In addition, students will attend didactic sessions in both lecture-based and independent study on advanced clinical microbiological sciences topics, including infectious diseases, immunology, and pharmacology.

**DME 1015 Microbiology Teaching (TA) III Microbiology Laboratory and Lecture Presentation – Credit Hours 2.5**

Microbiology Teaching (TA) III is a graduate level course designed to expose students to leadership in instruction, dissemination, and facilitation of student learning in microbiology laboratories and workshops. The student will coordinate, implement, and act as primary presenter for hands-on microbiology System labs and workshops that have been previously designed for Masters in Medical Sciences students, and first and second year medical students. Students will deliver a lecture component in the Master of Medical Science Medical Microbiology Course.

**DME 1016 Medical Microbiology Teaching – Credit Hours 2.5**  
[Course Description]

**DME 1019 Research Applications: Biostatistics – Credit Hours 2.0**  
[Course Description]

**DME 1023 – Dissertation III – Credit Hours 4.0**  
[Course Description]

**DME 1024 – Dissertation IV – Credit Hours 4.0**  
[Course Description]

**DME 1028 – Qualifying Exam [Microbiology & Medical Education] – Credit Hours 3.0**  
[Course Description]

**DME 2021 Dissertation I – Credit Hours 4.0**  
[Course Description]

**DME 2022 Dissertation II – Credit Hours 4.0**  
[Course Description]

**DME 4012 Dissertation: Defense – Credit Hours 9.0**  
[Course Description]

**DME 4020 Teaching Practicum [Microbiology] – Credit Hour 1.0**  
**[Course Description]**

**DME 4021 Teaching Practicum [Immunology] – Credit Hour 1.0**  
**[Course Description]**

***See MS Med Ed Course Descriptions***

MAS 1502 – Clinical Teaching Skills – Credit Hours 3.5

MAS 1503 – Administrative Skills – Credit Hours 3.5

MAS 1515 – Educational Assessment & Evaluation – Credit Hours 2.5

MAS 1516 – Effective Lecturing Skills – Credit Hours 2.5

MAS 1530 – Educational Research Methods – Credit Hours 2.5

MAS 1532 – Educational Statistics – Credit Hours 2.5

MAS 1535 – Educational Psychology for Medical Educators – Credit Hours 3.5

MAS 1541 – Educational Scholarship I: Needs & Rationale – Credit Hours 2.0

MAS 1542 – Educational Scholarship II: Goals & Objectives – Credit Hours 2.0

MAS 1543 – Educational Scholarship III: Strategies & Assessments – Credit Hours 2.0

MAS 1544 – Educational Scholarship IV: Implementation & Evaluation – Credit Hours 2.0

***See Master of Biomedical Sciences Course Descriptions***

MBS 1505 Introduction to Research Techniques – Credit Hour 1.0

## **2.7. DOCTORAL PROGRAM IN MEDICAL EDUCATION (DMED)**

### **INTRODUCTION**

The DEd program produces educator-scholar leaders in health professions education with an emphasis in training graduates to be independent educational researchers. The DEd program provides an opportunity for graduates of the MSME Program to further their study in medical education practice by offering additional training in and more deeply exploring coursework, mentored teaching practicums, and dissertation-level research. Graduates are educator-scholar leaders who are highly knowledgeable and skillful medical education specialists. They are well equipped to produce innovative research in medical education and to improve the educational training of health care providers. The DEd program provides graduate-level learning in educational practice, educational research methodology and analysis, and administrative leadership. Students are required to complete online coursework, teaching practicums, and conduct original research in the field of medical education in the form of a written and publicly-defended dissertation.

### **PROGRAM EDUCATIONAL GOALS**

Programs include student developmental achievement to the level of expert in the following domains:

1. knowledge of medical education practice
2. skills of medical education research
3. positive attitudes and professional behaviors of an educational-scholar leader

### **2.7.1. ADMISSIONS**

*See section 2.9 for eligibility requirements and admissions process to all doctoral programs.*

### **2.7.2. TUITION AND FEES**

Tuition and fees are due and payable by registration unless special arrangements have been made with the Accounting Office. The College reserves the right to change tuition and fees without advance notice

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

Matriculation Fee			\$50
Nonrefundable fee (payment credited to the tuition fee upon matriculation)			
Tuition	1 <sup>st</sup> Year	(All students)	\$6,575
	2 <sup>nd</sup> – 4 <sup>th</sup> Years	(All students)	\$0

### 2.7.3. CURRICULUM

The LECOM DEd program is an online PhD program delivered through distance education. The DEd Program is executed by the LECOM Erie, Pennsylvania campus. The DEd Program is a 2-year online program of 60 credit hours of graduate coursework beyond the MSMEd degree, which is a prerequisite.

Abbr.	Number	Course Title	Credit Hours
<b>Doctor of Medical Education (DMedEd) Summer Year 1</b>			
MAS	1502	Clinical Teaching Skills	2.0
MAS	1535	Educational Psychology for Medical Educators	3.5
		Total Semester Hours	5.5
<b>Doctor of Medical Education (DMedEd) Fall Year 1</b>			
MAS	1541	Educational Scholarship I: Needs and Rationale	2.0
MAS	1530	Education Research Methods	2.5
		Total Semester Hours	4.5
<b>Doctor of Medical Education (DMedEd) Spring Year 1</b>			
MAS	1516	Effective Lecturing Skills	2.5
MAS	1542	Educational Scholarship II: Goals and Objectives	2.0
		Total Semester Hours	4.5
<b>Doctor of Medical Education (DMedEd) Summer Year 2</b>			
MAS	1543	Educational Scholarship III: Strategies & Assessments	2.0
MAS	1515	Educational Assessment & Evaluation	2.5
		Total Semester Hours	4.5
<b>Doctor of Medical Education (DMedEd) Fall Year 2</b>			
MAS	1544	Educational Scholarship IV: Implementation & Evaluation	2.0
MAS	1503	Administrative Skills	3.5
		Total Semester Hours	5.5
<b>Doctor of Medical Education (DMedEd) Spring Year 2</b>			
MAS	1504	Educational Leadership	3.5
MAS	1532	Educational Statistics	2.5
		Total Semester Hours	6.0
<b>Doctor of Medical Education (DMedEd) Summer Year 3</b>			
DED	3010	Advanced Cognitive Psychology	3.0
DED	3041	Dissertation I: Proposal	3.0
DED	2003	Research I: Literature Review	3.0
		Total Semester Hours	9.0
<b>Doctor of Medical Education (DMedEd) Fall Year 3</b>			
DED	1003	Journal Club I	1.0



Abbr.	Number	Course Title	Credit Hours
DED	3020	Advanced Educational Research Methods	3.0
DED	3042	Dissertation II: The IRB Process	3.0
DED	2549	Preparing for the Professoriate	1.0
DED	3030	Developing Faculty Developers	2.0
Total Semester Hours			10.0
<b>Doctor of Medical Education (DMedEd) Spring Year 3</b>			
DED	3040	Strategic Planning and Accreditation	3.0
DED	1004	Journal Club II	1.0
DED	3050	Educational Finance & Law	3.0
DED	3043	Dissertation III: Implementation	3.0
DED	3011	Teaching Practicum: Interprofessional Education	1.0
Total Semester Hours			11.0
<b>Doctor of Medical Education (DMedEd) Summer Year 4</b>			
DED	3005	Clinical Teaching II: Instructional Design & Technology	3.0
DED	3044	Dissertation IV: Data Analysis	3.0
DED	4002	Comprehensive Exam	2.0
Total Semester Hours			8.0
<b>Doctor of Medical Education (DMedEd) Fall Year 4</b>			
DED	1012	Journal Club III	1.0
DED	3012	Teaching Practicum: MSMed course	3.0
DED	3002	Statistical Correlation & Regression	3.0
DED	3045	Dissertation V: Results	4.0
DED	3013	Mentored Teaching: IPE	3.0
Total Semester Hours			14.0
<b>Doctor of Medical Education (DMedEd) Spring Year 4</b>			
DED	2013	Journal Club IV	1.0
DED	4045	Dissertation VI: Conclusion	3.0
DED	4050	Dissertation Defense	4.0
Total Semester Hours			8.0
Total Program Hours			90.5

## 2.7.4. COURSE DESCRIPTIONS

### **DED 1003/1004/1012/2013 – Journal Club I/II/III/IV – Credit Hours 1.0 each**

Doctoral students will analyze and evaluate special topics published in medical education. This may also include evaluating and providing feedback to MSMed students on their curriculum development or educational research thesis projects. Research requires critical thinking skills, the ability to interpret data and explain results and conclusions using verbal and graphic presentation skills, therefore, this course will develop necessary skills for PhD students to successfully complete and present their dissertation research. PhD students will learn how to search for relevant sources, evaluate their quality and credibility, and identify the main themes, arguments, and perspectives they present.

### **DED 2003 – Research I: Literature Review – Credit Hours 3.0**

PhD students will learn how to conduct a critical analysis of the background literature to support their dissertation topic. The purpose of the literature review course is to help students further define the educational need and rationale for the dissertation project by identifying similar projects at other institutions, analyzing their findings, and identifying gaps, limitations, or contradictions between published research findings. This in turn, provides the necessary background for their dissertation

Introduction chapters.

### **DED 2549 – Preparing for the Professoriate – Credit Hours 1.0**

This purpose of this course is to prepare students for success in the first year as professors in academia. This course is delivered using the LECOM New Faculty Institute – A Faculty Learning Community (FLC) for new, full-time faculty at LECOM, thus allowing PhD students to interact with and learn from the challenges facing new faculty. Topics explored in this course come from the three main areas in which all faculty are professionally evaluated: Teaching, Research & Scholarly Activity, and Academic Service & Administrative Leadership. The goal is to train upcoming graduates to be successful in their first year in the Professoriate.

### **DED 3002 – Statistical Correlation & Regression – Credit Hours 3.0**

The course develops specific statistical analytical skills in correlation and regression analysis. Students will learn a set of statistical processes for estimating the relationships or interactions between a dependent variable and one or more independent variables, commonly used in clinical and educational research. Emphasis is placed on the Pearson's Correlation Coefficient and Least-Squares Regression methods.

### **DED 3005 – Clinical Teaching II: Instructional Design & Technology – Credit Hours 3.0**

PhD students will develop instructional design & technology strategies specific to various learning environments. **Students will** apply what is empirically understood about how humans learn and improve upon performance to the design, development, implementation, and evaluation of learning and performance support products, processes, and environments. PhD students will understand this as both product (such as a Web-based course for distant learners) and process (such as an iterative and formative approach to learner assessment).

### **DED 3010 – Advanced Cognitive Psychology – Credit Hours 3.0**

PhD students will apply advanced cognitive psychology principles to the study of teaching and learning in medical and health professions education. PhD students will assume the role of a faculty developer to create a PPT with voiceover on a topic in cognitive psychology to be potentially used in future faculty development offerings at LECOM. They will also view and provide feedback to their peers on how to improve their presentations based on cognitive psychology principles. By teaching the content to be learned, this will reinforce PhD student learning.

### **DED 3011 – Teaching Practicum: Interprofessional Education – Credit Hours 1.0**

PhD students will gain skills and experience in teaching and evaluating student outcomes in an online interprofessional education curriculum by teaching the LECOM IPE 1001: Introduction to Interprofessional Education course, required for all first-year medical, pharmacy, and dental students at LECOM. PhD students will facilitate the four student discussion forums related to the four IPE Competencies: Roles, Teams, Communication, and Ethics and evaluate medical, pharmacy, and dental students' participation in the discussions. Additionally, PhD students gain practice in teaching in online environments since IPE 1001 is delivered through distance education.

### **DED 3012 – Teaching Practicum: MSMEd Course – Credit Hours 3.0**

PhD students will refine their distance education skills in teaching medical education content in an online environment by teaching one of the MSMEd courses. PhD students will also gain experience in managing their course on the Canvas Learning Management System and will practice revising the curriculum and assessment of the course.

**DED 3013 – Mentored Teaching: IPE – Credit Hours 3.0**

PhD students will gain skills and experience in teaching and assessing student outcomes in an course of their choice, specific to their discipline or career. Students will update course goals and objectives, teaching strategies, and learner assessments by presenting these elements for feedback in this course.

**DED 3020 – Advanced Educational Research Methods – Credit Hours 3.0**

PhD students will take an in-depth study of specific educational research methods and study designs, typically specific to their dissertation research. Advanced research methods describe the ways researchers conduct formal scholarly research, investigate a research problem, or seek to prove a hypothesis, including mixed methods, survey, ethnographic, historical, and action research.

**DED 3030 – Developing Faculty Developers – Credit Hours 2.0**

PhD students will develop a faculty development program specific to their host institution's needs. Faculty development programs are key to an institution's ability to stay relevant and effective and allow educators to reflect and improve on their own abilities and learn new skills. The purpose of this course then is two-fold – to provide foundational skills to PhD students into faculty developers and to allow them to each become an expert on a topic that is relevant and important to their institution.

**DED 3040 – Strategic Planning & Accreditation – Credit Hours 3.0**

PhD students will create an institutional strategic plan and will create a evaluation plan to measure institutional effectiveness, ideally specific to their host institution's needs. Students will learn strategic planning strategies that play a pivotal role in the growth and success of any institution so that these students can serve and lead accreditation in health professions education.

**DED 3041 – Dissertation I: Proposal – Credit Hours 3.0**

PhD students will develop the proposal for their dissertation study. Students will begin with an educational observation to identify an educational problem or issue needing researched or solved. From this observation, students will form a research question, review the literature to refine the research question, and generate researchable hypotheses. An extended literature review will also be conducted to support these steps, including problem identification, needs assessments, and project rationale.

**DED 3042 – Dissertation II: The IRB Process – Credit Hours 3.0**

PhD students will learn the process of writing a proposal to the LECOM IRB committee concerning their educational study. Students will create and submit an IRB proposal to seek approval to conduct their dissertation research. Students will understand that any researcher who intends to work with human participants must seek informed consent from each prospective participant. Other pertinent aspects for a successful IRB proposal will be learned.

**DED 3043 – Dissertation III: Implementation – Credit Hours 3.0**

PhD students will implement their dissertation project and collect data. Students will explore and plan for implementation issues including teaching strategies, project timeline, and budgeting. PhD students will learn that effective implementation involves the support of multiple stakeholders.

**DED 3044 – Dissertation IV: Data Analysis – Credit Hours 3.0**

PhD students will statistically analyze the data collected from the implementation of their dissertation project. The type of data analysis performed will depend on the type of data used by the PhD student is their research, meaning qualitative, quantitative, or categorical data.

**DED 3045 – Dissertation V: Results – Credit Hours 4.0**

PhD students will compile and present the results of their dissertation data analysis in this course.

Students will write up the first draft of their results section of their dissertation. PhD students will also learn the best way to display their data visually and to describe their findings in table form. The Discussion section will also be written that involves an interpretation of the results in context of the projects research hypotheses. The Discussion will also involve a critical comparison of project results with similar studies published in the literature, specifically analyzing the extent to which this project's results support or reject key findings in the existing relevant literature.

#### **DED 3050 – Educational Finance & Law – Credit Hours 3.0**

This course describes select issues in educational finance and law in higher education relevant to their future careers in health education teaching, research, and administration. It is important for PhD students to gain an understanding of these issues as financial pressures, societal changes, and various risks on campus and in cyber security are challenging higher education. Education finance & law are at the forefront of questions about student achievement and success.

#### **DED 4002 – Comprehensive Exam – Credit Hours 2.0**

PhD students will be evaluated on their broad competency in medical education through the comprehensive exam touching on topics related to core teaching foundations, educational skills, educational scholarship, and systems-level issues.

#### **DED 4045 – Dissertation VI: Conclusion – Credit Hours 3.0**

PhD students will evaluate key findings, study limitations, and future directions of study related to their dissertation project. Students will assemble all aspects of the writing of their project and will submit the first draft on their entire dissertation for committee review.

#### **DED 4050 – Dissertation Defense – Credit Hours 4.0**

PhD students will present and defend their dissertation project. Students will incorporate feedback from their committee as many times as needed until all members of their committee are satisfied that all corrections have been addressed and the student can be judged as having the skills of an independent researcher.

#### ***See MS Med Ed Course Descriptions***

MAS 1502 – Clinical Teaching Skills – Credit Hours 3.5

MAS 1503 – Administrative Skills – Credit Hours 3.5

MAS 1504 – Educational Leadership – Credit Hours 3.5

MAS 1515 – Educational Assessment & Evaluation – Credit Hours 2.5

MAS 1516 – Effective Lecturing Skills – Credit Hours 2.5

MAS 1530 – Educational Research Methods – Credit Hours 2.5

MAS 1532 – Educational Statistics – Credit Hours 2.5

MAS 1535 – Educational Psychology for Medical Educators – Credit Hours 3.5

MAS 1541 – Educational Scholarship I: Needs & Rationale – Credit Hours 2.0

MAS 1542 – Educational Scholarship II: Goals & Objectives – Credit Hours 2.0

MAS 1543 – Educational Scholarship III: Strategies & Assessments – Credit Hours 2.0

MAS 1544 – Educational Scholarship IV: Implementation & Evaluation – Credit Hours 2.0

### **2.8. DOCTORAL PROGRAM IN PHARMACY EDUCATION (PE)**

A doctoral-level program in pharmacy education is offered at the LECOM Erie and Bradenton campuses, with a curriculum focused on preparation of graduate students for delivery of pharmacology, pharmaceuticals, and clinical practice sciences to pharmacy students, as well as students in other graduate and undergraduate programs. Students will complete laboratory-based, lecture-based, and online courses and defend a dissertation on innovative teaching techniques in the pharmacy curriculum. Graduates will

be adept in delivery of pharmaceutical and clinical sciences utilizing a variety of curricular techniques, making graduates highly skilled and sought after.

### PROGRAM EDUCATIONAL GOALS

The PE Program involves four goals, where the student will:

1. Develop mastery in the knowledge of pharmaceutical education.
2. Develop mastery in the skills of educational practice in pharmacy education.
3. Develop professional and leadership behaviors of a competent pharmacy educator.
4. Develop mastery in the skills of pharmacy education research.

### 2.8.1. ADMISSIONS

See Section 2.9 for eligibility requirements and admissions process to all doctoral programs.

### 2.8.2. TUITION AND FEES

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

Matriculation Fee			\$50
Nonrefundable fee (payment credited to the tuition fee upon matriculation)			
Tuition	1 <sup>st</sup> Year	(All students)	\$6,575
	2 <sup>nd</sup> – 4 <sup>th</sup> Years	(All students)	\$0

### 2.8.3. CURRICULUM

All coursework within the PE Program is presented at LECOM Erie & Bradenton by LECOM faculty.

The PE program will cover lecture and directed study courses, journal club, research, qualifying exams, teaching practicums and a dissertation defense. The first two years consist mainly of course work but culminate with the candidate developing an original innovative research proposal which will form the foundation of their research project. The third year begins with a qualifying examination and culminates in a public oral defense of the student's dissertation project. A year-by-year breakdown of the coursework is provided below. Note that the curriculum below is specific for students entering the program fall 2020 at the Erie campus and is subject to change for subsequent years pending the LECOM School of Pharmacy's implementation of a modular curriculum.

The PE curriculum is as follows:

Abbr.	Number	Course Title	Credit Hours
<b>Doctor of Pharmacy Education Fall Year 1</b>			
MAS	1532	Educational Statistics	2.5
DAE	1003	Journal Club I	1.0
PCC	1008	Pharmaceutics I	2.0
BMS	1004	Intro to BMS & PDA I	3.0
BMS	1005	Intro to BMS & PDA II	2.0
DPE	1001	Pharmacy Teaching Experience I	2.0

Abbr.	Number	Course Title	Credit Hours
Total Semester Hours			12.5
<b>Doctor of Pharmacy Education Spring Year 1</b>			
MAS	1530	Educational Research Methods	2.5
DAE	1012	Journal Club II	1.0
PCC	1009	Pharmaceutics II	2.0
SYS	1010	Respiratory	2.0
SYS	1016	Nephrology	3.25
SYS	1017	Cardiology	5.0
Total Semester Hours			15.75
<b>Doctor of Pharmacy Education Summer Year 1</b>			
MAS	1502	Clinical Teaching Skills	3.5
MAS	1515	Educational Assessment & Assessment	2.5
MAS	1540	Educational Scholarship I: Needs & Rationale	2.0
DPE	1010	Education Research in Pharmacy	1.0
DPE	1003	Innovative Teaching Strategies	2.0
Total Semester Hours			11.0
<b>Doctor of Pharmacy Education Fall Year 2</b>			
MAS	1542	Educational Scholarship II: Goals & Objectives	2.0
DAE	2004	Journal Club III	1.0
DPE	1020	Educational Teaching Strategies	1.0
DPE	2002	Research I	1.0
DPE	1002	Pharmacy Teaching Experience II	2.0
PCC	1010	Pharmaceutics III	2.0
SYS	1007	Endocrine	2.0
INF	1001	Infectious Disease	5.0
Total Semester Hours			16.0
<b>Doctor of Pharmacy Education Spring Year 2</b>			
MAS	1535	<b>Educational Psychology for Medical Educators</b>	3.5
MAS	1516	Effective Lecturing Skills	2.5
DAE	2013	Journal Club IV	1.0
DPE	2003	Research II	2.0
PCK	1003	Principles of Biopharm. And Kinetics I	1.0
SYS	1018	Gastrointestinal System	3.75
NUT	1001	Nutrition	1.75
Total Semester Hours			15.5
<b>Doctor of Pharmacy Education Summer Year 2</b>			
MAS	1543	Educational Scholarship III: Strategies & Assessments	2.0
DPE	1003	Pharmacy Teaching Experience III	2.0
DPE	2003	Research III	2.0
DPE	1020	Educational Teaching Strategies	2.0
DPE	2010	Advanced Topics in Pharmacy I	2.0
Total Semester Hours			10.0
<b>Doctor of Pharmacy Education Fall Year 3</b>			
MAS	1544	Educational Scholarship IV: Implementation & Evaluation	2.0
MAS	1503	Administrative Skills	3.5
DAE	3013	Journal Club V	1.0
PCK	1004	Principles of Biopharm. & Kinetics II	1.0
INF	1002	Infectious Disease II	3.0

Abbr.	Number	Course Title	Credit Hours
DPE	2004	Research IV	2.0
DPE	1004	Pharmacy Teaching Experience IV	2.0
Total Semester Hours			14.5
<b>Doctor of Pharmacy Education Spring Year 3</b>			
MAS	1504	Educational Leadership	3.5
DAE	3023	Journal Club VI	1.0
DPE	2005	Research Proposal	2.0
SYS	1020	Hematology/Oncology	3.5
SYS	1019	Neurology	4.5
PSY	1001	Psychiatry	3.0
ITP	1001	Integrated Topics / Special Populations	2.0
Total Semester Hours			19.5
<b>Doctor of Pharmacy Education Summer Year 3</b>			
DPE	2020	Advanced Topics in Pharmacy II	2.0
DPE	1005	Pharmacy Teaching Experience V	2.0
DPE	3001	Qualifying Examination	3.0
DPE	4001	Dissertation I	9.0
Total Semester Hours			16.0
<b>Doctor of Pharmacy Education Fall Year 4</b>			
DAE	4013	Journal Club VII	1.0
DPE	4002	Dissertation II	9.0
DPE	4010	Teaching Practicum I	1.0
DPE	1006	Pharmacy Teaching Experience VI	2.0
DPE	2030	Advanced Topics in Pharmacy III	2.0
Total Semester Hours			15.0
<b>Doctor of Pharmacy Education Spring Year 4</b>			
DAE	4023	Journal Club VIII	1.0
DPE	4003	Dissertation III: Defense	12.0
DPE	4020	Teaching Practicum II	1.0
DPE	1007	Pharmacy Teaching Experience VII	2.0
Total Semester Hours			16.0
<b>Total Program Credit Hours</b>			<b>161.75</b>

#### 2.8.4. COURSE DESCRIPTIONS

##### **BMS 1004 – Intro to BMS & PDA I – 3.0 credit hours**

The introduction to biomedical sciences & principles of drug action modules features integrated biology and chemistry content to establish analysis and understanding of biological systems, properties of drugs, and interactions of drugs with biological systems. Concepts from biochemistry and anatomy and physiology provide foundational understanding of principles of drug action and will provide the basis for introduction to medicinal chemistry and pharmacology. Chemical principles will include analysis of physicochemical properties of drugs, and how these properties impact activity and disposition of drugs in biological systems. Pharmacology principles will include introduction to drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, and foundational knowledge for clinical sciences. This module will include active learning modalities to facilitate mastery of content.

**BMS 1005 – Intro to BMS & PDA II – 2.0 credit hours**

The introduction to biomedical sciences & principles of drug action modules features integrated biology and chemistry content to establish analysis and understanding of biological systems, properties of drugs, and interactions of drugs with biological systems. Concepts from biochemistry and anatomy and physiology provide foundational understanding of principles of drug action and will provide the basis for introduction to medicinal chemistry and pharmacology. Chemical principles will include analysis of physicochemical properties of drugs, and how these properties impact activity and disposition of drugs in biological systems. Pharmacology principles will include introduction to drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, and foundational knowledge for clinical sciences. This module will include active learning modalities to facilitate mastery of content.

*See Doctor of Anatomy Education Course Descriptions*

**DAE 1003, 1012, 2013, 2023, 3013, 3023, 4013, and 4023 Journal Club I – VIII – 1.0 Credit Hour each****DPE 1001, 1002, 1003, 1004, 1005, 1006, and 1007 – Pharmacy Teaching Experience I – VII – 2.0 credit hours each**

Pharmacy teaching experiences provide the opportunity for students to work directly with faculty for pharmacy coursework. This course series features teaching activities including developing and facilitating presentations, review sessions, assessment materials, and lab materials, proctoring assessments and activities, and tutoring pharmacy and post-baccalaureate students. Course administration activities, such as meetings with instructors and developing course schedules, may be assigned as appropriate. Students will be assigned courses for pharmacy teaching experience based on program needs and availability and student preference.

**DPE 1003 – Innovative Teaching Strategies – 2.0 credit hours**

This course will provide the opportunity for analysis and discussion of innovative teaching strategies for the PharmD curriculum. Students will access, review, and assess pharmacy education literature to identify trends and novel strategies in content development and delivery, learning, and assessment. The skills developed and utilized in this course will contribute to the ability to review and assess literature to maintain a modern, optimized education practice.

**DPE 1010 – Education Research in Pharmacy – 1.0 credit hour**

In this course, students will prepare for their research in pharmacy education. Students will generate research aims, assemble a PhD committee, and prepare for IRB submission if applicable. This will provide the foundation for the research course series and research proposal.

**DPE 1020 – Educational Teaching Strategies – 1.0 credit hour**

This course will build upon the work completed in Innovative Teaching Strategies. Students will conduct a more focused review of pharmacy education literature for the purpose of developing their research projects. This course will be completed concurrently with Education Research in Pharmacy, and work completed in this course will contribute to the generation of research aims.

**DPE 2001 – Research I – 1.0credit hour****DPE 2002, 2003, and 2004 – Research II – IV – 2.0 credit hours each****DPE 2005 – Research Proposal – 2.0 credit hours**

Students will conduct literature reviews, develop methodology, meet with PhD committee, and if applicable finalize IRB proposal during these courses. The series culminates with research proposal, for which the student prepares a formal proposal to begin research for dissertation.



**DPE 2010, 2020, and 2030 – Advanced Topics in Pharmacy I – III – 2.0 credit hours each**

The advanced topics in pharmacy course series consist of independent research and project development and implementation for topics based on student interests and career goals. Examples of advanced study topics include but are not limited to disease states, organ systems, regulatory topics, or education topics. Students will discuss topics and projects with advisor prior to implementation.

**DPE 3001 – Qualifying Exam [Pharmacy & Med Ed] – 3.0 credit hours**

Qualifying exams are comprehensive assessments covering coursework completed for pharmacy and medical education topics, respectively. Timing and format of examinations are determined at discretion of program director.

**DPE 4010 and 4020 – Teaching Practicum I and II – 1.0 credit hour each**

Teaching practicums will consist of preparation and administration of a full, live lecture with teaching evaluation and feedback provided by advisor and course instructor(s) if applicable. The student may choose a pharmacy course in which to deliver lectures by discussion with pharmacy faculty and advisor.

**DPE 4001 and 4002 – Dissertation I and II – 9.0 credit hours each****DPE 4003 – Dissertation III: Defense – 12.0 credit hours**

The student will complete PhD research during the dissertation course series. This includes meeting with PhD advisor and committee as needed and directed to assess progress and course of research. The course series and program culminate in submission of dissertation and live presentation and defense.

**INF 1001 – Infectious Disease I – 5.0 credit hours****INF 1002 – Infectious Disease II – 3.0 credit hours**

The infectious disease modules will include an integrated approach combining medicinal chemistry, pharmacology, pathology/pathophysiology, pharmacotherapeutics, clinical pharmacokinetics and pharmacogenetics of infectious disease. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective therapy. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. Concepts of complementary and alternative medicine will also be discussed as they relate to the infectious disease modules.

**ITP 1001 – Integrated Topics/Special Pop – 2.0 credit hours**

The integrated topics/special populations module will include an integrated approach combining medicinal chemistry, pharmacology, pathology/pathophysiology, pharmacotherapeutics, clinical pharmacokinetics and pharmacogenetics of special populations. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles

in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective therapy. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. Concepts of complementary and alternative medicine will also be discussed as they relate to the integrated topics/special populations module.

***See MS Med Ed Course Descriptions***

MAS 1502 – Clinical Teaching Skills – Credit Hours 3.5

MAS 1503 – Administrative Skills – Credit Hours 3.5

MAS 1515 – Educational Assessment & Evaluation – Credit Hours 2.5

MAS 1516 – Effective Lecturing Skills – Credit Hours 2.5

MAS 1530 – Educational Research Methods – Credit Hours 2.5

MAS 1532 – Educational Statistics – Credit Hours 2.5

MAS 1535 – Educational Psychology for Medical Educators – Credit Hours 3.5

MAS 1541 – Educational Scholarship I: Needs & Rationale – Credit Hours 2.0

MAS 1542 – Educational Scholarship II: Goals & Objectives – Credit Hours 2.0

MAS 1543 – Educational Scholarship III: Strategies & Assessments – Credit Hours 2.0

MAS 1544 – Educational Scholarship IV: Implementation & Evaluation – Credit Hours 2.0

**NUT 1001 – Nutrition – 1.75 Credit Hours**

The nutrition module will include an integrated approach combining biochemistry, anatomy/physiology, medicinal chemistry, pathophysiology, pharmacology, pharmacotherapeutics, and alternative medicine of the gastrointestinal system. This course will include key concepts from anatomy and physiology and biochemistry that will be correlated to the pathophysiology and principles of drug action. This will bridge students into understanding therapeutic drug targets, mechanisms of action, medicinal chemistry and pharmacological principles. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective optimal therapy. The pathophysiology and therapeutic principles in clinical practice will then follow in sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Relevant pharmacogenomic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenomics in the clinical decision-making process and making therapeutic recommendations will also be discussed. The concepts of alternative medicine will also be discussed as they relate to the gastrointestinal system.

**PCC 1008, 1009, and 1010 – Pharmaceutics I, II, and III – 2.0 Credit Hours each**

Pharmaceutics deals 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.

### **PCK 1003 and 1004 – Principles of Biopharm & Kinetics I and II – 1.0 Credit Hour each**

This course series will cover the theoretical and practical topics of biopharmaceutics and pharmacokinetics as a necessary foundation for competency in the clinical pharmacokinetics course. The course will provide the student with an understanding of conceptual, mathematical, and practical treatment of ADME processes (Absorption, Distribution, Metabolism and Excretion) by employing EasyGenerator and in a classroom teaching in the form of question and answer.

### **PSY 1001 – Psychiatry – 3.0 Credit Hours**

The psychiatry module will include an integrated approach combining physiology, biochemistry, medicinal chemistry, pharmacology, pathology/pathophysiology, pharmacotherapeutics, clinical pharmacokinetics and pharmacogenetics of psychiatry. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed.

### **SYS 1007 – Endocrine – 2.0 Credit Hours**

The endocrine disorders module will include an integrated approach combining biochemistry, anatomy/physiology, medicinal chemistry, pharmacology, pathology/pathophysiology, and pharmacotherapeutics, of the endocrine system and men's and women's health disorders. This course will include key concepts from biochemistry and anatomy and physiology that will be correlated to pathophysiology and principles of drug action. This will bridge students into understanding therapeutic drug targets, mechanisms of action, medicinal chemistry and pharmacological principles. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutic and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective therapy. Concepts of complementary and alternative medicine will also be discussed as they relate to the endocrine disorders related to hypothalamus-pituitary-adrenal (HPA) axis, diabetes, thyroid, and men's and women's health.

### **SYS 1010 – Respiratory – 2.0 Credit Hours**

The respiratory module will include an integrated approach combining medicinal chemistry, pharmacology, pathology/pathophysiology, pharmacotherapeutics, clinical pharmacokinetics and pharmacogenetics of respiratory system. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties.

Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective therapy. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. Concepts of complementary and alternative medicine will also be discussed as they relate to the respiratory module.

### **SYS 1016 – Nephrology – 3.25 Credit Hours**

The Renal module will include an integrated approach combining biochemistry, anatomy/physiology, medicinal chemistry, pharmacology, pathology/pathophysiology, pharmacotherapeutics, clinical pharmacokinetics and pharmacogenetics of the renal system. This course will include key concepts from biochemistry and anatomy and physiology that will be correlated to pathophysiology and principles of drug action. This will bridge students into understanding therapeutic drug targets, mechanisms of action, medicinal chemistry and pharmacological principles. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective therapy. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. Concepts of complementary and alternative medicine will also be discussed as they relate to the Renal module.

### **SYS 1017 – Cardiology – 5.0 Credit Hours**

The Cardiology module will include an integrated approach combining biochemistry, anatomy/physiology, medicinal chemistry, pharmacology, pathology/pathophysiology, pharmacotherapeutics, clinical pharmacokinetics and pharmacogenetics of the cardiac system. This course will include key concepts from biochemistry and anatomy and physiology that will be correlated to pathophysiology and principles of drug action. This will bridge students into understanding therapeutic drug targets, mechanisms of action, medicinal chemistry and pharmacological principles. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe

and effective therapy. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. Concepts of complementary and alternative medicine will also be discussed as they relate to the Cardiology module.

### **SYS 1018 – Gastrointestinal System – 3.75 Credit Hours**

The GI module will include an integrated approach combining biochemistry, anatomy/physiology, medicinal chemistry, pathophysiology, pharmacology, pharmaco-therapeutics, and alternative medicine of the gastrointestinal system. This course will include key concepts from anatomy and physiology and biochemistry that will be correlated to the pathophysiology and principles of drug action. This will bridge students into understanding therapeutic drug targets, mechanisms of action, medicinal chemistry and pharmacological principles. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective optimal therapy. The pathophysiology and therapeutic principles in clinical practice will then follow in sequential

and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Relevant pharmacogenomic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenomics in the clinical decision-making process and making therapeutic recommendations will also be discussed. The concepts of alternative medicine will also be discussed as they relate to the gastrointestinal system.

### **SYS 1020 – Hematology/Oncology – 3.5 Credit Hours**

The hematology oncology module will include an integrated approach combining anatomy & physiology, biochemistry, medicinal chemistry, pharmacology, pathology & pathophysiology, pharmacotherapeutics, clinical pharmacokinetics, and pharmacogenetics of the hematological disorders and oncology. Concepts from medicinal chemistry will be coupled with the pharmacology of the drugs involved in this module. This will include chemical features of therapeutic agents required to elicit biological response and their role in affecting physiochemical properties. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action, adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Clinical pharmacokinetic concepts will also be included with application of basic biopharmaceutical and pharmacokinetic concepts to clinical management of various patients' conditions in order to provide safe and effective therapy. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed. Concepts of complementary and alternative medicine will also be discussed as they relate to the hematology oncology module.

### **SYS 1019 – Neurology – 4.5 Credit Hours**

The neurology module will include an integrated approach combining physiology, biochemistry, medicinal chemistry, pharmacology, pathology/pathophysiology, pharmacotherapeutics, clinical pharmacokinetics and pharmacogenetics of nervous system. Pharmacology principles will include drug receptor interactions and subsequent biological responses, biochemical mechanisms of drug action,

adverse and toxic effects, contraindications, and important drug-drug interactions. The pathophysiology and therapeutic principles in clinical practice will be incorporated in a sequential and integrative manner. This will enable students to relate knowledge from both basic sciences and clinical sciences. Relevant pharmacogenetic considerations that may impact safety or efficacy of therapeutic agents and the role of pharmacogenetics in the clinical decision-making process and making therapeutic recommendations will also be discussed.

## **2.9. ADMISSION REQUIREMENTS FOR ALL PhD PROGRAMS**

To be considered for admission to any of the PhD programs, prospective students must satisfy the following minimum requirements:

- Possess a bachelor's degree from an accredited college or university or have completed a Master's Degree in Anatomy or Anthropology (DAE) or Microbiology, Immunology, or equivalent (DME) or Pharmaceutical Sciences or equivalent (PE).
- Have a cumulative undergraduate or graduate grade point average of at least 3.0 on a four-point scale; and have scored a minimum of 300 on the GRE. The GRE requirement may be waived for students enrolled in the DO program, or with MS, MD or DO degrees at the discretion of the Dean of the Graduate School of Biomedical Sciences
- Applicants should demonstrate a strong desire to teach in their respective discipline (e.g. Anatomy, Microbiology/Immunology, Pharmacy) at the undergraduate, graduate or medical school level and conduct discipline-based educational research.

Prospective applicants must submit a non-refundable application fee of \$50.

### **2.9.1. ELIGIBILITY FOR DOCTORAL PROGRAMS**

While all LECOM PhD programs are designed as 4-year curricula for students with a bachelor's (BS/BA) degree, students with other backgrounds are eligible. Although transfer credits will not be accepted towards any of the PhD programs, students with advanced standing may be given special consideration as detailed below:

1. Students with a terminal degree (DO, MD), MS (or equivalent) degree in Anatomy/Anthropology/Medical Education (MSMed) or LECOM medical students may be permitted to enroll in a 3-year accelerated version of the curriculum. To be eligible for a 3-year DAE curriculum, students will be required to successfully test out of DAE 1001, 1002, 1010 and 1011.
2. Students with a terminal degree (DO, MD), master's degree in Microbiology/Immunology may be permitted to enroll in a 3-year version of the curriculum. Students will be required to test out of DME 1001, 1002 and 1004.
3. Students with a terminal professional or graduate degree with extensive pharmacology or education coursework, or LECOM PharmD students are eligible for the PE program and may be permitted to enroll in a 3-year accelerated version of the course. Students will be required to test out of out of core PE courses.
4. Students with a terminal degree (DO, MD), MS (or equivalent) degree who have taken (and passed with a grade of B or better) or taught in core Anatomy courses (Gross Anatomy, Embryology, Neuroanatomy and Histology), core Microbiology/Immunology courses or Pharmacy courses within the past 3 years at an institution other than LECOM may be permitted to test out of one or

multiple of these courses by taking a comprehensive course exam. Transcripts and a course syllabus are required to determine a student's eligibility for a test-out exam. If a student has taught in one of these core courses in the past 3 years, a letter from the course director describing the student's teaching role will be required to determine eligibility. Eligibility is at the final discretion of the DAE, DME or PE director. Comprehensive, test-out exams must be taken before the start of the semester where the course being tested is offered. Students must earn a score of at least 80% to pass the comprehensive, test-out exam. Students who earn a passing grade on a comprehensive exam will earn the credits listed above. Failure to achieve this score will require the student to take and pass the LECOM DAE, DME or PE course as scheduled in order to earn credits towards the PhD requirements. Students who fail (earn a grade below 80%) on a comprehensive exam are not eligible for a 3-year PhD curriculum.

5. Students who have completed courses in LECOM's MSMEd program within 5 years of their acceptance to the DAE, DME or PE programs may be given credit for completed courses towards doctoral degree requirements, which in conjunction with testing out of core subject courses may permit acceptance into the 3-year accelerated curriculum.
6. LECOM medical students in the DAE program who have completed the first 2 years of the DO curriculum, are in good academic standing and have passed COMLEX Level 1 will need to take and pass comprehensive course exams as described above (#4).

While many of the courses in the MSMEd program can be completed independently and off campus, all other DAE and DME courses must be completed at the LECOM Erie campus under the supervision of the program directors. Courses for the PE programs must be completed at the LECOM Erie or Bradenton campuses, or through the pharmacy distance education pathway. Special considerations may be given for Medical Students and MD/DO holding full-time faculty appointments in the DAE & PE programs for Journal Clubs, Research & Thesis courses.

Upon successful completion of all required course work, research proposal, qualifying exam and successful public defense of the thesis project, students will be awarded a Doctoral Degree in Anatomy Education or Doctoral Degree in Medical Microbiology Education.

### **2.9.2. ENROLLMENT AND COSTS**

The DAE and DME Program will each enroll up to two students per year/class. The PE Program will enroll up to one student per year/class (the student may enroll at either LECOM Erie or Bradenton campus pending faculty availability). Campus location must be discussed with PE Director prior to matriculation.

Tuition:

Year One:	\$6,275
Year Two:	No tuition
Year Three:	No tuition
Year Four:	No tuition

LECOM provides assistantships of \$10,000 per year for years two through four to students in the DAE, DME and PE programs for their roles as Teaching Assistants and Teaching Practicums. Assistantships are only available for years two, three and four of the PhD curriculum. Assistantships are not available if a student requires an extra semester or a fifth year to complete program requirements. Additionally, students will have access to funds (\$2,000) during their fourth year (3<sup>rd</sup> year for the PE program) for travel to research meetings to present their research.

PhD students will not receive an assistantship if:

- They have not made satisfactory progress (see Section [2.11.6](#) below)
- They have a grade of incomplete in any PhD course
- They are not enrolled in Anatomy, Neuroanatomy Teaching or Teaching Practicum (DAE), Medical Microbiology Teaching or Teaching Practicum (DME), Teaching Experience or Teaching Practicum (PE)

## **2.10. ADDITIONAL POLICIES FOR DOCTORAL PROGRAMS**

### **2.10.1. ACADEMIC INTEGRITY**

Students are expected to conduct themselves in conformity with the highest standards of academic honesty and integrity. Acts of plagiarism, cheating, falsification of submitted work or making your work available to other students will not be tolerated. All Doctoral students are required to create and submit their own work. Copying, presenting and/or submitting any work from other students or sources is an act of cheating. Students violating such standards will be reported to the Dean of Graduate School of Biomedical Sciences and Student Promotion and Graduation (SPG) committee according to policies and standards in the LECOM Student Handbook.

### **2.10.2. PROFESSIONALISM**

Professional behavior enhances the academic setting and is expected at all times. PhD students are expected to treat each other, other LECOM students, faculty and staff with professionalism at all times and in all communications and interactions. PhD Teaching Assistants represent LECOM in all lab, teaching and research activities, both on and off campus. Further, it is expected that PhD students represent themselves and LECOM in a professional manner on social media. Students who fail to maintain the highest level of professionalism will be referred to SPG and may be subject to conduct probation or dismissal.

### **2.10.3. QUALIFYING EXAMS**

In the summer before the student's final year of the program, the Doctoral Student will take a qualifying examination consisting of two separate exams. One exam will cover their core disciplines and the second exam will cover Medical Education topics. It is up to the student to schedule this examination with their Academic Advisors. The student will receive one grade for this course that is equally weighted between core subjects and Medical Education. Details of these exams regarding scoring and rubrics are available in the course syllabus. Grading of these exams will be at the discretion of the Academic Advisors. Successful completion of this examination will be documented by the Academic Advisors signing the Qualifying Exam form. Failure of this exam will be subject to the remediation policy provided in Section [2.10.12](#).

### **2.10.4. RESEARCH COURSES (2<sup>ND</sup> YEAR)**

The research courses (DAE/DME 2003 and 2012) are taken during the second year of the curriculum. During both courses, students will meet weekly with the Academic Advisors to design a plan of progress. Additional course/learning objectives may be designated by the course director in the course syllabus. The main outcome of DAE 2003 will be a literature review on topics/areas of study designed by the students and the Academic Advisors. Requirements for the literature review are detailed in the course syllabus. The main outcome of DAE 2012 will be a prospectus of their Dissertation project. Requirements for the prospectus are detailed in the course syllabus. The Research Proposal (DAE 3001) course requires the students to:

1. Assemble a Dissertation Committee of 3 or 5 members (described below).



2. Present their Dissertation Proposal to the Committee. It is the student's responsibility to organize meetings with their Dissertation Committee.
3. Incorporate feedback from the Dissertation Committee and if deemed necessary by the Committee, submit a revised proposal.
4. When the Committee approves the student's proposal, the proposal will become their final Dissertation Aims. Additional Aims or avenues for data collection cannot be added after Dissertation Aims are approved.
5. Approval of the Dissertation Aims will be confirmed by the Committee signing the Proposal Approval form. No changes to the aims will be entertained by the Committee Chair after the Proposal Approval form has been signed.
6. Students will not be permitted to enroll in Thesis DAE 3012/DME 1021 until the signed Proposal Approval form has been received by the Dean of the Graduate School of Biomedical Sciences.
7. Regarding items 4 and 5 above, re-evaluation, revisions and re-approval of the aims maybe required if the project(s) fail, have inadequate or poor outcomes during execution of the aims in the thesis course (see Thesis courses below)

Students who fail to meet the deadlines provided in the syllabi for Research courses (DAE/DME 2002 and/or 2012) or their proposal (end of semester) will be determined to not have met satisfactory progress (see below).

### **2.10.5. THESIS COURSES (3<sup>RD</sup> AND 4<sup>TH</sup> YEARS)**

The Thesis courses (DAE 3012, 3022, 4012 and 4022; DME 1021-1025) are taken during the third and fourth years of the curriculum. During these courses, the doctoral student is conducting research in fulfillment of their Dissertation Aims and presenting their progress to their Dissertation Committee. Committee meetings will occur at least once per semester. Completion of these meetings will be documented and confirmed by the Committee signing the Thesis Committee Meeting form. It is the doctoral student's responsibility to schedule and arrange these meetings, obtain and complete the appropriate forms with faculty signatures, and return the completed forms to the office of Graduate Studies no later than 3 business days following their scheduled committee meeting. Failure to complete these meetings and/or demonstrate research progress will indicate failure to make satisfactory progress (see below).

A student's aims and study design may require re-evaluation, revisions and re-approval if:

1. Ethical issues or concerns impacting delivery of content or data collection are identified
2. Sessions, surveys and/or assessments are not delivered as approved by the committee
3. Confounding variables were introduced intentionally or not that may impact the sessions, data collection or results
4. The aim, project or experiment is deemed by the committee to have failed. Reasons for failed projects, include but are not limited to inadequate sample size, or insignificant results

### **2.10.6. GRIEVANCE POLICY & CHAIN OF COMMAND:**

1. For challenges to exam questions/items, please refer to testing decorum below.
2. For other non-content and non-dissertation concerns, students should take their concerns to:
  - a. Academic advisors
  - b. Dean of Graduate School of Biomedical Science
  - c. Student Promotion and Graduation committee
3. For concerns related to their dissertation, students should take their concerns to:
  - a. Committee Chair

- b. Dean of Graduate School of Biomedical Science
- c. Student Promotion and Graduation committee

## **2.10.7. ACADEMIC ADVISORS & DISSERTATION COMMITTEE:**

1. Academic Advisors:
  - a. Dr. Kulesza and Dr. Terrell will serve as Academic Advisors for all doctoral candidates in the DAE.
  - b. Dr. Keller will serve as Academic Advisors for all doctoral candidates in the DME
  - c. Dr. Austin or Dr. Yang will serve as Academic Advisors for all doctoral candidates in the PE
2. Dissertation Committees:
  - a. For the DAE, DME and PE: The dissertation committee will include one of the Academic Advisors as the Committee Chair, the 2<sup>nd</sup> Advisor and 1 or 3 additional members deemed appropriate by the advisors. At least 1 committee member must be outside the faculty of the students PhD program. The PE program requires at least one committee member from outside of the School of Pharmacy.
  - b. Any non-advisor Committee members must agree to this role and sign the Dissertation Committee consent form before participating in any manner as a committee member. It is the responsibility of the student to prepare this document with the committee member's signature and return it to the office of Graduate Studies.
3. The committee must be selected by the start of the Doctoral Candidates 3rd year or the beginning of the Thesis course, whichever comes first.

## **2.10.8. TEACHING PRACTICA**

Doctoral students will complete two teaching practica in their final year of the program: one in the fall and one in the spring for the DAE and DME programs, and one in the fall and one in the winter for the PE program. The requirements for the Teaching Practica are detailed in the course syllabi. Satisfactory completion of the teaching practica will be confirmed by the Academic Advisors signing the Teaching Practicum form.

## **2.10.9. DEFENSE OF THE DISSERTATION**

When the Chair of the doctoral student's Dissertation committee is satisfied with the written Dissertation document and determines the Dissertation is ready for the Final Defense, the Chair will distribute the document to the Committee members. The student must be in good academic standing to submit their Dissertation to the Committee. The following guidelines must be followed for the defense:

1. The Dissertation Defense will occur no sooner than 3 weeks after the Committee receives the final dissertation document.
2. It is the responsibility of the Doctoral Student to coordinate a defense time and date with the Committee Members and to reserve a lecture hall (open defense) and conference room (closed defense).
3. The Defense will include an:
  - a. Open, public defense (60 minutes, with up to 30 minutes for questions)
  - b. Closed, defense with only the Committee (no time limit)
4. The Defense will consist of the Doctoral Student presenting their Dissertation using Powerpoint. Use of additional formats must be approved by the Committee Chair. The student is responsible for bringing their presentation to the Defense, loading it on the computers and making sure it can be projected in lecture hall and conference room.

5. It is the responsibility of the Committee members to be as flexible as possible when scheduling the defense. Further, it is the responsibility of the Committee members to come to the defense prepared, having read the Dissertation. Issues or concerns may be brought forth to the Doctoral Student and Committee Chair on or before the Dissertation Defense. No comments, suggestions or alterations will be accepted from the Committee by the Chair once the closed defense has concluded.
6. It is the responsibility of the Chair to guide the Doctoral Student in their preparation for the public defense. The Chair will serve as moderator for questions and discussion during both the open, public defense and the closed defense.
7. Once all questions and concerns have been addressed in the closed session, the Doctoral Student will be asked to leave the conference room. The Committee will then vote to pass/fail the student. Only the following outcomes are permitted:
  - a. Pass (no revisions required)
  - b. Pass with revisions (revisions to dissertation document)
  - c. Fail and re-defend at a later date (major flaws in writing and presentation of data and its analysis, and/or interpretation) - Committee members that submit this vote must submit, to the Dean of the Graduate School of Biomedical Sciences, a detailed explanation stating why the student must re-defend and direct the student to specific aspects in their dissertations that need to be addressed.
  - d. Fail with no possible re-defense (major flaws in study design) - Committee members that submit this vote must submit, to the Dean of the Graduate School of Biomedical Sciences, a detailed explanation stating why the student failed and why the dissertation cannot be re-defended. This letter should make specific reference to the signed and approved proposal.
8. The final vote or pass/fail will go to the majority. The committee chair will confirm the results of the vote to the Dean of the Graduate School of Biomedical Sciences within 3 business days.
9. The Doctoral Candidate will then be invited back into the conference room and informed of the outcome of the vote.

#### **2.10.10. COMPUTER ISSUES**

Any computer issues, including but not limited to malfunctions, damage and loss of data should be reported immediately to the Academic Advisors.

#### **2.10.11. TESTING DECORUM**

1. Exams are secure documents. Any perceived or real attempt to compromise the exam (e.g. transcribing, photographing) is considered unethical behavior and will result in disciplinary action and possible dismissal. This includes relaying to other students, questions or content of exams within the COM (i.e. medical students) and GSBS (i.e. other PhD students).
2. Candidates must be on time for examinations. Students who anticipate being late for an exam for unforeseen circumstances (traffic, snow, etc) are required to contact the GSBS Administrative Assistant and/or their Academic Advisors ASAP. Candidates late for an exam as a result of a lapse of personal responsibility or error in personal judgment will receive a 0% for the exam.
3. An unexcused absence for an exam will result in the student receiving a 0% for that exam and referral to the Student Promotion and Graduation Committee.
4. Candidates are not permitted to carry any electronic devices into the testing environment. Doing so will be perceived as an attempt by the student to compromise the exam.
5. Test challenges:
  - a. Challenges of test items must occur within the time allotted for the exam.
  - b. Challenged items will be considered by the program directors and/or course directors.

6. See below procedure for final grade appeal.

### **2.10.12. FAILING AN ACADEMIC COURSE**

1. Courses in the PhD programs require a final grade of 80% or better to pass. A score below 80% is considered failing.
2. There is no remediation of a failed course in the doctoral programs. If a student fails an academic course (final grade below 80%), the student will retake the same course at its next offering and will be charged tuition for the repeated course. Students earning a grade below 80% will not be permitted to progress (i.e. cannot enroll in subsequent or higher level courses) in the curriculum until the course has been successfully completed. Students who earn below 80% in a course will be considered to have not made satisfactory progress.
3. An exception to this policy is given for the Qualifying Exam. Students who fail this exam will be permitted to retake the exam one time as early as two weeks from the initial administration. Students who fail the Qualifying Remediation exam will be dismissed from their respective program.

### **2.10.13. MISSING DEADLINES (NON RESEARCH OR THESIS COURSES)**

1. Deadline extensions may be granted for extenuating circumstances (illness, data loss from computer damage, etc). It is the student's responsibility to submit the required deadline extension forms to the office of Graduate Studies.
2. Failure to submit assignments by the assigned deadline will result in the deduction of 10% of the total points available from the initial point value of the assignment per day submitted past the deadline.

### **2.10.14. PLAGIARISM**

1. Acts of plagiarism will result in a grade of 0 for the assignment, referral to the SPG committee and possible dismissal from the program.
2. Plagiarism is defined as using someone else's ideas, findings or hypotheses as your own. Plagiarism will be taken seriously and DAE/DME/PE faculty maintain the right to submit doctoral candidates' thesis documents for plagiarism screening. Students found to have committed an act of plagiarism will fail the course and be referred to the SPG committee. An offense of plagiarism may result in dismissal from the respective program.

## **2.11. ADDITIONAL POLICIES FOR ALL GSBS PROGRAMS**

### **2.11.1. REGISTRATION**

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

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

### 2.11.2. PROMOTION

- A. Students in the MMS program must complete the program within 2 years of original matriculation.
- B. Students in the MSMEd program must complete the program requirements within five years of original matriculation.
- C. Students in the MSBS program must complete the program within three years from the original matriculation.
- D. Students in either the DAE or DME programs must complete the program within five years from the original matriculation.
- E. If a student is unable to meet the maximum timeframe allotted, he/she will be dismissed.
- F. Students in the MSMEd, MSBS, DAE, DME and PE programs will be evaluated for satisfactory academic progress at the end of each semester.
- G. *The Masters and Doctoral programs require all coursework to be taken at LECOM. No transfer credit from other institutions will be permitted.*

### 2.11.3. ACADEMIC POLICIES AND PROCEDURES

Educational opportunities are designated as courses. A course is a free-standing unit and usually focuses on one specific discipline (e.g., biochemistry course). At the end of each course a grade for each student will be submitted to the registrar. LECOM uses letter grades. A four-value point will be given indicating:

<b><u>Grade Points</u></b>		
A	Excellent (Range 90 – 100)	4.0
B	Good (Range 80 – 89)	3.0
C	Satisfactory (Range 70 – 79)	2.0
F	Failure (Range of 69 or below)	1.0
AU	Audit	0.0
I	Incomplete	0.0
Pass/Fail	Pass/Fail	0.0
W	Withdrawal	0.0
WP	Withdrawal/Pass	0.0
WF	Withdrawal/Fail	0.0
Cert	Certification	0.0

**\*Note that grades in doctoral level courses of C or F need to be retaken at the next offering. Please refer to Section [2.10.12 Failing An Academic Course](#).**

### 2.11.4. POLICY AND PROCEDURE FOR 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”:

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

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

1. Disagreement with the course requirements established by the professor.
2. Disagreement with the grading standards established by the professor.
3. Disagreement with the judgment of the Professor in applying his/her grading standards so long as he/she has made a reasonable effort in good faith to be fair and consistent in exercising that judgment. Good faith on the professor’s part shall be presumed unless the student can offer convincing arguments to the contrary.
4. The student’s desire or “need” for a particular grade, while compelling to the individual on a personal level, shall not be considered “good cause” for purposes of appeal.
5. Scoring less than 75% on a remediation examination or in a remedial course.

## **2.11.5. PROCEDURE FOR FINAL GRADE APPEALS IN THE SCHOOL**

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

A student wishing to appeal a final grade shall confer with the faculty member who assigned the grade, and also inform the Dean of the Graduate School of Biomedical Sciences in writing or electronically. The student’s letter on this matter should clearly state which of the three categories of “good cause” (see above) applies to their case.

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

If the student is not satisfied with the decision of the Dean, he/she may file an appeal to the SPG Committee for the Graduate School of Biomedical Sciences.

1. This appeal must be submitted in writing or electronically, addressed to the Chairperson of the SPG Committee, and shall contain the student’s reasons for appealing the grade.
2. The appeal should be made within ten (10) working days after the student receives the written notification from the Dean of the Graduate School of Biomedical Sciences.
3. Within a reasonable period of time, usually five (5) working days, the Chair of the SPG shall notify the student and faculty member in writing or electronically of the date, time and place of a scheduled SPG hearing.
4. After considering all the facts, the SPG Committee will make a decision. The student and the faculty member shall be given written notice of the SPG decision by the Dean and shall be informed of their right to appeal the decision to the President of the College.

5. The faculty member or the student may appeal the decision in writing to the President within ten (10) calendar days. No grade shall be recorded until the time limit is up or a release signed by the student is on file. Appeals should be sent to LECOM to the attention of the Office of the President.
6. The decision of the President is final. The President shall notify the student and the Dean of his decision in writing.
7. The Dean shall notify the registrar within a reasonable amount of time (usually five (5) working days) electronically or in writing of the final decision.

### **2.11.6. SATISFACTORY ACADEMIC PROGRESS POLICY**

Satisfactory Academic Progress for each of the programs is listed below:

1. For the Doctoral Programs:
  - a. Earning at least a B (80%) in all discipline courses
    - i. Anatomy: Anatomy, Embryology, Histology, Neuroanatomy, Physiology
    - ii. Microbiology: Medical Microbiology and Immunology, Principles of Antimicrobial Therapy, Microbial Pathogenesis
  - b. Maintain an end of the year GPA of at least 3.0.
  - c. Meeting all Research, Thesis and Dissertation deadlines and completion of all assignments
2. For the MSMed Program:
  - a. Earning a B (minimum 80%) in all courses
3. For the MMS and MSBS programs, 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 prior to the student advancing to the next semester or completing the program. Exceptions to this policy will be considered on an individual basis. This policy applies to all students regardless of whether they receive Title IV funding (Federal Direct Loans).

Students who have not made satisfactory academic progress will be put on academic probation. Student in the doctoral programs will not receive their stipend or be permitted to enroll in a subsequent class/course until all course requirements are completed and they are reinstated to satisfactory academic progress. Students are not permitted to begin/enroll in courses after the semester start date.

Evaluation by the SPG Committee occurs no later than the end of each semester or payment period. The SPG Committee notifies Financial Aid so that a notification can be made to the student about financial aid warning status. A student who has failed any course, system, module, or rotation will be assessed pursuant to the rules in Section 3.6.

If a student in the MMS, MSBS or MSMed programs 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 the SPG Committee determines the satisfactory academic progress status of the student or prior to the start of the next semester or payment period.

Financial aid warning is defined as: a status assigned to a student who fails to make satisfactory

academic progress at the end of the semester or payment period and the SPG Committee allows the student to continue to the next semester and receive financial aid.

The coursework for students at LECOM is offered in sequence.

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

If a student fails to achieve satisfactory academic progress while on “Financial Aid Warning” status, he/she **will not** be eligible for financial aid until all requirements for satisfactory academic progress have been achieved. A student may reestablish eligibility to receive assistance under the Title IV, HEA programs by coming into compliance with the rule that all courses, systems, modules, or rotations are passed. See Section [3.6 Satisfactory Academic Progress for Financial Aid Recipients](#).

### **2.11.7. PROMOTION**

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

- A. Faculty will recommend students to the Dean of the Graduate School of Biomedical Sciences for promotion.
- B. A student will not be recommended for progression to the next academic semester or year with any outstanding grades of (I) or (F).
- C. When considering a student for promotion, the student’s professional, ethical, and personal conduct will also be taken into consideration. Therefore, a student must adequately conform to the standards set forth in the Academic Catalog and Student Handbook to be eligible for promotion.
- D. A student will be promoted only if all academic, legal and financial requirements to LECOM are satisfied.

**Students are not permitted to repeat/retake the MMS program. Specifically, students in these situations will not be permitted to reenroll in the MMS program:**

- Students who complete MMS course requirements and earn the MMS degree
- Students who fail 4 or more courses and are dismissed from the program
- Students who fail a remediation exam and are dismissed from the program

Students who have been granted a leave of absence will be considered on an individual basis.

### **2.11.8. ACADEMIC PROBATION**

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

A student in the MMS or MSBS programs may be placed on probation upon failure of a course or for other cause, such as seriously deficient ethical, professional, personal or illegal conduct.

A student in the MSMEd or doctoral programs may be placed on probation for failing a course, earning a grade below B in any of the discipline courses or for other cause, such as seriously deficient ethical, professional, personal or illegal conduct.

Members of the faculty or administration will render a special report in writing to the SPG Committee regarding any student whose professional or personal conduct is deemed



unsatisfactory. Professional and personal conduct includes, but is not limited to, the lack of attendance, cooperation with instructors, interest shown in assigned work, appropriate attitude toward peers and associates, attendance at regularly scheduled meetings with faculty advisors or personal appearance appropriate to the circumstances.

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 appropriate Dean will notify the student in writing of the reasons for probation. A copy of this letter will be distributed to the Chairperson of the SPG Committee and the student's faculty advisor. The Committee will ascertain when the terms of the probation have been satisfied and recommend to the appropriate Dean that probation can be rescinded. The student's faculty advisor will also be notified. A copy of this letter will be placed in the student's permanent file if the probation is labeled "Disciplinary" as opposed to "Conduct."
- C. A student on probation may not serve as an officer of an official LECOM club or organization and shall not engage in time consuming extracurricular activities.
- D. A student in Graduate Studies 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:
  - 1. The student will be removed from probation when the specified courses, systems, modules or rotations have been remediated according to the following remediation section.
  - 2. The student will be removed from probation when the specified terms of probation for ethical, professional, or personal conduct are met.
  - 3. Students in their final year are subject to SPG Committee review prior to removal from probation.
- 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 in Graduate Studies. Any student, who fails to improve his /her performance in the areas identified by the SPG Committee during the probationary period may be dismissed from the program.

### **2.11.9. HEALTH AND TECHNICAL STANDARDS**

All candidates must meet the health and technical standards requisite for admission and participation in any of the programs in Graduate Studies.

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

## **Behavioral, Social, and Professional Conduct**

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

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

A candidate with a history of illegal drug use, improper use of prescribed medications, or intemperate use of alcohol will typically not be eligible for admission into the program. A candidate who is identified after admission as having such behaviors will be referred and required to participate in the Physicians Health Program/PRN/Elmira NYS provider.

## **Ethical and Legal**

A candidate must maintain and display ethical and moral behavior commensurate with the role of a doctor. A candidate must be intellectually honest, ethical, law abiding, and without felony convictions. A candidate must acknowledge felony offense(s) or misdemeanor offense(s) occurring prior to matriculation and/or while enrolled at LECOM. Such disclosure is required of all charges and convictions, including expunged.

A candidate should have no record of suspensions for academic misconduct or behavior showing disregard for the law or other individuals. A candidate must acknowledge institutional action(s) occurring prior to matriculation at LECOM. Institutional action(s) include, but are not limited to, Title IX violations.

A candidate must undergo a state or federal criminal background check at the time of matriculation and may be required to undergo additional background checks prior to clinical rotations. Submitting false statements may be grounds for rescinding acceptance.

## **General Health**

A candidate must exhibit and maintain sufficient physical stamina to perform strenuous workloads for long periods. A candidate should be free of chronic debilitating diseases that preclude successful completion of the curriculum. A candidate must be free of active infectious diseases deemed highly contagious in a healthcare setting. Reasonable accommodation(s) will be granted to otherwise qualified students who have a disability.

## **Candidates with Disabilities**

LECOM operates in accord with Section 504 of the 1973 Vocational Rehabilitation Act and American Disabilities Act (PL 101-336) and recognizes that certain disabilities may be accommodated without compromising the standards required by the College or the integrity of the curriculum. Thus, LECOM will make reasonable accommodation(s) for otherwise qualified candidates as required by law. Technological compensation may be made for disabilities in some areas, but a candidate for the D.O. degree must be able to perform in a reasonably independent manner without a trained intermediary. The

use of a trained intermediary implies that a candidate's judgment or senses may have to be mediated by someone else's powers of selection and observation. Following matriculation, a candidate must continuously meet the Health and Technical Standards throughout enrollment at LECOM.

Candidates who have questions about or want to request accommodations and/or services should contact [Disability Services](#).

### **Request for Accommodations**

- A candidate who has not been offered admission to the College of Medicine may disclose a disability and request accommodation during the admission process. This is not required unless the candidate wants to request an accommodation for the admission process.
- While medical students can disclose a disability and request an accommodation at any time during their enrollment, students are encouraged to disclose the need for accommodation(s) as soon as possible. Time for documentation review and arrangement of accommodation(s) is necessary and may take up to four to six weeks. Accommodations are not retroactive.
- A candidate who believes they may be eligible for reasonable accommodation(s) are required to contact [Disability Services](#).

### **2.11.10. STUDENT HEALTH INSURANCE POLICY**

LECOM sponsors a health insurance benefits plan that is underwritten by Highmark Blue Cross Blue Shield. The plan provides benefits for covered medical expenses.

### **2.11.11. VETERAN'S EDUCATION**

LECOM is an approved institution for the training of students eligible for veterans' benefits. LECOM will consider veteran status in a positive fashion in making decisions regarding admission. The Office of Financial Aid VA-certified official provides personal support and current information on assistance available to the veteran. In accordance with Title 38 US Code 3679 subsection (e), LECOM adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI 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>.

### **2.11.12. TRANSFER CREDITS**

The Graduate School of Biomedical Sciences does not accept transfer credits.

### **2.11.13. COMMENCEMENT**

Attendance at Commencement is mandatory for all graduating students. Commencement shall be held approximately two weeks following the end of the academic year. Requests for awarding of the degree in absentia, such as in the case of incurring a medical condition where participation in graduation would present a significant health hazard, must be submitted to and approved by the President. Each graduate is required to wear the academic regalia designated by LECOM. All graduating students shall comport themselves in a thoroughly professional manner throughout the graduation ceremony. Students will be handed a diploma cover at one end of the ceremonial stage and then proceed across the stage. There shall be no overtly demonstrative conduct by students as they cross the stage. Any student who fails to honor these standards will be addressed by the Provost and their receipt of the diploma may be delayed.

### **2.11.14. 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.

### 3. FINANCIAL AID

#### **Introduction – Purpose of LECOM’s Financial Aid Program**

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

Financial assistance to meet the cost of education is primarily available from Federal and private loan programs originated or certified by LECOM. LECOM participates in the William D. Ford Direct Loan Program (Direct Loan Program), which includes the Federal Direct Subsidized, Unsubsidized, and PLUS Loan Programs. Students applying for federal financial aid are required to complete the FAFSA (*Free Application for Federal Student Aid*) annually online at <https://studentaid.gov>. LECOM uses the information submitted on the FAFSA to determine loan eligibility. LECOM also participates in private educational loan programs. Private education loans are certified in compliance with federal and state regulations.

Additional information may be obtained from the LECOM at Erie Financial Aid at (814) 866-6641 or email [financialaid@lecom.edu](mailto:financialaid@lecom.edu); the LECOM at Bradenton Financial Aid at (941) 756-0690 or email [BradentonFinAid@lecom.edu](mailto:BradentonFinAid@lecom.edu); or the LECOM at Seton Hill Financial Aid at (724) 552-2867; or LECOM at Elmira Financial Aid inquiries can be directed to (607) 442-3500 or by using the financial aid email: [financialaid@lecom.edu](mailto:financialaid@lecom.edu).

#### **3.1. FINANCIAL AID PROCEDURES AND CODE OF CONDUCT**

The Higher Education Opportunity Act requires institutions that participate in the Title IV loan program to develop, publish, administer, and enforce a code of conduct with which the institution’s officers, employees and agents shall comply. In support of this and in an effort to rule out any perceived or actual conflict of interest between LECOM officers, employees, or agents and education loan lenders, LECOM adheres to the following student lending code of conduct:

- LECOM does not participate in any revenue-sharing arrangements with any lender.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept any gifts of greater than a nominal value from any lender, guarantor, or servicer.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept any fee, payment, or other financial benefit (including a stock purchase option) from a lender as compensation for any type of consulting arrangement or contract to provide services to a lender or on behalf of a lender relating to education loans.
- LECOM does not permit any officer, employee, or agent who is employed in LECOM Financial Aid or is otherwise involved in the administration of education loans to accept anything of value from a lender, guarantor, or group of lenders and/or guarantors in exchange for service on an advisory board, commission, or other group established by such a lender, guarantor, or group of lenders and/or guarantors. LECOM does allow for the reasonable reimbursement of expenses associated with participation on such boards, commissions, or groups by lenders, guarantors, or groups of lenders and/or guarantors.

- LECOM does not assign a lender to any first-time borrower through financial aid packaging or any other means.
- LECOM recognizes that a borrower has the right to choose any lender from which to borrow to finance their education. LECOM will not refuse to certify or otherwise deny or delay certification of a loan based on the borrower's selection of a lender and/or guarantor.
- LECOM will not request or accept any offer of funds to be used for private education loans to students from any lender in exchange for providing the lender with a specified number or volume of Title IV loans or a preferred lender arrangement for Title IV loans.
- LECOM will not request or accept any assistance with call center or Financial Aid staffing.

## **3.2. APPLICATION PROCEDURES**

All accepted students must complete the LECOM Authorization and Consent Form on the LECOM student portal, *myLECOM*. Students who choose to use federal loans must complete the federal Free Application for Federal Student Aid (FAFSA) at [studentaid.gov](http://studentaid.gov). LECOM Financial Aid staff use the information on the FAFSA to determine eligibility for loans. Students applying for financial aid are required to complete the FAFSA annually.

If a student chooses to use the Direct Graduate PLUS loan, the PLUS application must be completed annually. Please note that PLUS loan application is not available until after April 1 and requires an acceptable credit score. Students who do not qualify due to their credit score will be notified at [studentaid.gov](http://studentaid.gov) if a co-signer is needed to secure the loan.

Per federal regulations, to receive federal student aid, a student must be a U.S. citizen or eligible non-citizen, maintain satisfactory academic progress (Section 3.6) not owe a refund on a federal or state grant, or be in default on a federal student loan. Financial Aid may request other supplemental information as needed to determine eligibility.

### **3.2.1. APPLICATION FOR ADDITIONAL LOAN FUNDING**

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

## **3.3. STUDENT FINANCIAL ASSISTANCE AND TUITION AND FEES PAYMENT**

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

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

## **3.4. TUITION REFUND POLICY**

A student who cancels, withdraws for personal or medical reasons, is suspended, or is dismissed will receive a refund of tuition and fees within 30 days of any of the foregoing in accordance with the following schedule:

- 100% during the first week of the semester;

- 75% during the second week of the semester;
- 50% during the third week of the semester; or
- 25% during the fourth week of the semester.

No refunds will be granted to a student who withdraws or is withdrawn, for any reason, after the fourth week of the semester. A student is financially responsible for any outstanding balance owed upon discontinued enrollment.

Cancellation can be made in person, by electric mail, by Certified Mail or by termination. All monies will be refunded if the school does not accept the applicant or if the student cancels within three (3) business days after signing the enrollment agreement and making initial payment. Cancellation after the third (3rd) Business Day, but before the first class, results in a refund of all monies paid, with the exception of the registration fee (not to exceed \$150.00). Termination Date: In calculating the refund to a student, the last day of actual attendance by the student is used in the calculation unless earlier written notice is received. Refunds will be made within 30 days of termination of students' enrollment or receipt of Cancellation Notice from student.

### **3.4.1. VETERANS BENEFITS REFUND POLICY**

A student receiving veterans benefits and who fails to complete the program, withdraws, or is dismissed for any reason prior to the completion of the program, will be charged for tuition, fees, and other charges on a pro rata basis. Charges for the completed portion of the program shall not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges for the full length of the program. LECOM complies with the provisions of 6E-1.0032 (6)(i), FAC and other applicable federal and state requirements within the refund policy.

### **3.5. TREATMENT OF TITLE IV FUNDS WHEN A STUDENT VOLUNTARY WITHDRAWAL**

Federal Title IV regulations specify the amount of Title IV aid a student has earned, if a student withdraws, is dismissed, or stops attending. The Title IV programs covered these regulations include federal direct subsidized, unsubsidized, and PLUS loans.

Financial aid funds are posted to a student's account at the start of each period. The student will earn funds while they complete the academic term. If a student withdraws during the academic term or period of enrollment, the amount of Title IV aid that was earned up to the last day of attendance is determined by a specific formula. The amount of assistance earned is determined on a pro rata basis. For example, if a student completed 30% of the academic term or period of enrollment, the student has earned 30% of the loan funds that were originally scheduled to be disbursed. The institution must return the excess funds equal to the Title IV aid return calculation.

If the student has completed more than 60% of the academic term or period of enrollment, the student has earned all of the Title IV aid that was scheduled to be disbursed for that period.

If a student did not receive all the funds that were earned, the student may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, the institution must receive the student's permission before the funds can be disbursed. To avoid incurring additional debt, a student may choose to decline some or all of the loan funds. With the student's permission, the institution may automatically use all or a portion of the post-withdrawal disbursement for all other institution-related charges.

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

If the institution is not required to return all of the excess funds, the student can elect to return the

remaining amount. All loan funds must be repaid in accordance with the terms of the promissory note signed by the student when they borrowed the funds.

### **3.6. SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID RECIPIENTS**

A student receiving scholarships, loans, and/or financial assistance through federal and private resources must remain in good academic standing and make satisfactory academic progress to retain their awards. Good academic standing for the purpose of financial aid is defined as the minimum academic standards required for continued enrollment in the student's program. If the student fails to maintain institutional standards, the student is considered not to be making satisfactory academic progress and will lose financial assistance until the standards are met.

- A student on a leave of absence for any reason is considered not to be making satisfactory academic progress and will not be eligible for federal and private financial assistance, including federal and private education loans.
- Students required to repeat a semester or year, are no longer eligible for federal financial aid and will need to obtain a private educational loan.
- Students who are removed from clinical rotations, including failure of a board examination, are not making satisfactory academic progress and are not eligible to receive subsequent financial aid until they progress to their next semester. If this period of leave extends to more than 180 days, a return of the Title IV return of calculation must be performed.

Satisfactory academic progress is further defined in Section 2.4.2. Additionally, each College/School adheres to specific criteria for maintaining satisfactory academic progress, which are defined in individual College/School policies. Exceptions to this policy will be made on an individual basis and in compliance with federal and state regulations governing financial aid.

### **3.7. LEAVE OF ABSENCE FOR FINANCIAL AID RECIPIENTS**

A student who requests to suspend enrollment for a period of time is considered on a leave of absence. Students must follow the procedure outlined in Section 8.4 and receive approval to be on an approved leave of absence. As part of the application process for a leave of absence, a student receiving financial aid must meet with Financial Aid staff and submit a completed Leave of Absence Form for Financial Aid to determine how the leave of absence will affect their eligibility for financial aid.

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

- The student's enrollment status will be reported to the lender(s) as a leave of absence.
- The leave of absence and any additional leaves of absence exceed a total of 180 days in any 12-month period, the Title IV return of calculation must be performed. The 12-month period begins on the first day of the student's official leave of absence.
- Upon return from the leave of absence, any and/or all subsequent financial aid disbursements may be delayed until the student again meets the standards for satisfactory academic progress towards the completion of their degree.
- If the student does not return from the leave of absence, their loan(s) will go into repayment based on the start date of the leave of absence. This could result in the depletion of some, or all, of the grace period of the loan(s).
- If the student is notified by their lender(s) that their loans are in repayment, then the student will need to contact the lender(s) and request a hardship forbearance or economic hardship deferment.

### **3.8. STATE RESIDENCY STATUS FOR FINANCIAL AID RECIPIENTS**

For purposes of financial aid, state residency status is determined per state law at the time of original



application and that status is maintained for all years of attendance at LECOM.

### **3.9. TERMS OF PAYMENT**

A Course and Fee Statement (i.e., billing statement) and Financial Aid awards are posted to the LECOM student portal, *myLECOM*, approximately 30 days prior to the start of each semester. Statements are not mailed and must be viewed through the institutional student portal, *myLECOM*.

The first semester statement includes half of the annual tuition, all fees, and disability and health insurance premiums, if applicable, less any matriculation payments. Statements for dental, pharmacy, and first- and second-year medical and podiatric medical students also include virtual textbook fees. The second semester statement includes the remaining half of the annual tuition, and if applicable, the second semester health insurance premium and any other necessary adjustments.

Student account balances must be paid in full two weeks prior to the start of the term. Students utilizing financial aid must have all steps to financial aid complete before the term starts.

Student tuition and fees may be paid by using Visa, MasterCard, Discover, or American Express credit cards or by check. Any fee associated with the use of the credit card are paid by the student. Any check that is returned by the bank for non-sufficient funds will be assessed a \$25.00 service fee.

#### **3.9.1. LATE PAYMENT FEE**

Tuition and fee charges must be paid by the due dates of each semester. Students who have applied for loans must be sure that pending loans are enough to meet the payment of tuition and fees. If tuition is not paid in full on the due date, or financial aid steps are incomplete, a late fee of \$50 per week will be assessed until such time as all financial obligations are met.

## 4. INFORMATION TECHNOLOGY POLICIES

### INTRODUCTION: GENERAL GUIDELINES FOR TECHNOLOGY USAGE

LECOM provides electronic communication devices, equipment, and technology, including, but not limited to, telephones, email systems, voice mailboxes, computer files, internet access, copiers, fax machines, and cellular telephones (collectively referred to as “electronic devices”). At all times, all LECOM-provided electronic devices and all data stored thereon remain LECOM property and LECOM has a legitimate business interest in the proper utilization of such property. Therefore, LECOM reserves the right to monitor, retrieve, or read any data composed, sent, or received on any LECOM-provided electronic device. Anyone using any LECOM-provided electronic device consents to have their use of the device monitored and accessed at any time and at LECOM’s discretion. A user should have no expectation of privacy in any use of LECOM-provided electronic device or systems.

It is a violation of policy for any data composed, sent, or retrieved via a LECOM-provided electronic device to contain content that may be reasonably considered offensive or disruptive. Offensive content includes, but is not limited to, derogatory comments that would offend another on the basis of their sex, age, race, color, national origin, religion, disability, veteran status, sexual orientation, gender identity/expression, or any other protected class.

#### 4.1. EMAIL USAGE

LECOM makes reasonable efforts to maintain the integrity and effective operation of its electronic mail system, but users are advised that the system should, in no way, be regarded as a secure medium for the communication of sensitive or confidential information. Because of the nature and technology of electronic communications, LECOM can assure neither the privacy of an individual’s use of the electronic mail resources nor the confidentiality of messages that are transmitted, received, or stored.

Email is used as an official means of communication within the LECOM community. All LECOM email communications to students are sent to LECOM email accounts. Students may not automatically forward their @lecom.edu account to another email account. LECOM is not responsible for the handling of email by outside vendors (e.g., gmail.com, yahoo.com, aol.com, etc.).

LECOM has the right to send official communications to students via email and the right to expect that such communications be received and read in a timely fashion. All students must use their LECOM accounts when communicating with the institution via email. If a student is dismissed, their LECOM email account will be deactivated immediately.

Unacceptable uses of email include, but are not limited to, the following:

- Using an email account assigned to someone else;
- Giving someone else access to a LECOM email account;
- Sending secure exam codes to another student;
- Sending harassing, obscene, and/or threatening messages;
- Sending unsolicited junk mail including chain letters;
- Sending material that infringes upon the copyright or patent of another person;
- Sending commercial, political, or advertising material;
- Operating a personal business using a LECOM email account;
- Sending mass emails without proper authorization;
- Soliciting on behalf of another organization;
- Automatic forwarding of communications to a LECOM email account to another email account (e.g., gmail.com, yahoo.com, outlook.com, etc.);

- Using email to reveal confidential information about a student or an employee to anyone who has neither a need for nor right the information, including information that is protected by FERPA or HIPAA; and
- Sending or forwarding hate mail, discriminatory remarks, pornographic material, political propaganda, spam, or other email nuisances.

## **4.2. INTERNET USAGE**

Any individual given internet access via LECOM-provided devices is expected to use the internet to enhance the performance of their work and study responsibilities. The internet does not guarantee the privacy and confidentiality of information. Therefore, no one shall place LECOM-provided material (e.g., copyrighted software, internal correspondence, confidential materials, etc.) on any publicly accessible internet site without permission. Sensitive material transferred over the Internet (including FTP and email) may be at risk of detection by a third party. Caution must be exercised when transferring such material in any form. Only computers with up-to-date anti-virus software will be given internet access.

It is against federal law and LECOM policy to violate copyrights or patents of another person on or through the internet. Students, faculty, and staff are prohibited from downloading or using copyrighted material in any way without obtaining written authorization.

LECOM reserves the right to determine whether use of the internet is consistent with acceptable use guidelines. Unacceptable uses of the internet include, but are not limited to, the following:

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

## **4.3. CELL PHONE USAGE**

Use of cell phones during class is prohibited. Cell phone usage should be kept to a minimum and should never interfere with instruction, work, or class.

Use of personal hotspots in the lecture halls interferes with the LECOM wireless network and is prohibited.

The use of cell phone cameras or video/audio recording devices is prohibited during class. Any usage of photographs, videos, or audio recordings must be with the consent of individuals as delineated in Section [9.12.1](#).

## **4.4. PASSWORDS**

All students who connect to the LECOM network\resources are responsible for reviewing and adhering to POLICY CS-2002 located on the LECOM Portal, *myLECOM*.

## **4.5. TECHNOLOGY AND PORTAL ACCESS FOR STUDENTS**

LECOM provides access to certain technologies for enrolled students these include:

### **Office 365, Email, and One Drive**

Students have access to Office 365, which includes the Office Suite, LECOM email address and One Drive. A copy of the Office 365 products may be downloaded to the student's personal device so that they may access and utilize the products offline.

Upon graduation students will continue to have access to LECOM email, Office 365 application (e.g., Word, Excel, PowerPoint, etc.) and One Drive for 90 days following graduation. At which time access will be deactivated. If a graduate has Office 365 installed on a personal computer, all applications will need to be uninstalled and the software suite will need to be purchased and reinstalled.

### **LECOM Institutional Portal (*myLECOM*)**

LECOM operates a Student Information System (SIS) that is known as the LECOM Institutional Portal, *myLECOM* located at [portal.lecom.edu](http://portal.lecom.edu). *myLECOM* is a centralized student record system that helps the institution manage critical student information and delivery of services to keep students on track. This system allows access to financial aid, academic programs, learning resource center electronic resources, admissions, bookstore, and many more helpful information sites such as LECOM COVID-19 protocols, accreditation updates, research opportunities, and information technology information.

Students are granted access to their *myLECOM* account at the time of matriculation as part of the LECOM Student Identify Verification Policy (Section 6.3). While students are enrolled at LECOM they will have access to *myLECOM* and continue to do so following graduation to ensure access to 1098T forms and records, student access to the LECOM portal shall continue until April 15 of the year following graduation (or to the date of any extended tax deadline).

### **LECOM Learning Management System (Canvas)**

LECOM operates a Learning Management System (LMS) that is known by its brand name, Canvas, located at [lecom.instructure.com](http://lecom.instructure.com). The Canvas LMS is an institutional platform that all LECOM College and Schools use to deliver course content, learning material, and communications to students. This technology is designed to provide consistent communication about coursework and enhance student engagement in online, hybrid and in-person learning. Canvas LMS is a robust digital foundation for all aspects of learning and may be used by faculty to assess student engagement with course content through real-time analytics built into the system.

Students are granted access to their Canvas LMS account at the time of matriculation as part of the LECOM Student Identify Verification Policy (Section 6.3).

## **4.6. SOCIAL NETWORKING**

LECOM considers social networking a useful tool for communication and marketing. However, if used improperly, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the school's reputation. As used in this policy, social networking is defined as communicating with others over the internet for social purposes, which typically occurs on social media sites, such as Facebook, Twitter, and Instagram, or "blogs", but can also occur on sites offered by television networks, newspapers, and magazines. The following guidelines apply to the use of social networking via LECOM-owned computers, mobile devices, or other technology, as well as personally owned devices when connected to the LECOM network. The guidelines should also be considered when engaging in social networking on devices that

are not linked to the LECOM network.

### **Compliance with Institutional Policies**

- Use of LECOM-issued technology for social networking must be in accordance with all applicable institutional rules.
- Use of the LECOM network for social networking must comply with all institutional policies.
- In some circumstances or events, use of handheld devices may be prohibited.

### **Attribution of Postings**

- Individuals should never attribute social media postings to LECOM or imply that they are endorsed or written by LECOM.
- For faculty, staff, and students if affiliation is listed in a user profile or posting, the profile or posting should include the following disclaimer: “The statements and views expressed in this posting are my own and do not reflect those of my employer or school.”

### **Social Networking Site Terms of Use**

- Anyone participating in a social network for any reason is responsible for reading, understanding, and complying with the site’s terms of use. Any concerns about the terms of use for a site should be reported to the Director of IT.

### **Contact Information**

- Due to confidentiality and privacy concerns, faculty, staff, and students are prohibited from importing or uploading any LECOM contacts to any networking sites where the information may be used beyond name recognition purposes.

### **Content**

- When writing content for posting, individuals are expected to use the same judgment they would use in writing any formal letter. Individuals are expected to post only content that they would be comfortable sharing with colleagues, the LECOM audience, and the general public.
- Individuals are personally responsible for all content they post on social networking sites. Any questions about the propriety of any posting should be referred to and approved by the Provost before posting.
- Online postings may not adversely impact or create problems for LECOM or its audience. Postings should not express personal opinions about other people or about potentially controversial topics, such as politics and religion, or offer referrals, endorsements, or recommendations for or about others.
- Individuals should refrain from posting content that could be characterized as defamation, plagiarism, harassment, advertising, false light, an invasion of privacy, a copyright violation, or infringe on the rights of others.
- Individuals should not post information that would be potentially embarrassing to one’s self or LECOM, or call into question one’s own or LECOM’s reputation, including the dissemination of photographs or other images.
- Individuals should not leak confidential information. Postings should not discuss LECOM business on public postings, unless authorized by the Provost.
- Postings must identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
- Individuals should ensure postings are accurate, truthful, respectful, free of misspellings, and display correct grammar, language, and tone.

- Individuals should obtain approval from LECOM’s legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM, or any matter pertaining to LECOM employees, broadcasts, guests, or legal matters.
- Unless previously authorized by the Provost, individuals may not use the LECOM logo or suggest a post is on behalf of LECOM.
- Individuals may not use the LECOM network or email lists to influence polls, rankings, or web traffic.
- Individuals should show good judgment when “friending” someone within a social network.
- Individuals should promptly remove any content deemed inappropriate or harmful.
- Individuals should refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

### **Violations of This Policy**

Due to the importance of this policy, violations will not be tolerated and will be sanctioned. Consequences may include such measures as immediate termination of employment (for faculty and staff) or dismissal from an academic program (for students) or any other action deemed appropriate by LECOM.

## **4.7. COMPUTER REPAIR**

LECOM IT does not perform troubleshooting services on personally owned devices except for the following basic cases:

- Software troubleshooting
- Antivirus software installation
- Basic Wi-Fi and Networking issues

Individuals are required to submit a completed LECOM computer repair form and waiver agreement before any services can be performed.

The LECOM IT Department will not troubleshoot hardware issues or perform hardware repairs on personally owned devices. Individuals will be referred to local computer repair shops for any computer hardware issues.

## **4.8. TECHNOLOGY-RELATED NAME CHANGES**

Name changes for records of students will be processed when notification is received by the Registrar (Section [7.3 Updating Student Records](#)).

The email display name of the user will be changed to the new name and a secondary email account will be added under the new name. The new email address can be set as the primary email account, if desired.

Logon IDs to the LECOM network, portal (*myLECOM*), Canvas, MediaSuite, and wifi will not be changed.

## **4.9. USE OF COPYRIGHTED MATERIALS**

All LECOM faculty, staff, and students must respect and comply with the rules and laws on copyrights, such as the provisions of the Title 17 of the U.S. Code. Unauthorized use of or distribution of copyrighted materials, including, but not limited to, peer-to-peer file sharing (i.e., transmitting copyrighted materials, such as music, movies, and compilations, to others for their use) is a violation of federal law that can subject the sender to fines or imprisonment.

For students, unauthorized use of or distribution of copyrighted materials is considered an honor code

violation, which can result in expulsion from LECOM, or other LECOM-imposed sanctions for misconduct. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages of not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 in civil damages per work infringed. A court can, in its discretion, also assess costs and attorney fees. Willful copyright infringement also can result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

LECOM provides instructions on obtaining permission for the use of copyrighted materials, which are posted in the LECOM Copyright Guide, which can be found on the Learning Resource Center page on the institutional portal, *myLECOM*.

## **5. LEARNING RESOURCE CENTER (LRC)**

### **INTRODUCTION: GENERAL LIBRARY INFORMATION**

The LECOM Learning Resource Center (LRC) is committed to providing students and faculty with access to information for medical, pharmaceutical, dental, podiatric, nursing 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, [see LRC webpage](#).

**Note:** No food or beverages are permitted in the LRC at any time. Cellular telephone use is prohibited in the LRC.

### **5.1. CONDUCT FOR THE LEARNING RESOURCE CENTER**

The Learning Resource Center (LRC) is an area designated for individual study and use of available resources. The abuse of LRC guidelines and procedures will result in termination of LRC privileges and/or disciplinary action.

### **5.2. CIRCULATION**

All matriculated students have the privilege of using the LRC for study and accessing resources from the LRC collection. A valid, current student ID is required to check materials out.

- Books circulate for 28 days. Book loans may be renewed once.
- Board review materials circulate for 14 days.
- Journals do not circulate.
- Reference material may not leave the LRC.
- Special anatomical teaching models circulate based on the preferences of Course Directors.

### **5.3. ONLINE PUBLIC ACCESS CATALOG**

The LRC online public access catalog of holdings 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 at *myLECOM*.

### **5.4. 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 will be assessed \$1.00 per day unless arrangements for renewal have been made.

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

### **5.5. EQUIPMENT, COMPUTER AND PRINTERS**

LRC computers provide access to the internet and to the LRC electronic resources, see 5.9 for complete listing of resources. Network printers and photocopiers are available. The LRC uses Papercut, an account-based printing system. The complete Microsoft Office suite including Word, Excel, PowerPoint, etc., is also available on LRC computers.



Use of any LRC equipment must adhere to the Technology Usage and Guidelines set forth in Section [4 Information Technology Policies](#).

## **5.6. RESERVATION COLLECTION**

The Reserve Collection consists of assigned readings related to coursework as well as limited human anatomical models. Items in the reserved collection must be used in the LRC and may not be checked out. Access to the collection items is requested at the circulation desk.

## **5.7. PHOTOCOPIERS**

Photocopiers are available for student use. The machines are located in the LRC copy room. Copies are \$.10 for black and white and \$.20 for color, each in 8 1/2 by 11-inch format. The copiers also offer a scan-to-email feature.

## **5.8. INTERLIBRARY LOANS**

Interlibrary loan service is used for items not available from the LRC collection. Through the use of e-mail, scanning technology and DOCLINE, most routine requests have a turn-around time of three to seven working days. Books and monographs require from three to ten working days. An interlibrary request form should be completed and submitted to an LRC employee to initiate a loan request. This form is to be completed and submitted from the LRC *myLECOM* website.

Although most libraries *loan* photocopies on a reciprocal basis, there are some health science libraries that charge a fee for loans. The requester is responsible for all charges incurred and will be notified if there is a charge for the loan prior to sending the request.

## **5.9. ELECTRONIC RESOURCES**

Electronic resources for the learning resource center can be found on the *myLECOM*, Learning Resources page. The LRC provides a single search option through OVID, which brings together all resources to which LECOM subscribes. OVID Discovery is a discovery platform developed specifically for health, biomedical, and pharmaceutical electronic libraries. It is a single-search, one-stop shop solution for student and faculty research needs.

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.

Evidence Based Medicine Reviews is also available via the LRC page. This premier resource in the evidence-based medicine movement combines seven 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. Link-Out is a service that allow the user to link directly from PubMed and other NCBI databases to a wide range of information and services which include full-text publications, biological database, consumer health information, research tools and more to which the LECOM LRC currently subscribes.

The LRC subscribes to StatRef, an electronic medical library offering cross searching capability to 26 medical textbooks such as AHFS Drug Information, Merck Manual of Diagnosis and Therapy, Concepts in Clinical Pharmacokinetics and Kaplan & Sadock's Synopsis of Psychiatry.

Another resource is EBSCOHost, a collection of databases that allows searching of medical related literature. There are several searchable databases, these include: Nursing and Allied Health Collection:

Basic, Psychology and Behavioral Sciences Collection, CINAHL with Full Text, MEDLINE with Full Text, Health Business Elite and Education Source all containing access to full text titles that students can search separately or concurrently. The number of full text journals available is approximately 2,700.

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 the collection. The OPAC is web based and can be searched on or off campus.

The Learning Resource Center also offers electronic board review materials and interactive anatomy programs.

## **5.10. LIBRARY INSTRUCTION AND LITERATURE SEARCHES**

Personal instruction is available on 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 online at the online Document Delivery Request Form on the *myLECOM* LRC website.

## **6. CAMPUS SECURITY AND SAFETY**

### **INTRODUCTION: CAMPUS FACILITIES AND SECURITY**

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

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

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

The 911 emergency system serves all LECOM areas. 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 Campus Safety only when they are on the Elmira College campus. LECOM at Bradenton has its own security office and security guard for the campus.

### **6.1. LECOM POLICE AND SECURITY**

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, visitors, 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 controlled facilities.

At LECOM Erie, the Service Unit includes both sworn Campus Police Officers and Security Officers; LECOM Police and Security patrol Erie facilities. 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.

LECOM at Erie campus police officers possess full police powers under the law. Campus Police have the power to arrest and exercise all other police powers in the same manner and with the same authority as any police officers in the Commonwealth of Pennsylvania. LECOM at Erie campus police officers may carry firearms and non-lethal weapons while on duty for the protection of the LECOM community; all LECOM Police officers have been appropriately trained and certified. At the Main campus in Erie, Campus Police will be dressed in full uniform. 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.

#### **LECOM at Erie, PA**

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

#### **LECOM at Seton Hill, Greensburg, PA**

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

Dial 4-9-9-9 from Seton Hill University phones

**To contact local law enforcement:**

**Dial 9-1-1 from a LECOM phone**

**Dial 9-1-1 from a non-LECOM phone**

#### **LECOM at Bradenton, FL**

Security Office  
College of Medicine and School of Pharmacy Building  
Located inside the southwest entrance  
5000 Lakewood Ranch Boulevard  
Bradenton, Florida 34211  
(941) 782-5908

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

#### **LECOM at Elmira in Elmira, NY**

Security Office  
Located within main entrance  
(607) 442-3510  
Cell (607) 857-7550

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

## **6.2. CAMPUS SAFETY AND SECURITY PROGRAMS AND INFORMATION SYSTEMS**

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

The LECOM Police and Security maintains a daily log of all criminal incidents that occur on the campuses and satellite facilities pursuant to federal and state statutes. The contents of this log are open to public inspection. Any student or prospective student, faculty or staff member of LECOM wishing to examine the Daily Crime Log may do so. The Log is located in the Campus Police and Security Offices. 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 buildings are open for business.

Identifiable information about victims of the crimes of domestic violence, dating violence, sexual assault, and stalking shall not be available in any publicly available record-keeping, including the

reporting and disclosure of crime statistics.

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

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

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

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

- LECOM Video Bulletin Board
- Campus E-Mail System
- Memoranda or fliers distributed to each student or employee
- Information posted to the LECOM Security Service Unit 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, facility closures affecting academic and regular business operation, or critical campus updates. 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.

All incoming LECOM students are automatically enrolled into the Omnilert notification system. Should a student wish to opt out of the notification system a written request must be submitted to security.

LECOM at Seton Hill students 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.

LECOM at Elmira students 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.

## **6.3. STUDENT IDENTITY VERIFICATION POLICY**

Verification of student identity is central to the integrity of the educational process at LECOM both for on campus and distance education program at the Institution. Photo-identification/key cards are issues to all on campus students, faculty and staff, utilization of unique username and passwords via a multifactor authentication system for access to LECOM digital systems, and background screenings provide the foundation for student identify verification at the Institution.

### Student Photo Identification

All on campus accepted students are issued a student I.D. number and an I.D. badge. Proof of identity in the form of a driver's license, passport, military I.D., or state issued-photo I.D. is required before issuance of the badge. LECOM reserves the right to request an additional picture ID if a student's appearance has dramatically changed.

LECOM Security and Police arrange for issuance of photo-identification/key cards (I.D. cards) to new students during orientation. Students are issued a photograph identification card that is also a proximity electronic key/card used for identification and entrance/exit to buildings.

- The ID card must be worn and visible at all times on campus and at all clinical sites.
- The ID card must be scanned each time a student enters or leaves a building or other secured area.
- Students must individually swipe their ID card each time they enter or exit a secured area.
- It is extremely important that each student swipe-out when leaving. If a student fails to swipe-out when leaving, they will not be able to re-enter.

If a student ID card is lost or stolen, the student is required to immediately inform Police and Security. There is a \$25.00 fee to replace a lost or damaged ID card. If a student withdraws, transfers, or is dismissed from LECOM, they must return their student ID card to LECOM Police and Security on the last day in attendance.

### Information Technology Access

Students granted access to LECOM information technologies are responsible for adherence to all appropriate policies and procedures and commit to the following:

- Prior to matriculation, accepted students are issued a unique username and password linked to them via the I.D. number. After matriculation, the username and password are used to identify the student for all internal College processes and for access to Web services, including course content and online exams.
- Student User Accounts are granted to support the instructional process, facilitate communications in academic endeavors and promote information sharing on projects and class assignments. They are not to be used for any other purpose. Security of assigned username and password are the responsibility of the individual student.

Students are responsible for their own data and accounts and shall not share passwords and account access with any other person. It is the student's responsibility to protect their account from unauthorized use by changing passwords periodically and using passwords that are not easily duplicated. LECOM is not responsible for lost data or work.

### Background Checks

Matriculating students for all LECOM programs must have their identity verified through a third-party service with whom LECOM has a contract. The background check is an essential component of the matriculation process and must be completed within 30 days of the depots or receipt of the matriculation packet.

The majority of matriculants at LECOM are working toward careers in healthcare through attainment of licensure credentials. It is imperative that LECOM use this industry best practice standards of background checks and identity verification to ensure the integrity of the educational process and the safety of future patients.

### **6.3.1. DISTANCE EDUCATION STUDENTS – STUDENT IDENTITY VERIFICATION**

The purpose of this policy is to ensure that LECOM operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in distance education. The HEOA requires that institutions offering distance education or correspondence courses have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure log in and pass code;
- Proctored examinations; and
- New or other technologies and practices that are effective in verifying student identification.

#### **Compliance**

The *myLECOM* system is an Institutional authentication and security measure to ensure that accounts are managed more securely across the institution. All students, faculty, and staff at LECOM are provided with a *myLECOM* username ID for secure access to the Institutions systems, including for distance learning. New students claim their username ID after providing their unique student ID number, date of birth, and through multifactor authentication linked to their email or phone. As part of this set up, the system requires that the student create unique security questions and answers to be used in the event that students need to change or reclaim their password.

Students are responsible for providing their complete identity information in any identification verification process. It is against Institutional policy for a user to give someone their password or to allow others to use their account.

LECOM uses Canvas as its learning management system. The Canvas system integrates with the Institutions authentication services to ensure appropriate and secure access to courses and other Student Information Systems. All users of the Institution's learning management system are responsible for maintaining the security of IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another persons' files or email is prohibited.

In addition, LECOM provides instructors access to class rosters that include student photos associated with their name and account. Live audio and video of students interacting in the course is also a feature of the learning management system. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to use these technologies and to design courses that use assignments and evaluations that support academic integrity.

The Institution may charge an additional student technology fee associated with proctoring examinations for distance education students. If a LECOM program has such a fee it is stipulated in the specific program student handbook in the tuition and fees section and on the financial aid webpage for the program.

The Lake Erie College of Osteopathic Medicine complies fully with the provisions of the Family Education Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of a student's information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personal identifiable information in the students' education record.

### **6.4. VEHICLE REGISTRATION AND PARKING REGULATIONS**

Each LECOM campus provides free parking for employees, students, and visitors. Campus security staff

are responsible for monitoring traffic patterns and ensuring safety across the parking lots. Parking at LECOM campuses is a privilege and parking/driving infractions can result in such privileges being suspended temporarily or permanently.

### **Vehicle Registration**

Except for visitors, a vehicle must have a LECOM-issued parking permit to utilize any LECOM parking lot. The parking permit must be visible and attached to the front windshield of the vehicle. Additionally, swipe cards are required for entry into the parking lots at Seton Hill and Elmira.

### **Parking Regulations**

All vehicles are subject to the following restrictions and regulations:

- No vehicle may be left in a LECOM parking 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 strictly prohibited.
- Parking in areas designated as Tow-Away Zones is strictly prohibited and subjects the vehicle to removal from the campus at the owner's expense.

### **Vehicle Searches**

Any vehicle entering or parked on LECOM property is subject to search by institutional authorities and/or law enforcement personnel (pursuant to state or federal law). Such searches may be conducted without a warrant for any reasonable purpose in protecting the health and welfare of LECOM employees, students, and visitors. Search of a vehicle may include all compartments and components thereof, providing that searching the compartment(s) or component(s) could reasonably produce evidence of the violation of institutional policies or law. Once a search begins, the person in control of the vehicle will not be permitted to remove the vehicle from the premises during the reasonable duration of the search.

### **Potential Vehicle Infractions**

The vehicle speed limit for all roadways within a LECOM campus is 10 miles per hour. Traffic citations may be issued for any infraction of the state codes on the roadways of a LECOM campus and/or notification to administration for disposition via disciplinary committees. Possible infractions include, but are not limited to, the following:

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

## **6.5. STUDENT RESPONSIBILITY FOR SAFETY AND SECURITY**

LECOM takes pride in working to provide a safe and secure educational environment. However, individual complacency and inattentiveness concerning personal security can negatively impact the entire community. To ensure optimum levels of security, students and employees must assume responsibility for their own safety, as well as the safety and security of all members of the LECOM



community. This responsibility includes, but is not limited to the following:

- Report any safety or security concerns to LECOM at Erie and Bradenton, Security or Police, or the University Police at Seton Hill University, or campus security for LECOM at Elmira.
- Report any suspicious persons or situations on campus to the Campus Security and Police 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 an 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).

### **6.5.1. COSTUMES**

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

### **6.5.2. 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 Police and 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.
- LECOM Security, in conjunction with Student Affairs, Administration, and Human Resources and the various student organizations, will provide crime prevention presentations as needed or requested throughout the year.

### **6.5.3. 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. A report of a crime can be made by contacting local law enforcement, fire, emergency medical services, or 911. They can also be made in person at the LECOM at Erie and Bradenton Police and Security, Seton Hill University Police Department, or Elmira College Campus Police. Every member of the LECOM community is encouraged to report a crime promptly if the victim wants a report to be made or is unable to make a report. LECOM Police and Security refers or investigates all reports of criminal activity received from any source. Investigations of serious crimes are referred to local, state, or federal law enforcement agencies, as appropriate.

As required by law, the LECOM Office of Police and Security reports crimes occurring on campus or non-campus buildings or property to the federal and state governments. In accordance with the Clery Act, the LECOM Office of Police and Security is designated as the Campus Security Authority to receive reports of crimes at the Erie (PA) and Bradenton (FL) campuses. The Seton Hill University

Police Department is designated as the Campus Security Authority to receive reports of crimes at the LECOM at Seton Hill location in Greensburg (PA). The LECOM Police at Security at LECOM at Elmira is designated as the Campus Security Authority to receive reports of crimes at 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 as well as to LECOM administration.

#### **6.5.4. 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. Fire/Evaluation teams consisting of faculty and staff are present at facilities to offer assistance. If unsure, look for faculty/staff holding identifying banners;
- Do not obstruct access to the building by fire fighters and fire trucks;
- Do not attempt to leave the area. Vehicles/persons will not be permitted to leave the parking areas once the alarm is sounded; and
- Once outside, do not reenter the building until told to do so by Security

#### **Fire Alarm Evacuation Drills**

Fire Alarm Evacuation Drills are scheduled early in the fall semester to acquaint all students with the process of evacuating the building and finding their designated gathering area. Maps are located throughout the building showing the closest evacuation route. Additional drills may occur throughout the year. Evacuation is MANDATORY, all occupants must leave immediately during all fire alarm activations. Students who refuse to leave the building or who are found in the building after evacuation will be subject to disciplinary action. Never assume the alarm is false or is a drill.

#### **6.5.5. STUDENT TELEPHONE EMERGENCY MESSAGE SYSTEM**

Should an emergency arise with a student's family, the family may contact Student Affairs to initiate contact with the student. Students are asked to inform family members/friends that only emergency messages will be relayed to students. The caller must clearly state that an emergency exists. The caller will be asked for their name, telephone number, their relationship to the student, and the nature of the emergency. Verifiable student information may also be requested.

#### **6.6. DRUG, ALCOHOL AND WEAPONS POLICY**

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

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

community and for those seeking admission to LECOM.

### **6.6.1. WEAPONS POLICY**

The use, possession, carrying in any manner, or conveyance of firearms, hand billies, knives, or other dangerous cutting instruments, explosives or any other device that can be deemed to be a weapon(s) on LECOM-owned or controlled property, at LECOM-sponsored or supervised activities, or at Seton Hill University or Elmira College is strictly forbidden. The only exception is for authorized law enforcement officers. Violation of this policy can be considered grounds for immediate discharge from LECOM.

### **6.6.2. DRUG-FREE CAMPUS POLICY**

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

- Alcoholic beverages may not be served or consumed on any LECOM campus or sponsored activity.
- While on LECOM premises and while conducting business-related activities off LECOM premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs.
- No student or employee shall illegally use or abuse legal drugs.
- No student or employee shall possess, use, manufacture, produce, sell, exchange, or otherwise distribute any drug prohibited by federal or state law at LECOM.
- No student or employee shall possess, consume, furnish, manufacture, sell, exchange, or otherwise distribute any alcoholic beverage except as permitted by federal and state law.
- Students or employee found by 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 LECOM at Erie or LECOM at Seton Hill, the Florida PRN or Centerstone for LECOM at Bradenton, and the New York CPH (Committee for Physicians Health for the State of New York) for LECOM at Elmira. 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, resources available at LECOM, and consequences for violations of this policy.

### **6.6.3. SUBSTANCE ABUSE EDUCATION PROGRAMMING**

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

### **6.6.4. MARIJUANA USAGE**

LECOM is committed to maintaining a safe and healthful environment that is free from illegal drug use, including marijuana. Marijuana is illegal under Federal Law and continues to be categorized as a controlled substance under Schedule I of the Controlled Substances Act (CSA.) Even though some states have legalized the use of marijuana for medicinal and recreational purposes, marijuana, marijuana extracts and tetrahydrocannabinols (THC) are illegal for human use under Federal law. LECOM students and employees are not permitted to use marijuana at any time under the provisions of the LECOM drug free policy.

### **6.6.5. SMOKING**

In keeping with LECOM's intent to provide a safe and healthful environment, smoking or the use of smokeless tobacco products (including vaping) is strictly prohibited in all areas of any LECOM property or sponsored activities, including in parking lots. This includes use of such products or smoking in cars parked on LECOM property. This policy applies equally to all employees, students, and visitors. Violations of this policy will result in disciplinary action, up to and including expulsion.

## **6.7. 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 K, 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 6.8.1 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 K and not in Section 9 Student Conduct of this handbook.**

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.

## CRIME REPORTING

Any person who is the victim of a crime, including but not limited to sexual assault, domestic violence, dating violence, stalking, and sexual harassment either on or off campus, is encouraged, but not mandated, to report the incident to the appropriate law enforcement agency.

**If you are in immediate danger and need and want help, contact local law enforcement. Call 911** in an emergency, or one of the following police department phone numbers depending upon your location.

If you prefer, the LECOM Police and Security Office and/or Seton Hill University Police Department, can contact local law enforcement for you.

### 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 the College of Medicine & School of Pharmacy Located inside the southwest entrance  
5000 Lakewood Ranch Boulevard Bradenton, Florida 34211  
(941) 782-5908

LECOM Security Office for the School of Dental Medicine  
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

### Greensburg, Pennsylvania

Greensburg Police Department  
(724) 834-3800

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

Pennsylvania State Police  
(724) 832-3288

Elmira, New York  
Elmira Police Department  
(607) 735-8600

New York State Police  
(607) 739-8797

Chemung County Sheriff  
(607) 737-2987, ext. 104

LECOM Security Office Located inside the main entrance 250 West Clinton Street  
Elmira, NY 14901  
(607) 442-3510

## **RECOMMENDED ACTIONS**

If you are the victim of sexual assault, domestic violence, dating violence, stalking, or sexual harassment it is recommended that you:

- Preserve any physical evidence that may prove that an incident of sexual assault, domestic violence, dating violence, stalking, or sexual harassment occurred and/or to obtain a protective order.
- You may need to get an immediate medical examination and treatment.
- The examination will determine if you need treatment for injuries or sexually transmitted diseases or pregnancy.
- The examination will also result in the collection of evidence that can be used to identify and convict your attacker.
- You can seek medical attention on your own instead of in conjunction with a report to the police.
- The hospital will treat you and collect the necessary evidence.
- The hospital will notify the police and rape crisis center on your behalf; however, it is your decision to make if you want them involved.
- Even if you do not think that you want to press charges at the time of the medical examination and treatment, it is important to obtain the evidence in case you change your mind at a later date.
- You can seek the services of counselors who specialize in assisting victims and the families of victims of these crimes. These counselors can give advice, assistance, and accompany you through the process. LECOM personnel will assist you in contacting counselor(s) if you request this assistance. Counseling services are listed immediately below.

## CRIME VICTIM COUNSELING SERVICES

### Erie, Pennsylvania Resources

Crime Victim Center of Erie County  
24 hour hotline: (814) 455-9414

Physicians Health Programs (PHP; Pennsylvania)  
(866) 747-2255 or (717) 558-7819

Millcreek Community Hospital  
Main hospital number: (814) 864-4031  
Ask for Behavioral Health

Safe Net Erie (domestic violence)  
24 hour crisis hotline: (814) 454-8161  
Main number: (814) 455-1774

Secundum Artem Reaching Pharmacists with  
help (SARPh) (800) 892-4484 or (610) 583-9884

Stairways Behavioral Health  
(888) 453-5806

Safe Harbor Mental Health  
24 hour Crisis Center: (814) 456-2014  
Outpatient Clinic: (814) 459-9300

### Bradenton, Florida Resources

Centerstone Student Assistance Program  
(941) 782-4379  
Bradenton- Hope Family Services, Inc.  
(941) 747-7790  
Safe Place and Rape Crisis Center - Sarasota  
24 hour hotline: (941) 365-1976

Centerstone Crisis Center  
(941) 782-4600

Rape Crisis Hotline - Bradenton  
(941) 708-6059  
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

Center for Victims of Violence and Crime  
24 hour hotline: (866) 644-2882

Westmoreland Mental Health Crisis Intervention  
Hotline 24 hour hotline: (800) 836-6010

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

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

### **UNUM WORK-LIFE BALANCE EMPLOYEE ASSISTANCE PROGRAM**

The UNUM Work-Life Balance Employee Assistance Program (“EAP”) is available at no charge to LECOM students and employees. Calls are kept confidential within the constraints of the law. The EAP has counselors available 24 hours per day, 365 days per year by calling (800) 854-1446 (English) or (877) 858-2147 (Spanish) or via its website at [www.lifebalance.net](http://www.lifebalance.net); user ID and password: lifebalance. The EAP is available to assist employees with personal or professional problems. Additional information concerning UNUM is available on the LECOM Portal by clicking on the Human Resources tab and then selecting UNUM Documents.

### **HIGHMARK BLUES ON CALL**

For students or employees who participate in Highmark Insurance, Highmark has the Blues On Call 24 hour nurse line that members can access for referrals to behavioral health coaching. The number is 1-888- BLUE-428 or 1-888-258-3428.

### **PROTECTIVE ORDER**

It may be possible for you to obtain a court order requiring the abuser to stop doing certain acts such as abusing you, contacting you, or coming near you and may make the abuser do things such as leaving your home. In addition, it may be possible to impose temporary custody of children and temporary child support, if appropriate. In Pennsylvania it is termed a Protection from Abuse (PFA) order. In Florida it is termed an Injunction for Protection Against Domestic Violence, or a restraining order. New York courts issue Orders of Protection. If such an order is obtained from the local court and properly served on the abuser (by law enforcement and not you) and the abuser then violates the order, the abuser may be arrested by the police. To begin the process to obtain a protective order you can go to the courthouse in the county where you live to complete forms or obtain an attorney to assist you. If you have obtained a protective order that has been properly served on the abuser, kindly provide a copy to the LECOM Police and Security Office (Erie, Pennsylvania; Bradenton, Florida; or Elmira, New York) or to the Seton Hill University Police Department (Greensburg, Pennsylvania).

### **CONFIDENTIALITY IN REPORTING A CRIME**

It is critical for the safety of the entire LECOM community that all incidents are reported immediately so that the LECOM Police and Security Department, the Seton Hill University Police Department, Elmira College Police Department, or local law enforcement can investigate the situation and determine if follow-up actions are required, including LECOM issuing a timely warning or emergency notification. If crimes are never reported, little can be done to help other members of the community from also becoming victims. LECOM community members are encouraged to report crimes promptly and to participate in and support crime prevention efforts. If you are the victim of a crime, including but not limited to sexual assault, domestic violence, dating violence, stalking, or sexual harassment but do not want to pursue action within a LECOM disciplinary system, please consider filing a voluntary, confidential report.



Depending upon the circumstances of the crime you are reporting, you may be able to file a report while maintaining your confidentiality. The purpose of a confidential report is to comply with your wish to keep your personally identifying information confidential, while taking steps to ensure your safety and the safety of others. A confidential report allows LECOM to compile accurate records on the number and types of incidents occurring on our campuses. Reports filed in this manner are counted and disclosed in the Annual Security Report. In limited circumstances, your confidentiality may not be able to be assured and in that circumstance, you will be informed. Anyone may call to report a crime. Callers may remain anonymous.

Although a criminal investigation and prosecution for the offense is the recommended course of action in cases of sexual assault, domestic violence, dating violence, stalking, and sexual harassment, the ultimate decision for such action rests with the victim. An administrative disciplinary process may still be invoked if a LECOM employee or student is the alleged offender even if the alleged victim decides against law enforcement involvement.

**Victims are encouraged to report incidents of sexual assault, domestic violence, dating violence, stalking, and sexual harassment to the LECOM Institutional Title IX Coordinator or a Deputy Coordinator.**

### **LECOM Title IX Institutional Coordinator and Deputy Coordinators**

#### Institutional Title IX Coordinator

Aaron E. Susmarski, J.D.

Institutional Director of Human Resources

(814) 860-5101

[asusmarski@lecom.edu](mailto:asusmarski@lecom.edu)

#### LECOM Erie

Dr. Melanie Dunbar, Deputy Coordinator

Director of Behavioral Health

(814) 866-8160

[mdunbar@lecom.edu](mailto:mdunbar@lecom.edu)

#### LECOM Bradenton

(including DeFuniak Springs)

Ms. Debra Horne, Deputy Coordinator

Director of Student Affairs

(941) 782-5933

[dhorne@lecom.edu](mailto:dhorne@lecom.edu)

Dr. Nancy Carty, Deputy Coordinator

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If the alleged perpetrator is a LECOM employee or student, the procedural process will be as follows:

- Disciplinary action, remedies, and sanctions for the alleged crimes of sexual assault, domestic violence, dating violence, or stalking will be determined using the procedures defined in the Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence document. This document may be found in the Student,

Staff, and Faculty handbooks and on the LECOM website.

- There will be a prompt, fair, and impartial investigation and resolution.
- The standard of evidence in the disciplinary proceedings regarding allegations of sexual assault, domestic violence, dating violence, or stalking is preponderance of the evidence. A decision using the standard of evidence of preponderance of the evidence means that it will be determined based on the evidence presented that it is more likely than not that the offense did or did not occur.
- Both accuser and accused are entitled to the same opportunities to have others present during campus disciplinary proceedings.
- Both accuser and accused will be simultaneously informed in writing of the outcome of any campus disciplinary proceeding brought forth alleging sexual assault, domestic violence, dating violence, or stalking as well as appeal procedures. Both shall also be notified of any change prior to the time the results become final and when the results become final.
- If a final determination is made that a LECOM employee or student did perpetrate sexual assault, domestic violence, dating violence, or stalking, the offending employee or student is subject to the range of disciplinary sanctions specified in the Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence document up to and including termination and/or expulsion. Determinations by a criminal court may separately occur if criminal proceedings are initiated which is separate from LECOM's disciplinary proceedings.

## **INTERIM MEASURES**

- Following an allegation of sexual assault, domestic violence, dating violence, or stalking being asserted to LECOM, supportive measures may be provided by the Title IX Coordinator to a student or employee accuser (Complainant). Supportive measures are explained in the Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence document. These are available regardless of whether the accuser chooses to report the crime to campus police or local law enforcement. Alleged perpetrators may also receive supportive measures.
- For LECOM student accusers/Complainants, supportive measures may include changes in a facet of the academic setting.
- For LECOM employee accusers/Complainants, supportive measures may include changes in a facet of their employment.
- Reasonable changes may include, among others, restrictions on contact, course schedule or work schedule alteration, or a leave of absence.
- If applicable, student financial aid guidance is available.
- Counseling may be facilitated. Some counseling options are listed above.

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.

#### 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 their spouse.

### **6.8. DANGEROUS PERSON POLICY**

LECOM adheres to a zero tolerance for threats or violent acts. Any LECOM student engaging in coursework or participating in clinical rotations or practice experiences shall not threaten to, attempt to, or actually perpetuate violence, abusive physical acts, or abusive emotional acts toward another person that is likely to result in physical or emotional injury or pain or the destruction of property. The prohibited act(s) may be direct or indirect, overt, or covert, serious, or in jest, including those by a third-party communication or on social media. The scope of this policy includes all LECOM programs, buildings, grounds, vehicles, rental spaces, affiliated hospitals, or locations of official LECOM functions.

Examples of dangerous threats may include oral or written statements. The statements may be made using paper, emails, websites, social media, or other medium. Examples of prohibited statements include, but are not limited to, the following: “I will kill you; I hate you; I will hurt you; I’m going to hit you; You will be sorry”. Examples of prohibited and dangerous behaviors include, but are not limited to, the following: brandishing a firearm or other weapon; stalking; harassing; sending threatening notes; exhibiting intimidating body mannerisms; threatening to injure an individual or to damage property; knowingly exposing others to dangerous pathogens; and retaliating against any individual who, in good faith, reports a violation of this or any policy.

Violations of this policy may result in an order for an evaluation by a LECOM approved psychiatrist, psychiatric resident, or psychologist, suspension, or dismissal from LECOM. Any LECOM student who intentionally or knowingly fails to identify or report a dangerous person, as described in this section, is subject to an honor code violation (see Section [9 Student Conduct](#)).

#### **6.8.1. HARASSMENT AND HAZING**

It has always been the policy of LECOM that all the students have the right to learn in an environment free from any type of violence or discrimination, including harassment and hazing.

Under no circumstances will LECOM tolerate any form of harassment or hazing. Prohibited harassment behavior includes, but is not limited to: threatening, offensive or intimidating behavior or remarks; demands for sexual favors; or behavior which creates a hostile or intimidating atmosphere, because of someone’s gender, age, race, color, national origin, religion, creed, disability, or any other characteristic protected by law. Engaging in any of these prohibited forms of conduct will result in disciplinary action, up to and including dismissal from LECOM, against any student who is found, upon investigation, to have engaged in such conduct.

**See Appendix K, 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:

- In the case of offending students, the report should be made to the Director of Student Affairs or any member of the administration who may refer the matter to the appropriate dean and/or the SPG/ASP Committee.
- In all other cases regarding faculty or staff personnel, the report should be made to the appropriate dean, the Director of Student Affairs, or any member of the administration.

No student or employee will be retaliated against on the basis of having asserted a good faith complaint pursuant to this policy. Following the investigation, LECOM will take the appropriate measures as soon as possible to redress the harms done. All LECOM supervisory personnel have an affirmative responsibility to report, discourage and eliminate conduct inconsistent with this policy.

### **6.8.2. VIOLENCE AND/OR THREATS OF VIOLENCE POLICY**

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

Violence according to this policy will include physical altercation, overt threats or covert threats of physical violence, intimidation, emotional abuse and violence or threats of violence involving third party communications. All statements, comments, and gestures, including those made on social media, related to violent behavior will be dealt with as a serious violation of this policy.

Any student who intentionally and/or knowingly fails to identify or report a violent or potentially violent situation is subject to an Honor Code violation as described in [Section 9.6 Adjudication of Honor Code Violations](#).

### **6.8.3. HATE CRIMES**

LECOM considers a hate crime as a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender’s bias. Such bias may be a preformed negative opinion or

attitude toward a group of persons based on certain characteristics or toward an individual's actual or perceived race, gender, religion, sexual orientation, ethnicity, disability, national origin, or gender identity. Incidents may involve physical assault, damage to property, and/or theft. They may also involve bullying, harassment, verbal abuse or insults, and/or offensive graffiti or letters. Any student who engages in any of these prohibited acts is considered a "dangerous person" as further defined in Section 6.8. Hate crimes are also specifically forbidden by the state criminal laws of Pennsylvania, New York, and Florida and Federal applicable laws.

Any person engaging in such conduct will be subject to expulsion or discharge from LECOM. Anyone who witnesses such conduct, regardless of whether they are the target, should report the conduct pursuant to the Reporting a Crime Policy (Section 6.5.3).

In accordance with the Clery Act, LECOM annually reports any occurrences of hate crimes and makes the data publicly available on the institutional website.

## 6.9. SUICIDE INTERVENTION POLICY

Any LECOM student who engages in suicidal behaviors and/or verbalizations must be evaluated by a LECOM approved psychiatrist, psychiatric resident, or psychologist. An individualized assessment will be made as to whether the student can continue with or resume their coursework, clinical rotation, or practice experience as described in Section 8.5 [Mandatory Leave of Absence](#).

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

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

## 6.10. CAMPUS VISITORS

Only matriculated students, staff, faculty, and invited and escorted guests are permitted in LECOM buildings. LECOM students and employees are required to show their LECOM issued ID badge for entrance to LECOM buildings or other facilities. Prior to allowing access to the building Police & Security may check to ensure they have not been suspended, dismissed, or otherwise prevented from entering.

Non-students are not permitted to attend didactic or laboratory sessions without special permission of the appropriate dean. No visitors are permitted in the anatomy laboratory without special permission of the Course Director of Gross Anatomy. These regulations are strictly observed.

Visitors to LECOM should be aware that they must bring a valid state ID. **All persons entering any LECOM building, or facility are subject to bag and purse checks as well as metal detection screening where equipped.** Any person refusing such search will not be permitted entry. Alcohol, weapons, or any item that the LECOM Department of Police and Security deems dangerous will be confiscated. Illegal items will be turned over to the appropriate law enforcement jurisdiction.

People having business to conduct with LECOM employees will be required to have an appointment. Security must be notified of site visits/guests in advance. If the site visitor/guest does not have a scheduled meeting and an unscheduled meeting is not possible, the guest will be advised to call and make an appointment. The personal office phone number will not be given out, instead the guest will be given the college campus main phone number.

### **College Campus Main Phone Numbers**

- Erie: (814) 866-6641
- Bradenton: (941) 756-0690
- LECOM at Seton Hill: (724) 552-2880
- LECOM at Elmira: (607) 442-3500

Visitors to LECOM must sign the visitor log at the entrance of the building and wear a visitor badge indicating they are authorized to be on campus. Approval of a special visitor pass may be obtained from one of the following: Director of Security, Director of Student Affairs, a Dean, an Associate Dean, or an Assistant Dean.

### **6.10.1. VISITOR POLICY FOR MINORS**

- Without Administrative approval, NO juveniles OR juvenile family members of the Faculty, Students, or Staff will be allowed in Academic Areas of the Campus.
- All juveniles on LECOM premises visiting for recruitment purposes must have permission from the Provost, 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.

## **7. REGISTRAR AND EDUCATIONAL RECORDS**

### **INTRODUCTION: INSTITUTIONAL REGISTRAR**

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

#### **7.1. TRANSCRIPTS**

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

The Registrar is the keeper of educational records for all students, which includes oversight of the release of transcripts. Any request for an official transcript must allow a minimum of 10 business days for normal processing and three weeks for processing following the end of a semester. Written authorization of the student is required to release a transcript. A Transcript Request Form must be completed and submitted with a \$10.00 fee for each transcript. Official transcripts are mailed directly to the recipient. Transcripts will not be faxed or emailed. Unofficial transcripts will not be issued.

Official transcripts will not be provided to any student who is delinquent in any financial obligation(s) to LECOM, any of its affiliated hospitals, clinics, and/or delinquent in submitting any required health forms. Official transcripts will not be provided to any student if clinical rotation requirements have not been received by the appropriate clinical education office(s). If LECOM has knowledge that a student or graduate is in default on any federal, state, outside agency, institutional loan, or service obligation, LECOM will withhold all official transcripts, letters of recommendation, and evaluations for internships, residencies, employment, staff privileges, specialty certification, and licensure.

#### **7.2. GRADE REPORTS**

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

#### **7.3. UPDATING STUDENT RECORDS**

LECOM requires legal proof of any change to the identifying student information contained in an official student record, including financial aid documents, payroll records, billing records, medical records, federal immigration documents, tax forms, student loan documents, and direct deposit files.

##### **Name Change**

To request a name change in any official student record, a student must complete a Name/Gender Designation Change Request Form, present legal documentation, and submit the required fee (\$500). The student must present the original legal document or a certified (i.e., notarized) copy with the original notary seal to the Registrar. Faxed copies of documents will not be accepted. Original documents will be copied for the official record and returned to the student. Documentation that constitutes proof of a legal name change is as follows:

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

and

- Two government-issued documents reflecting the new name (e.g., original or notarized copy of passport, driver's license, or birth certificate, etc., and social security card).

Requests for name changes for degree candidates must be submitted to the Registrar no later than 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. No request to change a name in LECOM records will be honored after graduation has occurred. If a name is changed near to graduation, a diploma will not be released to the student until official documentation of the name change has been received.

### **Gender Change**

To request a change in gender in any official student record, a student must complete a Name/Gender Designation Change Request Form, present legal documentation, and submit the required fee (\$500). Documentation that constitutes proof for a request to change a gender in the record must be a government-issued document, such as an original or notarized copy of passport, driver's license, or birth certificate, that reflects the new gender designation.

### **Address Change**

Each student is responsible for ensuring a correct mailing address is on file. To request a change in address, a student completes a Change of Address Form and submits the form to the Registrar. The Change of Address Form may be submitted in person, by mail, by fax, or by an email originating from the student's LECOM account only and sent to the Registrar. Address changes may also be made online at *myLECOM* - Bursar page.

### **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 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.

**Government Issued Document** (original or notarized copy of passport, driver's license, birth certificate



etc.) reflecting the new gender designation.

### **7.3.1. STUDENT RACIAL/ETHNIC SELF-DESCRIPTION**

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

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 contribute to the improvement of racial/ethnic under-representation among health professionals.

### **7.4. CLASS RANK FOR DOCTORS PROFESSIONAL PROGRAM**

Class rank may be obtained from the Registrar by request. A request for class rank must be made in writing.

Class rank is based solely on percentage grades attained in the coursework and clinical rotations and has nothing to do with grade point averages. Class rank for a graduating student is based on the grades up to and including the final rotation of the academic year.

To be ranked, a student must have credits equivalent to their classmates at the end of the semester. A student will not be ranked in the following instances:

- A student who repeats a year or switches pathways or campus locations;
- A student with a grade or grades of Incomplete at the end of the semester; and
- A student who is off schedule in clinical rotations (unless they are caught up with the rest of the students in the class by the end of the semester).

Unranked students may contact the Registrar upon completion of all requirements for graduation to determine the quartile in which they will be ranked.

### **7.5. ISSUANCE OF DIPLOMAS**

Each graduate will receive a diploma immediately following commencement provided all requirements and clinical rotations have been completed. A student who is off schedule will have their diploma ordered once all requirements are completed.

The official date on the diploma will be the last day of the month in which all graduation requirements are completed. Unless other arrangements are made, late graduates' diplomas will be mailed to the address on file with the Office of the Registrar.

Diplomas or reproductions of diplomas will not be issued or transmitted in any manner prior to the commencement ceremony. Replacement of a lost, damaged, or destroyed diploma may be requested through the Registrar and secured upon payment of \$100.00 per diploma.

### **7.6. FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. The law applies to all institutions that receive funds under applicable programs of the US Department of Education. All LECOM students are annually notified of their FERPA rights via the Academic Catalog and Student Handbook.

FERPA provides students with certain rights regarding their educational records. FERPA also gives parents certain rights with respect to their minor-aged child's education records, which are transferred to the student when they reach the age of 18 or attends an institution beyond the high school level. Any

student to whom the rights have been transferred are considered eligible students. All LECOM students are eligible students.

Under FERPA, the rights of eligible students are as follows:

- An eligible student has the right to inspect and review their educational record within 45 days of any request. An institution is not required to provide copies of the educational record unless, for reasons such as great distance, it is not possible for the eligible student to review the educational record onsite. An institution may charge a fee for copies. No charge will be made for retrieving or searching for educational records.
- An eligible student has the right to request that an institution correct an educational record that the student believes to be inaccurate or misleading. If the institution chooses not to amend the record, the eligible student has the right to a formal hearing. If, after the hearing, the institution still chooses not to amend the educational record, the eligible student has the right to place a statement with the record setting forth their view about the contested information.
- Generally, an institution must have written permission from the eligible student in order to release any information contained within an educational record. However, FERPA allows institutions to disclose educational records, without consent, to certain parties and/or under certain conditions, which are as follows:
  - To institutional officials with legitimate educational interest;
  - To other institutions to which a student seeks or intends to enroll;
  - To specified officials for audit or evaluation purposes;
  - To appropriate parties in connection with the financial aid of a student;
  - To organizations conducting certain studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction;
  - To accrediting organizations;
  - To specified officials necessary to comply with a judicial order or lawfully issued subpoena;
  - To appropriate officials in cases of health and safety emergencies; and
  - To state and local authorities within a juvenile justice system, pursuant to specific state law.

### **7.6.1. DEFINITION OF EDUCATIONAL RECORDS**

LECOM defines educational records as records, files, documents, or other materials that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution. LECOM maintains the following specific types of educational records:

- Personal data identifying each enrolled student, including full legal name, address, race, date and place of birth, marital status, name of spouse, and name of parent or guardian;
- Description of student academic status, including completed grade level, grades, standardized test scores, and clinical evaluation of competency and achievement;
- Scores on professional examination boards;
- Records of extracurricular activities;

- Health data;
- Systematically-gathered academic, clinical, and counseling ratings and observations; and
- Reports of disciplinary and criminal proceedings provided the reports contain only factual-information and not subjective information.

The following are not considered educational records under FERPA:

- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto, which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute. A substitute means an individual who performs on a temporary basis the duties of the personnel who makes the record and does not refer to an individual who permanently succeeds the maker of the record in his or her position.
- An employment record of a student whose employment is not contingent on the fact that they are a student, provided the record is used only in relation to the student's employment.
- Personal health records of a student, which are used only in connection with the provision of treatment of the student, and not disclosed to anyone other than the individual(s) providing treatment (provided that the records can be viewed by a physician or other appropriate professional of the student's choice).
- Law enforcement records that are maintained apart from educational records solely for law enforcement purposes, except when disclosed to law enforcement officials of the same jurisdiction.
- Alumni records that contain information about a student after they are no longer in attendance at LECOM and such records do not relate to the person as a student.

### **7.6.2. PROCEDURE TO INSPECT EDUCATIONAL RECORDS**

A student may inspect and review their educational record upon written request to Student Affairs. The written request must precisely identify the record the student wishes to inspect. Student Affairs will make arrangements for access to the record as promptly as possible and notify the student of the time and place where the record may be inspected. Access must be given within 45 days or less from the receipt of the request.

When a record contains information about more than one student, the requesting student may inspect and review only that part of the record that relates to the student making the request.

If a student is unclear as to the meaning of any educational record, they may request an interpretation of the contents of the record from Student Affairs.

### **7.6.3. RIGHT OF LECOM TO REFUSE ACCESS**

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

- Letters and statements of recommendation for which the student waived 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

- Any records which are excluded from the FERPA definition of educational records.

#### **7.6.4. RECORD OF REQUESTS FOR DISCLOSURE**

LECOM maintains a record of all requests for and/or disclosure of information from a student's educational record. The record of each request indicates the name of the party making the request, any additional party to whom the record may be disclosed, and the legitimate interest the party had in requesting or obtaining the information.

LECOM requires that any party to whom it allows access to any educational record(s) maintain the record(s) in strict confidence and use the record(s) only for reasons authorized by FERPA.

Educational records shall not be disseminated via email unless absolutely necessary. When necessary, encryption shall be used, and the sender shall be instructed to carefully check the recipients, contents, and attachments of the email prior to transmission. The transmission of key personal identifiers, such as social security numbers, driver identification numbers, and birthdates will be avoided.

#### **7.6.5. DISCLOSURE OF DIRECTORY INFORMATION**

LECOM may disclose personally identifiable information from the educational record of a student who is attending the institution if that information is considered directory information. Directory information includes the student name, address (permanent and present), telephone number, date and place of birth, undergraduate/graduate institution(s) attended, class level, marital status, home state, dates of attendance, degrees and awards received, most recent photograph, and other similar information. This information may be published unless a student files an objection with Student Affairs. A student may refuse the release of directory information by serving written notice to that effect to the Registrar within 30 days after the commencement of any academic year.

LECOM reserves the right to disclose directory information from the educational record of an individual who is no longer in attendance at LECOM without requiring any specific procedure.

#### **7.6.6. CORRECTION OF EDUCATIONAL RECORDS**

A student has the right to ask to have an educational record corrected that they believe to be inaccurate, misleading, or in violation of their privacy rights. The procedure for correcting an educational record is as follows:

- The student must submit a request in writing to amend an educational record to Student Affairs. In doing so, the student must identify the part of the educational record they want to be changed and specify why they believe that the record is inaccurate, misleading, or in violation of their privacy rights.
- LECOM may comply with the request or may decide not to comply. If LECOM does not comply, the institution will notify the student of the decision and will advise them of the right to challenge the information believed to be inaccurate, misleading, or in violation of their privacy rights.
- Upon request, LECOM will arrange for a hearing and notify the student, reasonably in advance, of the date, place, and time of the hearing. The hearing will be conducted by a hearing officer who shall be a disinterested party appointed by the Director of Student Affairs. The hearing officer may be a LECOM official. At the hearing, the student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the educational record. The student may be assisted or represented by one or more individuals,

including an attorney.

- The hearing officer will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
- If the hearing officer decides that the challenged information is not inaccurate, misleading, or in violation of the student's privacy right, the hearing officer will notify the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

### **7.6.7. FERPA BREACH**

Any individual who handles any element of an educational record of a LECOM student shall take all possible means to maintain the confidentiality of the record. Violations of FERPA, including, but not limited to, a breach, may be subject to progressive discipline, up to and including termination of employment.

FERPA-protected information shall not be kept on any LECOM computer. All protected information must be stored in the portal or in a secured user folder located on the LECOM server.

In the event of any improper disclosure or breach of the confidentiality of any FERPA-protected material, LECOM shall adhere to the following procedure:

1. Verify that a breach of FERPA-protected information has occurred;
2. Identify as precisely as possible what information was involved and the nature of the breach;
3. If possible, stop further disclosure of information (e.g., cease a transmission, recall emails, etc.);
4. Upon verification of a breach, notify Director of Information Technology, Registrar, Dean of the College/School involved, and Provost;
5. Document all that is known about the breach;
6. Assemble an incident response team (by the responsible Dean in consultation with the Provost);
7. Notify data owners (individuals whose data has been breached), if they are not already aware of the breach;
8. Provide notice to all affected students at the direction of the Dean. Notice should be from the Dean with the approval of the Provost;
9. Preserve all evidence relating to the breach.
10. Initiate and conduct a full investigation;
11. If criminal actions are involved in the breach, notify security and local law enforcement with the approval of the Provost;
12. Determine how to mitigate any damage done and identify strategies to prevent a reoccurrence of the breach;
13. Assemble the responsible officials of each College/School (by the Provost) and thoroughly review what happened; and
14. Implement necessary institution-wide safeguards.

### **7.6.8. PLACEMENT IN EMPLOYMENT**

Information on the placement in employment and the types of employment secured by graduates of LECOM are available upon request through the Planning, Institutional Assessment and Accreditation Service Unit and Student Affairs. LECOM does not guarantee employment upon successful completion of graduation and residency requirements.

## 8. STUDENT AFFAIRS

### INTRODUCTION: STUDENT AFFAIRS

The mission of LECOM 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.

#### 8.1. BEHAVIORAL HEALTH SERVICES

Because professional education may be highly stressful as well as rewarding, guidance and referral services are available through the Student Affairs and the Directors of Behavioral Health.

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 Student Affairs. Additional hours may be arranged by appointment. Students may also contact the Director of Behavioral Health directly through email, phone, or the *myLECOM* 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 Directors of Behavioral Health if they are experiencing anxiety, relationship problems, loneliness, depression, alcohol and/or substance abuse, and personal matters (i.e., in-depth issues), as well as for test anxiety, general academic stress, and concerns related to school adjustment.

It is important to note that when students consult with the Directors 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 Directors 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 Directors 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 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 Directors of Behavioral Health 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. 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](mailto: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](mailto:dmckay@lecom.edu)

***Note on confidentiality of student information:** Information disclosed to Drs. Dunbar and McKay is not disclosed to others \*\*\* without the student's consent within the legal and ethical limitations related to safety of the student and others. Drs. Dunbar and McKay adhere to the ethical code of the American Counseling Association.*

**Emergency and 24/7 Support:**

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

Also, now available at 988 is the existing National Suicide Prevention Lifeline, where compassionate, accessible care and support is available for anyone experiencing mental health-related distress. People can also dial 988 if they are worried about a loved one who may need crisis support.

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 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
<b>Rachael Patten, LMSW</b>	(607) 873-6691
<b>Clinical Associates of the Southern Tier</b>	(607) 936-1771

### **8.1.1. PROTOCOL FOR MANAGING STUDENTS IN DISTRESS**

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

1. Student Affairs, faculty and staff will ensure that students know to seek immediate assistance if feeling any distress or medical issue during class time.
2. Students feeling a need for medication during class may either take it in the class or excuse themselves for a brief period to take the medicine.
3. Where medication is not involved, and a student feels any type of medical distress, the student may excuse themselves to make use of a rest room or request aid.
4. If students excuse themselves, they should return to class if possible or alert Student Affairs and/or Security if they feel a need to leave. Security will activate the Emergency Response Paging System.
5. Such students should not attempt to drive themselves if there is any doubt of their ability to do so. Likewise, Student Affairs and/or Security should advise the student to wait and arrange for transportation if the student seems impaired.
6. Where a student expresses a need for aid to an instructor, Student Affairs and/or Security should be immediately contacted by the instructor.
7. Student Affairs and/or Security will make any reasonable accommodation for a student. If the situation calls for immediate medical treatment, 911 will be called. Security may also arrange for transport for the student to their residence or to a medical facility if the situation does not call for an emergency response.
8. Where appropriate, Security or Student Affairs will call the student's emergency contact.
9. In every case, when in doubt, LECOM personnel should err on the side of the greatest possible accommodation for the student. If the situation includes behavioral/emotional problems and/or distress the Director of Behavioral Health will be consulted and assist with intervention.
10. The student will not be allowed back in school without designated (e.g., psychiatric/psychological) medical/clinical professional clearance through written documentation and/or may have to comply with specific security measures.

### **8.2. STUDENT HEALTH SERVICES**

LECOM provides general health care services for its students enrolled in the Highmark Blue Cross/Blue Shield Community Blue Student Insurance Plan. It is mandatory for all students to have healthcare coverage through LECOM's student policy, unless covered by their parent's or spouse's employer's health insurance, TriCare (military), or Medicaid issued by the state where the student will be attending classes (see Section [8.8.2 Mandatory Student Health Insurance Policy](#)).

In Erie, LECOM, through its partners at Millcreek Community Hospital and Medical Associates of Erie, provides 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 2000 West Grandview Blvd. or the Plaza 38 Medical Center located at 2010 W. 38<sup>th</sup> 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

**Forbes Family Medicine – Murrysville**  
4262 Old William Penn Highway, Suite 109  
Murrysville, PA 15668  
Phone (412) 325-5810

**AHN Hempfield Primary Care**  
6321 Route 30, 2nd Floor  
Greensburg, PA 15601  
Phone (724) 671-1750

These practices will accept as new patients any LECOM at Seton Hill student who desires to obtain care. Any LECOM at Seton Hill student who has an urgent or acute matter may contact one of these practices to be seen within twenty-four hours (or referred to emergency care, if appropriate). In addition, after-hours, and weekend calls from LECOM at Seton Hill students will be accepted and handled on the same basis as are calls from established patients of these practices.

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 Ogden Medical Center**  
600 Roe Avenue  
Elmira, NY 14905  
607-737-4100

**AMS IMAST Internal Medicine**  
200 Madison Avenue, 3<sup>rd</sup> Floor  
Elmira, NY 14901  
607-734-1581

**AMS Eastside Primary Care**  
200 Madison Avenue, #2B  
Elmira, NY 14901  
607-732-1310

**AMS OB/GYN (Women’s Health Center)**  
600 Fitch Street, #102  
Elmira, NY 14095  
607-734-6544

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

**Arnot Ogden Medical Center**  
600 Roe Avenue  
Elmira, NY 14905  
607-737-4194

**AMS – Horseheads Walk-In Care**  
100 John Roemmelt Drive  
Horseheads, NY 14845  
607-737-4499

**St Joseph’s Hospital**  
555 St Joseph’s Boulevard  
Elmira, NY 14901  
607-337-7806

For students without a personal physician in the area, LECOM at Bradenton has entered into an

agreement with PrimeCare of Manatee or Urgent Care Walk-in Clinics in the immediate area to provide “Student Health Services”. They include:

<b>PrimeCare of Manatee or Urgent Care Walk-In Clinics</b> (a Division of MAX Health) Stephen Coppa, D.O LECOM Clinical Assistant Professor of Internal Medicine	<u>Location</u> 6110 53 <sup>rd</sup> Avenue East Bradenton, Florida 34203 941-755-4242 A minimal co-pay will apply.
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Student health is a priority at LECOM, students must be healthy in order to be successful in the curriculum and to give their best to each patient. Students requiring diagnostic and preventative health services are advised to try to seek those appointments outside of the normal curriculum if at all possible. It is recognized that therapeutic health services are often unpredictable and interruptions in the curriculum are unavoidable in these circumstances. Whether students are seeking a diagnostic, preventative or therapeutic health service, if it is during a scheduled class period or an exam, you must follow the procedures to request an excused absence as outlined in 9.3 of the student handbook.

In the case of emergencies, LECOM understands that this is not always possible. In those cases where prior excused absences are not possible, we ask that you inform the proper personnel as soon as you are able. If you are missing an examination or required laboratory, please also provide documentation regarding the nature of the emergency and the steps taken as soon as you can provide them to appropriate personnel as outlined in 9.3. Medical appointments planned in advance that require an absence from class require the student to fill out a “Student Request Form For Excused Absence” in advance of the planned absence.

When experiencing a medical emergency, students are advised to call 911 immediately. LECOM provides a list of providers in Appendix A for emergency services. If you feel you or a fellow student are having a medical emergency or any other emergency, call 911 immediately.

### **8.3. DISABILITY SERVICES**

#### **8.3.1. REQUESTING SPECIAL ACCOMMODATIONS DUE TO A DISABILITY**

Students requesting special accommodations for examinations, laboratory procedures, or other activities must submit a [\*Request for Special Accommodation Due to a Disability Form\*](#) and required supporting documentation to the Director of Student Affairs at the Erie or Bradenton campus or to the Assistant Dean of Problem Based Learning for LECOM at Seton Hill and the Associate Dean of Academic Affairs for LECOM at Elmira. The completed form and required documentation must be submitted thirty (30) days prior to the start of the semester to permit sufficient time for the review and approval process to be completed prior to the start of the semester. Requests submitted at other times may take up to thirty (30) days to be processed upon the receipt of the completed request form and all required documentation.

Documentation of the assessment by a licensed/certified professional who is not a family member must be submitted in support of the completed [\*Request for Special Accommodation Due to a Disability Form\*](#) using the [\*Physician’s/Clinician’s Disability Accommodation Verification Form\*](#). An appropriately qualified licensed/certified professional with expertise and sufficient knowledge in the area of the asserted disability must provide a current assessment of the student's disability.

Documentation which shows that the same, or similar, accommodation was granted at a previously attended undergraduate or graduate institution may be submitted along with the completed [\*Request for Special Accommodation Due to a Disability Form\*](#). See the [\*Request for Special Accommodation Due to a Disability – Guidelines for Documentation\*](#) for more information about required documentation.

The [\*Request for Special Accommodation Due to a Disability Form\*](#), [\*Physician’s/Clinician’s Disability\*](#)

[Accommodation Verification Form](#), and [Request for Special Accommodation Due to a Disability – Guidelines for Documentation](#) are available on the LECOM portal and may be obtained from Student Affairs.

All requests for special accommodations are reviewed by the Directors of Student Affairs in LECOM at Erie and Bradenton, Assistant Dean for Problem-Based Learning for LECOM at Seton Hill, or the Associate Dean of Academic Affairs at LECOM at Elmira in consultation with the appropriate dean. Strict confidentiality is maintained in the review of each request. The student is responsible for any costs related to any additional evaluation or testing required in support of the request for special accommodation. The student will receive written notification of LECOM's decision regarding the request for special accommodation. If a request for special accommodation is granted by LECOM, a letter of agreement stating the nature and extent of the accommodation will be prepared for signature by the student and appropriate LECOM representative for inclusion in the student's permanent record.

### **8.3.2. LECOM ACCOMMODATIONS FOR TESTING AND LICENSING EXAMINATIONS**

It must be noted that LECOM is only able to provide special accommodation for examinations that are under the institution's control. In particular, the licensure examinations for osteopathic physicians, pharmacists, podiatrists, and dentists, parts of which are required in some programs for advancement within and graduation from LECOM, are administered by the national licensure boards listed below. Any requests for special accommodation on licensure examinations must be made directly to the appropriate board. LECOM's approval of a request for special accommodation does not guarantee a similar response from the licensure board.

The Comprehensive Osteopathic Medical Licensing Examination (COMLEX) is administered by the National Board of Osteopathic Medical Examiners (NBOME).

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

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

The American Podiatric Licensing Examinations (APMLE) are administered by the National board of Podiatric Medical Examiners (NBPME).

### **8.3.3. CONTACT FOR DISABILITY SERVICES BY LECOM CAMPUS**

LECOM at Erie  
Kevin Thomas, DO, MS  
1858 W. Grandview Boulevard  
Erie, Pennsylvania 16509  
(814) 866-8117  
[kthomas@lecom.edu](mailto:kthomas@lecom.edu)

LECOM at Bradenton  
Debra Horne, Director of Student Affairs  
5000 Lakewood Ranch Boulevard  
Bradenton Florida 34211  
(941) 782-5933  
[dhorne@lecom.edu](mailto:dhorne@lecom.edu)

LECOM at Seton Hill  
Kevin Thomas, DO, MS  
1858 W. Grandview Boulevard  
Erie, Pennsylvania 16509  
(814) 866-8117  
[kthomas@lecom.edu](mailto:kthomas@lecom.edu)

LECOM at Elmira  
Angela Wood, Student Affairs Coordinator  
1 LECOM Place  
Elmira, NY 14901  
(607) 442-3560  
[awood@lecom.edu](mailto:awood@lecom.edu)

### 8.3.4. DISCRIMINATION PROHIBITED

LECOM prohibits and does not engage in discrimination on the basis of disability. LECOM is committed to ensuring that qualified students with disabilities have equal opportunity to participate in LECOM's educational programs and activities.

It is LECOM's intention to provide appropriate, reasonable accommodations for students who voluntarily disclose and provide professional documentation of a disability in accordance with the Americans with Disabilities Act of 1990 (ADA), including changes made by the ADA Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973. LECOM will take all reasonable steps to accommodate qualified students and applicants with disabilities as defined by applicable law.

### 8.4. LEAVE OF ABSENCE

Leave of Absence refers and is limited to students who, while in good academic standing need to temporarily suspend their LECOM program of study, due to reasons beyond their control, such as illness, military service, financial exigency, or pressing personal reasons justifying an interruption of the degree program. No academic activities may be conducted during a Leave of Absence and this leave may not be used to avoid payment of tuition. Students may be given a leave of absence for other reasons (e.g., medical leave) as noted elsewhere in this Academic Catalog and following LECOM's policies. Students who have had federal financial aid may be subject to additional restrictions and should check with the Financial Aid.

#### Process for Requesting Leave of Absence

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

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

will be charged on a prorated basis.

If the leave is approved, tuition charged will be in accordance with LECOM's refund policy. During the leave, the student will be required to contact a designated LECOM representative at intervals specified in the approval letter. Any request for an extension of a student's leave of absence must be made in writing to the Assistant/Associate Dean at least 30 days in advance of the end of the current leave, and must be approved, by the appropriate Dean.

Once the appropriate parties are notified of the approved leave of absence, access to the LECOM student portal is deactivated. The student's email account will remain active, but the student will not be included in the email grouping for their respective class.

#### **Health Insurance During Leave of Absence:**

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

#### **Return from Leave of Absence**

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

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

A student may be required to take an examination to determine the retention of material prior to being permitted to return. The student may then be required to review certain topics and be tested to ensure the student is able to progress with their class.

Grades earned by a student are good for two (2) years. If a student is on a leave of absence for greater than two (2) years, all coursework prior to the leave of absence must be repeated.

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

Students should be aware of the following potential implications of a leave of absence:

- The anticipated graduation date may be changed to reflect the time of completion of graduation requirements.
- If a student cannot complete the graduation requirements by July 1 of the year they intend to graduate, eligibility to participate in the match will not be granted.
- The reason for the leave of absence will be included in the Medical School Performance Evaluation (MSPE)

### **8.5. MANDATORY LEAVE OF ABSENCE**

LECOM offers a robust program of services and accommodations to ensure qualified students with disabilities have equal opportunity to participate in LECOM's programs and activities.

In situations where a student is unable or unwilling to carry out substantial self-care obligations, where

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

A student on a mandatory leave of absence may request reinstatement when the circumstances that resulted in the leave no longer exist or have moderated in severity such that the student no longer poses a significant risk to the health or safety of others or an actual risk to their own safety. The request shall provide evidence of the change in circumstances. Reinstatement may be granted by the same official who imposed the mandatory leave. If a request is denied on grounds of health or safety, the decision may be appealed in writing to the President, within seven (7) business days of notification of denial.

## **8.6. WITHDRAWAL POLICY**

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

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

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

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

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

Once the appropriate departments are notified, the access to the LECOM Student Portal is deactivated and the student account is deleted.

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

## **8.7. ACADEMIC FREEDOM**

All faculty at LECOM are entitled to freedom in the classroom in discussing their subject, but they



should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

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

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

### **Guidelines**

The right to academic freedom is essential for enabling faculty members to carry out their functions successfully. The following rights are known collectively as academic freedom:

1. Faculty members have the freedom in the classroom to teach and present material in a fashion that is generally considered appropriate.
2. Faculty members have the right to select methods and topics of research, subject to the review and approval of the appropriate dean, and if applicable, the Institutional Review Board (“IRB”).
3. Faculty members have the right to assign reasonable academic tasks to students, but faculty members must give students full credit for their work.
4. Faculty members have the right to make public research findings and other products of scholarship but have the concomitant responsibility to strive for scholarly objectivity, truth and to respect the privacy and dignity of any research subjects. They must also comply with all applicable laws and regulations.

## **8.8. HEALTH RECORDS POLICY**

### **8.8.1. HEALTH RECORDS FOR FIRST YEAR STUDENTS**

Prior to matriculation, first year students must submit health and immunization records to the Student Affairs. All students must be current on immunizations prior to the beginning of courses. Health forms and instructions for submitting forms are mailed as part of the matriculation packet to all students after their acceptance into LECOM. Each student must submit the following documentation:

- An **Immunization Status Report** must be completed and signed by a physician. This report must indicate that the student has immunity to the following diseases and documentation of a student’s immunity must be attached to the report: diphtheria, tetanus, pertussis, chicken pox, polio, measles, mumps, rubella, and hepatitis B. Students must also have current results of a 2-Step Mantoux PPD or QuantiFERON-TB Gold Test (QFT-G). If found to be necessary, a student will be required to receive an additional dose of a MMR vaccine.
- A **Health History** must be completed by the student.
- A **Physical Exam** must be completed and signed by a physician. This must be completed within one (1) year of matriculation.
- A **Records Release** form must be signed by the student authorizing the physician to release the student’s health records to LECOM. This form also authorizes LECOM to release a student’s records to hospitals where the students are in training.
- An **Emergency Data** form allows the student to designate a person to contact in case of an

emergency. It also asks the student to name any known allergies or pre-existing health-related conditions.

- A signed **Matriculation Agreement** wherein the student agrees to submit the above-mentioned items as well as additional tuition, residency and background check requirements. The Matriculation Agreement must be submitted no later than first day of Orientation.

The **Two-Step PPD or QuantiFERON-TB Gold Test (QFT-G)** is required for students working in hospitals, pharmacies or clinics. Both tests show whether or not an individual has been exposed to tuberculosis. It is the student's responsibility to get an initial two-step PPD or QFT-G and provide documentation of the results to Student Affairs prior to matriculation. If the result of either test is positive, the student must have a diagnostic evaluation and those results must also be sent to the Student Affairs. The status of the student is evaluated, and appropriate action will be determined and communicated to the student. A PPD or QFT-G test is required for all subsequent years.

For students on rotations, an annual flu shot is required. In addition, some pharmacies, hospitals and clinics may require additional documentation of vaccines or tests which are not required by the school. *In such cases, it is the student's responsibility to satisfy the health requirements of the hospital where they are training.*

### **8.8.2. MANDATORY STUDENT HEALTH INSURANCE POLICY**

**Participation in the LECOM Student Health Plan available through Highmark Blue Cross and Blue Shield Community Blue is mandatory for all LECOM students. Students must maintain the Highmark Blue Cross and Blue Shield health insurance throughout the program of study.** All students are required to purchase this plan, with the following exceptions:

- Students covered as a dependent by a parental health insurance plan.
- Students covered as a dependent by a spouse's employer health insurance plan.

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 student health insurance waiver information must include:

- Name, address and customer service number of the insurer;
- Name of policy holder, and their relationship to student; and
- Policy and group number and effective date of coverage.

***Beginning with the Class of 2021 and for every COM class to follow, all students in the College of Medicine going out on rotations must be enrolled in the LECOM Student Health Plan.***

***Misrepresentation of coverage will be deemed an honor code violation.***

### **8.9. LIVING ACCOMMODATIONS**

All LECOM students live in privately-owned, off-campus housing. Student Affairs at each location may have available information on rental properties or rental agencies. However, please note that any information made available to a student does not represent an endorsement of any kind. It is the student's responsibility to identify housing within a reasonable distance of the campus and to research

and inspect a listing to determine its suitability. *Students should read leases before signing them.*

LECOM staff and students are prepared to assist new students in becoming more familiar with local neighborhoods and to help them evaluate accessibility to shopping and recreation areas. LECOM disclaims any warranty or guarantee as to the price, quality, or safety of off-campus housing.

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

### **Student Telephone Emergency Message System**

Should an emergency arise with a student's family, the family may contact Student Affairs to initiate contact with the student. Students are asked to inform family members/friends that only emergency messages will be relayed to students. The caller must clearly state that an emergency exists. The caller will be asked for their name, telephone number, their relationship to the student, and the nature of the emergency. Verifiable student information may also be requested.

## **8.10. BOOKSTORE**

The LECOM Bookstore for all campuses is online only. Any textbooks not on VitalSource are available for purchase through the online website. The bookstore stocks LECOM logo apparel & gifts, supplies, and instruments relevant to course work. Only credit cards (MasterCard, Visa, Discover or Amex) can be used for online purchase. LECOM bookstore also offers free pick up at the LECOM at Erie.

## **8.11. CREDIT CARD MARKETING POLICY**

LECOM prohibits credit card institutions, banks, or any other financial or lending institutions from soliciting students on campus and does not permit them access to campus mail and/or electronic addresses to establish credit card accounts without prior authorization.

## **8.12. STUDENT ACTIVITIES**

### **8.12.1. GRADE REQUIREMENTS FOR PARTICIPATION POLICY**

Students must maintain at least a 3.0 grade point average, have no course failures, may not be on probation for any reason, may not be repeating an academic year and must be passing all currently enrolled courses to:

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

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

### **8.12.2. LECOM STUDENT GOVERNMENT**

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

The SGA provides additional information at its website - <https://www.lecomsga.org/>. It is the organization's responsibility to maintain and update that site.

### **8.12.3. LECOM CLUBS AND ORGANIZATIONS**

College or school specific clubs are listed in the Student Handbooks for each campus program and campus location (Appendix Q).

### **8.12.4. COLLEGE COMMITTEES**

LECOM encourages student representations on committees. Specifically, student representation is provided on the LECOM Safety Committee, Curriculum Committee, Strategic Planning Committee and Accreditation Self-Study Committee. Students may recommend a list of candidates from their class to serve on committees with final approval from the appropriate dean. Students must be in good academic standing in order to serve on committees or participate in club or organization activities.

### **8.12.5. RECOGNITION OF STUDENT ORGANIZATIONS**

The first step in obtaining recognition for a new student organization is the submission of a petition to the Student Government Association (SGA). The petition must include the goals of the organization, the proposed charter, the name of the faculty advisor, a list of club officers and a list of charter members. The petition to form a new club or organization must be signed by the prospective officers and the faculty advisor of the new organization.

Once the petition has been approved by the SGA, it must be submitted to the Director of Student Affairs for administrative review, who will forward the petition to the Provost for final approval. The approved status of an organization is valid for one year, renewable on an annual basis with submission of the Annual Student Club Registration Form and the Faculty Advisor Form.

Administrative approval is important because only officially approved organizations and groups can use LECOM facilities, be listed in LECOM publications and be eligible for institutional support. Membership in a LECOM organization may include an application, GPA minimum, essay, service hours and/or dues. Hazing within any organization is strictly prohibited.

### **8.12.6. STUDENT ORGANIZATION STATIONERY AND USE OF COLLEGE LOGOS**

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

### **8.12.7. STUDENT SPONSORED EVENTS**

Any event conducted by a student club or organization recognized by LECOM is considered a student-sponsored event. Events of this nature require the approval of the Office of Student Affairs and requests

must be submitted in writing to the Office of Student Affairs. Requests should include a statement of purpose and the facilities required for the event. Event scheduling forms requiring the use of institutional facilities are available through the Office of Student Affairs. All off-campus events sponsored by a LECOM club or organization are subject to the same approval process and must receive approval prior to the event or activity and prior to contacting any off-campus facility or organization to schedule or host the event. ***Alcoholic beverages are prohibited at any LECOM sponsored student club or organization on or off-campus event or activity.*** No student organization may promote any gambling activities. Raffles may be conducted with permission. The faculty advisor for the participated student organization or the advisor's designee must be present for each student sponsored event.

### **8.12.8. LECOM VIDEO BULLETIN BOARD**

Students or student organizations at Erie wishing to post an announcement or notice on the LECOM Video Bulletin Board must first receive approval from the Learning Resource Center. LECOM reserves the absolute right to reject or edit any submitted announcement or notice intended for posting on the Video Bulletin Board.

### **8.12.9. STUDENT PARTICIPATION IN LECOM SPONSORED RESEARCH**

LECOM students who wish to participate in research must adhere to the following institutional guidelines regarding such activity.

Any student wishing to participate in research must meet the following criteria:

1. Must be passing all courses.
2. Must have successfully completed the first semester of their program.
3. Must have a cumulative GPA of 3.0 or higher.
4. Must not be on probation for academic, conduct, or professionalism reasons.
5. Must be on schedule to take board examinations.

In addition, students wishing to participate in research must:

1. Have a faculty mentor for the project.
2. Submit a project title and description, signed by the faculty mentor, to the Director of Research for that school.
3. Have completed all relevant CITI training modules.
4. Satisfactorily complete all relevant safety training.
5. Submit and receive approval from relevant regulatory committees (IACUC, IRB).

Students wishing to complete a research elective rotation in their third or fourth year must:

1. Have a faculty mentor for the project.
2. Submit a project title and description, signed by the faculty mentor, to (a) the Director of Research for that school and (b) the Clinical Education office.
3. Receive approval by the Clinical Education office prior to beginning the rotation.
4. Complete an end-of-rotation summary of their project and findings.
5. Meet all other rotation requirements according to the Clinical Education office.

## 9. STUDENT CONDUCT

### INTRODUCTION: CODE OF STUDENT CONDUCT AND DISCIPLINE

The Code of Student Conduct and Discipline consists of the Student Honor Code and the Standards of Academic and Social Conduct contained in this section. The Code of Student Conduct and Discipline is **not** a contract and serves only as guidance for the fulfillment of fundamentally fair process procedures. The Board of Trustees and its designees have the authority and may modify or change the Code of Student Conduct and Discipline at any time. **Each student is expected to be knowledgeable about all published policies, rules, and regulations of LECOM.** LECOM will hold each student responsible for compliance with these and all other policies, rules and regulations. The student is responsible for reviewing any published materials that update the items in this Code. **Additionally, students are also expected to comply with all federal, state, and local laws.** Students may be sanctioned for conduct off-campus, which is likely to have an adverse effect on LECOM or the educational process.

To the extent applicable, students are also subject to and will be expected to observe the provisions of the Code of Ethics of the American Osteopathic Association. (see Appendix I)

**Note that the procedure to be followed in the event of an allegation of sexual harassment, sexual exploitation, sexual assault, domestic violence, dating violence and stalking is in the *LECOM Policy Statement on Title IX Compliance and Affirmation of the Prohibition of Sexual Harassment, Misconduct or Violence* attached as Appendix K and not in Section 9 Student Conduct of this handbook.**

#### 9.1. PURPOSE OF THE STUDENT CODE

LECOM's primary concern is the student. LECOM attempts to provide all students with 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 suspension or expulsion, notwithstanding any action taken by civil authorities on account of the violation.

#### 9.2. STUDENT HONOR CODE

In keeping with the obligations of integrity, honesty, responsibility, and personal honor, which are integral to professional practice. LECOM, the LECOM Board of Trustees, faculty, staff and students promulgate this Honor Code to uphold these important values.

No student at LECOM shall participate by any means in actions of dishonesty, cheating, plagiarizing, stealing, or lying to any College official, as described in the "Code of Student Conduct and Discipline." All students subject to this code have an obligation to report suspected violations. All reports of suspected violations must be made in writing to the Chairperson of the SPG/ASP Committee within seven (7) working days of the alleged offense. Any student who has knowledge (other than unsubstantiated rumor) or is a witness to any violation or possible violation, and who knowingly fails to report such is also in violation of this Honor Code and is subject to disciplinary sanctions. Any student found to report another student intentionally and maliciously for the mere purpose of harassment will be subject to disciplinary sanctions as set forth herein. Faculty and staff who witness violations of the Honor Code shall also report them in writing or electronically to the appropriate dean and/or the Chairperson of the SPG/ASP Committee within seven (7) working days.

All students must respect and follow the rules on copyrights. Unauthorized use of or distribution of copyrighted materials, including, but not limited to peer-to-peer file sharing is a violation of federal law that can subject students to fines or imprisonment and would be considered an honor code violation, which can result in expulsion, etc.

### 9.3. ATTENDANCE, TARDINESS AND ABSENCES

As professionals, students are expected to adhere to the attendance policy with diligence. As such, attendance is required at all scheduled instructional periods and will be taken regularly. Absence from instructional periods for any reason does not relieve the student from the responsibility for the material covered during the periods. Unexcused absences will be viewed as violations of the Code of Student Conduct and Discipline and may result in disciplinary action by the SPG/ASP Committee including, but not limited to, loss of remedial privileges, removal from any leadership position with any student club, organization or student government office, and possible notation in the Dean's Letter. In extreme cases, absenteeism or tardiness may result in dismissal.

#### Attendance

- Attendance will be checked daily at random times and possibly multiple times per day.
- Students **must be in their assigned seats**.
- Any assigned seat change request must be requested through the Office of Preclinical Education or appropriate Asst/Associate Dean. If a seat change request involves exchanging assigned seats with another student, both students must request the seat change.
- Absence is defined as a student who is not present at an instructional period when attendance is taken. If the student had a preapproved excuse for not being present, they are recorded as an excused absence, if they had no preapproval they are recorded as unexcused absence for that instructional period and for that day.

Excused absences may be granted by the appropriate dean. If a student misses a class, they are still responsible for the material missed. It should be noted that making up certain academic sessions is not permitted. Simulation and laboratory courses such as OMM and H & P Clinical Examination may have special requirements for attendance, tardiness, and absences. Students in rotations must abide by their respective Clinical Handbooks.

In order for an absence to be considered excused for medical reasons, notice must be received by LECOM prior to the missed class or activity, and a note must be submitted from a local physician or other practitioner in a physician's practice upon the student's return to class. The note will not be accepted if the signee is a relative of the student. The note must be sent directly from the physician's office by fax or secure business email. Notes electronically submitted by students are not acceptable. Students in third- and fourth-year rotations must abide by the additional requirements contained in the LECOM Clinical Clerkship Handbook.

Students may receive excused absences to attend LECOM-related activities or national meetings of student clubs and organizations. No absences will be excused without approval from the Chairperson of the SPG/ASP Committee, the pathway director and the appropriate dean. Any request for an excused absence must be submitted using the Student Request for Excused Absence Form, to the Chairperson of the SPG/ASP Committee at least 30 days prior to the anticipated absence. The form can be found under the Student tab on the LECOM Portal.

Students must also obtain an **"Excused Absence Student Request Form"** for a planned absence. This form must be filled out by the student and signed by the pathway director and appropriate dean. Students should do this in-person and have it completed prior to the anticipated absence. Students must be in good standing with a grade point average of 3.0 GPA in order to be granted an excused absence

from school-related activities or to attend organizational meetings or any other extra-curricular activity. **The Student Affairs Office may be asked to verify the grade point average.**

Students must complete the excused absence request form for illness, doctor appointments, conferences, emergencies, funerals, etc. and it must be approved by the Office of Preclinical Education or appropriate Asst/Associate Dean.

If the excused absence is planned in advance, the form should be received by the Office of Preclinical Education or appropriate Asst/Associate Dean Education 30 days in advance (conferences, weddings, established medical appointments, etc.). If the excused absence is emergent (illness, emergencies, funerals, unplanned medical appointments) the student must notify the Office of Preclinical Education or appropriate Asst/Associate Dean the day the issue arises.

If this absence is due to unplanned illness or emergency that necessitates missing an instructional period, quiz, or exam the notification of the illness/absence **MUST** be received by the Office of Preclinical Education or appropriate Asst/Associate Dean by email or phone message prior to the start of the instructional period, quiz, or exam for it to be eligible for consideration of an excused absence.

No travel arrangements may be made without completing a Travel Request Form (Appendix D) and receiving approval. Absences may be excused for:

- Medical necessity: illness of the student or member of the immediate family. For an absence to be considered excused for medical reasons, a note must be submitted from the examining physician upon the student's return to class stating the specific reason for the absence, with a diagnosis and treatment plan included. *NOTE: Absences prior to seeing the physician will not be excused.*
- Death in family: death of immediate family member, significant other or close relative. Documentation may be required.
- Special circumstances/other: circumstances outside of the above situations (vehicle accidents, etc.).
- Attendance at certain LECOM-related activities such as conferences.

In cases of unplanned absence or lateness, the student must notify the appropriate administrative assistant as soon as possible prior to the missed class/activity. In addition, if the student misses an exam, it is the student's responsibility to notify the appropriate administrative assistant via phone and email when it is first noted that an absence will be necessary. This notification must be prior to the start of the instructional period or quiz/exam for it to be eligible for consideration of an excused absence.

The Student Excused Absence Form can also be used for unplanned absences to be considered excused. This form must be filled out by the student and signed by the pathway director and appropriate dean. Students should do this in person and are responsible for obtaining any make-up materials within three (3) school days.

### **Promptness is another trait that a professional health care practitioner must display**

Additionally, tardiness in class both disturbs the professor and the entire student body and is thus markedly inconsiderate and rude. Repeated violations will be considered improper professional behavior and will be referred to the Asst/Assoc Dean of Preclinical Education and may result in disciplinary action and notation in the Dean's Letter of Evaluation.

### **Missed Time**

Students with a pattern of absences (excused or unexcused) will be referred to the Asst/Assoc Dean of Preclinical Education for counseling. Students missing >20% of a course's instructional



period/quiz/exam days due to excused/unexcused absences may receive an incomplete for the course and will need to take part in the make-up course during the scheduled remediation periods to receive their final grade (whatever they originally earned).

### **Consequences of Absence**

1. Students will be notified of unexcused absences as they occur, and their total accumulated number will be shown in that notification.
2. Students with **3** unexcused absences will receive a letter of admonition and meet with the Assistant/Associate Dean of Preclinical Education. Admonition may include restrictions on participation in clubs, research, or extracurricular activities.
3. Students with **4** unexcused absences will be placed on Conduct Probation (outlined in the Student Handbook).
4. Students with **5+** unexcused absences will be referred to SPG/ASP for disciplinary action.
5. Unexcused absence totals will not reset between preclinical years (repeating a year would reset the student to the total at the beginning of their repeated year).

### **9.3.1. LECOM PHYSICAL HEALTH POLICY INCLUDING COVID-19**

The Lake Erie College of Osteopathic Medicine (LECOM) views the safety and well-being of its students, faculty, and staff as its No. 1 priority. Due to the nature of the educational environment at the institution students are in close proximity with peers, faculty, staff, and patients in the clinical setting. It is imperative to be aware of one's individual health status. If you are feeling ill, running a temperature, etc. stay home and follow your campus' call protocol. If an illness is severe, lasts longer than anticipated, or impairs our ability to effectively do selfcare, one should consult their primary care physician, or a local urgent care center. Therefore, it is imperative that students monitor their health status to ensure that they do not inadvertently transmit pathogens to others within their learning environments.

Students exhibiting symptoms, such as:

- Fever
- Vomiting
- Runny or stuffy nose
- Sore throat
- Cough
- Sneezing
- Body aches or a mild headache

are encouraged to stay home and contact their preclinical or clinical dean, preceptor, director of medical education/clerkship director, or other LECOM point of contact to inform them of their current health status. If a student is out for greater than 48hrs (2 days), a return to school excuse from the attending physician is required. Students are further directed to review [Section 9.3 Attendance, Tardiness and Absences](#) for further discussion on the topic of absences, tardiness, and associated policies.

Students, staff, and faculty are to use standard infection control measures to help prevent the spread of illness and keep the LECOM Community safe and healthy.

Simple actions such as:

1. Washing your hands with soap and water frequently.
2. Avoid touching ones face.
3. Using hand sanitizer.

4. Sneezing into a tissue and disposing of properly-- or at a minimum, a sleeve.
5. Sanitizing your workspace/eating area before and after use.

Items to consider before returning to campus:

1. Are you feeling better? (have symptoms decreased or resolved?)
  - a. Cough has resolved, decreased to marginal and nonproductive.
  - b. Body aches/sweats have resolved.
  - c. Retained foods/fluids for a whole 24 hrs without the use of medications.
2. Afebrile for 24hrs without the use of antipyretics.
3. Feel capable of putting in a whole academic day.

LECOM continues to maintain best practices for the overall health and safety of all faculty, staff, and students on LECOM campuses and clinical training sites. The LECOM Health Operations Center (HOC) closely monitors and evaluates infectious disease situations including the COVID-19/influenza pandemics and environmental factors that can impact our community health like wildfire smoke etc. LECOM follows and implements guidelines related to these events to include transmission, length of threat/impact, and considers options based on federal, state, and local government guidelines, including, but not limited to, World Health Organization (“WHO”), Centers for Disease Control and Prevention (“CDC”) guidelines and Departments of Health and Environmental Resources.

LECOM has protocols in place and has taken a series of precautions to mitigate the community spread of respiratory pathogens such as COVID-19 to best protect its campuses in Erie, Greensburg, Bradenton, and Elmira.

### **9.3.2. CANCELLATION OF CLASS**

In the event of inclement weather, tune in to local radio stations for the announcement of school closings. No clinical duties will be canceled because of the weather; only didactic and laboratory classes may be canceled. 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 Erie and LECOM Bradenton utilize the LECOM Omnilert Campus system, local media, and school email to notify students of events of inclement weather and campus closure. LECOM at Seton Hill students utilize the Seton Hill University Omnilert Campus system or check local media for the status of classes. LECOM at Elmira uses the Omnilert system in conjunction with Elmira College’s system in case of a campus emergency or the closure of campus amenities.

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

### **9.4. DRESS CODE POLICY**

Students must maintain a neat-and-clean appearance befitting a student who is attending professional school. Professional attire must be maintained whenever the student is on LECOM grounds including in or adjacent to leased property at LECOM at Seton Hill, LECOM at Elmira on a clinical experience, or on rotation.

Students must be professionally dressed for all examinations, classes, laboratory classes or workshops. Student changing areas and lockers are provided to change into appropriate dress for OMM labs, H & P labs, and gross anatomy labs (except at LECOM at Seton Hill and LECOM at Elmira). Students do not have to maintain professional attire after 5:30 p.m., Monday through Friday, or on weekends, except when notified by the college administration to be professionally attired.

All students must have at least one short, white consultation jacket. Student ID badges must be prominently displayed, and the badges must be worn at all times.

A clean and well-cared-for appearance should be maintained. Men must wear dress trousers, shoes, dress shirt and necktie. Men's hair must be above the collar. Beards and moustaches must be neat and must be kept trimmed at all times. Man-buns and other extreme styles or colors are not permitted. Excessive body piercings (more than one per ear), ear gauges, and all other visible body piercings are not acceptable. Sandals and open-toe footwear are prohibited. All other shoes must be worn with socks.

Women are required to wear appropriate dresses of reasonable length (no more than four inches above the knee) or slacks (to the ankle) with appropriate blouses. Leggings are not permitted unless worn with a dress. Clothing is inappropriate when it is sleeveless, strapless, backless or revealing. Hairstyles should be clean and neat, avoiding extreme length, styles or colors. Revealing or tight, form fitting clothing is unacceptable. Excessive body piercings (more than one per ear), ear gauges, and all other visible body piercings are not acceptable. Capri pants, yoga pants, shorts of any length, jeans, T-shirts, and sandals are not permitted. Students are required to wear shoes with stockings or socks.

Hats, caps or sunglasses may not be worn during classes or examinations. Any student wearing a hat, cap or sunglasses will be asked to remove it. ***At all times, wearing unapproved masks or costumes is forbidden.***

Students inappropriately dressed or groomed may be requested to leave the campus and not return until appropriately attired. Any class missed during that time will be considered an unexcused absence. Questionable or disputed cases of dress or grooming shall be presented to the Student Affairs, whose decision will be final. Repeated violations will be considered improper professional behavior and may result in disciplinary action.

LECOM will follow guidelines set by the CDC and the Commonwealth of Pennsylvania during any health emergencies and/or global pandemics. The wearing of personal protective equipment (PPE), including masks, may be required at LECOM facilities and functions. LECOM may require PPE for students based on local health emergencies and health emergencies within the student population.

## **9.5. THE STUDENT PROMOTION AND GRADUATION (SPG) COMMITTEE AND ACADEMIC STANDING AND PROFESSIONALISM (ASP) COMMITTEE**

The Student Promotion and Graduation Committees (SPG) and Academic Standing and Professionalism (ASP – School of Pharmacy) are responsible for reviewing the academic achievement and advancement of students within their designated College or School. The composition and functions of the committee are as follows:

### **Student Promotion and Graduation Committee**

#### **A. Composition of the Committees**

- The College of Medicine/Graduate School of Biomedical Sciences SPG Committee is comprised of academic deans, other administrators, and elected basic science and clinical faculty members.
- The School of Pharmacy the ASP Committee is comprised of the Director of Academic Standing and Promotion, Pathway Dean/Director, the Dean of the School of Pharmacy, Directors of Experiential Education, and elected full-time Pharmaceutical Science and Pharmacy Practice faculty members. The students enrolled in the Distance Education Pathway will be considered by the ASP committee of the Erie campus. Meetings may be conducted live, by video conference, or by phone conference. Recording of meetings is not permitted.

- The School of Dental Medicine SPG Committee is comprised of the Assistant Deans and appointed full-time dental pre-clinical and clinical faculty members, and legal counsel, as necessary.
- The School of Health Services Administration SPG Committee is comprised of the program directors, one of whom acts as chairperson, and one additional faculty member from each program.
- The School of Podiatric Medicine SPG Committee is comprised of the Associate/Assistant Dean and appointed full-time pre-clinical and clinical faculty members, and legal counsel as necessary.

B. Frequency of Meetings:

- The College of Medicine/Graduate School of Biomedical Sciences SPG Committee meets twice monthly at all locations to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG Committee by the course director, systems coordinator and/or pathway directors. Student conduct and discipline may also be reviewed. These meetings are in addition to meetings that may be held at each campus to discuss students who are “off schedule” for any reason.
- The School of Pharmacy meets each semester, the ASP Committee shall periodically review the academic achievements and performance of all students. The names and grades of students in academic difficulty shall be made available to the ASP Committee by Course Coordinators with additional input from the Associate Dean/Pathway Director.
- The School of Dental Medicine meets semester, the Committee shall periodically review the academic achievements and performance of all students. The names and grades of students in academic difficulty shall be made available to the Committee by Course Directors with additional input from the Assistant/Associates and Vice Deans.
- The School of Health Services Administration SPG Committee meets on a quarterly and as-needed basis to review the academic achievements and performance of all students. The names and grades of students in academic difficulty are made available to the SPG committee by the course directors.
- The School of Podiatric Medicine Committee shall periodically review the academic achievements and performance of all students. The names and grades of students in academic difficulty shall be made available to the Committee by Course Coordinators.

C. The SPG/ASP has the authority to call any student before it who has shown academic or behavioral problems. Students are submitted to the Committee for consideration from:

- Any of the academic Deans;
- Director of Student Affairs; or
- Faculty members.

D. Students may be referred to the Committee for:

- Honor code violations including any allegations of cheating or academic dishonesty;
  - Non-honor code violations including issues of professionalism, failure to meet financial obligations to the College or behavioral issues either on campus or during clinical rotations;
- or

- Failure to progress academically or academic failure.
- E. Student names are submitted to the Chairman of the SPG/ASP and placed on the agenda for the next regularly scheduled meeting. If the matter is urgent, a special meeting of the Committee is called. Prior to the meeting, the Committee is provided with any written records, academic records, advisor input, attendance records, etc. prior to meeting with the student. These records will be treated with full confidentiality.
  - F. Students meet with the Committee and are informed of the reason for their appearance. They are given an opportunity to address the Committee and allowed to submit any supporting documentation. The Committee members are given an opportunity to question the student.
  - G. After students have left the meeting and the Committee has considered the written records in front of it, the members confer and then vote on recommendations to be submitted to the appropriate dean.
  - H. The Chairman of the Committee prepares and submits the Committee's recommendations to the Dean, who may accept, reject or modify the recommendations.
  - I. The student will be notified by the appropriate dean or Chair of SPG committee.

This procedure is distinct from that for appeal hearings set forth in Section 9.8 F Appeals to the Dean's decision may be taken to the President within seven days of notification of a decision by the Dean. Students in the Master of Medical Science, Post Baccalaureate Program, Pharmacy Enrichment Program or RN to Pharm.D. Bridge program may not take appeals to the President.

## **9.6. ADJUDICATION OF HONOR CODE VIOLATIONS**

In matters involving the allegations of student Honor Code violations, the SPG/ASP Committee will be the Committee of review. The Committee will review each report as an independent case and, where applicable, will utilize the "Code of Student Conduct and Discipline" as its guideline in deliberations.

The Committee has the authority to formulate sanctions for any substantial findings of Honor Code violations. In all affairs the Committee shall proceed as expeditiously and thoroughly as possible. When a violation is reported, students, faculty, and staff with potential information concerning the alleged violation may be called before the Committee to give oral or written statements regarding their knowledge pertinent to the investigation. The student who has been accused of an Honor Code violation and a representative (non-attorney) from the institution who is involved in the matter have the right to appear before the Committee.

Upon concluding its investigation, the Committee shall make a finding as to whether a violation has occurred, or whether the investigation is inconclusive. If it is decided that a violation has occurred, a sanction shall be formulated. Examples of possible sanctions are described below in Section 9.7.1. At that time, the student against whom the sanction has been made will be 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, they will retain rights through the subsequent procedures as described herein and in Section 9.8.1 Enrollment Status During Appeal.

The student, or any involved faculty or staff member who does not agree with the finding and/or sanction of the Committee, may have the decision reviewed. The desire to appeal must be made in writing to the appropriate dean within three (3) working days of the Committee's decision.

Should the student and the other party agree to the findings and sanction(s) formulated by the Committee, then the sanction shall be final and implemented accordingly, and rights are thereby waived. The decision must be signed by the student and the administration. Appeals may be taken from the

decision of the appropriate dean to the President within seven (7) working days of the notification of the dean's decision. The decision of the President shall be final. The President will only hear arguments and evidence presented below.

The standard of proof to be used for all alleged violations of the Student Code (Honor Code and Non-Honor Code) is preponderance of the evidence. **If it is found that it is more likely than not that the student violated the Code, a finding of an infraction will be made.**

All Committee members shall keep any matter brought before them in absolute confidence. Individuals with official access to this confidential information are limited to the Committee members and individuals with official reasons to have knowledge of the case. In accordance with the Family Educational Rights and Privacy Act, 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.

### **9.6.1. FUNCTIONING OF THE STUDENT CODE**

Infractions of the student code for which students are subject to discipline are normally categorized depending on whether they are Honor Code offenses. Student Honor Code infractions consist of actions of dishonesty, cheating, plagiarizing, stealing, or lying to any College official. Examples of these types of infractions are listed in Examples of Honor Code Infractions. Non-Honor Code infractions represent actions of misconduct which do not result in or contribute to violations of the Honor Code infractions. Examples of these types of infractions are provided.

### **9.6.2. EXAMPLES OF HONOR CODE INFRACTIONS**

A. Cheating on academic work, for example:

- Copying, giving the appearance of copying, or attempting to copy, from another student's test or other academic work;
- Using, during a test, material not authorized by the person giving the test;
- Collaborating, without authority, with another person during an examination or in preparing academic work offered for credit;
- Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or in part, the contents of an un-administered test;
- Substituting for another student, or permitting another student to substitute for oneself, to take a test;
- Obtaining an un-administered test or information about an un-administered test;
- Obtaining an administered secure examination, which has been designated for viewing only;
- Failure to abide by the rules of administration of all external examinations including but not limited to, subject examinations or NBOME examinations;
- Misrepresentations in connection with the taking of standardized examinations or on other material matters; or

- Using another person's password or identity in any LECOM related matters
  - Obtaining a non-administered test or information or security code for a test for purposes of accessing the exam from an unapproved location.
- B. Plagiarism or the appropriation of an author's work and the unacknowledged incorporation of that work in one's own written work offered for credit or for publication;
- C. Forgery, alteration, destruction, or misuse of LECOM documents, medical records, prescriptions, or physician's excuses;
- D. Dishonesty concerning academic and non-academic issues, such as dishonesty regarding insurance coverage or otherwise knowingly furnishing false information to a LECOM official;
- E. Attempted or actual theft of property of LECOM or of a member of the LECOM community or of a campus visitor;
- F. Tampering with the election of any LECOM recognized student organization;
- G. Theft, unauthorized access or other abuse of computer/IT systems;
- H. Unauthorized possession, duplication or use of keys to any LECOM premises, or unauthorized entry, or use of LECOM premises;
- I. Any violation of HIPAA, including placing HIPAA protected information on personal electronic devices or transmitting such information to home e-mail addresses;
- J. Failing to report any alcohol or drug related arrest or citation; or any other arrests/ citations for violation of federal, state or local laws (not including minor traffic offences) within five business days of the occurrence;
- K. Being enrolled in a school other than LECOM;
- L. Failure to abide by the conditions of a signed contract with PHP, CPH or PRN, or any other sanctions/requirements imposed by the SPG/ASP; or
- M. Conspiring, planning, or attempting to achieve any of the above acts.

### **9.6.3. EXAMPLES OF NON-HONOR CODE INFRACTIONS**

- A. Nonprofessional behavior during class, laboratory, clinical rotation, online learning environment, etc., including, but not limited to the following:
- Non sex-based harassment and hazing;
  - Inappropriate dress or appearance;
  - Not appearing for patient appointments;
  - Being intoxicated;
  - Illegal use, possession or sale of any quantity, whether usable or not, of any narcotic drug or controlled substance or being under the influence of any said narcotic, drug or controlled substance;
  - Violation of any course director's class rules;
  - Wearing head phone or earphones in class; or
  - Use of profane or threatening language.
- B. Violation of LECOM policies or regulations, which have been published and are readily available to the students.
- C. Fighting, horseplay, pranks or other forms of disorderly conduct on LECOM-owned or

controlled property and at LECOM-sponsored or supervised functions.

- D. Obstruction, interruption or disruption of teaching whether in the classroom, laboratories, or in clinics on- and off-campus or in designated outside teaching institutions and research facilities, as well as obstruction or disruption of administration, disciplinary procedures, or other LECOM activities, including public service functions or other authorized activities on or off LECOM premises.
- E. Use, possession, or carrying in any manner or conveyance of firearms, hand billies, dirk knives, or other dangerous cutting instruments, explosives or any other weapons on LECOM-owned or controlled property, at LECOM-sponsored or supervised activities, at Seton Hill University, or at Elmira College.
- F. Illegal use, possession, sale, manufacture, distribution or effective control of chemical precursors, controlled substances, controlled substance analogues, dangerous or illegal drugs; misuse, possession or effective control with intent to misuse a legal drug or other substance which when not used in accordance with legal intent could cause harm to the user; possession of drug or being a party to any of the above, whether on or off campus; or any violation of federal, state or local laws relating to drugs or alcohol. The student found in violation of this section shall receive a minimum sanction of suspension for one semester; in addition to the remainder of the semester in which the violation was discovered. Additional or more severe sanctions may be assigned based upon the specific facts of the case.
- G. Use, possession or distribution of alcoholic beverages except as expressly permitted by law and LECOM regulations, or public intoxication.
- H. Conduct which is disorderly, obscene, or indecent; breach of peace; or aiding, abetting or procuring another to breach the peace on LECOM premises or at functions sponsored by, or participated in by LECOM.
- I. An act constituting a violation of federal, state, civil, or criminal laws or city ordinances.
- J. Misconduct relating to official obligations between the student and LECOM or its officials, including but not limited to the following:
  - Issuance of a check without sufficient funds;
  - Failure to fulfill financial obligations to LECOM;
  - Failure to fulfill other legally binding obligation(s) to LECOM; or
  - Failure to comply with the sanction(s) imposed under the Student Code of Conduct or sanctions otherwise imposed by LECOM.
- K. Conduct which adversely affects the LECOM Community.
- L. Conduct unbecoming of a professional student.
- M. Conspiring, planning, or attempting to achieve any of the above acts.

## **9.7. PENALTIES**

### **Interim Disciplinary Action**

The Office of Student Affairs, a member of LECOM administration, or the Office of the Dean/Associate/Assistant Dean may take immediate interim disciplinary action. Such action may include deactivation of a student's ID badge with restricted access to LECOM facilities. It may also include suspension, pending a hearing against a student for violation of a rule or regulation of LECOM,



when in LECOM's judgment the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process. In such cases, the Office of Student Affairs, the appropriate dean or the chair of SPG/ASP, will, if possible, meet with the student prior to suspension, discuss the reasons for the interim suspension and allow the student to explain their reasons for not being dismissed or suspended pending a full hearing if such a hearing is requested by the student. In all cases referred to the Office of Student Affairs, whether interim action is taken, the student will meet, when possible, with the Office of Student Affairs and discuss the case.

### 9.7.1. BEHAVIORAL PENALTIES

After a student is charged with an infraction, the matter will be taken up by the SPG/ASP Committee. The SPG/ASP Committee may impose one or more of the following behavioral penalties upon individuals, groups or organizations. Penalties for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are also civil or criminal violations. Whenever disciplinary actions lead to the student leaving LECOM, grades will be assigned in accordance with the LECOM grading policy.

- A. **Admonition:** This consists of a verbal or written warning. Admonitions will not become a part of the student's longitudinal record and may not be reviewed or appealed by the student. Admonitions and all of the following penalties may contain a directive that the student be evaluated or submit to treatment for any perceived psychological issues.
- B. Ineligibility for election and/or removal from student office or organizational office for specified period-of-time.
- C. Withholding of official transcript, barring re-admission to LECOM, and/or preventing a student from enrolling for a specified period-of-time.
- D. Restitution, whether monetary or by specific duties, or reimbursement for damages to or misappropriation of LECOM, student, staff, or faculty property.
- E. **Academic Sanctions:** Writing a paper; reduction of grade on an examination, assignment, or course; being assigned additional clinic or laboratory activities or coursework; repeating of an exam, coursework, or even an entire course, academic year or semester; or other appropriate penalties.
- F. **Conduct Probation:** A penalty levied for a specific time, the duration of which will be determined by the seriousness of the circumstances. It carries with it a warning that any further violation of LECOM regulations will result in more serious disciplinary action. Conduct probation will be removed from the student's longitudinal record in the Office of Student Affairs.
- G. **Disciplinary Probation:** A penalty for a definite period determined by the circumstances of the case. This is the most severe penalty under which a student may remain at LECOM. Disciplinary probation may result in a warning that further violations may be cause for disciplinary suspension or expulsion. A record of the disciplinary probation remains a part of the student's longitudinal record in the Office of Student Affairs.
- H. **Suspension:** This penalty may be imposed for continued and/or flagrant violation of the disciplinary probation terms, or it may be imposed directly in first offense cases that warrant such action. In the case of suspension, the student will be barred from all campus and non-campus activities.
- I. **Withdrawal:** Withdrawal is administrative removal of a student from a class or from LECOM and may be imposed in instances of unmet financial obligation to LECOM; for reasons of health; or pending the outcome of competent medical evaluation. The withdrawn student may also be barred from re-enrollment until such time as specific conditions have been met.
- J. **Expulsion:** Expulsion is permanent severance from LECOM.

- K. **Revocation of Degree:** The revocation of degree may occur for discovered misconduct of prior students. Allegations of misconduct, which may result in a revocation of a granted degree, will be considered by the Provost.

Violations of the LECOM Honor Code and other rules and regulations, or instances of aberrant behavior may subject a student to review by the Behavioral Intervention Team. BIT has the authority to refer a student for assessment or evaluation, for anger management or other type of treatment, disciplinary procedures or, in extreme cases, to law enforcement.

Students who are arrested or cited for alcohol or drug related offenses, such as DUI, will be suspended pending a psychological/psychiatric evaluation and drug/alcohol testing and must be cleared by a treating healthcare professional to return to class. Failure to report such arrests/citations to school officials will result in disciplinary action by SPG/ASP.

## **9.8. STUDENT DISCIPLINARY PROCEDURES**

### **A. Authority for Initiation of Disciplinary Action**

Under the direction of the President, the Dean the College/School, the Associate/Assistant Deans, the Directors of Student Affairs, Pathway Directors, Course/System/ Directors, and/or other staff members, or certain committees to whom this responsibility has been delegated, have the authority to administer disciplinary procedures.

Disciplinary action may originate from Student Affairs, the appropriate dean, or a faculty member as an initial matter. Exceptions would be those cases which by their nature, or because of state statute, require initial action by another individual, department or committee, such as:

- **Code violations:** Honor Code and Non-Honor Code violations shall first be considered by the SPG/ASP Committee in accordance with the procedures stated in the Academic Catalog and Student Handbook. Should either party appeal the decision of the SPG/ASP Committee, the appeal should follow the established procedures stated herein.
- **Financial Matters:** In matters involving a violation of a financial obligation to LECOM, including issuance of a check without sufficient funds, the department in which the funds are owed may assign penalties such as late fees, service charges, fines, loss of money-related privileges, blocked from re-enrollment, etc. If the student believes the penalties to have been applied prejudicially or in an arbitrary or capricious manner, or where the penalties are the result of an alleged error on the part of LECOM, the student may have the matter reviewed by the appropriate department, then the procedures set out in this code are to be followed.

Upon failure of the student to meet financial obligations within time limits set by the state statutes, the appropriate department may recommend the student's withdrawal from LECOM. Financial withdrawal is not a disciplinary measure but may require nullification of the institution/student relationship in the event of unpaid financial obligations. The student's withdrawal will be processed by the appropriate dean after LECOM has complied with the state statutory requirements for notification. After the debt has been paid and all administrative procedures have been met, the student may request, within a set time, reinstatement or re-enrollment.

### **B. Disciplinary Procedures for an Initial Hearing**

The following disciplinary procedures will be used for initial hearings with the Office of Student Affairs, the appropriate dean or faculty member (the hearing officer):

- When a report alleging misconduct is received, the student may be summoned by the hearing

officer. Failure to report after two notices may result in immediate referral to SPG/ASP.

- After preliminary investigation of alleged misconduct by the hearing officer, the student will be read the charges, and the procedures will be explained. The student will be given copies of the Code of Student Conduct, and disciplinary procedures and the charges. The student may also be informed of the names of any witnesses and a summary of their testimony. The student will be given an opportunity to present their case.
- The hearing officer shall then determine if disciplinary action is necessary and, if so, shall recommend appropriate misconduct penalties including admonition, or a period of conduct probation, to the appropriate Dean or to SPG/ASP. The hearing officer may also choose to refer the matter to the SPG/ASP Committee. The student may not appeal the sanction admonition. With any greater sanction, the student can either accept the recommended penalties, or request that the matter be reviewed by the SPG/ASP Committee. If the student accepts the recommended penalty, it becomes final. The student must sign a statement indicating understanding of the penalty and shall automatically waive all further rights to procedure for disciplinary review. If the student chooses to have the matter heard by the SPG/ASP, the hearing officer shall forward all materials to the SPG/ASP chairperson.

### **C. Procedure for Review by the SPG Committee**

When any initial hearing is referred to SPG/ASP, either at the request of the student or the hearing officer, the SPG/ASP chairperson has the authority to vary time limits for any request for review by the Committee when it is in the best interest of the student or LECOM to do so.

If the student seeks review, the student must, within three (3) working days from the date on which they were notified that disciplinary action was recommended against them, complete and submit to the chairperson of the SPG/ASP Committee a written request for a review specifically setting forth the following:

- Student name, address, and telephone number;
- Description, date(s) and place(s) of alleged act(s);
- Date discipline was recommended;
- The recommended disciplinary penalty;
- Date of the initial hearing;
- Circumstances which merit review; and
- Signature and date.

### **D. Authority of the SPG/ASP Committees**

1. The Committee will have authority to summon witnesses. Refusal to obey the summons may subject the student to disciplinary action.
2. The Committee will have the authority to review disciplinary matters, which have been properly brought before the Committee. Upon completion of its hearing, the Committee will have the authority to issue, modify, reject or uphold the disciplinary penalties, if appropriate.
3. All members of the Committee will be cautioned to respect the confidentiality of the Committee's entire function and instructed not to discuss the case with anyone other than authorized persons.
4. An Institutional Representative may be named by the Provost to present the case for LECOM.

### **E. Duties of the Chair of the Committee shall include:**

1. As soon as practical after the receipt of a request for hearing, request the complainant or the member of administration directly involved in the matter to submit a written statement of his or her position;

2. Thereafter, the Committee Chair shall notify all committee members of the referral and distribute the statement of the Institutional Representative's position (if any) and any other relevant documents;
3. Thereafter, arrange a meeting of the Committee, Institutional Representative and student. The meeting shall be arranged as soon as practical. The student will normally have three (3) working days' notice prior to the meeting. Such notices shall include a brief explanation of the procedure. The above procedures shall be implemented on a timely basis but may be modified by the Chair if it is in the best interest of the student or LECOM to do so;
4. Summon witnesses if the Chair determines it is necessary or if requested by the student and/or the Institutional Representative and indicate when such witnesses are to be available;
5. Preside over the hearing before the Committee and assure compliance with appropriate procedures to assure due process. Hearing procedures may be modified by the Chair or the Dean if in their judgment such deviation is necessary to effect justice; and
6. Send a written statement to the student and the appropriate dean within a reasonable time - normally five (5) working days after the completion of the hearing - stating any decision or recommendation of the Committee and disciplinary penalties, if any.

#### **F. Procedure for Further Appeals**

**Appeals to a Dean** -- Within three (3) working days after the decision has been received, either or both parties may give notice of appeal to the appropriate dean. The decision will be reviewed upon the basis of the written transcript/minutes of the hearing and/or documents filed and produced at the hearing and/or any witnesses the dean wishes to call. The dean may request both parties to submit oral or written arguments to support their positions. In order for the appeal to be considered, all the necessary documentation to be filed by the appealing party, including written arguments when appropriate must be filed with the dean within seven (7) working days after notice of appeal is given. The dean may approve, reject, or modify the decision in question or may require that the original hearing be re-opened for the presentation of additional evidence and reconsideration of the decision.

**Appeals to the President** -- Either or both parties may then give written notice of appeal to the President within seven (7) working days after the decision has been rendered by the dean and received by the party seeking appeal. The President shall make a determination solely on the record as it exists and/or, at the President's sole discretion, individuals may be summoned to give oral or written statements. The President may approve, reject or modify the decision of the dean or may send the case back to the Committee for further consideration. All decisions by the President concerning the matters of student disciplinary appeal are final.

#### **9.8.1. ENROLLMENT STATUS DURING APPEAL**

Any student dismissed from LECOM, who has filed an official appeal of this decision with the Office of the President will be permitted to remain in classes and/or clinical clerkship rotations during the period of appeal until or unless one or more of the following circumstances is determined by the Dean of the College/School to exist:

- The appeal has not been made according to officially recognized procedures for appealing a dismissal decision;
- The presence of the student in classes or clinical rotation constitutes a disruptive influence to the educational process or to patient care activities; or
- The presence of the student is potentially harmful to faculty, staff, other students or patients

or would affect adversely the delivery of patient care.

Academic work including examinations or other evaluations will not be scored or graded during any period of enrollment while under appeal of a dismissal action. The Office of the Registrar will hold all grade reports and transcripts during the appeal process pending resolution of the appeal.

## **9.9. PROCEDURE FOR STUDENT GRIEVANCE/APPEAL**

A student seeking to resolve any problem or complaint, other than a sanction for academic or non-academic misconduct, as provided for by the Honor Code and/or Student Code of Conduct and Discipline, should first seek solution through the following administrative channels, entering at the appropriate level and proceeding in the order stated: Director of Student Affairs, Course Instructor or Preceptor or Course Coordinator or Systems Coordinator or DME, Associate/Assistant Deans, and the SPG Committee. The student seeking to resolve a problem or complaint must initiate such action in writing within seven (7) working days from the occurrence of the matter in question. Review of a student problem or complaint at each of the applicable administrative steps will be carried out as expeditiously as possible. In general, an appeal at a given administrative step should take no more than seven (7) working days.

If a party to the dispute is not satisfied with the decision given, an appeal to the next administrative step may be made. Continuation of the appeal must be made, in writing, within three (3) working days of the decision given. In like manner, the appeal may continue to the Dean of Academic Affairs. The decision made by the Dean of Academic Affairs is final. They shall notify the student of their decision in writing. It is expected that documentation will be kept at each step of the appeals process to ensure that appropriate procedures have been followed.

## **9.10. PROTOCOL FOR INPUT ON MATTERS OF STUDENT CONCERN**

LECOM defines a complaint as a written, signed, and dated letter which is related to tuition and fee policies, accreditation standards, incidents of discrimination, and Institutional policies / procedures of or applicable to a LECOM college or school or to the LECOM organization.

A written, signed, and dated complaint must contain the following information so that a full, fair and unbiased investigation may be completed in a timely manner:

- Complaining party's name, address and telephone number;
- Name of the LECOM college, school, program, department, or individual about which you are complaining;
- Short description of what your complaint concerns;
- When the event/incident occurred;
- How and why you believe LECOM acted improperly or incorrectly; and
- Any other information you feel is helpful in addressing your complaint.

In addition, attach any document(s) relating to the complaint. If the submission is electronic kindly send as attached files.

**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, discrimination, or Institutional policies. Upon receipt of a complaint regarding accreditation standards a letter with the accreditors address will be sent to the complainant, reminding them of their ability to write directly to the accrediting agency.
  - If the complaint does not relate to tuition and fee policies, accreditation standards, discrimination or to established Institutional policies, the person initiating the complaint shall be notified accordingly within twenty (20) working days following receipt of the complaint by LECOM and the matter shall be closed.
  - If the complaint does relate to the tuition and fee policies, accreditation standards, discrimination, or to established Institutional policies, the Provost shall acknowledge receipt of the complaint within twenty (20) working days and share with the complaining party a description of the process and policies which pertain to handling such complaints, as detailed below.
  - The Provost shall notify the Dean of the complaint's program, or other responsible administrator, as applicable, of the substance of the complaint and shall request a preliminary investigation and report on the findings within thirty (30) days of the Provost's request.
  - The Provost may request further information or material relative to the complaint from the complaining party, the Institution, or other relevant sources.
  - Requests for confidentiality shall be respected to the extent that identifying information is not necessary for the resolution of the complaint.
- D. On receipt of the responses referenced above, the Provost shall consider the complaint and all relevant information obtained in the course of investigation and shall formulate an appropriate action according to the following guidelines:
  - If the complaint is determined to be unsubstantiated or unrelated to the tuition and fee policies, established accreditation standards, discrimination, or Institutional policies, the complaining party and the officials of the program in question will be so notified within ten (10) days of the completion of the investigation.
  - If the investigation reveals the program may not be or may not have been in substantial compliance with the tuition and fee policies, accreditation standards, discrimination, or established Institutional policies, one of two approaches shall be taken:

- The program may submit a report and documentation within thirty (30) days following the investigation demonstrating the manner the substantiated complaint has been corrected. Should the Provost be satisfied with the response, the program and the party filing the complaint should be notified of the Provost's satisfaction with the resolution of the matter.
- Should the Provost deem the program's response to the complaint inadequate and lacking in evidence of the program's continuing substantial compliance with the Standards, adherence to accreditation policies, nondiscrimination policies, and/or Institutional policies, the Provost may request additional documentation that appropriately satisfies the compliance of the program with the Standards or adherence to accreditation policies, nondiscrimination policies and/or Institutional policies. The program and the party filing the complaint should be notified when the program has satisfactorily resolved the matter.

## **9.11. LEGAL LIMITATIONS ON PRACTICE OF MEDICINE, PHARMACY, DENTISTRY, AND/OR PODIATRIC MEDICINE**

It is a violation of law and contrary to the policy of LECOM for an unlicensed person to attempt to engage in the professional practice of health care. Students are cautioned to engage in the clinical activities with patients only (1) during assigned clinical educational activities at LECOM-affiliated sites or approved elective rotation sites, and (2) during LECOM – approved health fairs, and the like, with appropriate supervision.

Students who engage in unofficial voluntary clinical experiences outside of the curriculum (i.e., like those offered by some hospitals to students between the first and second years school or missions trips) are cautioned that LECOM's liability insurance does not cover those activities.

## **9.12. LECOM FACILITIES POLICIES**

### **9.12.1. PHOTOGRAPHY, VIDEOTAPING, AND AUDIO RECORDING**

Photography, videography, and audio recording is strictly prohibited on all LECOM properties without permission of the institution and consent of all involved subjects (i.e., the individuals being recorded or photographed). All individuals in a photograph, videotape, or recording must sign the LECOM Consent to Photograph, Videography, and Audio Recording Form (Appendix C) and provide the form to the photographer or videographer prior to taping or recording. The Office of Communications and Marketing handles requests and approvals related to permission for photography and videography, as well as maintains the records of signed consent.

In order to maintain the quality and consistency of the image of LECOM, the following guidelines must be followed for all photography, videography, and audiotaped activities:

- Photographs and videos taken by LECOM staff or by professionals hired by LECOM must be done in accordance with the professional standards of LECOM, including the LECOM dress code (Section 9.4).
- Photographs, videos, and audio recordings should project a positive portrayal of students, faculty, administrators, and others.
- Before appearing in photographs or videos, subjects should be asked to remove visible name badges, lanyards or identifying information. As necessary, subjects should also be requested to adjust clothing and undergarments to avoid visual distraction.
- Photographs and videos from social events may not show administrators, faculty, staff, students, or others eating, smoking, or holding or consuming alcoholic beverages.

- For photographs, if individuals are engaged in activities involving movement, all activity should be paused for the photo opportunity and individuals should be positioned so that faces are visible in the photograph.
- For photographs, all subjects should be positioned in front of a neutral or attractive background and distracting background objects, such as plants, signs, lamps, etc., should be removed or adjusted.
- Photographs should be taken approximately six to 10 feet away from the subject with the zoom set between 50-105 mm.

LECOM Communications and Marketing offers consultative guidance for photography shoots, video projects, and archived images. Communications and Marketing also serves as a resource for recommendations of photographers and videographers for media-related projects and special events.

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

### **9.12.2. RECORDING OF LECTURES**

Any recording of lectures or verbatim or near-verbatim transcribing of lectures is strictly at the discretion of the respective faculty, including both regular and visiting faculty. Prior approval of the faculty must be granted, and the privilege may be withdrawn at any time. In no way, are faculty expected by or pressured from the LECOM administration to be recorded or transcribed.

Recorded lectures provided by LECOM are for the sole use of students and may not be shared with others, posted to online sources/sites, or distributed/reproduced in any manner. Whether recorded by LECOM or by a student (upon approval by faculty), the recording of a lecture or content contained therein be used for any purpose other than for a student's education at LECOM.

### **9.12.3. FOOD AND BEVERAGE DIRECTIVES**

**Food and beverages, including chewing gum, are not permitted in lecture halls, laboratories, classrooms, break-out rooms, study rooms, or the Learning Resources Centers at any time.**

Any student found with food or drinks in a prohibited area will be identified, asked to remove the offending item and referred to SPG/ASP committee for a professionalism violation.

The student lounge areas and outdoor areas may be used for eating and drinking. Appropriate trash receptacles are located throughout all campuses.

### **9.12.4. RECYCLING**

LECOM supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand 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.



### **9.12.5. LOCKER ASSIGNMENT POLICY**

Lockers are assigned to all first year and second-year medical, pharmacy, and dental students. Locker assignments will be made at the beginning of each academic year. All lockers must be cleaned out by the last day of classes for each academic year. Student lockers are not available for use during the summer months. If a student withdraws, transfers, or is dismissed from LECOM, they must clean out their locker and notify Police and Security by the last day of attendance.

At no time does LECOM relinquish control of lockers or any other part of the school building or property. School officials reserve the right to and will randomly search all school property at any time without specific cause. These searches may be done without student/employee consent. These searches may encompass any and all items stored in lockers or in any other area of school property. In addition, school officials have the right to search student and employee automobiles on school property.

Searches may include, but are not limited to, utilization of a certified police drug detection dog, metal detection devices, or any other device deemed useful in protecting the health and welfare of the school population /employee's and visitors. Any contraband found will be seized.

### **9.13. STUDENT DEATH**

#### **When the student's death occurs on campus:**

1. The individual first responding to the scene should contact Security immediately. Security officers will respond appropriately and take the lead role at the scene.
2. Security will notify the Director of Security who will notify the Provost, President, and Director of Student Affairs.
3. The Director of Student Affairs, in consultation with the Provost, will notify the appropriate deans, Director of Behavioral Health, and Director of Communications.
4. As directed by the Provost, the Director of Student Affairs will notify next of kin.
5. The Director of Behavioral Health will convene a meeting of the B.I.T. Committee to review the incident and appropriate steps to be taken.
6. The Director of Communications will prepare an announcement after family permission, to the campus community and any news media inquiries.
7. The Director of Student Affairs will request a copy of the death certificate and provide that to the Registrar, and will notify Financial Aid, IT and the Bursar to deactivate all accounts.
8. The Director of Behavioral Health will make available appropriate grief counseling services to students, staff, faculty and friends.

#### **When the student's death occurs off campus:**

1. Any person who becomes aware of the death of a matriculating student should contact the Security Office Immediately.
2. The Security Office will communicate with appropriate law enforcement and medical personnel to verify the student's death and gather essential information.
3. Steps 2 through 8 above are implemented.

#### **Financial Aid procedure**

1. If a deceased student was the recipient of federal loans, the loans are discharged upon the student's death.

2. It is necessary for the family to provide a death certificate to the student loan servicer.
3. In the case of private loans, the family is advised to contact the lender.

### **Posthumous Degrees**

A posthumous degree may be awarded at the request of or with approval of the family of the deceased if the student, at time of death, was:

1. In good academic standing
2. Enrolled in final semester of study
3. Verified to have passed all necessary Board exams
4. Current on all financial obligations

## 10. APPENDICES

### APPENDIX A - EMERGENCY NUMBERS

#### *In Emergencies Dial 9-1-1*

##### ***LECOM and Campus Police Non-Emergencies***

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**LECOM Police and Security at the Erie Campus**  
(814) 866-8415

**LECOM at Seton Hill/Seton Hill Campus Police**  
Office: (724) 830-4999

**LECOM at Elmira Security**  
Office: (607) 442-3510; Cell: 607-857-7550

**LECOM Security Bradenton Campus, College of Medicine and School of Pharmacy**  
(941) 782-5908

**LECOM Security Bradenton Campus, School of Dental Medicine**  
(941) 405-1520

**Elmira College Campus Safety**  
Office: (607) 735-1777

##### ***Community Police Non-Emergencies***

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###### **Erie, PA**

Erie, Pennsylvania Police (Non-Emergency)  
(814) 870-1125

Millcreek, Pennsylvania Police (Non-Emergency)  
(814) 833-7777

Pennsylvania State Police  
(814) 898-1641

###### **Greensburg, PA**

Greensburg Police Department  
(724) 834-3800

###### **Elmira, NY**

Elmira College Campus Safety  
Dial x1777 from Elmira College phones  
Dial (607) 735-1777 from non-Elmira College phones

Elmira Police Department  
(607) 735-8600

Chemung County Sheriff  
(607) 737-2987, ext. 104

###### **Bradenton, FL**

Manatee County Sheriff's Office (Non-Emergency)  
(941) 747-3011

Sarasota County Sheriff's Office  
(941) 316-1201 (non-emergency number)

Florida Highway Patrol  
(941) 741-4800

###### **DeFuniak Springs, Florida**

Walton County Sheriff  
(850) 892-8111

DeFuniak Springs Police Department  
(850) 892-8513

###### **State Police**

Pennsylvania State Police  
(724) 832-3288

New York State Police (Horseheads Barracks)  
607-739-8797

## ***Crime Victim and Other Counseling Services***

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### **Erie, PA Resources**

Crime Victim Center of Erie County  
24 hour hotline: (814) 455-9414

Safe Harbor Mental Health  
24 hour Crisis Center: (814) 456-2014  
Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)  
24 hour crisis hotline: (814) 454-8161

Millcreek Community Hospital  
(814) 868-4031 (Ask for Behavioral Health)

Stairways Behavioral Health  
(888) 453-5806

Physicians Health Program (PHP  
Pennsylvania)  
(866) 747-2255 or (717) 558-7819

### **Greensburg, PA Resources**

Rape Crisis Center  
(Pittsburgh Action against Rape)  
24-hour helpline: (866) 363-7273  
(412) 431-5665

Westmoreland Mental Health Crisis  
Intervention Hotline  
24-hour hotline: (800) 836-6010

Center for Victims of Violence and Crime  
24-hour hotline: (866) 644-2882

National Suicide Prevention Lifeline  
(800) 273-8255

### **Bradenton, FL Resources**

Bradenton - Hope Family Services, Inc.  
(941) 747-7790

Rape Crisis Hotline - Bradenton  
(941) 708-6059

Safe Place and Rape Crisis Center - Sarasota  
24-hour hotline: (941) 365-1976

Centerstone Crisis Center  
(941) 782-4600

Bayside Center for Behavioral Health  
Sarasota Memorial Hospital  
24-hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota  
24-hour Crisis Stabilization Unit: (941) 364-9355  
Assessments: (941) 552-1950

### **Elmira, NY Resources**

Family Services of Chemung County  
(607) 737-5369

Crisis Line (24/7 availability)  
607-442-6900

New York State Domestic Violence Hotline  
(800) 942-6906

Sexual Assault Resource Center  
(888) 810-0093

Veterans Crisis Line  
(800) 273-8255 and press

## APPENDIX B - SOCIAL NETWORKING POLICY

### Introduction

Social networking is becoming increasingly popular in businesses and with the general public and is a useful tool for the communications and marketing department. While social networking can be useful, if improperly used, it can result in a variety of adverse consequences, such as disclosure of sensitive or confidential information, copyright violations, and potential damage to the school's reputation.

### Definition of Social Networking

As used in this policy, "social networking" means communicating with others over the Internet for social purposes. Typically, this interaction occurs on sites such as Facebook, Twitter, Instagram, LinkedIn, YouTube, or blogs, but can also occur on "media sites" that are offered by television networks, newspapers, and magazines.

### Application of Policy

This policy applies to all types of social networking activity (a) using the College's computers, mobile devices, or other technology, and (b) using personal devices when linked to the LECOM's systems. Nevertheless, when engaged in social networking on personal devices that are not linked to the College's systems, students, faculty, and staff should use this policy as a guide. Use of LECOM's IT systems for social networking must comply with LECOM's IT policy. Use of the handheld devices may be prohibited in some circumstances. In all cases, LECOM-issued technology must be used in accordance with all applicable rules.

### Use of LECOM's Time

Faculty and staff employees who have been approved to manage blogs or participate in social networking sites on LECOM's IT systems for work-related reasons should confirm approval of the site(s) by the Provost. Those faculty and staff members may access the approved site(s) as necessary for the performance of their duties. Personal use of the College's IT systems to access social networking sites is permitted, but should be limited, not interfere with or impact normal business operations, comply with all College policies, not compromise the security or reputation of LECOM, not burden the College with unreasonable incremental costs, and comply with all other provisions of this policy.

### Social Networking Site Terms of Use

Anyone participating in a social network for any reason is responsible for reading, understanding, and complying with the site's terms of use. Any concerns about the terms of use for a site should be reported to the IT Director.

### Contact Information

Many networking sites permit users to search for or import contact information from the user's contact list. Due to confidentiality and privacy concerns, users are prohibited from importing or uploading any of LECOM's contacts to any networking sites where the information may be used beyond name recognition software purposes.

### Content of Posting

Some social networking sites may provide an appropriate forum to keep current on matters of interest, to make professional connections, and to locate links to other pertinent sources. Users must be careful, however, that their online postings do not adversely impact or create problems for LECOM or its audience. *Users are personally responsible for all content they post on social networking sites.*

*Remember* that it is difficult to delete content once posted to a site, so be cautious when writing any posting. If a user has a question about the propriety of any posting, they should consult the Provost.

**Users must follow these guidelines for all postings:**

1. Post only content that you would be comfortable with your colleagues, LECOM's audience, and the general public reading, hearing, or seeing.
2. Do not post anything that would potentially embarrass you or LECOM, or call into question your or LECOM's reputation, including photographs or other images.
3. Do not discuss LECOM's business, unless the Provost authorizes you to do so.
4. Do not leak confidential information.
5. Be careful to identify all copyrighted or borrowed material with appropriate citations, links, or permissions.
6. Obtain approval from LECOM's legal counsel before responding to an inaccurate, accusatory, or negative comment about LECOM's employees, students, its broadcasts, its guests, or an inquiry about any other legal matter.
7. Unless previously authorized by the Provost, do not use LECOM's logo or suggest you are writing on behalf of LECOM.
8. Don't use LECOM's network or email lists to influence polls, rankings, or web traffic.
9. Show good judgment when "friending" someone within a social network.
10. Monitor your site regularly and promptly remove any inappropriate content.
11. Obey the law. Refrain from posting any information or conducting any online activity that may violate applicable local, state, or federal laws and regulations.

**Violations of This Policy**

Due to the importance of this policy, LECOM cannot tolerate violations. All students and LECOM personnel, including managers and staff, are subject to sanctions for violations of this policy.

Consequences may include such measures as immediate termination of employment, or any other action deemed appropriate by LECOM under the circumstances.

## APPENDIX C - CONSENT TO PHOTOGRAPH



# Lake Erie College of Osteopathic Medicine

## Consent to Photograph

Print Name: \_\_\_\_\_

I permit the Lake Erie College of Osteopathic Medicine, aka LECOM, to use photographs and/or video taken of me. I understand that these photographs and/or video will be used for the promotion of LECOM. I release LECOM from all liability for the taking and use of the photographs and/or video.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

Parent must sign for consent for minor under age 18.

## APPENDIX D - STUDENT SIGNATURE PAGE FOR TRAVEL REQUESTS

### Student Signature Page for Travel Requests

I, \_\_\_\_\_, have submitted this completed informational sheet to my Dean, \_\_\_\_\_, Program Director and System Coordinator (if applicable) on \_\_\_\_\_, and to my SGA President, \_\_\_\_\_, on \_\_\_\_\_ for submission to Administration, and have retained a copy for my files.

I understand that I must meet the specified 60-day deadline for submission of the request form in order to be considered for housing. I also understand that housing is a privilege and is not always provided for students traveling to conferences.

I understand that males and females will be housed separately; No exceptions unless married.

I understand that specific rooming assignment requests will not be honored.

I understand that once housing arrangements are made, no room changing will be permitted.

I understand that if I am unhappy with my rooming assignment, I am free to make my own hotel reservation, at my expense.

**I understand that if I am NOT requesting travel accommodations, I am still responsible for notifying administration 60 days in advance of my intentions to attend said meeting and completing an excused absence form.**

**I understand that, should any problem(s) arise during the conference, I will contact the Director of Student Affairs or the specific Associate/Assistant Dean of my program, for assistance.**

Signed,

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please Print:**

Name

Contact Phone Number: (    )



## APPENDIX E - REQUEST FOR LEAVE OF ABSENCE FORM

### L|E|C|O|M REQUEST FOR LEAVE OF ABSENCE FORM

#### **Part A, to be completed by student** (please print)

Student's Name \_\_\_\_\_  
Last First Middle Initial

E-Mail \_\_\_\_\_ Phone Number \_\_\_\_\_

Current Address \_\_\_\_\_

LECOM Program \_\_\_\_\_

Beginning Date of Leave Requested \_\_\_\_\_ Expected Date of Return \_\_\_\_\_

#### Reason Leave Requested (check one):

- \_\_\_\_\_ Medical Leave  
\_\_\_\_\_ Family Leave (i.e. family member health issue, death, etc.)  
\_\_\_\_\_ Other Personal Leave (specify) \_\_\_\_\_

A leave of absence will not be approved for the purpose of avoiding the consequences of academic failure. A letter must be attached to this form explaining the reason for the request. Additionally, documentation appropriate to the reason must also be attached (for example, for a medical reason a letter, including a diagnosis, from the attending physician). Failure to provide the documentation will result in the denial of the request.

#### **Part B, to be completed by LECOM Financial Aid Department**

Student has received the required pre-leave of absence financial aid counseling and a Leave of Absence Form for Financial Aid has been completed.

Financial Aid Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Part C, Student Certification and Signature**

I certify that I have read and understand the information on this form. It has been explained and I understand the effects that taking a leave of absence will have on my financial aid. Furthermore, I certify that the reason for the requested leave of absence is because of the reason indicated on this form and that all of the information on this form and the accompanying documentation is true and correct.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

#### **Part D, to be completed by the appropriate Dean** (provide this completed Request for Leave of Absence form, the completed Leave of Absence Form for Financial Aid, letter explaining the reason for the request, and documentation to the appropriate Dean after Parts A, B, and C have been completed)

The request for leave of absence has been reviewed and has been

\_\_\_\_\_ Denied  
\_\_\_\_\_ Approved to begin on \_\_\_\_\_ and end no later than \_\_\_\_\_

Dean's Signature \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX F - LEAVE OF ABSENCE FORM FOR FINANCIAL AID

### LEAVE OF ABSENCE FORM for FINANCIAL AID

**This form is for financial aid purposes only and does not represent an approved leave of absence for academic purposes. The purpose of this form is to certify that you are aware of the financial aid implications of a leave of absence.**

I, \_\_\_\_\_, understand that the following applies if I am on a Leave of Absence from the Lake Erie College of Osteopathic Medicine (LECOM) for the dates listed below:

1. While I am on an approved leave of absence, my enrollment status will be reported to my lenders as Leave of Absence.
2. If I am notified by my lender(s) that my loans are in repayment, I will need to contact my lender(s) and request a **hardship forbearance or economic hardship deferment**.
3. While I am on an approved leave of absence, I am not eligible for any additional federal student financial aid and private education loans.
4. Upon my return from leave of absence, any subsequent financial aid disbursements may be delayed until I again meet the standards for satisfactory academic progress towards the completion of my degree.
5. If I do not return from the leave of absence, my loans will go into repayment based on the start date of the leave of absence. This could result in the depletion of some or all of my grace period of my student loan(s).
6. The leave of absence and any additional leaves of absence must not exceed a total of 180 days in any 12-month period pursuant to federal regulations.

Beginning Date of Leave of Absence: \_\_\_\_\_

Expected Date of Return: \_\_\_\_\_

Reason for request for Leave of Absence: \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Reviewed By: \_\_\_\_\_

## APPENDIX G - STUDENT CHANGE OF STATUS FORM

**Student ID#** \_\_\_\_\_

**Last Name** \_\_\_\_\_ **First Name** \_\_\_\_\_ **MI** \_\_\_\_\_

Local Address:

\_\_\_\_\_  
Street City State Zip

Forwarding Address:

\_\_\_\_\_  
Street City State Zip

Cell Phone Number: \_\_\_\_\_ Other Phone Number: \_\_\_\_\_

Personal Email: \_\_\_\_\_

### TYPE OF CHANGE (*Check One*)

<input type="checkbox"/> Withdrawal	<input type="checkbox"/> Dismissal-no appeal	<input type="checkbox"/> Remediation
<input type="checkbox"/> Suspension <180days	<input type="checkbox"/> Dismissal with appeal	<input type="checkbox"/> Off Schedule
<input type="checkbox"/> Suspension $\geq$ 180days	<input type="checkbox"/> M/TS/R	
<input type="checkbox"/> Change of Program/Location	<input type="checkbox"/> Dismissal to repeat the current year	
<input type="checkbox"/> Leave Of Absence (LOA) - Personal	Months Starting: _____	Ending _____
<input type="checkbox"/> Leave of Absence - Medical	Months Starting: _____	Ending _____

### PROGRAM OF STUDY: (*Check One*)

<input type="checkbox"/> College of Medicine	<input type="checkbox"/> MS Biomedical Sciences
<input type="checkbox"/> School of Pharmacy	<input type="checkbox"/> MS Medical Education
<input type="checkbox"/> School of Dental Medicine	<input type="checkbox"/> MSN Clinical Nurse Leader
<input type="checkbox"/> School of Podiatric Medicine	<input type="checkbox"/> MS of BioMedical Ethics
<input type="checkbox"/> Master of Health Services Admin.	<input type="checkbox"/> MS of Medical Sciences (MMS)
<input type="checkbox"/> MS in Public Health	<input type="checkbox"/> Doctor of Health Care Admin.
<input type="checkbox"/> Pharmacy PB/RN-PharmD	<input type="checkbox"/> Ph.D. in Anatomy Education
<input type="checkbox"/> Ph.D. in Microbiology	<input type="checkbox"/> Ph.D in Medical Education
<input type="checkbox"/> Ph.D in Pharmacy Education	<input type="checkbox"/> Other: _____

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

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

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

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

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

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

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

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

**NOTES:**

Student Did Not Appeal ☐

Appeal to Dean      Date Appeal submitted: \_\_\_\_\_

                                 Date of Decision: \_\_\_\_\_

                                 Date student notified of appeal decision: \_\_\_\_\_

Appeal to President      Date Appeal submitted: \_\_\_\_\_

                                 Date of Decision: \_\_\_\_\_

                                 Date student notified of appeal decision: \_\_\_\_\_

\*\*\*\*\*

**FOR INTERNAL USE ONLY**

\*\*\*\*\*

**PLEASE RETURN TO THE STUDENT AFFAIRS OFFICE FOR ROUTING/ NOTIFICATION**

	<b>Distribution List</b>		<b>Date of Notification</b>
Admissions Office	Appropriate Admissions Coordinator:		
Advisor	Appropriate Academic Advisor:		
Behavioral Health	Melanie Dunbar	<a href="mailto:mdunbar@lecom.edu">mdunbar@lecom.edu</a>	
Bookstore	Naz Krol	<a href="mailto:nirani@lecom.edu">nirani@lecom.edu</a>	
Bursar	Amy Majczyk	<a href="mailto:amajczyk@lecom.edu">amajczyk@lecom.edu</a>	
Disability Insurance	Beverly Chan	<a href="mailto:blamourchan@covalagroup.com">blamourchan@covalagroup.com</a>	
Financial Aid	Financial Aid Office	<a href="mailto:financialaid@lecom.edu">financialaid@lecom.edu</a>	
Health Insurance	HUB	<a href="mailto:studenthealth@hubinternational.com">studenthealth@hubinternational.com</a>	
IT	Jesi Bartlett	<a href="mailto:jbartlett@lecom.edu">jbartlett@lecom.edu</a>	
Learning Resource Center	Dan Welch	<a href="mailto:dwelch@lecom.edu">dwelch@lecom.edu</a>	
Registrar	Jeremy Sivillo	<a href="mailto:jsivillo@lecom.edu">jsivillo@lecom.edu</a>	
Security	Kevin Goode Harry Whipple	<a href="mailto:kgoode@lecom.edu">kgoode@lecom.edu</a> <a href="mailto:hwhipple@lecom.edu">hwhipple@lecom.edu</a>	
DPOTS	Regan Shabloski	<a href="mailto:rshabloski@lecom.edu">rshabloski@lecom.edu</a>	

Notes:

## APPENDIX H – NAME OR GENDER DESIGNATION CHANGE REQUEST FORM

**Instructions:** Please fill out this form in its entirety and submit along with it the required documentation to the Office of the Registrar. If you are unable to bring original documents to the Office of the Registrar to be viewed, you must submit copies with original notary seals. Faxed copies are not accepted. International students' names must appear on college records exactly as they appear on the passport issued by the student's home county.

For those who are in the process of obtaining financial aid, the applicant's name on the FAFSA **must match** the name associated with the applicant's Social Security number. After obtaining a legal name change, the student will need to file Form SS-5 with the Social Security Administration to change the name on their Social Security card if they wish to obtain financial aid.

**Name Change:** Are you requesting to change your legal name on your official academic records with required documentation attached including diploma)? (Please circle Yes *or* No)

Student ID #: \_\_\_\_\_

Former Legal Name: \_\_\_\_\_  
Last Name First Name Middle Name

New Legal Name: \_\_\_\_\_  
Last Name First Name Middle Name

In order to change your legal name in your official academic record, the Office of the Registrar requests the following documentation:

- ☐ **Government Issued Document** (Original or notarized copy of passport, driver's license, birth certificate etc.) reflecting new name.
- ☐ **Licensing Body Approval Document** (Original or notarized copy of Licensing Bureau or other appropriate entity in the state where you practice reflecting the name change) (If Applicable)

As well as ONE of the documents listed below:

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

**Gender Designation:** Are you requesting to change your gender designation on your official academic records with required documentation attached? (Please circle Yes *or* No)

In order to change your gender designation please provide:

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

**Fee:** Please mail a \$500.00 cashiers or certified check made payable to LECOM

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Student's ID: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX I - THE OSTEOPATHIC OATH**

I hereby affirm my loyalty to the profession I am about to enter.

I will be mindful always of my great responsibility to preserve the health and the life of my patients, to retain their confidence and respect both as a physician and a friend who will guard their secrets with scrupulous honor and fidelity, to perform faithfully my professional duties, to employ only those recognized methods of treatment consistent with good judgment and with my skill and ability, keeping in mind always nature's laws and the body's capacity for recovery.

I will be ever vigilant in aiding in the general welfare of the community, sustaining its laws and institutions, not engaging in those practices, which will in any way bring shame or discredit upon myself or my profession. I will give no drugs for deadly purposes to any person, though it be asked of me.

I will endeavor to work in accord with my colleagues in a spirit of progressive cooperation, and never by word or by act cast implications upon them or their rightful practices.

I will look with respect and esteem upon all those who have taught me my art. To my college I will be loyal and strive always for its best interests and for the interests of the students who will come after me. I will be alert to further the application of basic biologic truths to the healing arts and to develop the principles of Osteopathic Medicine, which were first enunciated by Andrew Taylor Still.

In the presence of this gathering, I bind myself to my oath.

## APPENDIX J - AOA CODE OF ETHICS

LECOM Board of Trustees endorses the AOA Code of Ethics

The American Osteopathic Association (AOA) Code of Ethics is a document that applies to all physicians who practice osteopathically throughout the continuum of their careers, from enrollment in osteopathic medical college/school through post graduate training and the practice of osteopathic medicine. It embodies principles that serve as a guide to the prudent physician. It seeks to transcend the economic, political, and religious biases, when dealing with patients, fellow physicians, and society. It is flexible in nature in order to permit the AOA to consider all circumstances, both anticipated and unanticipated. The physician/patient relationship and the professionalism of the physician are the basis for this document.

The AOA has formulated this Code to guide its member physicians in their professional lives. The standards presented are designed to address the osteopathic and allopathic physician's ethical and professional responsibilities to patients, to society, to the AOA, to others involved in health care and to self.

Further, the AOA has adopted the position that physicians should play a major role in the development and instruction of medical ethics.

**Section 1.** The physician shall keep in confidence whatever they may learn about a patient in the discharge of professional duties. Information shall be divulged by the physician when required by law or when authorized by the patient.

**Section 2.** The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

**Section 3.** A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose their physician. The physician must have complete freedom to choose patients whom they will serve. However, the physician should not refuse to accept patients for reasons of discrimination, including, but not limited to, the patient's race, creed, color, sex, national origin, sexual orientation, gender identity, or disability. In emergencies, a physician should make their services available.

**Section 4.** A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when they withdraw from the case so that another physician may be engaged.

**Section 5.** A physician should make a reasonable effort to partner with patients to promote their health and shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

**Section 6.** The osteopathic medical profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is



due to the efforts and influence of the recognized local, state and national associations representing the osteopathic medical profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

**Section 7.** Under the law a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities which are false or misleading.

**Section 8.** A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless they are actually licensed on the basis of that degree in the state or other jurisdiction in which they practice. A physician shall designate their osteopathic or allopathic credentials in all professional uses of their name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

**Section 9.** A physician should not hesitate to seek consultation whenever they believe it is in the best interest of the patient.

**Section 10.** In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

**Section 11.** In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable hospital rules or regulations.

**Section 12.** Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

**Section 13.** A physician shall respect the law. When necessary a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

**Section 14.** In addition to adhering to the foregoing ethical standards, a physician shall recognize a responsibility to participate in community activities and services.

**Section 15.** It is considered sexual misconduct for a physician to have sexual contact with any patient with whom a physician-patient relationship currently exists.

**Section 16.** Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile or offensive workplace or academic setting.

**Section 17.** From time to time, industry may provide some AOA members with gifts as an inducement to use their products or services. Members who use these products and services as a result of these gifts, rather than simply for the betterment of their patients and the improvement

of the care rendered in their practices, shall be considered to have acted in an unethical manner.

**SECTION 18.** A physician shall not intentionally misrepresent themselves or their research work in any way.

**SECTION 19.** When participating in research, a physician shall follow the current laws, regulations and standards of the United States or, if the research is conducted outside the United States, the laws, regulations and standards applicable to research in the nation where the research is conducted. This standard shall apply for physician involvement in research at any level and degree of responsibility, including, but not limited to, research, design, funding, participation either as examining and/or treating provider, supervision of other staff in their research, analysis of data and publication of results in any form for any purpose.

## **APPENDIX K - 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](mailto:asusmarski@lecom.edu)

#### **LECOM Erie**

Dr. Melanie Dunbar, Deputy Coordinator  
Director of Behavioral Health  
(814) 866-8160  
[mdunbar@lecom.edu](mailto:mdunbar@lecom.edu)

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

#### **LECOM Bradenton (including DeFuniak Springs)**

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

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

#### **LECOM at Seton Hill**

Dr. Dennis Min, Deputy Coordinator  
Assistant Professor of Gastroenterology

(724) 552-2892  
[dmin@lecom.edu](mailto:dmin@lecom.edu)

LECOM at Elmira

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

Please Note: The Title IX Coordinator and Deputy Coordinators are not confidential sources of support. While they will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. See the list below of outside services which may provide confidential counseling.

Please Also Note: Making a report is different from filing a complaint. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator/designee. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; and/or (3) the filing of a formal complaint. See *Process After Report of Sexual Misconduct* section below for subsequent steps.

### **B. Electronic and Anonymous Reporting**

You may also file a complaint about sexual misconduct using the appropriate links below. While anonymous complaints are accepted, LECOM's ability to address misconduct reported anonymously is significantly limited.

Individuals may use this link on the LECOM portal to electronically file a report of sexual misconduct with LECOM by clicking here: <https://appweb.stopitsolutions.com/login>

Please use the following Access Code to login: **ONELECOM**

An immediate auto-response email with information about resources and options will be sent in response to reports filed electronically.

### **C. Criminal Reporting Options**

LECOM police are employees of LECOM and obligated to promptly report incidents of sexual misconduct that also constitute criminal conduct of which they become aware during the scope of their employment to the Title IX Coordinator, regardless of whether the individual who is making the report chooses to pursue criminal charges.

A Complainant may seek resolution through LECOM's Title IX process. A Complainant may also seek to initiate a criminal complaint, independent of or parallel with any resolution process of LECOM. LECOM's policy, definitions, and burden of proof may differ from state criminal law. Neither law enforcement's decision whether to prosecute, nor the outcome of any criminal prosecution, is determinative of whether sexual misconduct has occurred under this policy. In cases where there is a simultaneous law enforcement investigation, there may be circumstances when LECOM may need to temporarily delay its investigation while law enforcement gathers evidence.

However, LECOM will generally proceed with its investigation and resolution of a complaint even during the time of a pending law enforcement investigation.

#### Local Law Enforcement

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

#### Erie, Pennsylvania

Erie Police Department  
(814) 870-1125

Millcreek Police Department  
(814) 833-7777

Pennsylvania State Police Department  
(814) 898-1641

#### LECOM Campus Police and Security Office

Located inside the north entrance  
1858 West Grandview Boulevard  
Erie, Pennsylvania 16509

(814) 866-8415

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

#### Bradenton, Florida

Manatee County Sheriff  
(941) 747-3011

Bradenton Police Department  
(941) 932-9300

#### LECOM Security Office for College of Medicine & School of Pharmacy Building

Located inside the southwest entrance  
5000 Lakewood Ranch Boulevard  
Bradenton, Florida 34211  
(941) 782-5908

#### LECOM Security Office for School of Dental Medicine Building

Located inside the south entrance  
4800 Lakewood Ranch Boulevard  
Bradenton, Florida 34211  
(941) 405-1520

#### DeFuniak Springs, Florida

Walton County Sheriff

(850) 892-8111

DeFuniak Springs Police Department  
(850) 892-8513

Security Office for LECOM DeFuniak Springs Dental Offices  
Located inside the main entrance  
101 LECOM Way  
DeFuniak Springs, Florida 32435  
(850) 951-0200

LECOM at Seton Hill in Greensburg, Pennsylvania  
Greensburg, Pennsylvania Police Department  
(724) 834-3800

Pennsylvania State Police  
(724) 832-3288

Seton Hill University (SHU) Police Department  
Room 115 Administrative Annex  
One Seton Hill Drive  
Greensburg, PA 15601  
(724) 830-4999

LECOM at Elmira in Elmira, New York  
Elmira Police Department  
(607) 735-8600

Chemung County Sheriff  
(607) 737-2987, ext. 104

New York State Police  
(607) 739-8797

LECOM Security Office  
Located inside the main entrance  
250 West Clinton Street  
Elmira, NY 14901  
(607) 442-3510

#### **D. External Reporting Options**

A person may also file a complaint with the U.S. Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html> or calling 1-800-421-3481 or emailing [OCR.Philadelphia@ed.gov](mailto:OCR.Philadelphia@ed.gov).

A person may also file a complaint with the Pennsylvania Human Relations Commission by calling 717-787-9780 for the Harrisburg Regional Office; 412-565-5395 for the Pittsburgh Regional Office; or 215-560-2496 for the Philadelphia Regional Office or visiting <https://www.phrc.pa.gov/Pages/default.aspx>.

Employees may also file a charge with the Equal Employment Opportunity Commission regarding an alleged violation of Title VII by calling 1-800-669-4000 or visiting <https://www.eeoc.gov/employees/howtofile.cfm>.

### **E. Assessment and Timely Warnings**

The Title IX Coordinator or designee, in consultation with a Title IX assessment team and others (as necessary), will conduct an initial assessment of the conduct, the reporting party's desired course of action, and the necessity for any interim measures or services to protect the safety of the Complainant or the community. The goal is to eliminate any hostile environment. If a report of misconduct discloses a serious or immediate threat to the campus community, LECOM will issue a timely notification to the community to protect the health or safety of the community. The timely notification will not include any identifying information about the Complainant.

## **V. PROCESS AFTER REPORT OF SEXUAL MISCONDUCT**

### **A. Title IX Outreach**

Upon receipt of a report of sexual misconduct, the Title IX Coordinator or designee will provide resources and support information by contacting the potential Complainant and offering an initial meeting between the reporting party and the Title IX Coordinator or designee. The initial meeting is optional and the reporting party may decline. The purpose of the initial meeting is for the Title IX Coordinator or designee to gain a basic understanding of the nature and circumstances of the report and provide information about resources, supportive measures, and resolution options to the reporting party.

### **B. Interim and Supportive Measures**

The Title IX Coordinator or a Deputy Title IX Coordinator will promptly contact the Complainant to discuss supportive measures and how they are available with or without the filing of a formal complaint, consider the Complainant's wishes with respect to supportive measures, and explain to the Complainant the process for filing a formal complaint. The Respondent and other affected parties may also be provided supportive measures. These measures may be to protect, assist, and/or to forestall retaliation. LECOM may also take interim measures to protect the LECOM community at large. See the definition of "supportive measures" in the *Definitions* section.

LECOM's primary goal is to ensure that the parties and the LECOM community are safe. Regardless of whether a Complainant chooses to pursue disciplinary action, LECOM will take interim measures to protect those involved and ensure that all safety, emotional, and physical well-being concerns are met.

Reasonable interim measures to protect the safety of the parties will be determined on a case-by-case basis. In making the determination, LECOM will consider, at a minimum, the parties' expressed need, the severity or pervasiveness of the allegations, the continuing effects, the likelihood that the parties will come into contact with each other through daily activities, and

whether any legal steps have been taken to protect either party.

**Student Supportive Measures:**

Some examples of supportive measures LECOM may provide to students include modifying class schedules, workplace schedules, and/or extracurricular activities; assisting in obtaining counseling and academic support services; student financial aid guidance; offering extra time to complete a course if possible; providing escort services on campus from the campus police; and initiating a no contact order. Also see the *Emergency Removal of the Respondent* section.

**Staff Supportive Measures:**

Some examples of supportive measures LECOM may provide to a staff member include modifying work schedule, workplace department or location, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the employee; initiating a no-contact order; and issuing a *persona non grata* order to prevent a person from coming on campus.

**Faculty Supportive Measures:**

Some examples of supportive measures LECOM may provide to a faculty member include modifying teaching schedule, workplace schedule, extracurricular schedule, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the faculty member; initiating a no-contact order; and issuing a *persona non grata* order to prevent a person from coming on campus.

**C. Formal Complaint**

A formal complaint is a document filed by a Complainant alleging sexual harassment against a Respondent and requesting that LECOM investigate the allegation of sexual harassment. A formal complaint may be filed with the Title IX Coordinator or a Deputy Title IX Coordinator in person, by mail, by electronic mail, or using an available online reporting system. A formal complaint filed by a Complainant must have the Complainant's physical or digital signature or otherwise indicate that the Complainant is the person filing the formal complaint.

There is no specific form required to file a formal complaint. Moreover, there is no requirement that the formal complaint include a detailed statement of facts or the name of the Respondent if that is not known.

In addition to a Complainant, there are circumstances when the Title IX Coordinator may sign a formal complaint. Other third parties cannot. A Title IX Coordinator may sign a formal complaint in the absence of one signed by a Complainant in order to protect the educational community. In deciding whether to sign a formal complaint, the Title IX Coordinator may consider a variety of factors, including a pattern of alleged misconduct by a particular Respondent; allegations of the use of violence and/or the use of weapons; or similar factors. The Title IX Coordinator may sign a formal complaint only after the Title IX Coordinator has contacted the Complainant (the person alleged to have been victimized by sexual harassment) to discuss the availability of supportive measures, considered the Complainant's wishes with respect to supportive measures, and explained to the Complainant the process for filing a formal complaint.



When the Title IX Coordinator decides to sign a formal complaint that originated with an anonymous complaint, the written notice of the allegations must be sent to both parties and include the identity of the parties, if known.

The signing of a formal complaint by the Title IX Coordinator does not place the Title IX Coordinator in a position adverse to the Respondent. When the Title IX Coordinator initiates an investigation based on allegations of which the Title IX Coordinator has been made aware, the Title IX Coordinator is not prevented from being free from bias or conflict of interest with respect to any party.

An investigation and grievance process cannot proceed pursuant to this Title IX policy in the absence of a signed formal complaint. If the Complainant's identity is unknown, the grievance process may proceed if the Title IX Coordinator determines it is necessary to sign a formal complaint. In that case, the written notice of the allegations would not include the Complainant's identity as it is unknown.

A Complainant's formal complaint must be investigated even if the Complainant does not know the Respondent's identity because an investigation may reveal the Respondent's identity. Once a Respondent's identity is known, LECOM will send written notice to both parties.

Formal complaints against more than one Respondent or by more than one Complainant may be consolidated if they arise out of the same facts or circumstances. In that instance, there may be a combined grievance process. A consolidation of formal complaints may include counter-complaints by one party against the other party.

#### **D. Emergency Removal of the Respondent**

LECOM is permitted to remove a Respondent from its education program or activity on an emergency basis if LECOM undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In that instance, LECOM will provide the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

#### **E. Dismissal After Filing of a Formal Complaint**

The Title IX grievance process described in this policy applies only to alleged sexual harassment that occurred in a LECOM education program or activity against a person in the United States. The terms "sexual harassment" and "education program or activity" are defined above in the *Definitions* section.

Formal Title IX complaints must be dismissed if the alleged conduct:

- was not "sexual harassment" as defined; or
- did not occur in a LECOM education program or activity as defined; or
- was not perpetuated against a person in the United States (i.e. in another country and not in the United States)

Formal Title IX complaints may be dismissed (or it may be decided that the Title IX process

continue) if at any time during the investigation or hearing:

- A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein
- The Respondent is no longer enrolled at or employed by LECOM
- Specific circumstances prevent LECOM from gathering enough evidence to reach a determination as to the formal complaint or the allegations therein

Upon a dismissal of a formal complaint, written notice of the dismissal and reasons therefor will be sent to the parties simultaneously. In the event that LECOM dismisses the Title IX formal complaint, LECOM may proceed using the non-Title IX code of conduct violation process.

#### **F. Notice After Filing of a Formal Complaint**

When a formal complaint is received (whether signed by the Complainant or the Title IX Coordinator), written notice must be sent to the known parties that includes:

- Notice of the grievance process including any informal resolution process
- Notice of the allegations of potential sexual harassment including sufficient details, if known at the time (identities of the parties involved in the incident; conduct allegedly constituting sexual harassment; date and location of the alleged incident(s))
- A statement that the Respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process
- A statement that the parties may have an advisor of their choice who may be, but is not required to be, an attorney
- A statement that the parties may inspect and review the evidence as permitted by this policy and law after the investigation
- A statement that knowingly making false statements or knowingly submitting false information during the Title IX grievance process violates LECOM's code of conduct.

Known parties will be provided notice of additional allegations being investigated not included in the initial notice.

### **VI. SEXUAL MISCONDUCT GRIEVANCE AND RESOLUTION PROCESS**

#### **A. Informal Resolution**

Only after a formal complaint has been filed, the parties may decide to participate in an informal resolution process, however such participation may not be required. LECOM may facilitate an informal resolution process at any time prior to reaching a determination regarding responsibility. Informal resolution processes do not involve a full investigation and adjudication and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

At any time prior to agreeing to a resolution, any party may withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. The parties must provide voluntary written consent for an informal resolution process to proceed. In that event, the parties must be provided written notice disclosing the allegations and the requirements of the informal resolution process. No informal resolution process is available regarding allegations that an employee sexually harassed a student.

## **B. Participant Roles**

The roles of complainant, respondent, parties, witness, and advisor are defined above in the *Definitions* section. All participants have the responsibility to be truthful with the information they share at all stages of the process. Any individual who knowingly or intentionally provides false information in any stage of the process may be subject to discipline. This provision does not apply to a good faith report that is not substantiated or proven by a preponderance of the evidence.

The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s). The Title IX Coordinator may serve as the investigator.

## **C. Conflict of Interest**

Parties have the opportunity to raise the issue to the Title IX Coordinator of a potential conflict of interest within two (2) days of being advised of the identity of the investigator(s) or decision-maker(s) and others on the resolution team, including appeals. No investigator, decision-maker, or others on the resolution team, including appeals, will make findings or determinations in a case in which they have a conflict of interest. The Title IX Coordinator or designee will determine whether a conflict of interest exists.

## **D. Burden of Proof**

The burden of proof refers to who has the responsibility of showing a violation has occurred. It is always the responsibility of LECOM to satisfy the burden of proof. The Respondent does not have the burden to prove that a violation did not occur. Respondents may decide not to share their side of the story or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from LECOM and does not indicate responsibility. Additionally, there will not be an adverse inference against a Respondent for the Respondent's refusal to participate in an investigation or hearing, nor will Respondent's refusal to participate result in increased sanctions if the Respondent is found responsible for the accusations.

## **E. Standard of Proof**

LECOM uses the preponderance of the evidence standard in investigations and adjudications of complaints alleging sexual misconduct and any related violations. This means that it is determined whether it is more likely than not that a violation of the policy occurred.

## **F. Timeline for Resolution**

LECOM will resolve all cases in a reasonably prompt manner with the goal of conducting grievance processes fairly in a way that reaches reliable outcomes. The timeline may vary based on the circumstances of the case, including breaks in the academic calendar, availability of the parties and witnesses, scope of the investigation, need for interim actions, and unforeseen or exigent circumstances. The parties will be periodically updated on the status of their case.

Reasonable delays may be made for good cause. Good cause for short-term delays includes, but is not limited to, absence of the parties and/or witnesses due to reasonable causes, concurrent law enforcement activity, transportation needs for parties and/or witnesses, technology issues to troubleshoot to facilitate a live hearing, the need for language assistance or accommodation of disabilities, and the need to provide an advisor for a hearing.

While LECOM will attempt to accommodate the schedules of parties and witnesses throughout the grievance process in order to provide parties with a meaningful opportunity to exercise their rights under this policy, a grievance process can proceed to conclusion even in the absence of a party or witness.

### **G. Retaliation Prohibited**

LECOM does not tolerate retaliation and will pursue actions against those who take retaliatory measures against reporters, witnesses, or parties. Neither LECOM nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing.

Retaliation includes intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment if the purpose is to interfere with any right or privilege secured by Title IX.

Complaints alleging retaliation may be filed according to the Title IX grievance procedures for sex discrimination. An individual may be charged with a code of conduct violation for making a materially false statement in bad faith in the course of a Title IX grievance proceeding, however a determination regarding responsibility is not sufficient alone to conclude that a party made a materially false statement in bad faith.

### **H. Investigation Process of a Formal Complaint**

If it is appropriate and the parties choose and complete an informal resolution process there may be no formal investigation. If necessary, a full investigation will be promptly engaged. Such investigations will include interviews with the Complainant, Respondent, and relevant witnesses. In conducting the investigation, the manager of the investigation/resolution process may be assisted by other individuals, including special consultants engaged for the particular investigation. A thorough review of pertinent physical and documentary evidence will also occur. The evidence may include photographs, videos, electronic messages (including emails and text messages), social media postings, and any other relevant resources. The parties should be most scrupulous in preserving all evidence.

The parties are not granted the right to depose parties or witnesses, nor to invoke a court system's subpoena powers to compel parties or witnesses to appear at hearings.

#### **About the investigation process:**

- A Complainant is not required to participate in the Title IX process or to provide any information to the Title IX Coordinator.
- LECOM may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity and were made and maintained in connection with the provision

of treatment to the party unless the party provides voluntary written consent to do so for a grievance process.

- Both parties must be given an equal opportunity to present fact and expert witnesses and other inculpatory and exculpatory evidence.
- Neither party should be restricted in the ability to discuss the allegations under investigation or to gather and present relevant evidence.
- Both parties must have the same opportunities, if any, to have others present during any meeting or grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- LECOM may establish restrictions regarding the extent to which the parties' advisors may participate in the proceedings; such restrictions shall apply equally to both parties.
- Both parties must be given written notice of all hearings, investigative interviews, or other meetings at which they are invited or expected to attend with sufficient time to prepare. Notice must include the date, time, location, participants, and purpose.
- Both parties must be provided with an equal opportunity to inspect and review any evidence obtained in the investigation of the allegations raised in a formal complaint, including evidence LECOM does not intend to rely on in reaching a determination regarding responsibility. Such evidence includes inculpatory and exculpatory evidence. It includes evidence obtained from a party or other source.
- Non-participating Complainants must also be given the opportunity to inspect, review, and respond to the evidence.
- Prior to completion of the investigative report, both parties must be sent (including their advisor, if any), the evidence subject to inspection and review in an electronic format or a hard copy and given at least ten days to submit a written response. The investigator must consider such written responses prior to completion of the investigative report. This evidence must be available at any hearing so that it may be referred to or used for cross-examination.
- LECOM may impose on the parties and each party's advisor restrictions or require a non-disclosure agreement (NDA) not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process, as long as doing so does not violate Title IX regulations or other applicable laws.

### **About the investigation report:**

After the investigation and the parties have been given an opportunity to submit a response to the evidence they were able to inspect and review, the investigator will create an investigative report that summarizes the relevant evidence. The report must be sent at least ten days prior to a hearing or other time of determination regarding responsibility to each party and each party's advisor, if any. The report must be sent in an electronic format or a hard copy for their review and written response.

All evidence summarized in the investigative report must be relevant. Evidence is relevant if it is probative of any material fact concerning the allegations, with exceptions. The investigator may redact from the investigative report information that is not relevant and also information protected by a legally recognized privilege, or treatment records for which there is no written consent to use. The investigative report may include facts and interview statements.

The investigator may include recommended findings or conclusions in the investigative report, however the decision-maker is under an independent obligation to objectively evaluate relevant evidence and cannot simply defer to the recommendations made by the investigator in the investigative report.

A single investigative report may be made in the context of a grievance process that involves multiple Complainants, multiple Respondents, or both.

## **I. Hearings**

Formal complaints not dismissed or resolved by informal resolution will proceed to a live hearing. Elements of the live hearing follow.

- Hearings are held live, however at the request of either party, the live hearing may occur with the parties located in separate rooms with technology enabling the decision maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
- Parties' advisors may represent parties during the entire live hearing.
- Parties must inform LECOM at least seven (7) days prior to a hearing whether the party intends to bring an advisor of choice to the hearing. If the party does not intend to bring an advisor of choice, LECOM will appoint an advisor for that party for the hearing.
- If a party appears at a hearing without an advisor and LECOM did not have the seven day advance notice to appoint an advisor for the party, the hearing will stop and may be rescheduled if necessary to permit LECOM to assign an advisor to that party to conduct cross-examination.
- Parties and advisors must participate respectfully and non-abusively during a hearing; this includes not yelling at the other party or others in the hearing. If a party's advisor refuses to act in a respectful and non-abusive manner, LECOM may require the party to use a different advisor.
- LECOM may permit the parties' advisors to make brief opening or closing statements.
- LECOM may make an opening or closing statement.
- LECOM may present evidence to the decision-maker which may be used by the decision-maker in reaching a determination regarding responsibility.
- The decision-maker has the right and responsibility to ask questions and elicit information from parties and witnesses on the decision-maker's own initiative to aid the decision-maker in obtaining relevant evidence both inculpatory and exculpatory, and the parties also have an equal right to present evidence in front of the decision-maker so the decision-maker has the benefit of perceiving each party's unique perspective about the evidence.
- At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses relevant and follow-up questions, including to challenge credibility. Cross-examination must be conducted directly, orally, and in real time by the party's advisor, but never by a party personally.
- Only relevant cross-examination and other questions may be asked of a party or witness. Before a question is answered by a party or witness, the decision-maker(s) must first determine whether the question is relevant and explain decisions to exclude a question as not relevant.

- In determining what evidence is relevant, a layperson's determination that a question is not relevant is made by applying logic and common sense, but not against a backdrop of legal expertise.
- At a hearing, a decision-maker may find that a question is irrelevant because it is not probative of any material fact concerning the allegations.
- Where evidence is duplicative of other evidence, the decision-maker may deem the evidence not relevant.
- Information that is not relevant includes information protected by a legally recognized privilege and any party's medical, psychological, and similar records unless the party has given voluntary written consent.
- Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless such evidence is offered to prove that someone other than the Respondent committed the alleged conduct or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
- Relevant evidence will not be excluded solely because such relevant evidence may be unduly prejudicial, concern prior bad acts, or constitute character evidence.
- Written questions may not be submitted for the purpose of ascertaining relevance prior to or during a hearing.
- The advisors may discuss the relevance determination with the decision-maker during the hearing, however there will be no challenging the relevance determination after receiving the decision-maker's explanation during the hearing.
- Parties and witnesses may not waive a question.
- The decision-maker(s) cannot draw an inference about responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- Where a grievance process is initiated because the Title IX Coordinator, and not the Complainant, signed the formal complaint, the Complainant who did not wish to initiate a grievance process remains under no obligation to then participate in the grievance process.
- LECOM will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review. LECOM is not obligated to send the parties a copy of the recording or transcript.
- The decision-maker(s) must issue a written determination regarding responsibility using the standard of evidence adopted, preponderance of the evidence.
  - The decision-maker must objectively evaluate all relevant evidence, both inculpatory and exculpatory, and independently reach a determination regarding responsibility without giving deference to the investigative report.
  - Admissible, relevant evidence must be evaluated for weight or credibility by the decision-maker.
  - Credibility determinations are not based solely on observing demeanor, but also are based on other factors (e.g., specific details, inherent plausibility, internal consistency, corroborative evidence).
  - The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility

is a matter to be decided by the decision-maker after having the opportunity to ask questions of parties and witnesses and observing how parties and witnesses answer the questions posed by the other party.

#### **Possible remedies and disciplinary sanctions:**

Upon a finding that the Respondent was responsible for the alleged actions constituting prohibited activities under this policy, the potential penalties range from remedies similar to supportive measures to probation, suspension, and dismissal from LECOM.

#### **J. Decision-Maker's Written Determination**

The written determination must include:

- Identification of the allegations potentially constituting sexual harassment
- A description of the procedural steps taken from the receipt of the formal complaint through the determination. Include notifications to the parties, interviews with the parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
- Findings of fact supporting the determination. The decision-maker must lay out the evidentiary basis for conclusions reached in the case.
  - There is no requirement that the written determination address evaluation of contradictory facts, exculpatory evidence, “all evidence” presented at a hearing, or how credibility assessments were reached.
- Conclusions regarding the application of LECOM's code of conduct to the facts
- A statement with the determination regarding responsibility for each allegation and the rationale for each such determination
- Disciplinary sanctions to be imposed on the Respondent
- Whether remedies designed to restore or preserve equal access to LECOM's education program or activity will be provided to the Complainant, however the nature of the remedies provided to the Complainant should not appear in the written determination. Remedies which do not directly affect the Respondent must not be disclosed to the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies.
- Procedures and permissible bases for the Complainant and Respondent to appeal

The written determination must be provided to the parties simultaneously. The determination regarding responsibility is final either on the date that the written determination of the result of an appeal is provided to the parties, if an appeal is filed, or on the date when an appeal would no longer be considered timely.

If it is determined that a violation of the Title IX policy did not occur, but the reported behavior would violate a different LECOM policy such as the student code of conduct, the case may be referred for resolution as appropriate.

#### **K. Right to Appeal**

Both parties may appeal from a determination regarding responsibility and from a dismissal of a



formal complaint or any allegations therein on these bases:

- Procedural irregularity that affected the outcome of the matter
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter

The other party will be notified in writing when a party files an appeal and will be provided the appeal document. The other party may file a written statement in response to the appeal within seven (7) business days of the date the appealing party's appeal was provided.

An appeal must be filed with the Title IX Coordinator within seven (7) business days of the date of the decision-maker's written determination. The appeal must include an explanation of the basis of the appeal. The Title IX Coordinator will forward the appeal, the decision-maker's written determination, and all other materials from the investigation and hearing to the President of LECOM for a final decision.

The President will review the materials provided using a preponderance of the evidence standard and will issue in a reasonably timely manner an Appeal Outcome Letter detailing the final decision and the rationale for the result, which may affirm, reverse or modify the determination of the decision-maker. The decision of the President is final. The written appeal decision will be simultaneously provided to both parties.

## **VII. RIGHTS AND RESPONSIBILITIES**

- A. Reports and complaints have different meanings. An individual has a right to make a report of sexual misconduct to LECOM, which may be accompanied by request for supportive measures. An individual also has a right to make a complaint of sexual misconduct, which is a request to initiate LECOM's informal resolution process or a formal disciplinary process, which includes an investigation and may proceed to a formal hearing.
- B. Prior to the conclusion of a sexual misconduct investigation, the reporting party may request to withdraw the complaint by contacting the Title IX Coordinator or designee in writing. They will determine whether to close the case or conclude the investigation without the Complainant's continued participation.
- C. An individual also has the right to report sexual misconduct to law enforcement, separate and apart from any report or complaint made to LECOM.
- D. At the time a report is made, the reporting party does not have to decide whether to file a complaint or make a report of sexual misconduct to law enforcement.
- E. An affected party has the right to request supportive measures from LECOM, which may include interim contact restrictions.
- F. The reporting party has the right to seek medical treatment to address physical and mental health and to preserve evidence.
- G. A report may become a formal complaint, either initiated by the Complainant or the Title IX Coordinator. To file a formal complaint, please contact the Title IX Coordinator/designee.

## **VIII. CRIME VICTIM AND OTHER COUNSELING SERVICES**

Erie, Pennsylvania Resources

Crime Victim Center of Erie County

24 hour hotline: (814) 455-9414

Safe Harbor Mental Health

24 hour Crisis Center: (814) 456-2014

Outpatient Clinic: (814) 459-9300

Safe Net Erie (domestic violence)

24 hour crisis hotline: (814) 454-8161

Main number: (814) 455-1774

Millcreek Community Hospital

Main hospital number: (814) 864-4031, ask for Behavioral Health

Stairways Behavioral Health

(888) 453-5806

Physicians Health Programs (PHP; Pennsylvania)

(866) 747-2255 or (717) 558-7819

Secundum Artem Reaching Pharmacists with help (SARPh)

(800) 892-4484

Bradenton, Florida Resources

Centerstone Student Assistance Program

(941) 782-4379

Centerstone Crisis Center

(941) 782-4600

Bradenton- Hope Family Services, Inc.

(941) 755-6805

Rape Crisis Hotline - Bradenton

(941) 708-6059

Sarasota- Safe Place and Rape Crisis Center

24 hour hotline: (941) 365-1976

Bayside Center for Behavioral Health

Sarasota Memorial Hospital

24 hour clinical assessment: (941) 917-7760

Coastal Behavioral Health, Sarasota

24 hour Crisis Stabilization Unit: (941) 364-9355  
Assessments: (941) 552-1950

DeFuniak Springs, Florida Resources

Shelter House, Domestic and Sexual Violence Center  
Domestic Violence 24 hour hotline: (850) 863-4777 or (800) 442-2873  
Sexual Assault 24 hour helpline: (850) 226-2027

Greensburg, Pennsylvania Resources

Blackburn Center (Greensburg, PA)  
24 hour hotline: (888) 832-2272  
(724) 837-9540

Westmoreland Mental Health Crisis Intervention Hotline (Westmoreland County, PA)  
24 hour hotline: (800) 836-6010

Rape Crisis Center (Pittsburgh Action against Rape) (Pittsburgh, PA)  
24 hour helpline: (866) 363-7273  
(412) 431-5665

Center for Victims of Violence and Crime (Pittsburgh, PA)  
24 hour hotline: (866) 644-2882

Physicians Health Programs (PHP; Pennsylvania)  
(866) 747-2255 or (717) 558-7819

Elmira, New York Resources

Family Services of Chemung County  
(607) 733-5696

Chemung County Crisis Program  
(607) 737-5369

New York State Domestic Violence Hotline  
(800) 942-6906

Sexual Assault Resource Center  
(888) 810-0093

Committee for Physicians Health (New York)  
(518) 436-4723

**New York Students' Bill of Rights \*\***

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the Respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or Respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

\*\* Applicable to students enrolled at LECOM at Elmira.

7/2023

## APPENDIX L - LECOM BOARD OF TRUSTEES

The LECOM Board of Trustees has legal control, final decision-making and financial authority over all campuses: LECOM (Erie), LECOM Bradenton, LECOM at Elmira and LECOM at Seton Hill.

Mr. Gerald Alonge

Ms. Mary L. Eckert

John M. Ferretti, D.O.

Silvia M. Ferretti, D.O.

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

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

Joan L. Moore, D.O.

James Lin, D.O.

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

Mr. Richard P. Olinger

Ms. Nancy Peaden

Mr. Dennis M. Styn

Mr. Thomas J. Wedzik

**APPENDIX M - LECOM ERIE:  
GRADUATE SCHOOL OF BIOMEDICAL SCIENCES**

**Administration, Faculty and Staff**

**John M. Ferretti, D.O.**  
President/CEO

**Silvia M. Ferretti, D.O.**  
Provost, Senior Vice President and Dean of Academic Affairs

**Steven G. Inman, C.P.A., C.G.M.A.**  
Vice President of Fiscal Affairs/CFO

**Richard E. Ferretti, Esq.**  
General Counsel, Corporate Compliance Officer and Director of Risk Management

**Julie K. Freeman, Esq.**  
Assistant General Counsel

**Regan Shabloski, D.O.**  
Assistant Dean of Plans, Operations, Training and Safety

**Melanie J. Dunbar, Ph.D., L.P.C.**  
Director of Behavioral Health

**Helen R. McKenzie**  
Executive Assistant to the President/CEO

**Judith A. Zboyovski**  
Administrative Assistant to the Provost, Senior Vice President and Dean of Academic Affairs

**Alison Lenze**  
Administrative Assistant to the Office of the Provost

**Kathleen Spinazzola**  
Administrative Assistant to the Office of the Provost

**Tiffany Zinn**  
Social Media Manager

**EDUCATIONAL ADMINISTRATION**

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

**Margo Wolfe, Ph.D.**

Grants and Compliance Coordinator

**Theresa Hunter-Pettersen, M.D., M.P.A., M.S.**

Institutional Director of Diversity, Equity, and Inclusion

**Irving (Irv) Freeman, Ph.D., J.D.**

Director of Institutional Review Board (IRB)

**Walter J. Hu**

Assistant to the Assistant Provost of Institutional Effectiveness

**Deborah Lee-Sanko, MHSA**

Executive Director, LECOM Consortium for Academic Excellence (LCAE)

**Laurie Mahoney**

Administrative Assistant, LECOM Consortium for Academic Excellence (LCAE)

**GRADUATE SCHOOL OF BIOMEDICAL SCIENCES**

**Randy J. Kulesza Jr., Ph.D.**

Dean of Graduate School of Biomedical Sciences  
Director, Doctoral Program in Anatomy Education  
Director of the Auditory Research Center  
Professor of Anatomy

**Nancy L. Carty, Ph.D.**

Assistant Dean of Preclinical Education  
Director, Master of Medical Sciences Program  
Associate Professor of Microbiology

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